Learning Without Limits Safe Schools Plan

2026-27

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Introduction

The purpose of the Education For Change Public Schools and Learning Without Limits Safe Schools Plan (SSP) is to identify those threats, vulnerabilities and hazards that pose a risk to the health and safety of students, employees and visitors; to District/ School property; as well as to the safe and orderly operation of the District/School. The SSP outlines responses to the id`d educational tool in that it provides emergency response guidance and is the basis for training stakeholders in their roles and responsibilities before, during and after and emergency incident.

The guidelines and procedures for dealing with incidents, contained in the basic plan, functional annexes and incident specific annexes, provide an organized systematic method to prevent, mitigate, respond and recover from various types of incidents. Not every imaginable degree of risk can be covered in the plan, however the plan provides the basics which when coupled with the professional judgment of staff provides a basis for knowledgeable decision making in a wide variety of incidents. Employees and students should receive annual training in the plan relative to their respective obligations and responsibilities for plan implementation.

Developing, maintaining and exercising the SSP is another way the District/School is meeting its moral, ethical and legal obligations to the school community. Districts and schools without established incident management plans have been held legally liable for damages resulting from the lack of a plan and/or training. While no plans or policies can totally eliminate the potential for legal liabilities, establishing procedures and guidelines on the best professional practices provides a margin of protection against legal liability.

This plan has been developed to further the primary goals of protecting the health and welfare of students, staff and visitors, protecting District/School property against damage and continuing the mission of educating our children.

Scope of the Plan

The District and School SSP outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local and Federal government mandates; common and specialized procedures; and prevention/mitigation, preparation response and recovery associated with specific identified risks.

Definitions

Definitions of terms may vary owing to the context within which the term is used. In some emergency management publications certain terms may have more than one meaning or use. For the purposes of the EOP the following definitions will apply.

Threat:

A natural or human caused event, which could have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Tornadoes; hurricanes; earthquakes; fires; transportation accidents; and, hazardous materials releases.

Hazard:
A naturally occurring or human caused condition that may be static or evolving which has the potential to have a negative impact on the health and welfare of persons or result in the damage or destruction of property. Examples would include: Broken sidewalks; overloaded electrical systems; a sinkhole; a beachside cliff; an untrained equipment operator.

Vulnerability:
Refers to weaknesses in, or lack of, systems, infrastructure, training, response capability or any other protective system or condition subject to exploitation by threats or hazards that might result in harm. Examples would include: Geographic location; flaws in information technology protection systems; inability to secure a premises; lack of training in the emergency operations plan; weakened infrastructure systems.

Risk:
Is a combination of the probability that an event or incident will occur; the possibility that it will impact assets (human, capital, material); and, the consequence of that impact. For example: California (geographical vulnerability) has a high probability of earthquakes (threat) which could be strong (impacting assets) resulting in injury, death and property damage (consequence).

Incident:

An incident is an occurrence (natural, technological, or human-caused) that requires a response to protect life or property. The superintendent/principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Response Plan.

Board of Directors Policy Statement

It is the responsibility of District and School officials to use their best efforts to protect students and staff during an emergency situation. The plan takes an all-hazard approach based upon the four phases of emergency management: prevention – mitigation; preparedness; response; and recovery. In compliance with Homeland Security Presidential Directive 5, District and School utilizes the National Incident Management System (NIMS) and the Incident Command System (ICS) when responding to and managing emergencies.

There is no guarantee, either explicit or implied, that District and/or School will provide a sufficient response system. As personnel and resources may be overwhelmed, District and School can only endeavor to make every reasonable effort to respond to the situation.

Situation Overview / Hazard Analysis Summary

District Overview

Education For Change Public Schools (District) is a Charter Management Organization (CMO) that evolved through a strategic partnership between the State Administrator of the Oakland Unified School District and the Education Reform community. The District was originally designed to become a charter management organization that would focus on converting existing OUSD Program Improvement schools to charter schools to provide the flexibilities and agilities of charter law to existing district public schools. As of the writing of this EOP, the District oversees six (6) charter schools in the Oakland / Bay Area, including Learning Without Limits (School).

Special Needs Population

The District and School are committed to serving the needs of our students and staff with functional and access needs. The School's current population of students and staff with special needs is 52 students with IEPs (Individual Educational Plan) and 0 staff. This number could increase should students or staff members suffer a temporary disabling condition.

This population includes students and staff with:

- Limited English proficiency Students: [174] Staff: [8]
- Visual disabilities (0)
- Cognitive or emotional disabilities (18)
    - Autism (16)
    - ID (6) [two students have ID as Disability 1 & four students have this as Disability 2)
    - ED (0)
- Hearing disabilities (1)
- Speech disabilities (33) [20 student as Disability 1 & 12 students as disability 2]
- Mobility/physical disabilities (permanent or temporary) (0)
- Medically fragile health (including asthma and severe allergies)
    - Epipens - 0 students
    - Asthma - 4 students
    - Peanut allergies - 0 students
    - General allergies - 0 students
    - Bee Sting Allergies - 0 student
    - Other health conditions: 2
    - Cancer: 0
    - Diabetes: 0

Building Information

The School is located on a 4.6 acre lot and includes two schools with a total building footprint of 67,654 sq ft.

- 55 rooms
- 29 rooms used as classroom
- 1 Student Support Center
- 2 multi-purpose rooms (cafeterias)

- 23 admin/office/conference rooms

Site maps showing evacuation routes, assembly areas, command post location (primary and alternate), emergency supplies storage, utility "shut offs," access gates for fire apparatus, mass casualty triage area constitute **Appendix A.**

Threat, Vulnerability and Hazard Summary

The District and School are exposed to many hazards, all of which have the potential for disrupting the school community, causing casualties, and/or damaging or destroying personal and school property.

District and School staff members and members of the school community engage in a structured process to identify and prioritize the risk posed by those threats, vulnerabilities and hazards which are likely to impact the District and/or School.
This process includes an assessment of the building's (interior and exterior) and grounds of the site to identify hazardous conditions. The following table identifies threats, vulnerabilities and hazards that may affect the District and/or School.

Identified Threats, Vulnerabilities and Hazards

Earthquake	An earthquake is the most likely disaster to occur in the greater Bay Area. Alameda County and the City of Oakland are at high risk for significant earthquake related damage.
Incident of Targeted Mass Violence	In today's world, no organization amassing tens if not hundreds of employees and pupils in a single or multiple locations can ignore the possibility of an attack mounted against the organization or members thereof.
Fire	Annually, more than 5,000 fires occur in schools across the United States with the majority occurring during the school day. Proper prevention and mitigation measures combined with effective response protocols has resulted in not a single death in a school fire since 1958. Maintaining these efforts is imperative to school safety.
Intruder	An intruder is any person who comes upon the school grounds with the intent to or after entry engages in any conduct that threatens the health and safety of any person/s or disrupts the safe and orderly operation of the school. This includes persons who enter school grounds during non school hours and misuse, vandalize or steal school property. At the very least, intruders cause an emotional disruption to the good order of the school.

Opioid Overdose	Opioid addiction and overdoses have increased sharply across the country over the past two decades in what many organizations describe as a national crisis. Recent opioid overdoses among students have placed a spotlight on the role of schools in administering opioid antagonists on their campuses.
Hazardous Materials Incident	Hazardous materials incidents may range from accidental spillage of cleaning solutions and lab chemicals to incidents involving hazardous material pipelines and transportation accidents.
Terrorism	Once thought a foreign problem, terrorism is now a domestic threat. It is not out of the question for a terrorist (individual or organization) to make a political or religious statement by attacking a defenseless school. More likely would be an attack on a public venue hosting school children or an attack in the school's neighborhood in which the school suffers collateral damage. This is where the District/School uses the Risk Index, Threat and Vulnerability Assessment identification rating forms and the site assessment to identify threats, vulnerabilities and hazards and rank the risk. From this list the table is completed.

Prevention, Mitigation and Preparedness Overview

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. District/School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff and prevent loss or damage to property.

Mitigation includes activities to reduce the loss of life and property from natural and/or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. District/School fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Planning Assumptions and Limitations

Planning Assumptions

Stating the planning assumptions allows the District and School to deviate from the plan if certain assumptions prove not to be true during operations. The EOP assumes:

- The District/School community will continue to be exposed and subject to hazards and incidents described in the Threat, Vulnerability and Hazard Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time, and at any place. In some cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, many emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the district/school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

- Proper prevention, mitigation and preparedness actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- Maintaining the District and School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- A spirit of volunteerism among students and families will result in their providing assistance and support to incident management efforts.
- District/School recognizes that during an incident or disaster the District/School will maintain responsibility for its employees and pupils regardless of the agency that has assumed command of the situation.
- Per Government Code § 3100 – 3109: All government employees are disaster workers and subject to "such disaster service activities as may be assigned to them by their superiors or by law."
- The District/School recognizes that some employees are responsible for the care and safety of infirm or disabled family members who, in an emergency, will be unable to provide for their own welfare and/or safety. The District/School may identify these employees and, after considering the totality of the circumstances, release them for a period of time from their statutory duties as a disaster worker.

Limitations

It is the policy of District and School that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, the District and/or School can only endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

Concept of Operations

This Plan is based upon the concept that the incident management functions that must be performed by the School generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, nongovernmental organizations, and the private sector to work seamlessly to prevent, mitigate, protect against, respond to and recover from and the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, District and School participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

District and School recognizes that District/School employees will be first responders during an incident. Adopting NIMS enables staff to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

District and School works with local government agencies to remain NIMS compliant. NIMS compliance for school districts includes completing the following:

- Adopt the National Incident Management System (NIMS)

- Identify key district/school personnel who will complete IS-700.a
- Adopt the use of the Incident Command System (ICS).
- All staff who assume roles described in this system will receive ICS-100 training. ICS-100 SCa Introduction to ICS for Schools.
- District/School key personnel should also, as time permits, complete IS 200.b ICS For Single Resources and Initial Action Incidents and IS 800.b National Response Framework An Introduction.
- The above courses are web based free of charge from the Federal Emergency Management Agency (FEMA) Emergency Management Institute. https://training.fema.gov/is/nims.aspx
- Participate in local government's NIMS preparedness program and align the District and School Plan with the EOP's of the local government agencies serving the District/School.
- Train and exercise the Plan on a regular and consistent basis.
- All staff and students are expected to participate in training and exercising the plan's procedures and hazard-specific incident plans. The District/School is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS system can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at the District and/or School level will be delegated the authority to direct all incident activities within the District's/School's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. In cases of transfer of incident command or joint command the District/School retains the primary responsibility for the custody and care of students and the direction of staff.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as incident specific plans. The principal or designee will assign an Incident Commander based who is most qualified to direct the response. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of individual responsibilities.

The principal and assistant principals are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles must be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

District and/or School staff may be required to remain at school to assist in an incident. (Government Code § 3100 – 3109) In the event that the District/School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise**,** ~~and~~ training and the needs of the incident.

District Administrator/Principal/Building Administrator

The District superintendent or the principal may serve as the Incident Commander or can delegate that authority to a qualified individual. At all times, the superintendent or the principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the superintendent/principal to focus on policy-level activities and interfacing with other agencies and parents. The principal shall coordinate between the superintendent's office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, other individuals within the District's/School's jurisdiction and to ensure the preservation of district property and resources.
- Determine whether to implement incident response functions (Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for relocation of students, staff, and other individuals when safety is threatened by an incident.

- Work with emergency services personnel, including utility companies and public transportation agencies. Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, evacuation, rescue procedures, etc.
- Keep the superintendent and/or principal and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- Give appropriate action command during an incident.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first aid if necessary. School staff on the Emergency Operations Team will be trained and certified in First Aid and CPR.

Instructional Assistants

Responsibilities include:

- Administer first aid or emergency treatment as needed.
- Supervise administration of first aid by those trained to provide it.
- Organize first aid and medical supplies.

Counselors, Social Workers, and Psychologists

Counselors, social workers, and psychologists provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge according to established incident management protocols.

- Render first aid if necessary.
- Assist in the relocation of students, staff, and other individuals when their safety is threatened by an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of school.

District / School Secretary / Office Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the District/School Incident Commander or ICS.
- Provide assistance to the principal and Policy/Coordination Group.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Other duties as assigned by the superintendent/principal/Incident Commander.

Food Service/Cafeteria Workers (Or appointed key staff)

Responsibilities include:

- Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Other Staff (Itinerant Staff, Substitute Teachers)

Responsibilities include:

- Substitute teachers will remain with their class unless relieved of that duty by the Incident Commander or designee.
- Reporting to the Incident Commander or ICS supervisor if requested or activated.

Students

Responsibilities include:

- Cooperate during emergency drills and exercises, and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures, as age appropriate.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

The District and School recognizes that parents and guardians are a crucial part of our school community and are a major influence on their child's academic and social success. The District and School wants parents and guardians to be involved in and informed of our efforts to ensure their child's safety and welfare while at school or school functions. Parents and guardians are welcome to participate in School's emergency planning by becoming a participating member in the school safety or site committee.

Responsibilities include:

- Ensure current telephone numbers and home addresses are on file at the School by updating immediately when changes are made.
- When notified of an emergency at the School - adhering to instructions including not to come to the school until requested.
- Encourage and support School safety, violence prevention, and incident preparedness programs within the School.
- Participate in volunteer service projects for promoting School incident preparedness.
- Provide the School with requested information concerning the incident, early and late dismissals, and other related release information.
- Practice incident management preparedness in the home to reinforce School training and ensure family safety.
- Understanding their roles during a School emergency.

Direction, Control, and Coordination

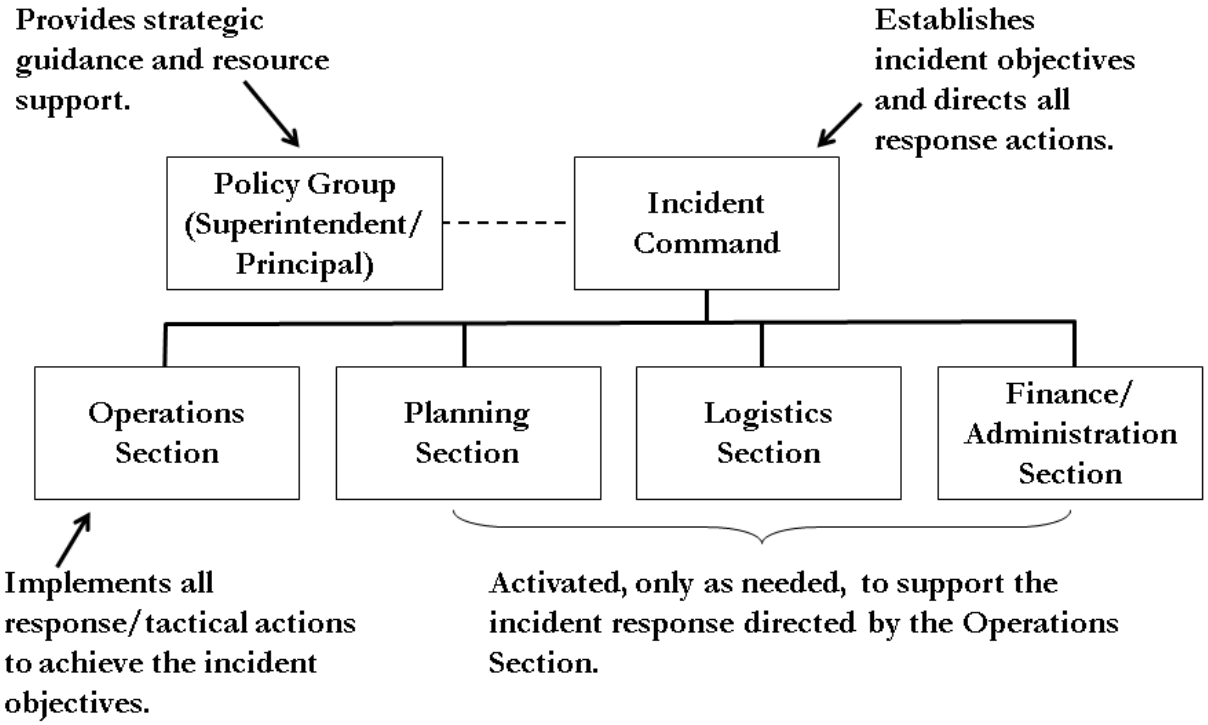
District/School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the District and/or School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

The ICS is organized into the following functional areas (see Figure 1):
(For a complete guide to the duties of each ICS position refer to FEMA ICS Resource Center http://training.fema.gov/emiweb/is/icsresource/index.htm)

Figure 1. Incident Management Team



Incident Command:

Directs the incident management activities using strategic guidance provided by the Policy Group.
School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the principal.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

EFC Emergency Operations Manual (EOM)

Education For Change (District) maintains a district Emergency Operations Manual (EOM, see **Appendix E**) to address hazards and incidents. The School Safe Schools Plan has been developed to fit into the larger district EOM in the case of a large-scale incident. The EOM directs all tactical operations of an incident including: implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Specific responsibilities include:

- Implement the incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander, and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Activate the Parent Student Reunification Plan.
- Document all activities.

In case of a major disaster, the City of Oakland would trigger the emergency sirens and the emergency radio networks that would be used is 740am. 810 am, and 680 am. The EFC home office also has 2 Satellite cell phones in case of a disaster to allow for communication between two key staff members at Home Office even if cell towers are destroyed.

As needed, the types of Strike Teams described in the following section may be established within the Operations Section of Incident Command.

Operations Section

Incident Command System - Strike Teams

Incident Commander	Working directly with the Lead Ops Team, directs the incident management activities using strategic guidance provided by the Policy Group.	Nicki Fox
Lead Ops	Directs all tactical operations of an incident including	Lizbeth Cedillo Varela

Team	implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.	

Operations Strike Teams - Search & Rescue Chief: Nicki Fox

Search & Rescue Teams	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers. ▪ ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.	Plinio Hernandez Precious James Roberto Hernandez

Facility & Security Response Team	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating Fire/HazMat. ▪ Assessing and notifying officials of Fire/HazMat. ▪ Conducting perimeter control.	Lizbeth Cedillo Varela Nancy Ramirez

Operations Strike Teams - Facilities Chief: Lizbeth Cedillo (Backup: Plinio Hernandez)

Evacuation/ Shelter/ Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.	Nancy Ramirez

First Aid Team	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing “master” injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.	Francisco Chavez

Operations Strike Teams - Student Care Chief: Roberto Hernandez

Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assessing need for onsite mental health support. ▪ Determining need for outside agency assistance. ▪ Providing onsite intervention/counseling. ▪ Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.	Luis Cuellar Lucy Uribe

Student Release Team	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.	Francisco Chavez Jada Moses

Planning, Logistics, & Finance Sections

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident

(two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses, and secure all records.

This section may not be established onsite at the incident. Rather, the District management offices may assume responsibility for these functions.

Coordination with Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.
- Provide policy and strategic guidance.
- Help ensure that adequate resources are available.
- Identify and resolve issues common to all organizations.
- Keep elected officials and other executives informed of the situation and decisions.
- Provide factual information, both internally and externally through the Joint Information Center.

The school principal and Incident Commander will keep the Policy/Coordination Group informed.

Coordination with First Responders

An important component of the District and School EOP is a set of interagency agreements with various county agencies to aid in timely communication and delivery of services. These agreements help coordinate services between the agencies, District and School.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event that is taking place in the community.

If a School incident is within the authorities of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The School Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

The District/School maintains responsibility for the control, safety and welfare of its students and staff.

Source and Use of Resources

District and School will use its own resources and equipment to respond to incidents until incident response personnel arrive. Parent volunteers and community members have been trained to assist if called upon and available after an incident occurs.

The following organizations or agencies have agreed to be responsible for providing additional resources or assistance:

- First aid kit and sanitation supplies will be provided by: **School site**
- Cots and bedding supplies will be provided by: **Outside agency**
- Food/water supplies will be provided by: **School site**
- Security will be provided by: **School site**
- Counseling services will be provided by: **School site/Seneca**

Communications

Communication is a critical part of incident management. This section outlines the District and School communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communication between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone Tree/Robocall: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).

- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Internal Communication with the School Network Office

The Incident Commander will use the School Emergency Radio Network to notify the principal of School status and needs. The principal will notify the District office. The District office will notify the chartering agency/ authorizer and/or the County Office of Education of the status of all district schools. He/she will designate staff members to monitor all communications.

External Communications with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The Network and School frequently exercises the School EOP with first responders to practice effective coordination and transfer of command.

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from District/School about the incident, what is being done about it, and the safety of the children and staff.

External Communication With Parents

Before an incident occurs, the District and School will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and a presentation delivered at a Family Leadership Council Meeting in the fall each year.
- Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, the District and School will:

- Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.

- Implement the plan to manage phone calls and parents who arrive at school.
- Describe how the school and school district are handling the situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Provide a phone number, website address, or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.

After an incident, District and School administrators may schedule and attend an open question-and-answer meeting for parents as soon as possible.

External Communication With The Media

In the event of an incident, the Incident Commander will:

- Designate a Public Information Officer (Principal).
- Establish an off-campus briefing area for media representatives.
- Determine the need to establish or participate in a Joint Information Center.
- Coordinate messages with the principal and Policy Group.

All District/School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in **Appendix B**.

Media contacts at the major television, internet, and radio stations are maintained by the principal. In the case of an incident, these media contacts will broadcast District and/or School's external communications plans, including the information hotline for parents and guardians.

Handling Rumors

In addressing rumors the most effective strategy is to provide facts as soon as possible. To combat rumors, the District and/or School will:

- Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, and cafeteria workers,. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- Designate and brief personnel answering calls to help control misinformation.
- Conduct briefings for community representatives directly associated with the school.
- Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, the District and School will conduct public meetings as needed. These meetings are designed to provide the opportunity for people to ask questions and receive accurate information.

Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of School's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for state and federal assistance.
- Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- Arrange for ongoing status reports during the recovery activities to: estimate when the educational program can be fully operational; and identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Apprise the Oakland Unified School District, the county office of education and any other public agency or entity have a legitimate need to know of recovery status.

The District will:

- Identify recordkeeping requirements and sources of financial aid for state and federal disaster assistance.
- Establish absentee policies for teachers/students after an incident.
- Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, video conferencing, telegroup tutoring, etc.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

Communication Tools

Some common internal and external communication tools that the District and School may use include the following:

- Standard Telephone: The District and School may designate a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- Cellular Telephones: These phones may be the only tool working when electric service is out. They are useful to faculty/staff en route to or from a site.
- Intercom Systems: The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- Bullhorns and Megaphones: A battery-powered bullhorn should be part of the School's emergency to-go kit to address students and staff who are assembling outside the School. Procedures governing storage and use will help ensure readiness for use.
- Two-Way Radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the School and to other sites and District. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as School evacuation, closure, or relocation on the homepage of the school and district website.
- Fax Machines: Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- Alarm Systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All staff/faculty, support staff, students, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

Administration, Finance, & Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District and/or School will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Direction, Control, and

Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

When normal operations are disrupted during an incident, the District Board or Policy Group must approve all donations that are intended to support the District and/or School during the emergency. Noncommercial food items may or may not be accepted by the District and/or School.

Administrative Controls

District/School is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.
- Significant changes in the incident situation.
- Major commitments of resources or requests for additional resources from external sources.
- Issuance of protective action recommendations to the staff and students.
- Evacuations.
- Casualties.
- Containment or termination of the incident.

Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs.

- Equipment operations costs.
- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the state and/or federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this Plan.

Plan Development, Maintenance, & Distribution

Education for Change (Operations Team) is responsible for the overall maintenance and revision of the District/ School EOP. The Site Administrators are responsible for coordinating, training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The District/School Board of Directors and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency manager approval and suggestions will also be requested.

Approval and Dissemination of the Plan

The District/School Board of Directors, together with the principal and superintendent, will approve and disseminate the plan and its annexes following these steps:

- Review & Validate the Plan
- Present The Plan (For Comment or Suggestion)
- Obtain Plan Approval (District/School Board of Directors)
- Distribute The Plan

Record of Changes

Each update or change to the Plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the

District/School Emergency Ops Planning Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and acceptance of the Plan. The District and School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the District/School Board of Directors.

Plan Review and Updates

The basic Plan and its annexes will be reviewed annually by the District and School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by the school administration. Annual review will be completed and signed off by the reviewing committee members prior to the first day of August.

The District/School EOP will be updated as needed based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur. (Updating may be done at any time without waiting for annual review.)

Training and Exercising the Plan

The District and School understand the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that District and School personnel and community first responders are aware of their duties and responsibilities under the District/School Plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.
- Orientation to the District/School EOP for all staff.
- First aid and CPR for all EOP Team members

- EOP Team training to address specific incident response or recovery activities, such as Parent/Student Reunification, Special Needs, and Relocation.
- Key personnel will complete the FEMA courses listed under Concept of Operations on Page 11 of this Plan.

Additional training will include drills and functional exercises. Drills will be conducted at least one (1) time per month. Exercises will occur at least one (1) time per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan **(see Appendix C).** Drill Procedures, an Emergency Drill Classroom checklist, and Site Level Emergency contact information are outlined in **Appendix P.** Approved parent volunteers and community members will also be incorporated into larger training efforts. Records of the training provided including date(s), type of training, and participant roster will be maintained.

All District and School staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively. A resource guide for family planning is included as **Appendix D.**

Authorities & References

The following are federal and state mandates, statutes, cases and authorities upon which the District and School EOP is based. These authorities and references provide a legal basis for incident management, operations and activities.

California Constitution Article 1, Sec. 28, Paragraph 7:

The right to public safety extends to public and private . . . campuses where "students and staff have the right to be safe and secure in their persons"

Homeland Security Presidential Directive 5:

Mandating adoption of NIMS by local government agencies (including school districts) as a condition for federal preparedness assistance, grants, etc.

California Education Code:

- § 47610: Exempting charter schools from laws governing school.
- §32280 – 32289: Requirements for comprehensive safety schools plan (charter schools exempt; however, it is a useful guidance tool).
- § 47605(b)(F): The charter school application must contain "The procedures that the school will follow to ensure the health and safety of pupils and staff".
- § 46392(a): Recovery of ADA under declared state of emergency.

California Labor Code:

- § 6400(a): “Every employer shall furnish employment and a place of employment that is safe and healthful for the employee therein”.

California Government Code:

- § 3100 – 3101: School district employees are “disaster service workers” who may be assigned to such disaster service activities as deemed necessary by their superiors or by law.

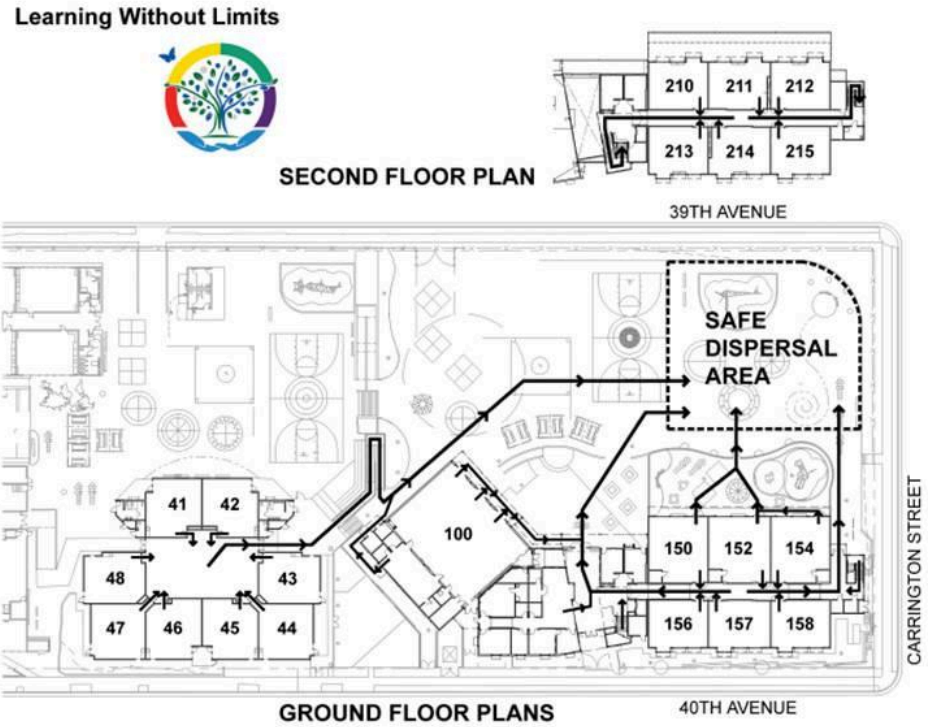
Relevant Case Law Decisions:

- Canton v. Harris U.S.Sct. (1989): Liability for failure to train, which deprives plaintiff of a constitutional right.
- Monell v. City of New York U.S. SCt. (1978): Local agencies can be considered persons and held civilly liable and in some cases criminally responsible for injuries or damages arising out of failure to train. (could be applied to “Disaster workers”)
- City of Oklahoma v. Tuttle U.S. SCt. (1985): Failure to train in the practical area at issue in the litigation.
- Jane Doe v. Forest Hills School Dist. USDC WDMI (Mich.) No. 1:13-cv-428: Failure to train deliberate indifference in light of foreseeable consequence.

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Appendix B - Media Protocol
Appendix C - Multi-Year Training and Exercise Plan
Appendix D - Personal and Family Emergency Plans Resource Guide
Appendix E - Emergency Operations Manual
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Appendix A - Emergency Evacuation Map



Appendix B - Media Protocol

Media Communication Information

Education for Change Public Schools recognizes the responsibility of the news media to provide accurate and timely information to the community concerning issues and events that occur in our schools. While we are committed to cooperating with the news media request for access to our schools and students, we are also obligated to protect the privacy of students and employees.

To help facilitate media requests, all media inquiries must be directed through the Superintendent who will act as the official liaison and primary contact for media and spokesperson for the School System. This includes requests for interviews with Home Office staff, administrators, teachers or students; or for information on District/school policies and procedures. The Home Office will work closely with principals in regards to media requests relating to prospective schools. If a principal declines an interview, or if a story is a district issue rather than a school one, the Superintendent will speak on the school/system's behalf or provide a spokesperson.

Media Contact:
Larissa Adam, Superintendent
Tel: (510) 568-7936
Email: ladam@efcps.net

Media Access to Schools

In order to protect the privacy of the students and staff, media representatives (journalists, photographers, videographers) are not permitted on school grounds to interview, photograph or videotape without prior approval. To facilitate media relations efforts, the media are requested to contact the Superintendent in advance of any school visit (unless requested by the school).
At their discretion, the Superintendent in cooperation with the school/district administrators may grant media access and arrange interviews with staff and/or students. Interviews will not be conducted during school hours or on school property without the approval and presence of a school/district administrator or designee.
Before any minor is photographed, videotaped or interviewed by the media, a media consent form must be signed by his/her legal guardian. This form is included in the registration packet.

Request for Information

Education for Change Public Schools ensures the protection of student/employee privacy and will:

- Not release any information that may reveal a student's identity;
- Respect the privacy of its teachers and employees and will not release any personal or personnel-related information unless required by law;
- Not comment on any case that is before the courts; and
- Refer all questions related to police investigations to proper authority.

Appendix C - Multi-Year Training and Exercise Plan

SY24/25 DRILL SCHEDULE		
Day	**Time**	**Drill Type**
9/12/24	9:30-9:45 AM	Earthquake & Fire
9/19/24	2:00-2:15 PM	Fire
10/10/24	1:00-1:15 PM	Lockout

10/24/24	9:30-9:45 AM	Earthquake & Fire
11/6/24	9:15-9:30 AM	Lockdown/Barricade
11/14/24	1:00-1:15 PM	Fire
12/2/24	9:15-9:30 AM	Earthquake & Fire
12/9/24	1:30-1:45 PM	Lockout
1/9/25	2:00-2:15 PM	Earthquake & Fire
1/16/25	1:30-1:45 PM	Lockdown/Barricade
2/13/25	9:00-9:15 AM	Earthquake & Fire
2/27/25	9:00-9:15 AM	Lockout
3/13/25	1:15-1:30 PM	Fire
3/20/25	2:00-2:15 PM	Earthquake & Fire
4/10/25	9:30-9:45 AM	Lockout
4/17/25	9:00-9:15 AM	Lockdown/Barricade
5/8/25	1:15-1:30 PM	Earthquake & Fire
5/15/25	1:00-1:15 PM	Fire

Appendix D - Personal and Family Emergency Plans Resource Guide

Ready
Prepare. Plan. Stay Informed. ®

Family Emergency Plan

FEMA

Make sure your family has a plan in case of an emergency. Before an emergency happens, sit down together and decide how you will get in contact with each other, where you will go and what you will do in an emergency. Keep a copy of this plan in your emergency supply kit or another safe place where you can access it in the event of a disaster.

Out-of-Town Contact Name: Telephone Number:

Email:

Neighborhood Meeting Place: Telephone Number:

Regional Meeting Place: Telephone Number:

Evacuation Location: Telephone Number:

Fill out the following information for each family member and keep it up to date.

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Name: Social Security Number:
Date of Birth: Important Medical Information:

Write down where your family spends the most time: work, school and other places you frequent. Schools, daycare providers, workplaces and apartment buildings should all have site-specific emergency plans that you and your family need to know about.

Work Location One
Address:
Phone Number:
Evacuation Location:

School Location One
Address:
Phone Number:
Evacuation Location:

Work Location Two
Address:
Phone Number:
Evacuation Location:

School Location Two
Address:
Phone Number:
Evacuation Location:

Work Location Three
Address:
Phone Number:
Evacuation Location:

School Location Three
Address:
Phone Number:
Evacuation Location:

Other place you frequent
Address:
Phone Number:
Evacuation Location:

Other place you frequent
Address:
Phone Number:
Evacuation Location:

Important Information	Name	Telephone Number	Policy Number
Doctor(s):			
Other:			
Pharmacist:			
Medical Insurance:			
Homeowners/Rental Insurance:			
Veterinarian/Kennel (for pets):			

Dial 911 for Emergencies

Ready
Prepare. Plan. Stay Informed.

Family Emergency Plan

FEMA

Make sure your family has a plan in case of an emergency. Fill out these cards and give one to each member of your family to make sure they know who to call and where to meet in case of an emergency.

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

< FOLD HERE >

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

< FOLD HERE >

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

ADDITIONAL IMPORTANT PHONE NUMBERS & INFORMATION:

Family Emergency Plan

EMERGENCY CONTACT NAME:
TELEPHONE:

OUT-OF-TOWN CONTACT NAME:
TELEPHONE:

NEIGHBORHOOD MEETING PLACE:
TELEPHONE:

OTHER IMPORTANT INFORMATION:

DIAL 911 FOR EMERGENCIES

Ready

Appendix E - Emergency Operations Manual

education
for **change**

PUBLIC SCHOOLS

EMERGENCY OPERATIONS MANUAL

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Introduction

Natural disasters, such as earthquakes, floods, man-made disasters or terrorist acts, which can result from chemical or biological incidents, falling aircraft, fires, explosions, etc., are potential hazards for which we must be prepared. We must also prepare for a man-made crisis, which can come in the form of weapons on campus or office buildings and bomb threats.

The objective of Education for Change Emergency/Disaster Planning and the Emergency Operations Manual is to provide the maximum practical protection for students and staff in the event of an emergency.

To meet this objective, each classroom will have an Emergency Bucket. Each Emergency Bucket contains the necessary tools to be used in case of an emergency (for a complete inventory list see the last page of this document).

We will train and prepare students and staff on the appropriate and safe procedures to follow in the event of an emergency through staff in-service trainings and student drills. The occurrence of an emergency will require prompt response from all personnel as they perform their specific assignments from this plan. Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the emergency plan to be basic, flexible, and subject to modification as the need arises. Modification will be at the discretion of the Principal and the local civil authority.

However, in any emergency, the following priorities shall apply:

1. **Protection of life**
2. **Prevention of injury**
3. **Protection of property**
4. **Preparation of the campus for extended stay or evacuation**

Who Declares a Site Emergency?

Site emergencies may be declared by the following:

1. Civil Authorities:

The police, fire officials, or other local, state or federal government agencies may declare an emergency, which would involve the EFC site. Notification of such conditions will activate EFC's Emergency Plan so that an adequate site response can be engaged.

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

2. Principal:

The Principal at an **Education for Change (EFC) school** is primarily responsible for declaring a site emergency. In questionable cases they may use the Incident Command Structure (ICS) team to assist in assessing the need to declare an emergency. The list of staff that are a part of the ICS team and their responsibilities in an emergency is located on page 6 of this manual. In the absence of the Principal, the Acting Principal will act on behalf of the Principal. In a situation where neither is available, the most senior administrator on site shall declare the emergency.

3. All EFC Employees:

a. ***Emergency Situations:*** All EFC employees are responsible to sound the appropriate alarm or notification upon discovering an emergency. An emergency includes events such as: fire, earthquake, observation of a person on site with a gun, or hearing gunshots on site. If a fire is observed, an alarm pull device should be activated. In any emergency situation (including fire), use your phone, radio, or any other available means of communication (i.e., e-mail, messenger, etc) to immediately notify administration. Obviously, common sense will indicate that, in some situations you should immediately proceed with either a Room Evacuation or Lock Down for your own office or the students around you. An emergency situation will usually require calling 911 as well. **Any employee may call 911 in an emergency.** An animal attack may require a Lock Down for a portion of the site and not require a site-wide Lock Down procedure. In such cases, an attempt should be made by the staff on site to clear that particular area and notify administration.

b. ***Non-emergency Situations:*** Non-emergency situations, such as observations and rumors should be reported immediately to administration without sounding an alarm. An example of this type of situation includes a student reporting that s/he saw a student put a knife in her/his pocket. The Principal and/or the ICS will determine whether to declare an emergency or not.

Incident Command Structure

The **Incident Command Structure (ICS)** team is made up of the Principal and other designated supervisors and administrators. The Principal may make use of the team if deemed necessary. That team will assist the Principal in determining the true nature and lethality of a given situation and conducting investigations into threatening rumors.

Responsibilities of the ICS personnel:

Site Principal – EFC Principal is responsible for coordinating between the civil authorities and all site staff. Has top authority within the EFC Emergency Team at the site level. Will confer with and receive direction from the Superintendent at the Home Office level, who has ultimate authority at the organizational level.

First Aid Coordinator – Each site will designate personnel at the site level who is responsible for coordinating and overseeing all health problems and first aid treatment until paramedics' arrival. Coordinates communication between paramedics, site staff, Emergency Authorities, hospitals, etc.

Grounds, Maintenance and Supplies Coordinator – Site Operations Manager is responsible for coordinating with custodial staff to locate (and know how to use) the site's shut-off valves and utility switches (gas, water, electricity, etc), knows layout of site's buildings and grounds, and emergency supplies inventory and locations.

The **Principal** will be responsible overall for ensuring that the site's Safe Schools Plan is updated annually and that key emergency procedures and an evacuation map are posted in each room. All employees will be trained on the emergency procedures.

In the event of an emergency, the following individuals at the organizational-level (EFC) will be in charge and serve as lead to ensure an appropriate response to the emergency. At the site level, the Principal will be in charge first, the 2nd name will serve as designee for the 1st named, etc.

	Home Office Name	**Phone Number**
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Communication During an Emergency

Alarms (Notification of Emergency):

The site's intercom system and/or phone call page system will be utilized to notify everyone of room evacuations and lock downs. Site evacuations will be initiated by verbal commands from designated administrator in the field after a room evacuation has occurred.

Emergency Task Alarm (Notification) in the event of phone system failure:
Ensure that every classroom has a clipboard with emergency procedures and a whistle. If you hear a whistle burst, then you should do the same whistle burst so that the next teacher will hear you. Do this only one time.

Room Evacuation	1 – Long Whistle
Campus Evacuation	2 – Short whistle bursts
Lock Down Repeated	3 – Short whistle bursts
Shelter in Place	4 – Short whistle bursts

The "**All Clear**" alarm for all drills will be given verbally from the command post by radio, cell phone or site phone all page.

Reporting Emergencies:

Emergencies that pose an immediate danger to the safety and health of staff, students, and visitors should be reported as follows:

The first employee to observe the emergency should call **911** or instruct someone else to call **911**.

Emergencies that may be reported **without** causing all staff, students, and visitors to evacuate should be reported by:

a. Calling 911 for medical/police emergencies (e.g., individual experiencing chest pains, assault in progress outside of the school, etc.)
b. Notifying the site Principal of the emergency

General Response Information for Any Declared Emergency

It is important during an emergency that all staff conducts themselves in a professional manner that demonstrates, through their actions, a degree of expertise promoting confidence. What you do in the first ten minutes will make a major difference in reducing the panic of your students. *Above all else, remain calm*. Use the next few minutes to perform your assigned tasks and attempt a return to normalcy.

- The Staff are to remain with their students at all times during an emergency until relieved by administration.

- Do not release students to anyone (including their parents) until authorized to do so by administration.

- Staff is first responsible for the students under their care.

- EFC staff is much like civil emergency personnel during an emergency. Police and fire crews must remain on the job even though they may have a crisis within their homes. Staff will be charged with the emergency care of children during an emergency and should remain on their assigned post until relieved of all responsibilities. If you become aware of a serious crisis at your home, you may ask your supervisor to relieve you from your duties.

- It is the responsibility of all staff to report all rumors and observations regarding information that might lead to a site emergency. Such reports should be made immediately to the Principal. Staff is not to make final assessments as to the lethality of the rumor or observation and its potential to evolve into site emergency.

- Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.

Should I Leave an Injured Student Behind?

EFC's staff may eventually be faced with the question, "Do I leave a seriously injured or trapped student behind in the classroom/office/room in order to safely evacuate the remaining students?" Few questions can be more heart wrenching. In such cases, staff must function much like an emergency First Aid Team and perform triage. Staff must make quick, on-the-spot judgments discerning the priority of injuries and what must be done first.

An example of how to prevent further injury or further entrapment is: After an earthquake a portion of the building may have fallen and trapped a student under heavy debris. It may be better to evacuate the mobile students to the evacuation site and report the entrapment to the Fire, Search, and Rescue Team rather than have your existing mobile students attempt a rescue. An aftershock or further cave-in may entrap more students thereby meaning the decision to save one may cost the lives of other students who could have been saved. Often it is best not to move an injured person; leave that job to the paramedics.

On the other hand, if you believe that leaving the student behind could cause death and that you can safely rescue the student without endangering others, it would be best to extract and move the student. An unconscious student who has a severe gash may bleed to death if left unattended. Therefore, it would be better to apply pressure and have some students carry the injured student to medical attention. You may fear that moving a student might cause spinal injury, but if the room is on fire, the student must be moved.

Leaving a student in a room requires quick reporting so that the student can receive assistance as soon as possible. If a student is in immediate danger, and if it is unsafe or impossible for you to extract or move a student, report it immediately. For example, if the trapped student is bleeding severely, use your radio or a messenger to make an immediate report.

Initial Response in an Emergency Situation

The first responses in a declared emergency are going to be one or more of the following tasks: Room Evacuation, Campus Evacuation, Lock Down, Shelter in Place, or Active Shooter Protocol.

- A **Room Evacuation** may be the result of a fire, earthquake, or any other event that requires leaving a building. If an earthquake occurs, the duck and cover, and hold procedure (during the shaking) will precede the room evacuation.

- A **Campus Evacuation** will occur if the site is deemed unsafe and uninhabitable by civil authorities or by administration. This will usually be the result of an earthquake, extensive site fire, range fire, aircraft disaster, chemical threat, or local police action.

- A **Lock Down** procedure will occur if a threat occurs on site or in the local neighborhood, which requires students to be taken indoors where it is less likely that they will be injured. This will usually be the result of an attack by an armed person on site, gunshots fired on site, or in the near neighborhood.

- A **Shelter in Place** procedure may occur in the event of a chemical or biological attack by terrorists. You will be instructed to close and seal all windows, doors, and vents with the supplied duct tape and plastic sheeting found in the Emergency Buckets.

- Activation of the **Active Shooter Protocol** will occur in the event that an individual is actively engaged in shooting or attempting to shoot people.

Room Evacuation Procedures

All Line Staff:

- Upon hearing the alarm system, immediately turn on your radio/cell phone, if applicable.
- Have students leave the room in an orderly manner.
- If a student or staff member is to be left in the room (seriously injured or trapped), report this to the Principal immediately.
- The staff exits the room last to ensure all students are out (except those which cannot be moved), taking the Emergency Bucket, clipboard, and emergency contact numbers with him/her.
- Report with the students to the assigned field area and quickly take roll or do a head count to see if any additional students are missing.
- If someone has been left in the room or is missing, raise the red sign. If all students are accounted for, then raise the green sign.
- Remain with your students and await further instructions.

Principal:

- Secure visual reports from line staff to account for all students.
- As soon as you have names of seriously injured or trapped students/staff left in rooms/offices, notify first responders (eg. Fire Department Search & Rescue). Maintain a list and update the status of each student/staff member as the situation develops.
- Maintain control over your students and staff, striving to reduce panic and return things to normalcy.

Maintenance:

- Site Operations Manager will coordinate with custodial staff to shut off the gas (if there is a smell of gas present).
- Site Operations Manager will report to the alarm control panel to silence the alarm and report the alarm pull location to the Principal (if facility is equipped with a fire alarm system with reporting capabilities).
- Assistant Principal will report to traffic control positions at the proper location. Their duty is to assist emergency vehicles in accessing the correct part of the site. The Principal will assign other personnel to additional locations as necessary.
- When necessary, Custodian will report to the main power entrance panel and await instructions.

Principal:

- Assess the emergency as information is received.
- Call civil authorities as deemed necessary.
- Determine appropriate responses and activate necessary response plans.
- Receive reports from staff on the progress of the Room Evacuation.
- Confirm that the First Aid Team is in place.
- Confirm that the Maintenance Staff is in place.
- Inform the First Aid Team of injuries as necessary.

First Aid Team:

- Receive reports of injuries from the Principal.
- Attend to injuries.

All other staff:

- If you have a radio/cell phone, turn it on.
- Report to the Principal and await further instructions.

Off Campus Evacuation: Evacuating to Refuge Shelter

An **Off Campus Evacuation** will normally follow a Room Evacuation procedure when deemed necessary. The site's designated administrator will deliver the directive for an Off Campus Evacuation verbally to all staff. Unless directed otherwise, Off Campus Evacuations will be specific to the site; please see site-specific Safe Schools Plan.

All Line Staff:

- Upon hearing the alarm system, immediately turn on your radio/cell phone.
- Upon notification from the Principal to evacuate the site, move your students as directed, (toward the on-site evacuation site, the off-site evacuation site or loading zone). Each clipboard shall have a map of the emergency evacuation route. **Always take the Emergency Buckets with you wherever you go. Remember there are tools in those bags that might be dangerous for the unsupervised usage of our students. Therefore, always maintain responsibility for your Emergency Bucket.**
- If walking to an off-site evacuation location is involved, await instruction from the Principal.
- On the way to the evacuation site, re-check the student roster. If a student is missing, contact office staff, who shall relay a complete list of missing students to the Principal.
- Upon arriving at the evacuation site, keep your students together at the assigned area. Follow the instructions of the Evacuation Campus Coordinator designated by the Principal.
- Remain with your students and await further instructions.

Evacuation Campus Coordinator (Principal shall designate a leader to serve as coordinator):

- Prior to leaving the campus, gather your team and provide clear instructions.
- Upon arrival at the evacuation site, direct arriving students and staff to the areas assigned.
- Maintain control over your students and staff at the evacuation site, striving to reduce panic and return things to normalcy.

Maintenance Staff:

- Maintain previous posts from Room Evacuation procedure unless reassigned.
- Await further instructions from the Principal.
- When notified, report to the evacuation site.

- Upon arriving at the evacuation site, report to the Evacuation Site Coordinator for further assignments.

First Aid Team:

- Work with paramedics to determine how injured persons should be transported.

Principal:

- Work with civil authorities in deciding to declare an Off Campus Evacuation.
- Determine via the proper civil authorities that the roads are accessible between the facility and the evacuation site, and that the evacuation site is habitable.
- Declare an Off Campus Evacuation.
- Designate an Evacuation Campus Coordinator
- Notify staff at your School and your Home Office supervisor of an Off Site Evacuation.
- Monitor the evacuation.
- Personally evacuate the site after the evacuation is completed.
- See that sign is posted at the front gate notifying parents of the location of the evacuation site.
- If cell systems are functioning, develop a ParentSquare message to parents to notify them of evacuation.

All other staff:

- If you have a radio/cell phone, turn it on.
- Report to the Principal and await further instructions.

* *If possible, a message will be broadcast to notify parents as to the location where the students have been evacuated. If a power outage disallows this procedure, a sign will be hung on the front gate.*

Lock Down

Teachers and all other staff:

- Upon notification of the lockdown, turn on your cell phone/radio.
- If outside, move students around you into the closest room or building. Leave behind those who are dead or very seriously injured/immobile; take care of the living in order to prevent further death.
- Scan for children or staff left outdoors. Once inside the room, or if you were already in a room when the Lock Down was declared, lock all doors, shut and lock the windows, close window and blinds and instruct students to get on the floor and lie very still.
- Call 911 if you have vital information and cannot reach the Principal on radio or via cell phone.
- Do not respond to knocks or voices at the door unless directed by an administrator or civil authority you can identify – when in doubt, don't respond and don't open the door.
- Remain with students and await further instructions. Keep students silent to make the room appear vacant. Do not respond to a fire alarm (room evacuation alarm). Only evacuate when directed to do so by administration or civil authorities you recognize.
- When you hear your name in the roll call on the radio, respond with your name and room number. If you are missing some students, just state your name, location, how many you have with you and how many you are missing and their location (such as the restroom or library).

Principal:

- Lock down the area you are in by locking all doors; shutting and locking windows; closing blinds; and getting on the floor.
- Assess the crisis as information is received. If the Lock Down is warranted and has not been initiated elsewhere, declare the Lock Down via the all page system. Call 911 to report the situation.
- Call offices and other locations to acquire information.
- Call the staff roll to determine the location of people.
- Confirm that the First Aid Team is in place in case they are needed after the Lock Down.
- Inform the First Aid Team of injuries as necessary after the Lock Down.
- If civil authorities are not directing the Lock Down, determine and deliver the instructions to all staff following the end of the Lock Down. Give notice as to why the Lock Down occurred and what they are to do next.

First Aid Team:

- Lock down your office by locking doors, shutting and locking windows, closing blinds and getting on the floor.
- Do not leave the Lock Down room until instructed to do so by administration or civil authorities.
- Receive reports from the Principal of injuries.
- Attend to injuries after the Lock Down.

Shelter in Place

One of the basic instructions you may be given in a chemical or biological emergency is to **shelter-in-place**. This is a precaution aimed to keep staff and students safe while remaining in your facility. If you are told to shelter-in-place, go inside, close all windows and vents and turn off all fans, heating or cooling systems. All persons should go to a designated safe room, seal windows and doors, and listen to local radio (or television) stations, or a NOAA Weather Radio for instructions.

- While gathering students, you can provide a minimal amount of breathing protection by covering your mouth and nose with a damp cloth. Many chemicals can cause damage to breathing passages.

- Immediately after the **shelter-in-place** announcement is issued, fill large containers (if available) for an additional water supply, and turn off the intake valve to the school or facility. Water supplies may become contaminated. Preserve the water you have available.

- If gas or vapors could have entered the building, take shallow breaths through a cloth or a towel. Many chemicals can cause damage to breathing passages.

- Avoid eating or drinking any food or water that may be contaminated. Injury may occur from eating or drinking toxic chemicals.

- Seal facility safe room (room with the least amount of openings) so contaminants cannot enter:

  1. Close and lock all windows and doors of the facility.
  2. Turn off all fans, heating and air conditioning systems.
  3. Seal gaps and cracks under doorways and windows with wet towels and duct tape and plastic sheeting.
  4. Seal gaps around window and air conditioning units, bathroom and kitchen exhaust fans, and stove and dryer vents with duct tape and plastic sheeting, wax paper, or aluminum wrap.
  5. Close off nonessential rooms such as storage areas, laundry rooms, offices and extra bedrooms.

- Turn off all ventilation systems.

- Go to an above ground room (not the basement) with the fewest windows and doors. Some chemicals are heavier than air, and may seep into basements, even if the windows are closed.

- Take your Emergency Bucket with you. These items may make you more comfortable while you are waiting further instructions.

- Stay in the room and listen to your radio until you are told all is safe, or until you are told to evacuate. Local officials may call for evacuation in specific areas that are at greatest risk in your community. Following the advice of local authorities is your safest choice.

Active Shooter Protocol

An Active Shooter is an individual actively engaged in killing or attempting to kill people in a confined and populated area; in most cases, active shooters use firearms(s) and there is no pattern or method to their selection of victims. Active shooter situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the shooting and mitigate harm to victims. Because active shooter situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active shooter situation.

If you hear shots fired on campus or if you witness an armed person shooting or threatening people (active shooter):

Immediately choose the best way to protect your life. Very quickly, make your best determination of what is occurring and which of the options below will provide the greatest degree of security for you employing the "RUN, HIDE, or FIGHT" protocol.

RUN: Evacuate If Possible

- If there is considerable distance between you and the gunfire/armed person, quickly move away from the sound of the gunfire/armed person. If the gunfire/armed person is in your building and it is safe to do so, run out of the building and move far away until you are in a secure place to hide.
- Leave your belongings behind.
- Keep your hands visible to law enforcement.
- Take others with you, but do not stay behind because others will not go.
- Call 911 when it is safe to do so. Do not assume that someone else has reported the incident. The information that you are able to provide law enforcement may be critical, e.g. number of shooters, physical description and identification, number and type(s) of weapons, and location of the shooter.

HIDE: Hide silently in as safe a place as possible

- If the shooter is in close proximity and you cannot evacuate safely, hide in an area out of the armed person's view.
- Choose a hiding place with thicker walls and fewer windows, if possible.
- Lock doors and barricade with furniture, if possible.
- Turn off lights
- Silence phones and turn off other electronics.
- Close windows, shades and blinds, and avoid being seen from outside the room, if possible.
- If you are outdoors and cannot RUN safely, find a place to hide that will provide protection from gunfire such as a brick wall, large trees or buildings.

- Remain in place until you receive an “all clear” signal from the site Principal or law enforcement.

FIGHT: Take action to disrupt or incapacitate the shooter

- As a last resort, fight. If you cannot evacuate or hide safely and only when your life is in imminent danger, take action.
- Attempt to incapacitate or disrupt the actions of the shooter.
- Act with physical aggression toward the shooter.
- Use items in your area such as fire extinguishers or chairs.
- Throw items at the shooter if possible.
- Call 911 when it is safe to do so.

Immediately after an incident:

- Wait for local law enforcement officers to assist you out of the building, if inside.
- When law enforcement arrives, students and staff must display empty hands with open palms.

Note:

- Understand that gunfire may sound artificial. Assume that any popping sound is gunfire.
- If there are two or more persons in the same place when a violent incident begins, you should spread out in the room to avoid offering the aggressor an easy target.
- Be mindful that violent attacks can involve any type of weapon, not just a gun. Knives, blunt objects, physical force or explosives can be just as deadly as a gun. The suggested actions provided here are applicable in any violent encounter.
- Plan ahead: Visualize possible escape routes, including physically accessible routes for students and staff with disabilities and others with limited mobility.

Response to an Emergency After Hours

The response to school emergencies after the end of the day does not vary from emergencies declared during the business day.

The same procedures will be followed for a Room Evacuation, Site Evacuation, Lock Down and Shelter-in-Place procedures. Here are some things to remember:

1. Rooms closed to students who are outdoors shall be kept unlocked so that a Lock Down procedure can be accomplished.

2. If the Principal and most other administrators are off site when the incident occurs, the senior administrator shall function as the Acting Principal during the emergency. In many cases, that person will be the After School Program Director.

3. If the incident requires an obvious and immediate declaration of an emergency status, such should be declared and all necessary actions put into place.

4. The Senior Administrator is authorized to take any actions deemed necessary in the absence of the Principal.

5. As soon as possible, notification should be made to the proper administrators via pagers, cell phones or land lines, as available. **A call to 911 should always be the first call.**

ADDITIONAL RESPONSE INFORMATION FOR SPECIFIC TYPES OF EMERGENCIES

Air Quality

Regular physical activity promotes health and fitness. However, when the Air Quality Index (AQI) reaches certain thresholds, schools must modify outdoor activities to protect students and staff.

CDE and CDPH Guidance for Schools

The table below shows when and how to modify school-related outdoor physical activity based on the air quality that day. EFC staff shall follow the recommendations below in order to protect the health of all children, including teenagers, who are more sensitive than adults to air pollution. A PDF of the table and related information is found here.

Air Quality Index (AQI) & Activity Recommendation

Activity	AQI 0-50 Good	AQI 51-100 Moderate	AQI 101-150* Unhealthy for Sensitive Groups	AQI 151-200 Unhealthy	AQI 201-300** Very Unhealthy	AQI 301-500** Hazardous
Recess	No restrictions	For students with lung or heart conditions, monitor conditions and consider moving to indoor recess as needed.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
P.E. (Physical Education Class)	No restrictions	For students with lung or heart conditions, consider accommodations or moving PE inside.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Athletic Practice & Training	No restrictions	For students with lung or heart conditions, monitor health and accommodate appropriately.	Exercise indoors or avoid vigorous outdoor activities.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.	No outdoor activity. All activities should be moved indoors.
Scheduled Sporting Event	No restrictions	Monitor students' health and conditions and adjust as needed.	Hold event indoors or avoid vigorous outdoor activities.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.	Reschedule or relocate the activity or move it indoors.

EPA Guidance for the General Public

The table below contains EPA guidance for the general public, which applies to our staff.

Air Quality Index	Who Needs to be Concerned?	What Should I Do?
Good 0-50	It's a great day to be active outside.	
Moderate 51-100	Some people who may be unusually sensitive to particle pollution.	**Unusually sensitive people:** *Consider reducing* prolonged or heavy exertion. Watch for symptoms such as coughing or shortness of breath. These are signs to take it easier. **Everyone else:** It's a good day to be active outside.
Unhealthy for Sensitive Groups 101-150	Sensitive groups include **people with heart or lung disease, older adults, children and teenagers.**	**Sensitive groups:** *Reduce* prolonged or heavy exertion. It's OK to be active outside, but take more breaks and do less intense activities. Watch for symptoms such as coughing or shortness of breath. **People with asthma** should follow their asthma action plans and keep quick relief medicine handy. **If you have heart disease:** Symptoms such as palpitations, shortness of breath, or unusual fatigue may indicate a serious problem. If you have any of these, contact your heath care provider.
Unhealthy 151 to 200	**Everyone**	**Sensitive groups:** *Avoid* prolonged or heavy exertion. Move activities indoors or reschedule to a time when the air quality is better. **Everyone else:** *Reduce* prolonged or heavy exertion. Take more breaks during all outdoor activities.
Very Unhealthy 201-300	**Everyone**	**Sensitive groups:** *Avoid all* physical activity outdoors. Move activities indoors or reschedule to a time when air quality is better. **Everyone else:** *Avoid* prolonged or heavy exertion. Consider moving activities indoors or rescheduling to a time when air quality is better.
Hazardous 301-500	**Everyone**	**Everyone**: *Avoid all* physical activity outdoors. **Sensitive groups:** Remain indoors and keep activity levels low. Follow tips for keeping particle levels low indoors.

Watch for Symptoms

Air pollution can make asthma symptoms worse and trigger attacks. Symptoms of asthma include coughing, wheezing, difficulty breathing, and chest tightness. Even students who do not have asthma could experience these symptoms.

If symptoms occur: The student might need to take a break, do a less intense activity, stop all activity, go indoors, or use quick-relief medicine as prescribed.

If symptoms don't improve, get medical help.

Biological Threat



A biological attack is the deliberate release of germs or other biological substances that can make you sick. Many agents must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

If There is a Biological Threat

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local health care workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to your door.

In the event of a biological attack, public health officials may not immediately be able to provide information on what you should do. It will take time to determine exactly what the illness is, how it should be treated, and who is in danger. However, you should watch TV, listen to the radio, or check the Internet for official news including the following:

- Are you in the group or area that authorities consider in danger?
- What are the signs and symptoms of the disease?
- Are medications or vaccines being distributed?
- Where?
- Who should get them?
- Where should you seek emergency medical care if you become sick?

Protect Yourself

If you become aware of an unusual and suspicious release of an unknown substance nearby, it doesn't hurt to protect yourself. Quickly get away. Cover your mouth and nose with layers of fabric that can filter the air but still allow breathing. Examples include two to three layers of cotton such as a t-shirt, handkerchief or towel. Otherwise, several layers of tissue or paper towels may help. Wash with soap and water and contact authorities.

Bomb Threat

One of the goals of a bomb threat caller is to cause panic among the people being threatened. If you are prepared and ready to act, that goal can be eliminated. Be vigilant in your planning and be prepared. In the case of a bomb threat, everyone needs to know what to do and how to do it safely and efficiently.

The person receiving the bomb threat call should engage the caller in a conversation to get as much information as possible (**see bomb checklist in section 8, following page**):

- Ask what time the bomb is set to go off.
- Ask questions regarding the specific location, building, room, closet, locker, hallway, etc.
- Ask about the appearance of the bomb package.
- Listen for background noise, e.g., radio, other people, traffic sounds, etc.
- Was the caller calm or hysterical?
- Was the caller's voice young or old?
- Notify the Principal or other administrator.
- All personnel are to remain out of the threatened building. The notified administrator will call the police and declare an emergency and initiate a Room Evacuation procedure. The police will conduct the bomb search.

Challenging Site Visitors

All staff are expected to immediately report any visitor who does not appear to be on site for official business. Staff may contact the Principal if and when assistance is needed. Visitors on site who are not conducting official business should be escorted off site.

Chemical Threat



A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment.

Possible Signs of Chemical Threat
Many people suffer from watery eyes, twitching, choking, having trouble breathing or losing coordination. Many sick or dead birds, fish or small animals are also cause for suspicion.

If You See Signs of Chemical Attack

- Quickly try to define the impacted area or where the chemical is coming from, if possible.
- Take immediate action to get away.
- If the chemical is inside a building where you are, get out of the building without passing through the contaminated area, if possible.
- Otherwise, it may be better to move as far away from where you suspect the chemical release is and "shelter-in-place."
- If you are outside, quickly decide what the fastest escape from the chemical threat is. Consider if you can get out of the area, or if you should follow plans to "shelter-in-place."

If You Think You Have Been Exposed to a Chemical
If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical.

- If you think you may have been exposed to a chemical, strip immediately and wash.
- Look for a hose, fountain, or any source of water, and wash with soap if possible, being sure not to scrub the chemical into your skin.
- Seek emergency medical attention.

Child Abuse

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Alameda County Social Services Agency. *Information on Child Abuse and the Suspected Child Abuse reporting form can be found in this folder*.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to Alameda County Social Services at 510-259-1800, available 24 hours a day, 7 days a week, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety, depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to the Alameda County Social Services Agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

Earthquake

- Initiate the duck, cover and hold procedure before evacuating the room. Evacuate only after the shaking has stopped. Staff does not have to wait for the Room Evacuation alarm to sound before starting the Room Evacuation procedure.
- Staff should train students on the duck, cover and hold procedure, reviewing it frequently during drills and exercises.

If indoors…

DUCK – drop to the floor.
COVER – Seek cover beneath a desk, chair, table or bench with your back to the windows. If hard cover is not available, then in a bent, crouched-over position, bury your face in the crook of your elbow, and place the other hand over the back of the neck.
HOLD – If beneath a piece of furniture, hold on to the leg of the furniture so that it doesn't "walk" away from you during the shaking.

If outdoors…

Get away from buildings. Stay clear of walls, power poles, trees, loose wires, and metal fences. Lie flat on the ground and bury your face in the crook of one elbow while placing the other hand over the back of the neck.

After Earthquake

After the initial shock has ended, and a reasonable interval has passed with no further shock, survey immediate surroundings to determine injuries and damage.

Do not attempt to move seriously injured persons unless they are in immediate danger of further injury.

If telephones are operating, call the Principal or designee and report conditions of students and estimated damage in your area.

Check for fire or fire hazards from broken electrical lines or short circuits and follow the facility Fire Response Procedure in the facility Fire Plan if a fire is discovered or reasonably expected.

Immediately clean up spilled medications, drugs and other potentially harmful materials.

Check to see that sewage lines are intact before permitting continued flushing of toilets.

Check closets and storage shelve areas. Open closet and cupboard doors carefully and watch for objects falling from shelves.

Be prepared for additional "aftershocks." Although most of these are smaller than the main shock, some may be large enough to cause additional damage.

Responsibilities:

Principal:

After receiving damage assessment report, determine the advisability of partial or complete evacuation of the facility.

If evacuation is deemed advisable, determine condition of exit areas and avoid those that are obstructed or otherwise hazardous.

Conduct immediate check of all communications systems including facility PA, radio network and telephones. Initiate actions to restore service or use other communication resources, including cell phones, two-way radios or messengers.

- Direct implementation of evacuation procedures.
- Direct disaster response activities.
- Initiate recall of personnel.
- Provide for emergency messenger service.
- Establish triage area to screen students and personnel that may be injured.

Facility Services:

Facility Service personal will discontinue normal activities; keep facility in operation and/or make emergency repairs to restore services, particularly electrical main or auxiliary.

Check utility lines and appliances for damage. If gas leaks exist, shut off the main gas valve. Shut off electrical power if there is damage to wiring. Report damage to the appropriate utility companies and follow their instructions. DO NOT USE matches, lighters or open flame appliances until you are sure no gas leaks exist. Do not operate electrical switches or outlets.

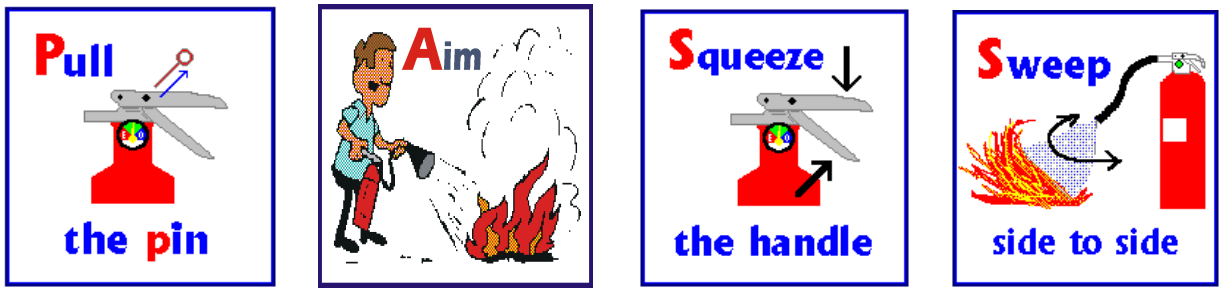
Fire

Local Confined Fire

In case of very small, localized fires (e.g., in a trash can) use the fire extinguishers located throughout the building.

Below is the proper procedure for using a fire extinguisher in case of a small fire. Do not put yourself at mortal risk to put out a fire that is too large or out of control.

Remember the PASS acronym:



1) **Pull** the pin located on the handle
2) **Aim** at the base of the fire (stay at least 8 feet from the fire)
3) **Squeeze** the handle all the way for maximum flow
4) **Sweep** at the base of the fire. Move the fire extinguisher or nozzle/hose in a side-to-side "sweeping" motion.

Remember the fire can still re-ignite, so make sure fire is completely out before leaving the scene.

Activate the nearest fire alarm pull station and call 911 if the fire is too large for you to safely put out with a fire extinguisher.

Large Fire

If you smell smoke or observe a fire, activate the nearest fire alarm pull station (where applicable). Call or send a student to the Principal. Have students close all doors and windows as they evacuate the room. Use the RACE method to evacuate:

Remember this Acronym:

R – Rescue (anyone in immediate danger)
A – Alarm (pull fire alarm and call 911)
C – Contain (close all doors as you evacuate)
E – Evacuate (go to the nearest evacuation location away from the fire)

Before opening any door, test for heat by brushing the back of your hand ONLY across the surface of the door and the doorknob. If any surfaces are hot, go to an alternate route. If the area feels cool, open it

slowly. Stay calm and be prepared to close the door immediately at the first sign of smoke or fire. Remain calm and quiet to allow instructions to be heard.

External Fire

In the event that an external (outside the building) fire should require an emergency response, it is likely that the most prudent course would be to stay put, unless instructed otherwise by emergency personnel such as Firefighters or Police.

Poor Air Quality due to External Fire

If the fire is negatively impacting outdoor air, the site operations manager will determine whether to restrict outdoor access for students. Site operations managers will provide all staff and students with air masks as appropriate to protect from poor air quality. If outdoor air quality is such that indoor air becomes negatively impacted and the HVAC system cannot mitigate appropriately, Home Office will determine in consultation with the local authorizers whether to dismiss students and cancel school. If the AQI is at or above 275, the Superintendent shall cancel school.

What to do if you are trapped in a building

- Stay calm. Go to a room that has an outside window and stay there.
- If there is a working telephone, call 911 and tell them exactly where you are.
- To help rescue workers find you, stay where you are and wave something bright or light colored to attract attention.
- To keep smoke out of your area, use clothing, towels, newspapers etc. to stuff the cracks around the door and ventilators.
- If water is available, dampen a cloth to breathe through to help filter smoke and gas vapors.
- If the room begins to fill with smoke, stay as close to the ground as possible
- Above all, THINK before you act and be patient until help arrives.

Heat Advisory

Regular physical activity promotes health and fitness. However, during times of high heat risk, schools must modify outdoor activities to protect students and staff.

CDPH Guidance for Schools

Know your location's "HeatRisk" level to determine who is at risk and what actions to take. Find your HeatRisk level here: National Weather Service (NWS) HeatRisk forecast. The NWS HeatRisk tool provides a seven-day forecast of the potential level of heat risk for a specific location.[4] For guidance on actions to take, see the next section.

Value	Risk of Heat-Related Impacts
0 (Green)	**Little to no risk** from expected heat.
1 (Yellow)	**Minor** - This level of heat affects primarily those individuals extremely sensitive to heat, especially when outdoors without effective cooling and/or adequate hydration.
2 (Orange)	**Moderate** - This level of heat affects most individuals sensitive to heat, especially those without effective cooling and/or adequate hydration.
3 (Red)	**Major** - This level of heat affects anyone without effective cooling and/or adequate hydration.
4 (Magenta)	**Extreme** - This level of rare and/or long-duration extreme heat with little to no overnight relief affects anyone without effective cooling and/or adequate hydration.

Source: NWS HeatRisk: Understanding HeatRisk.

Be aware that multiple days of extreme high temperatures will make students and athletes more vulnerable to heat illness.

Monitor for Symptoms

- Always monitor for exertional heat illness. Air temperature, humidity, direct sunlight and other factors can increase risk of heat illness. See below for more information.
- Be aware that exertional heat stroke is life-threatening. Exertional heat stroke (EHS) can occur within the first 60 minutes of exertion and may be triggered without exposure to high ambient temperatures. In the event of EHS, seek medical attention immediately.
- Other heat-related illnesses include heat exhaustion, heat cramps, sunburn and heat rash. For more information about heat-related illnesses, please see the relevant sections below.

Heat Acclimatization

Proceed with extra caution in scenarios where extreme heat occurs suddenly, lasts an extended period of time and/or reaches new high temperatures. Generally, in these scenarios, very few outdoor activity participants (or those participating in indoor spaces without cooling) are "acclimatized." Heat acclimatization is the body's process of adapting to or "getting used to" the heat that occurs gradually (usually requiring 1 to 2 weeks) when a person is exposed to a hotter setting. **Students and athletes face higher risk of heat illness when they are not acclimatized to hotter and/or more humid conditions.** Certain geographic areas (such as coastal areas) not accustomed to higher temperatures will have more persons that are not acclimatized.

Actions Schools Should Take to Lower Risk

The table below outlines actions EFC staff shall take in response to each heat risk level. A PDF of this table can be found here.

Value	Risk	What does this mean?	Who / What is at risk?	What actions can be taken?
0 (Green)	**Little to None**	• This level of heat poses **little to no risk** from expected heat	• No elevated risk	• No preventative actions necessary
1 (Yellow)	**Minor**	• Heat of this type is **tolerated by most**; however, there is a **minor risk for extremely heat-sensitive groups*** to experience negative heat-related health effects	• **Primarily those who are extremely sensitive to heat,*** especially when outdoors without effective cooling and/or adequate hydration	• Increase hydration • Reduce time spent outdoors or stay in the shade when the sun is strongest • Open windows at night and use fans
2 (Orange)	**Moderate**	• Heat of this type is tolerated by many; however, there is a **moderate risk for members of heat-sensitive groups*** to experience negative heat-related health effects, including heat illness • **Some risk for the general population who are exposed to the sun for longer periods of time** • **Living spaces without air conditioning can become uncomfortable during the afternoon and evening**, but fans and leaving windows open at night will help	• **Primarily heat-sensitive or heat-vulnerable groups,*** especially those without effective cooling or hydration • Those not acclimatized to this level of heat (i.e., visitors) • Otherwise healthy individuals exposed to longer duration heat, without effective cooling or hydration, such as in the sun at an outdoor venue • Some transportation and utilities sectors • Some health systems will see increased demand, with increases in emergency room visits	• Reduce time in the sun during the warmest part of the day • Stay hydrated • Stay in a cool place during the heat of the day (usually 10 a.m. to 5 p.m.) • Move outdoor activities to cooler times of the day • For those without air conditioning, use fans to keep air moving and open windows at night to bring cooler air inside buildings
3 (Red)	**Major**	• Heat of this type represents a **major risk to all individuals who are 1) exposed to the sun and active or 2) are in a heat-sensitive group** • **Dangerous to anyone without proper hydration or adequate cooling** • **Living spaces without air conditioning can become deadly during the afternoon and evening. Fans and open windows will not be as effective.** • **Poor air quality** is possible • **Power interruptions** may occur	• **Much of the population, especially anyone without effective cooling or hydration** • Those exposed to the heat/sun at outdoor venues • Health systems likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities during the heat of the day**** (usually 10 a.m. to 5 p.m.), and move activities to the coolest parts of the day • Stay hydrated • Stay in a cool place especially during the heat of the day and evening • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans may not be adequate.
4 (Magenta)	**Extreme**	• This is a rare level of heat leading to an **extreme risk for the entire population** • **Very dangerous to anyone without proper hydration or adequate cooling** • This is a **multi-day excessive heat event**. A prolonged period of heat is dangerous for everyone not prepared • **Poor air quality** is likely • **Power outages are increasingly likely** as electrical demands may reach critical levels	• **Entire population exposed to the heat is at risk** • For people without effective cooling, especially heat-sensitive groups, **this level of heat can be deadly** • Health systems highly likely to see increased demand with significant increases in emergency room visits • Most transportation and utilities sectors	• **Cancel outdoor activities**** • Stay hydrated • Stay in a cool place, including overnight • If you have access to air conditioning, use it, or find a location that does. Even a few hours in a cool location can lower risk. Fans will not be adequate. • Check on your neighbors

**Populations at higher risk of heat-related health impacts include older adults, young children, unhoused residents, those with chronic health conditions, outdoor workers, those exercising or doing strenuous activities outdoors during the heat of the day, pregnant individuals, those living in low-income communities, and more.*

*** For Extreme (Magenta/4) and Major (Red/3) risk levels, CDPH recommends more caution and therefore guides canceling outdoor activities based on these scenarios.*

Immigration Enforcement Response

Definitions

- **Immigration enforcement**: Any and all efforts to investigate, enforce, or assist in the investigation or enforcement of any federal civil or criminal immigration law. Immigration enforcement can be presumed to be occurring when carried out by any officer or agent from U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), or other federal agency engaged in civil or criminal immigration enforcement.
- **Confirmed presence**: Presentation of valid judicial warrant, visual confirmation by staff, verbal acknowledgment by law enforcement official, or other reliable evidence.

Follow Standard Campus Security Procedures

The first priority is to follow standard campus security procedures at all times. **It is the expectation that ALL visitors are screened at the door, and that no outsider - which would include immigration enforcement officers - shall enter or remain on school grounds without having registered with the Principal or designee.**

Doors shall be locked other than stated times for arrival and dismissal, and shall have this signage posted. PLEASE MAKE SURE THAT OFFICIAL ARRIVAL AND DISMISSAL TIMES ARE POSTED AT ALL CAMPUS AND BUILDING ENTRY POINTS.

Whenever anyone buzzes at the front door:

- "Hello. Who is calling and what is the nature of your visit?"

- Admit - All "registered" visitors (see foundational list of registered visitors, and maintain a list of people who have appointments at the site). Otherwise respond - "I'm sorry. We have a relatively restrictive visitors' policy for safety reasons. We can only admit you if you have an appointment to see someone. Please see the posted sign on the door to make an appointment."

Immigration Enforcement Response Procedures

Should you receive a report that immigration enforcement is active in your neighborhood:

1. Site staff: inform your Site Administration and Site Operations Manager, who will engage in step 2.
2. Site Administration and SOM: TEXT Superintendent and Chief of Schools (For summer camp TEXT Chief Academic Officer)
3. Call the ACILEP hotline at 510.241.4011 for rapid response from immigration legal services.

Superintendent and Chief of Schools (in the summer, Chief Academic Officer) will collaborate with the HO team to:

- Verify that the report is accurate;
- If confirmed, send an alert to school families to notify them of immigration enforcement presence in the vicinity of the school.
- Notify school leadership and families at nearby schools.

Should immigration enforcement arrive at an EFC site:

- Immediately text Superintendent and Chief of Schools (for summer camp text Chief Academic Officer) to inform them of immigration enforcement arrival at site.

- **Mandatory Notification:** The site administrator or designee will consider the safety and well-being of the students, staff, and community members associated with the school site when determining when and how to issue a notification to:
  - All parents/guardians
  - All teachers, administrators, and school personnel

  Use this template for the notification.

  Send the notifications using one or more of the following methods: ParentSquare text message, Slack notification, automated phone call, and/or email communication.

- Ask to see, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

- Ask the officer, "What is your reason for requesting access to school grounds?" and document their response.

- Ask the officer, "What documentation do you have that authorizes school access?", and make a photocopy AND take a picture of the documentation. TEXT the photo to Superintendent and Chief of Schools (for summer camp, Chief Academic Officer); keep the copy for our records.

- If they inquire about a specific student, cite Student Access/Release Policy - "I'm sorry. It is not the policy of EFC to allow anyone to speak to an individual student without parental consent unless there is a judicial warrant. And we are not allowed to release a student to anyone not listed on a student's emergency card."

- If they inquire about specific staff member, say, "It is not the policy of EFC to disclose information

about individual staff members. I will need to consult with our Superintendent." TEXT Superintendent and Chief of Schools an update (for summer camp, Chief Academic Officer).

- If they persist for any reason - "I will text our Superintendent right now to inform her of the situation. I apologize but I am not in a position to violate the stated policies of the organization." TEXT Superintendent and Chief of Schools an update (for summer camp, Chief Academic Officer).

- Should they produce or indicate they have a judicial warrant or valid court order… "I am contacting my supervisor. Please wait." TEXT Superintendent and Chief of Schools (For summer camp Chief Academic Officer). Go get your site administrator.

- Site admin - Go outside to see the judicial warrant or court order. Take a photo and send to Superintendent and Chief of Schools. We will forward to legal counsel. Tell officers - "I'm sorry. I am sending this to our legal counsel to verify that we can comply with the subpoena. We have unfortunately had some situations where individuals have been impersonating officials, and we are now required to verify all officials and paperwork with legal counsel before facilitating access. If you would like to come back in 10 minutes, I can meet you here again with an update about their guidance. Otherwise, I appreciate your patience." A legal subpoena will have a stamp from a court, a judge's signature and request access to records or to a premises.

- All personnel - After an encounter with an immigration enforcement officer, promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - List or copy of the officer's credentials and contact information;
  - Identity of all school personnel who communicated with the officer;
  - Details of the officer's request;
  - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - EFC personnel's response to the officer's request;
  - Any further action taken by the agent; and
  - Photo or copy of any documents presented by the agent

Should immigration enforcement request student records:

- Immediately text Superintendent and Chief of Schools (for summer camp, Chief Academic Officer) to inform them of the request.

- Ask for, and make a copy of or note, the officer's credentials (name and badge number). Also ask for and copy or note the phone number of the officer's supervisor.

- Ask the officer, "What documentation do you have that authorizes access to these records?", and

make a photocopy AND take a picture of the documentation. TEXT the photo to Superintendent and Chief of Schools (for summer camp, Chief Academic Officer); keep the copy for our records.

- If they inquire about a specific student, cite EFC's Student Records Policy - "I'm sorry. It is not the policy of EFC to provide any student records to anyone except the parent/legal guardian without signed parent/guardian consent/request unless there is a subpoena."

- Should they produce or indicate they have a court-issued subpoena… "I am contacting my supervisor. Please wait." TEXT Superintendent and Chief of Schools an update (For summer camp, Chief Academic Officer). Go get your site administrator.

- Site admin - Go outside to see the subpoena. Take a photo and send to Superintendent and Chief of Schools. We will forward to legal counsel. Tell officers - "I'm sorry. I am sending this to our legal counsel to verify that we can comply with the subpoena. We have unfortunately had some situations where individual have been impersonating officials, and we are now required to verify all officials and paperwork with legal counsel before facilitating access. If you would like to come back in 10 minutes, I can meet you here again with their guidance. Otherwise, I appreciate your patience." A legal subpoena will have a stamp from a court, a judge's signature and request access to records or to a premises…

- All personnel - After a documents request by an immigration enforcement officer, promptly take written notes of all interactions with the officer. The notes shall include the following items:
  - List or copy of the officer's credentials and contact information;
  - Identity of all school personnel who communicated with the officer;
  - Details of the officer's request;
  - Whether the officer presented a warrant or subpoena to accompany their request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge;
  - EFC personnel's response to the officer's request;
  - Any further action taken by the agent; and
  - Photo or copy of any documents presented by the agent

School and parent level communication should immigration enforcement arrive on site interested in a specific student:

- Follow instructions above regarding immigration enforcement arrival at the site.

- As soon as immigration enforcement identifies a student of interest, send someone to the child's classroom and ask the teacher to "hold" the child in class. Say "We would like for you to keep XXX in your class or with you until further notice. Please keep your phone handy so we can contact you."

- As soon as immigration enforcement identifies a student of interest and there is NO judicial warrant or court order, have an administrator call the parent/guardian - “immigration enforcement is on site requesting access to your child. In compliance with EFC policy, we have communicated we CANNOT provide access to the child without your consent. “ Tell the parent, "Do not worry. We will NOT provide access to your child. We will ensure they do NOT talk to your child. Do not come to the school. We will contact you when they leave. We advise you to be somewhere where you cannot be located - not your home or workplace.”

- If there is a judicial warrant or court order - “immigration enforcement is on site requesting access to your child. They appear to have a warrant/court order. At this point, we are verifying their warrant/court order with our legal counsel“ They have NOT spoken to your child. Please do NOT come to the school site at this time. We will call you again shortly with further directions. We advise you to be somewhere where you cannot be located - not your home or workplace.” At this point, send contact information to Superintendent and Chief of Schools, and we will continue communications with legal counsel, immigration enforcement, and the families.

- Once immigration enforcement has departed, the Site Administrator, in partnership with Home Office leadership, will arrange for the student to be transported to a safe location identified by the parent.

Should nobody arrive at dismissal to pick up a student (and we suspect the parents/guardians may have been taken into custody by immigration enforcement), follow our standard procedures for situations where a student is not picked up at dismissal:

- Make repeated attempts to contact the parent/guardian.

- Should attempts to reach the parent/guardian be unsuccessful, call and text message every contact on the student’s emergency contact list. Explain to the emergency contact that you have been unable to get in contact with the parent/guardian, and ask if they (1) are aware of any situation that would prevent the parent/guardian from picking up the student, and (2) request that they come to school to pick up the student. **You may release the student to any of the emergency contacts designated by the parent on the student’s emergency contact list.**

- Check if there is a Caregiver’s Authorization Affidavit on file for the student. If there is, request that the authorized Caregiver come to school to pick up the student.

- Should an individual arrive and present a Caregiver’s Authorization Affidavit on behalf of the student and this affidavit is not already on file at the school, make a copy of the affidavit and send it to Chief

of Schools and Director of Site Operations for review. Chief of Schools or Director of Site Operations may authorize release of the student to the Caregiver.

- Should attempts to reach the emergency contacts be unsuccessful, and no Caregiver Authorization Affidavit be on file, alert Chief of Schools. If there is a notarized plan from the parent/guardian on file, follow that plan. **If there is no plan on file, AND none of the above options lead to identification of an adult who can pick up the child, call Child Protective Services to report the situation.** Keep the student at school until CPS responds, and reach out to Chief of Schools for support as needed.

Should a student not arrive at school, and information is provided by community members that indicates the student was taken into immigration enforcement custody:

- Follow all standard attendance procedures to try to determine the reason for the student's absence.

- Should you confirm that the student was taken into immigration enforcement custody, the Site Operations Manager shall inform Director of Site Operations. Director of Site Operations will reach out to EFC legal counsel for guidance, and will instruct the site operations team regarding next steps.

  The Principal shall inform Chief of Schools .

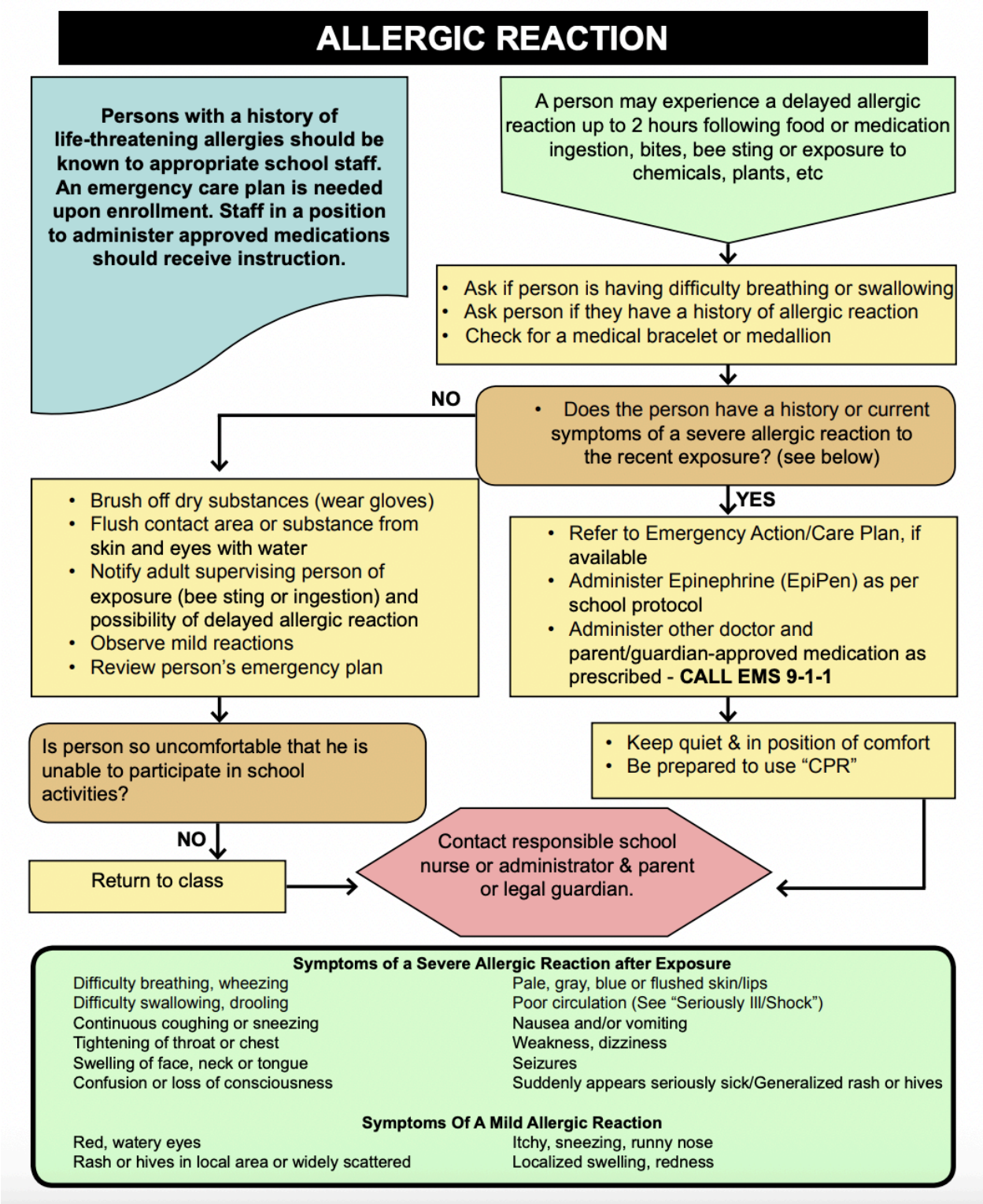
Medical Emergency Procedures

In the event of a medical emergency, EFC staff shall follow the guidance in the California Health and Human Services Emergency First Aid Guidelines for California Schools, **including calling 911 if:**

- ☑ The person is not breathing.
- ☑ The person is having difficulty breathing, shortness of breath or is choking.
- ☑ The person has no pulse.
- ☑ The person is unconscious, semi-conscious or unusually confused.
- ☑ The person has bleeding that won't stop.
- ☑ The person is coughing up or vomiting blood.
- ☑ The person has chest pain or pressure persisting more than 3-5 minutes, or has chest pain that goes away and comes back.
- ☑ The person has been poisoned or taken an overdose.
- ☑ The person has a seizure for the first time, a seizure that lasts more than 5 minutes, multiple seizures, or has a seizure and is pregnant or diabetic.
- ☑ The person has received anti-seizure medication as allowed under the provisions of Education Code Section 49414.7.
- ☑ The person has injuries to the head, neck or back.
- ☑ The person has sudden, severe pain anywhere in the body.
- ☑ The person has an open wound over a suspected fracture or where bone or muscle is exposed.
- ☑ The person's condition is limb-threatening or other injuries that may leave the person permanently disabled unless he/she receives immediate care; for example: lack of feeling or normal color on injured limb (arm or leg); amputation; severe eye injury or chemical exposure to the eye.
- ☑ Moving the person could cause further injury.
- ☑ The person needs the skills or equipment of paramedics or emergency medical technicians.
- ☑ Distance or traffic conditions would cause a delay in getting the person to the hospital.

In any of the above circumstances, or if there is any other reason to suspect the individual's life is in danger, EFC staff shall call 911.

In all other circumstances, follow the guidance on the following pages, and consult the First Aid guidance linked above.



Anaphylaxis (Severe Allergic Reaction)

Anaphylaxis is a potentially life-threatening hypersensitivity to a substance. The reaction can occur within seconds or minutes of encountering an allergic trigger, including but not limited to an insect sting, food allergy, drug reaction (e.g., antibiotics, aspirin and non-steroidal inflammatory drugs), and exercise.

Watch for Symptoms

Anaphylaxis is highly likely to be occurring when any ONE of the following happens within minutes to hours after exposure to an allergen:

1. A person has symptoms that involve the skin, nose, mouth, or gastrointestinal tract
    - Itching, wheezing, swelling, throat tightening, vomiting, or diarrhea
      AND either:
    - Difficulty breathing, or
    - Reduced blood pressure (e.g., pale, weak pulse, confusion, loss of consciousness)
2. A person was exposed to a suspected (known allergy) allergen, and TWO or more of the following symptoms occur:
    - Skin symptoms or swollen lips (itchy mouth or hives)
    - Difficulty breathing
    - Reduced blood pressure
    - Gastrointestinal symptoms (e.g., vomiting, diarrhea, or cramping)

Many individuals may have previously had only a mild reaction to an allergen, but subsequent exposure can trigger anaphylaxis. Without immediate administration of epinephrine followed by activation of emergency medical services, death can occur.

Administration of Epinephrine

Once anaphylaxis symptoms are present, it is recommended that the first line of treatment of choice is an immediate intramuscular injection of epinephrine (epinephrine auto-injector) injected into the lateral (outer side) thigh, which is effective for five minutes (according to the manufacturer of epinephrine auto-injectors). A trained volunteer[27] may administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at school or a school activity when a physician is not immediately available.

Steps in the Emergency Use of an Epinephrine Auto-Injector:

1. Determine if anaphylaxis is suspected. Anaphylaxis usually, but not always, occurs right after exposure to an allergen. Frequently, anaphylaxis occurs in individuals who have a history of a previous reaction. If there is uncertainty about the diagnosis, but there is a reasonable probability that it is anaphylaxis, then treat as anaphylaxis.

2. Administer the epinephrine auto-injector, and then call 911. Stay with the individual experiencing anaphylaxis. Have others notify the parents and school administrator immediately.

3. Dosage:
    - For students in second grade or below, or weighing 33-66 lbs., administer 0.15 mg., epinephrine auto-injector (Junior) (when in doubt-give the higher dose) by injecting it into the lateral (outer side) thigh.

- For adults and students in third grade or above, or weighing 66 lbs. or more, administer 0.30 mg., epinephrine auto-injector (Adult) by injecting it into the lateral (outer side) thigh.

4. Stay with the individual and reassure them. **Do not raise them to an upright position. Have the individual lie down if tolerated with lower extremities elevated. Roll the individual to their side if vomiting. Have them sit up if they have difficulty breathing.**
5. Epinephrine auto-injector administration procedure:

    a. Remove safety cap or cover of epinephrine auto-injector and place 'tip' ("active side of device") on outside of thigh—midway between hip and knee (follow instructions—may require pressure while placing on thigh)
    b. Position device perpendicular (90 degree angle) to the thigh
    c. It can be administered through clothing
    d. Wait for click or other sound indicating medication is being administered
    e. Hold in place for approximately 3 seconds (or as recommended by the manufacturer's instructions)
    f. Many have a shield that covers the exposed needle
    g. Keep epinephrine auto-injector until emergency personnel arrive. Per their direction, either give to them or place expended injector in sharps container

6. If the anaphylactic reaction is due to an insect sting, remove the stinger as soon as possible after administering the epinephrine auto-injector. Remove stinger quickly by scraping with a fingernail, plastic card, or piece of cardboard. Apply an ice pack to the sting area. DO NOT push, pinch, or squeeze, or further imbed the stinger into the skin because such action may cause more venom to be injected into the individual.

7. Observe the affected individual for signs of shock. Cover them with a blanket, as necessary, to maintain body temperature and help to prevent shock

8. **Monitor the affected invididual's airway, breathing, and heart rate. Begin CPR immediately if the individual stops breathing or their heart stops beating.**
    a. **If symptoms continue or worsen and paramedics have not arrived, use a second epinephrine auto-injector and re-inject no less than 5 minutes after initial injection. Continue to monitor the individual's airway and breathing.**

9. After epinephrine is given, the individual should be promptly taken to the nearest emergency department by ambulance for evaluation and monitoring by physicians and nurses. A second delayed reaction may occur after the initial anaphylaxis and this second set of symptoms can also be severe and life-threatening. After evaluation and treatment in the emergency department, parents/guardians should be advised to monitor student according to recommendations of the treating healthcare provider(s) and staff should be informed by the treating healthcare provider on next steps for safe care.

NOTE: According to Centers for Disease Control and Prevention (CDC),[4] anaphylaxis affects one in every 13 children (under eighteen years of age) or approximately two children in every classroom. It is estimated that 25 percent of students have their first anaphylactic reaction at school.

ASTHMA/WHEEZING/DIFFICULTY BREATHING

Asthma/wheezing attacks may be triggered by many substances/activities. Hypersensitive airways become smaller, causing wheeze, cough, and difficulty breathing. Attacks may be mild, moderate or severe. Refer to emergency care plan.

Persons with a history of breathing difficulties, including asthma or wheezing, should be known to appropriate school staff. Develop a school asthma action plan during enrollment. Keep asthma inhaler and spacer available. Student may carry their own medication. Staff authorized to administer medications should receive instruction.

- Sit person upright in position of comfort
- STAY CALM. Be reassuring
- Ask if person has allergies or medication

- Did breathing difficulty develop rapidly?
- Is the student having difficulty speaking due to shortness of breath?
- Are lips, tongue or nail beds turning blue?
- Change in level of consciousness-confusion?

YES →  **CALL EMS 9-1-1**

NO

- If available, check school asthma action plan
- If person has doctor and parent/guardian approved inhaler medication, assist or administer medication as directed
- Observe for 4-5 min and repeat as directed, if not improved
- Encourage person to sit quietly, breathe slowly and deeply in through the nose and out through the mouth

- Are symptoms not improving or getting worse?
- Having difficulty speaking in full sentences?
- Loud wheeze or persistent cough?
- Decreased level of consciousness?

YES →  **CALL EMS 9-1-1**

NO

- May give room temperature water to drink
- Person may return to class when recovered

Contact responsible school nurse or administrator & parent or legal guardian.

Signs of Breathing Difficulty

- Rapid/Shallow breathing
- Not able to speak in full sentences
- Wheezing (high pitched sound)
- Tightness in chest
- Widening of nostrils
- Increased useW of stomach and chest muscles
- Excessive coughing
- Appears very anxious

BLEEDING

Wear disposable gloves when exposed to blood or other body fluids. **Do not remove impaled object.**

- Is injured part amputated (severed)?
- Is blood bright red or spurting?
- Is muscle, fat or bone showing?

NO

YES



CALL EMS 9-1-1

- Press firmly with a clean gloved hand, cloth or dressing for several minutes to stop bleeding
- Object in wound, see "Wound-Puncture" (pg. 72)
- Elevate bleeding extremity. If fracture is suspected, see "Fractures…" (pg. 47)

- If amputated part, place part in sealed plastic bag and place bag in ice water
- **DO NOT PUT AMPUTATED PART DIRECTLY ON ICE**

- Bandage wound firmly, but not tight enough to compromise circulation
- Check skin circulation frequently by checking for warmth, pinkness, and good sensation
- If bandage is saturated with blood, Do Not remove it
- Reinforce with another dressing over existing dressing/bandage, and
- Hold firm pressure for 10 minutes

Is there continued uncontrollable bleeding?

YES



CALL EMS 9-1-1
Maintain Direct Pressure on wound.

NO

- Wash surrounding area with soap and water
- Rinse, pat dry, and apply bandage
- If deep or gaping, wounds may need stitches– **RECOMMEND MEDICAL CARE**

- Have person lie down
- Elevate feet 8-10 inches, unless this causes pain/discomfort, OR a neck/back/hip injury is suspected
- Keep person warm but not hot
- Reinforce existing dressing and apply pressure to wound as needed

Contact responsible school nurse or administrator & parent or legal guardian.

BURNS

Always make sure that the situation is safe for you before helping the person.
Burns may be associated with other injuries, see appropriate topic.

- Remove from source of burn
- Maintain airway and breathing, see "CPR" if needed (pg. 32)

Are any of these findings present:
- Confused or unconsciousness?
- Difficulty breathing?
- Soot around mouth or nose?
- Burn on face or eye?
- Burn is deep or includes a large area, or multiple parts of the body?
- Burned skin is white, brown, black or charred?
- Burn is from an explosion?

YES



CALL EMS 9-1-1

What type of burn is it?

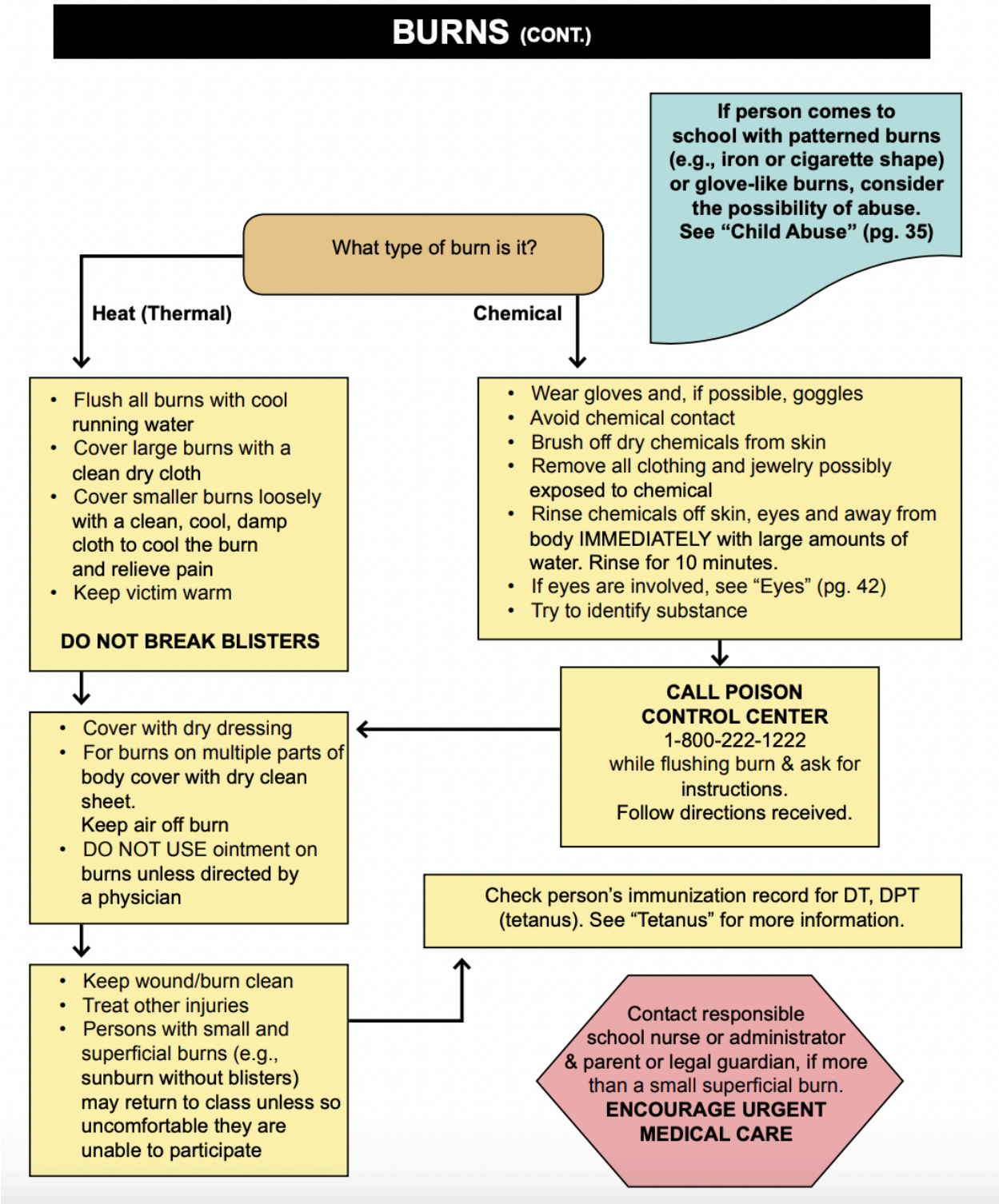
ELECTRICAL

- Turn off electrical power
- Check for breathing and other injuries
- Cover with a dry, preferably sterile, clean dressing
- Maintain normal body temperature
- Electric shock that leaves a visible burn requires medical attention
- See "Electric Shock"

CHEMICAL OR HEAT (THERMAL)

See "Burns Thermal and Chemical" (pg. 28)

BURNS (CONT.)


If person comes to school with patterned burns (e.g., iron or cigarette shape) or glove-like burns, consider the possibility of abuse. See "Child Abuse" (pg. 35)
What type of burn is it?
Heat (Thermal)
Chemical
• Flush all burns with cool running water
• Cover large burns with a clean dry cloth
• Cover smaller burns loosely with a clean, cool, damp cloth to cool the burn and relieve pain
• Keep victim warm
DO NOT BREAK BLISTERS
• Wear gloves and, if possible, goggles
• Avoid chemical contact
• Brush off dry chemicals from skin
• Remove all clothing and jewelry possibly exposed to chemical
• Rinse chemicals off skin, eyes and away from body IMMEDIATELY with large amounts of water. Rinse for 10 minutes.
• If eyes are involved, see "Eyes" (pg. 42)
• Try to identify substance
CALL POISON CONTROL CENTER
1-800-222-1222
while flushing burn & ask for instructions.
Follow directions received.
• Cover with dry dressing
• For burns on multiple parts of body cover with dry clean sheet.
Keep air off burn
• DO NOT USE ointment on burns unless directed by a physician
Check person's immunization record for DT, DPT (tetanus). See "Tetanus" for more information.
• Keep wound/burn clean
• Treat other injuries
• Persons with small and superficial burns (e.g., sunburn without blisters) may return to class unless so uncomfortable they are unable to participate
Contact responsible school nurse or administrator & parent or legal guardian, if more than a small superficial burn.
ENCOURAGE URGENT MEDICAL CARE

CHEST PAIN (POSSIBLE HEART ATTACK)

Chest pain can be caused by:
- Injury
- Esophageal spasm
- Lung inflammation
- Pneumonia
- Gastric disturbance
- Anxiety/Stress
- Heart conditions

Cardiovascular disease and heart attacks are rare among children under 18 years of age. However, some children have a history of heart problems. Check emergency medical information.
The risk of heart attack increases steadily over 40 years of age.

- Any loss of consciousness or confusion?
- Does person look seriously ill?
- Has heart attack symptom(s)? (see below)
- Has significant chest pain stopped and returned?

YES



CALL EMS 9-1-1

Even if person objects.
Do not transport by private car.

NO

- Ask person if this has occurred before and what made it better
- Place in position of comfort, usually reclining, and keep quiet
- Loosen tight clothing

- If unconscious, see "Loss of Consciousness" (pg. 53)
- If breathing stops; see "CPR" (pg. 32)
- Place in position of comfort
- Keep calm, don't panic, reassure person
- **DO NOT GIVE MEDICATIONS UNLESS AUTHORIZED**

Contact responsible school nurse or administrator & parent/ legal guardian.

Signs & Symptoms Of A Heart Attack

- Chest pain described as constant heavy pressure, vise like, or pain in the middle or upper chest. The discomfort may travel across the chest to arm, neck or jaw and also include:
  - Left arm/shoulder pain
  - Jaw/neck pain
  - Sudden unexplained weakness or dizziness with or without nausea
  - Sweaty, clammy, pale, ashen or bluish skin
  - Shortness of breath or breathing is abnormal

Every offers annual CPR training, and EFC campus/worksite has an Automated External Defribrillator (AED).

In the event of a cardiac emergency:

- ☐ Call 9-1-1
- ☐ Check for unresponsiveness or gasping breathing
- ☐ If unresponsive or only gasping begin continuous chest compressions and have someone retrieve the AED if not at the scene.
- ☐ Turn on AED and follow directions
- ☐ Attach AED electrode pads, analyze rhythm
- ☐ When the AED recommends the patient needs to be shocked, make sure no one is touching the person and press the “Shock” button
- ☐ Follow instructions from AED unit
- ☐ If instructed to do so by AED, resume CPR for 2 minutes and follow instructions from AED device If no signs of circulation, resume CPR

CHOKING
FOR CONSCIOUS VICTIMS

Call 9-1-1 or activate EMS after starting rescue efforts.

INFANTS UNDER ONE YEAR OF AGE

Begin the following if the infant is choking and is unable to breathe. However, if the infant is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1 below.

1. Position the infant, with head slightly lower than chest, face down on your arm and support the head (support jaw; do NOT compress throat).



2. Give up to 5 back blows with the heel of the hand between infant's shoulder blades.

3. If object is not coughed up, position infant face up on your forearm with head slightly lower than rest of body.



4. With 2 or 3 fingers, give up to 5 chest thrusts near center of breastbone, about one finger width below the nipple line.

5. Open mouth and look. If foreign object is seen sweep it out with finger.



6. Tilt head back and lift chin up and out to open the airway. Try to give 2 breaths.

7. Repeat steps 1-6 until object is coughed up, infant starts to breathe or infant becomes unconscious.

IF INFANT BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS USING 2 FINGERS IN MIDDLE OF BREAST BONE FOR COMPRESSIONS.

CHILDREN OVER ONE YEAR OF AGE & ADULTS

Begin the following if the child/adult is choking and is unable to breathe. However, if the child/adult is coughing or crying, DO NOT do any of the following, but call EMS 9-1-1, try to calm the child/adult and watch for worsening of symptoms. If cough becomes ineffective (loss of sound), begin step 1.

1. Stand or kneel behind person and place your arms under the armpits to encircle the chest.

2. Place thumb side of fist against middle of abdomen just above the navel. DO NOT place your hand over the very bottom of the breastbone. Grasp fist with other hand. Press with quick backward and upward thrusts.



3. Give up to 5 quick inward and upward thrusts.

4. Repeat steps 1-2 until object is coughed up, or person starts to breathe or becomes unconscious.

IF PERSON BECOMES UNCONSCIOUS, LAY ON BACK AND GO TO PAGE 32, RIGHT COLUMN, STEP 6 OF CPR INSTRUCTIONS.

FOR OBESE OR PREGNANT PERSON

Stand behind person and place your arms under the armpits to encircle the chest. Place thumb side of fist against lower half of breastbone and thrust backwards.



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2. Text based on Community First Aid & Safety, 2002 , American Red Cross

LAY PERSON CPR

CHECK FOR UNRESPONSIVENESS
(Call out, rub arms/chest).
If responsive, no CPR needed.

Additional written directions and pictures on next page (pg. 32).



Infant CPR

If unresponsive, call 9-1-1.
If anyone else available, have them call for help and an AED.



Child CPR



Adult CPR

- **BEGIN CHEST COMPRESSIONS AT A RATE OF 100/MIN; deliver 30 compressions**
- Infants: use 2 fingers in middle of breast bone and compress ½" -1" inch
- Small children: use heel of hand, compress 1½"-2"
- Adults: use both hands – one on top of other in middle of breast bone and compress at least 2" – allow for full recoil of chest

If Breathing →

Place on left side and protect airway



CALL 9-1-1
See "Loss of Consciousness" and provide first aid as needed (pg. 53).



Head Tilt

<u>If trained</u> - Give 2 rescue breaths
- Tilt head back and open jaw
- Cover mouth with your mouth
- Give breaths until chest rises
- Continue with 30 compressions and 2 breaths

<u>If untrained</u> – continue "Hands only"
- Continue breathing and chest compressions as needed
- REASSESS EVERY 2 MINUTES for responsiveness; if unresponsive, continue CPR
- If patient starts breathing, place on left side and protect airway

LAY PERSON CPR (CON'T)
FOR CHILDREN ONE YEAR OLD TO ADULT

CPR is to be used when a child or adult is unresponsive or when breathing or heart beat stops.

1. Tap or gently shake the shoulder. Shout "Are you OK?" If that person is unresponsive, shout for help and send someone to call **EMS 9-1-1.**



2. Turn the person onto his/her back as a unit by supporting the head and neck. If head or neck injury is suspected, DO NOT BEND OR TURN NECK.

3. Lift chin up and out with one hand while pushing down on the forehead with the other to open the **AIRWAY**. If head or neck injury suspected, hold head still and move jaw forward to open airway.

4. Check for normal breathing by observation of chest, if there is no breathing or the patient is making gasping breaths then begin chest compressions at a rate of 100 per minute. Compress 30 times before beginning rescue breaths.

5. If child is not breathing, seal your lips tightly around his/her mouth; pinch nose shut. While keeping the airway open, give 2 slow breaths (1 to 1½ seconds per breath) until chest rises.

IF AIR GOES IN:
(Chest rises with rescue breath)

6. Place heel of one hand on the lower half of breastbone. Do NOT place your hand over the very bottom of the breastbone.

7. Compress chest 30 times with heel of one hand (at least 2 inches). Lift fingers to avoid pressure on ribs.



8. Give 2 slow breaths until chest rises.



9. REPEAT CYCLES OF 30 COMPRESSIONS TO 2 BREATHS AT A RATE OF 100 COMPRESSIONS PER MINUTE UNTIL PERSON SHOWS SIGNS OF BREATHING EFFECTIVELY ON OWN, SHOWS OTHER SIGNS OF CIRCULATION, OR HELP ARRIVES.

IF AIR WON'T GO IN:
(Chest does *NOT* rise with rescue breath)

6. Re-tilt head back (Steps 3-5). Try to give 2 breaths again.

IF AIR GOES IN, FOLLOW LEFT COLUMN.
IF AIR STILL WON'T GO IN:

7. Find hand position near center of breastbone. Do NOT place your hand over the very bottom of the breastbone.



8. Compress chest 30 times with the heel of 1 hand (at least 2 inches). Lift fingers to avoid pressure on ribs.

9. Lift jaw and tongue and look in mouth. If foreign object is seen, sweep it out with finger. If object is not seen, Do Not Sweep With Finger Blindly.

10. REPEAT STEPS 6-9 UNTIL BREATHS GO IN, CHILD STARTS TO BREATH EFFECTIVELY ON OWN, SHOWS OTHER SIGNS OF CIRCULATION OR HELP ARRIVES.

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2. Text based on Community First Aid & Safety, 2002 American Red Cross
3. 2010 American Heart Association Guidelines for CPR

FRACTURES, DISLOCATIONS, SPRAINS OR STRAINS

Treat all injured parts as if they Could be fractured (See Signs & Symptoms at bottom of page)

- Is bone or joint deformed or bent in an unusual way?
- Is skin broken over possible fracture?
- Is bone sticking through skin?
- Is skin of the injured extremity pale/cool when compared with opposite extremity?

YES →  **CALL EMS 9-1-1**

NO ↓

- Avoid movement of injured part
- Do not allow person to put weight on it or use it
- Splint with towel, cardboard, or sling
- Gently support and elevate injured part and adjacent joint, with pillow or folded towel, if possible
- Apply ice/cold (no more than 20 min/hr.), covered with cloth or paper towel

If bleeding, wear gloves and apply direct pressure to bleeding site.

- Control Bleeding, see "Bleeding" (pg. 24)
- Leave in position of comfort
- Cover broken skin with clean bandage
- Do NOT move or attempt to straighten injured part
- Splint
- Give nothing to eat or drink
- See "Seriously Ill/Shock" if needed (pg. 63)

Contact responsible school nurse or administrator & parent or legal guardian.

After a period of rest, recheck the injury.

- Is the pain gone?
- Can person move or put weight on injured part without discomfort?
- Is numbness/tingling gone?
- Has normal sensation returned to injured area?
- Is coloration, circulation normal?

YES → **If discomfort is gone, allow person to return to class.**

NO ↓

Contact responsible school nurse or administrator& parent or legal guardian.

ENCOURAGE MEDICAL CARE

Signs & Symptoms of Fracture, Dislocation, Sprains or Strains

- Pain and/or swelling in one area
- Large bruise/discoloration
- Sounds/feels like bones moving rubbing
- Bent or deformed bone/extremity
- Cold and numb
- Loss of sensation or movement
- Disfigurement at joint

HEAD INJURIES

If person only bumped head and does not have any other complaints or symptoms, See "Bruises" (pg. 26). Ask questions about how injury occurred.

Many head injuries that happen at school are minor. Head wounds may bleed easily and form large bumps. Bumps to the head may not be serious. Head injuries from falls, sports, & violence may be serious. If head is bleeding, see "Bleeding" (pg. 24).

With a head injury (other than minor head bump), always suspect neck injury as well. Do NOT move or twist the spine or neck, see "Neck & Back Pain" (pg. 56).

- Have person rest, lying flat
- Keep person quiet & warm

Is person vomiting?

Turn the head and body together to the left side, keeping the head and neck in a straight line with the trunk.

Watch person closely.
DO NOT LEAVE PERSON ALONE

Are any of the following present:

- Unconsciousness, seizure or neck pain?
- Blood is flowing freely from the head wound, see "Bleeding" (pg. 24)?
  - Maintain firm, direct pressure
- Inability to respond to simple commands?
- Blood or watery fluid from ears or nose?
- Inability to move or feel arms or legs?
- Person is sleepy, confused or asks repetitive questions?



CALL EMS 9-1-1
Look, listen & feel for breathing. If person stops breathing, see "CPR" (pg. 32)
GIVE NOTHING TO EAT OR DRINK

If person was briefly confused and seems fully recovered contact responsible school nurse or administrator & parent or legal guardian.
WATCH FOR DELAYED SYMPTOMS & ENCOURAGE MEDICAL CARE.
Send home instructions for observing delayed symptoms.

Contact responsible school nurse or administrator& parent or legal guardian.

HEAT EXHAUSTION/HEAT STROKE

Heat exhaustion is common and is due to lack of body fluids. Heat Stroke is life-threatening and occurs when the body is overwhelmed by heat and cannot regulate body temperature. Strenuous activity in the heat may cause heat-related illness. See signs & symptoms of heat emergencies below.

Spending too much time in the heat, especially with exertion, may cause heat emergencies.

Heat emergencies can be life-threatening situations.

Is person unconscious or altered mental status?

YES

- Quickly remove person from heat to a cooler place
- Put on side to protect airway
- Look, listen and feel for breathing. If not breathing, see "CPR" (pg. 32)

NO

- Move person to a cooler place
- Have person lie down
- Elevate feet
- Loosen or remove outer clothing
- Spray with water and fan person

Are any of the following happening:
- Hot, dry, red skin?
- Altered mental status?
- Vomiting? Fever?
- Confusion, dizziness?
- Rapid shallow breathing?

YES

CALL EMS 9-1-1



NO

- Give clear fluids frequently (water, sport drink, etc.), in small amounts, if fully awake and alert
- If condition improves, may return to class. NO P.E./Sports
- **If no improvement, child NEEDS IMMEDIATE MEDICAL CARE**

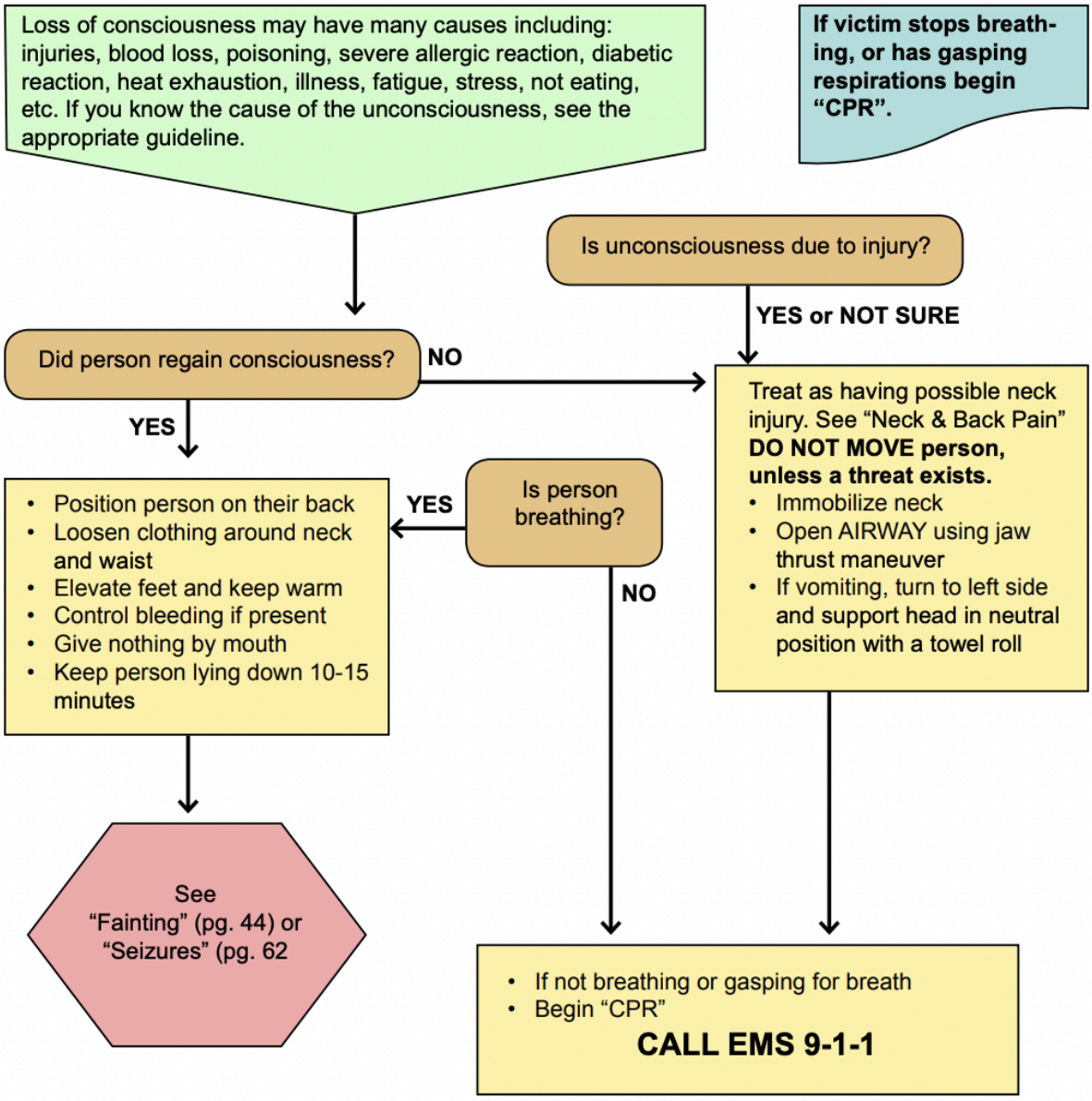
Remove outer clothing, as appropriate. Cool rapidly by completely wetting clothing/skin with room temperature water. **DO NOT USE ICE WATER.**

Signs & Symptoms of Heat Related Injury

Heat Exhaustion	Heat Stroke
•Cool, moist, pale skin	•Hot skin (usually dry)
•Weakness & fatigue	•High temperature
•Sweating, headache	•Rapid, weak pulse
•Vomiting, nausea	•Rapid, shallow breathing
•Confusion, dizziness	•Seizure
•Muscle cramping	•Loss of consciousness

Contact responsible school nurse or administrator & parent or legal guardian.

LOSS OF CONSCIOUSNESS



Opioid Overdose

Every EFC office maintains doses of Naloxone nasal spray. Naloxone saves lives because it can quickly restore normal breathing to a person whose breathing has slowed or stopped as a result of overdosing on prescription opioid medications, heroin, or drugs that are adulterated and contaminated with an opioid like fentanyl (e.g., cocaine, methamphetamine). If you give naloxone to a person who has not taken an opioid medicine, **it will not hurt them**.

Recognize the Signs of an Opioid Overdose

During an overdose, a person's breathing can be dangerously slowed or stopped, causing brain damage or death. It's important to recognize the signs and act fast, even before emergency workers arrive. Signs of an overdose may include:

- Small, constricted "pinpoint pupils"
- Falling asleep or loss of consciousness
- Limp body
- Slow, shallow breathing
- Choking or gurgling sounds

What to Do if You Think Someone Has Overdosed on Opioids

1. Call 911 immediately.
2. Give naloxone as quickly as possible. Do not wait for emergency workers to arrive before giving naloxone. Remember, Naloxone will not hurt anyone.
3. Try to keep the person awake and breathing.
4. Lay the person on their side to prevent choking.
5. Stay with the person until emergency workers arrive.
6. Naloxone is a temporary treatment. More than one dose might be needed under some circumstances, especially if an overdose event involves illicitly manufactured fentanyl and fentanyl-related substances.

SEIZURES

Refer to person's Emergency Action/Care Plan, if available, follow instructions from person's guardian or physician.

A person with a history of seizures should be known to appropriate staff. An emergency care plan should be developed containing a description of the onset, type, duration and after effects of that person's seizures. If there is a history of diabetes, check blood sugar, see "Diabetes" (pg. 37).

- During or immediately after a seizure, place on the floor (preferably a mat) for observation and safety
- **DO NOT RESTRAIN MOVEMENTS**
- Move surrounding objects to avoid injury
- Protect head and neck using a jacket or padding like a folded towel/cloth
- **DO NOT PLACE ANYTHING BETWEEN THE TEETH** or give anything by mouth

Note:
Observe details of the seizure for parent or legal guardian, emergency personnel, or physician.

- Duration, movement of eyes, mouth, arms & legs
- Loss of urine/bowel control
- Loss of consciousness or change in behavior

- Is seizure lasting longer than 5 minutes?
- Is person having multiple seizures following one another at short intervals?
- Is person having any breathing difficulties after the seizure?

NO

- After seizure, keep airway clear by placing person on his/her left side and support the head in a neutral position with a towel roll
- Seizures are often followed by sleepiness and confusion. This may last from 15 minutes to an hour or more

YES



CALL EMS 9-1-1

Contact responsible school nurse or administrator & parent or legal guardian.

After the sleeping period, the person should return to normal and be encouraged to participate in all normal class activities.

Signs & Symptoms of Seizure

- Episodes of staring and nonresponsive
- Staring with twitching of the arm and/or leg muscles
- Generalized jerking movement of arms and/or legs with unconsciousness
- Sudden unusual behavior for that person (e.g., strange sounds, belligerence, running)
- If trained personnel and medication available, administer Diastat.

SERIOUSLY ILL/SHOCK

Any serious injury or illness may lead to shock which is a lack of blood and oxygen getting to tissue.

- **STAY CALM and get medical assistance**
- Shock is a life-threatening condition
- Check for medical bracelet or medallion

For Injury
Do Not move
person until extent of injury is known, unless endangered.

Is person:

- Unconscious? See "Loss of Consciousness" (pg. 53)
- Not breathing? See "CPR" (pg. 29)
- Look seriously sick? (see signs & symptoms listed below)
- Bleeding profusely? See "Bleeding" (pg. 24)



CALL EMS 9-1-1

- Lie person down – keep body flat
- Control Bleeding: apply direct pressure and see "Bleeding" (pg. 24)
- If person vomits, roll on to left side keeping back & neck straight if injury suspected

- Minimize pain by position of comfort
- Elevate feet 8-10 inches, unless this causes pain/discomfort, OR a neck/back/hip injury is suspected
- Keep body normal temperature, if cold provide blankets. Avoid chilling
- NOTHING to EAT OR DRINK

Contact responsible school nurse or administrator & parent or legal guardian.

Signs of SHOCK

- Pale, cool, moist skin
- Mottled, ashen, blue skin
- Altered consciousness
- Nausea, dizziness, thirsty
- Unresponsive
- Abnormal behavior
- Restlessness/irritability
- Generalized weakness
- Rapid or difficulty breathing

WOUNDS (STABS & GUNSHOT)



CALL the police via 9-1-1

- Tell dispatcher if Emergency Medical Services are also needed
- Intervene only if the situation is safe for you to approach
- Get someone to assist you

Refer to your school's policy for handling violent incidents.

Wear disposable gloves when exposed to blood or other body fluids.

Is the person:

- Pale, sweaty skin?
- Losing consciousness?
- Having difficulty breathing?
- Bleeding uncontrollably?

Open the airway and look, listen and feel for breathing, see "CPR" (pg. 32).

•If impaled object, do not remove
•Press firmly with a clean bandage to stop bleeding, see "Bleeding" (pg. 24)
•Have person lie down
•Elevate feet 8-10 inches
•Elevate injured part gently, if possible
•Cover with a blanket or sheet

Contact responsible school nurse or administrator & parent or legal guardian.

Radiation Threat



A radiation threat or "Dirty Bomb" is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with biological or chemical threats, you want to limit exposure.

If There is a Radiation Threat or "Dirty Bomb"
To limit the amount of radiation you are exposed to, think about shielding, distance and time.

- Shielding: If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- Distance: The farther away you are away from the blast and the fallout, the lower your exposure.
- Time: Minimizing time spent exposed will also reduce your risk.

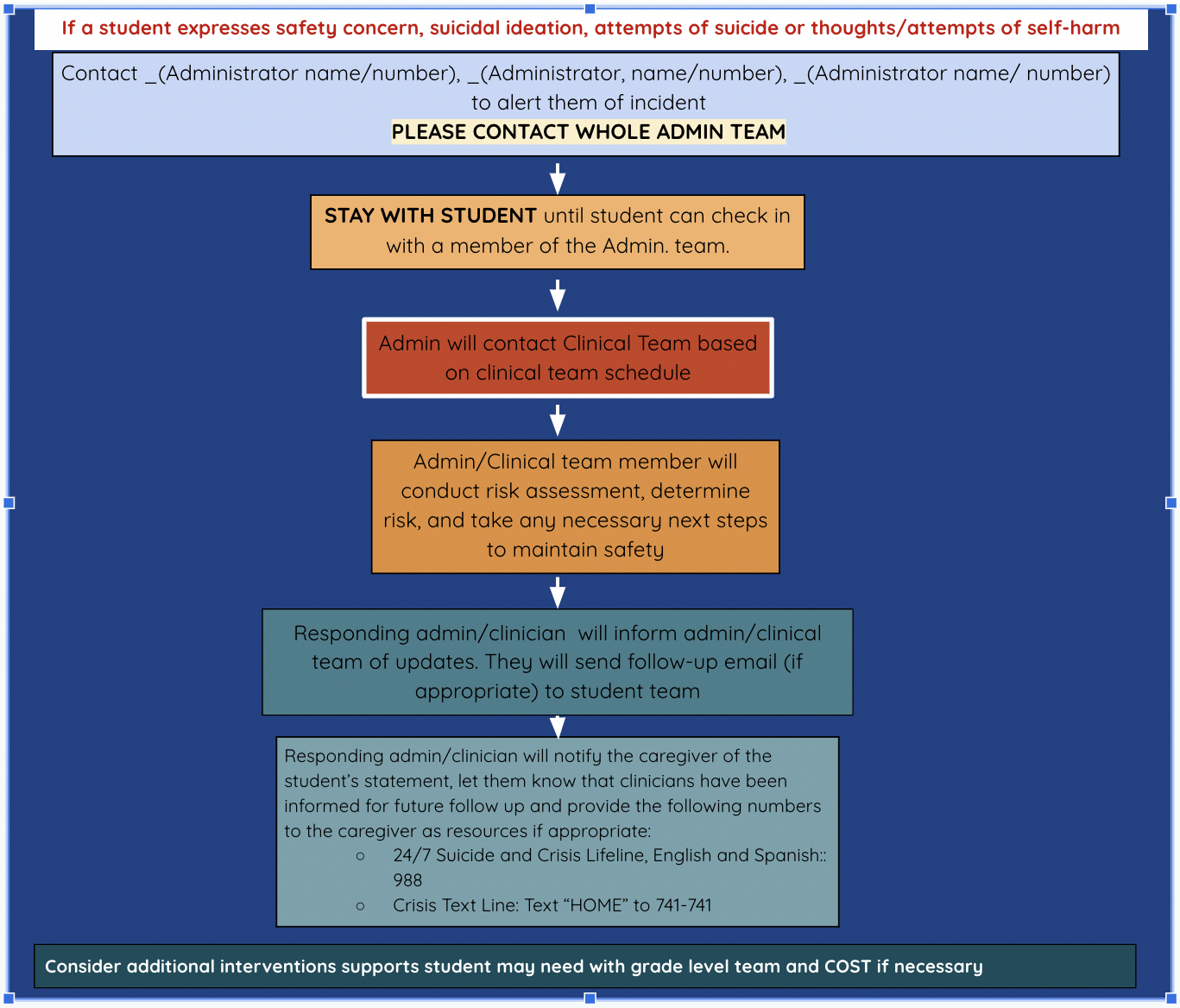
As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should watch TV, listen to the radio, or check the Internet often for official news and information as it becomes available.

Suicide Risk

Intervention and Emergency Procedures

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk, follow the flow chart, and review the instructions underneath the flow chart.



1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. Admin/clinical team member will complete Suicide Risk Assessment and identify risk level and next steps. The school mental health professional or principal will contact the student's parent or guardian and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.

4. After a referral is made, EFC shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, EFC may contact Child Protective Services.
5. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

Suspicious Box Located on Site

- Any student or personnel who believes a box or other type of container to be suspicious should not touch the item and instead immediately report it to the Principal or administrator.
- The notified administrator will investigate and if deemed necessary, declare an emergency, initiate a Room Evacuation procedure and call the police.
- The area where the suspect device is located will be cleared by at least 200 feet.
- All students and staff are to keep away from the suspect device and allow the police to deal with it.

Utility Failure

Power Outage

In the event of commercial electrical service failure, the following steps must be taken:

1. Check to make sure all backup electrical equipment is functioning properly:
    a. Alarm Systems
    b. Egress illumination
    c. Emergency communication system
    d. Illumination of exit signs
2. Contact PG&E

    Check the PG&E outage map or call their phone number: **1-800-743-5002 to ask** them how long the service will be out.

    In the case of an emergency (eg. downed power line, a transformer exploded, etc.) call 911 AND the PG&E Emergency Services number: **1-800-743-5000**
3. Notify the Director of Site Operations

    Director of Site Operations Telephone number: **Cell: (510) 282-5687**
4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Chief of Schools) to discuss plans for potential school closure.
5. Notify all Staff regarding the length of the service outage as well as response plans.

Natural Gas Disruption

In the event that a gas pipe or regulator that is servicing the facility develops a leak or rupture, the following steps will be taken:

1. Immediately notify staff and evacuate the building.
2. Call 911 AND the PG&E Emergency Services number: **1-800-743-5000**
3. Notify the Director of Site Operations and the Principal's supervisor (Superintendent or Assistant Superintendent)

4. After the natural gas service is restored, ask PG&E to light all pilot lights and check equipment for proper operation.

Note: NEVER use candles, light matches, or smoke cigarettes when there is a natural gas emergency.

Fire Alarm System Failure

In the event that the fire alarm fails, immediately call the Director of Site Operations and Principal's Supervisor to consult regarding next steps.

HVAC Failure

1. Notify the Site Operations Manager; they take the necessary steps to correct any failures of the HVAC system.

2. If determining the repairs cannot be made in a timely manner or beyond the scope of in-house capabilities, the Site Operations Manager will contract the work out to the appropriate HVAC vendor.

3. Notify teachers/staff and tell them approximately how long this will affect the school.
   Note: In extreme weather conditions portable heat or AC will be set up at the site where the failure has occurred.

4. After repairs are made, notify the teachers/staff.

Water Failure

1. In the event of commercial water service failure, the following steps will be taken:

2. Call the EBMUD Emergency Services number, **1-866-403-2683**, and ask for an estimated time that water service will be restored

3. Notify the Director of Site Operations
   Site Operations Manager Telephone number: **Cell: (510) 282-5687**

4. In the case of an outage that is expected to be lengthy, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for potential school closure.

5. Notify all Staff regarding the length of the service outage as well as response plans.

Sewage Back-up

In the event of a sewage back-up, notify the Site Operations Manager immediately.

If it has been determined that the **main** sewer line is broken or rendered unusable, the Site Operations Manager will call the appropriate plumbing contractor to repair/restore service.

In the case of a main sewer line break, notify the Principal supervisor (Superintendent or Assistant Superintendent) to discuss plans for school closure.

Note: It may be necessary to shut off all water in the facility to keep sewage waste to a minimum. This decision will be made by Principal and Site Operations Manager.

If the area of stoppage has overflowed, the plumbing contractor will pump the effluent into a tank truck and sanitize the effected area.

Triage and Medical Care

The First Aid Team for this site will be coordinated by **the Assistant Principal.** If he/she is not available, the Principal shall designate a staff member to serve as coordinator.

The Principal will inform the First Aid Team Coordinator of the location of all persons requiring medical treatment.

The First Aid Team Coordinator will designate an area for the treatment of casualties. If necessary, a separate area, preferably away from the treatment area will be designated as a morgue.

The closest medical facilities are listed in Appendix A.

The Medical Coordinator will organize the triage and treatment functions to ensure that all casualties are evaluated and treated in an expeditious and appropriate manner.

Search and Rescue

Staff has not received training for search and rescue operations. The Fire Department will conduct search and rescue. The Fire Department Dispatch numbers are located in Appendix A.

Building Security and Reoccupation

After all staff members and others have been evacuated, the Principal will lock the doors of the building to ensure that people do not attempt to re-enter the building unless it is determined safe to do so.

The Principal is responsible for evaluating the safety of the building or coordinating the assistance of outside agencies to evaluate the safety of the building. This evaluation must be performed prior to allowing employees and others back in the building.

Securing of Property:

If the building is not to be re-occupied, the Principal will be responsible for the overall securing of the property.

Emergency Equipment

Administrators and other staff assigned radios shall keep them accessible at all times when they are at school. During an emergency, staff assigned radios shall retain the equipment on their person and active at all times (24 hours per day) until the emergency is over.

Emergency Supplies

Every EFC classroom will be equipped with Emergency backpacks or buckets with the following supplies.

- Bandages (variety of sizes)
- Hydrogen Peroxide
- Premium Rolling Backpack (EP-FLEX4R)
- SOS Emergency Food Ration - 2400 Calorie (x5)
- Mainstay Emergency Drinking Water Pouch - 4.22oz (x30)
- Emergency Attendance Form
- EMR2000 Multi-Function Emergency NOAA Radio
- Emergency Whistle with Carabiner - 125db
- Heavy-Duty Work Gloves - Pair
- Emergency Survival Blanket (x3)
- Plastic Sheeting - 9' x 9'
- Plastic Tarp with Grommets - 5' x 7'
- Hand Sanitizer - Antibacterial - 8oz - 62% Alcohol
- Cleansing Towelettes (Box of 100)
- Nitrile Gloves - Pair (x2)
- First Aid Kit in Small Pouch - 100 Piece
- Clipboard
- Duct Tape

Emergency Inventory List for Container

Each EFC school site will have an Emergency Container equipped with Emergency Supplies in case of school closure due to an emergency.

- 4 Emergency Ration (24) Calories Bars
- 12 Emergency Water Boxes (w/straws)
- 1 Box of Water Purification Tablets (50 ea.)
- 2 Light Sticks – Green (12 hour)
- 5 Emergency Blankets
- 1 AM/FM Radio/Lantern Light Solar & Battery Operated
- 1 Box Waterproof Matches
- 1 Tent
- 5 Emergency Candles
- 1 Pry/Crow Bar (15”)
- 5 Tissue Packs
- 12 Sanitation Bags
- 1 Package of Toilet Chemicals
- 1 5 Gallon Container
- 1 Snap On Toilet Seat
- 1 Pair Work Gloves with Leather Palm
- 2 Pairs Vinyl Gloves
- 5 Dusk Masks
- 1 Whistle with Lanyard
- 1 First Aid Kid
- 1 Duct Tape
- 1 Water Preserver 5 Year Concentrate

Emergency Prevention Schedule

Due to the rapid change of staffing and students at EFC the following will be practiced:

- Fire (Room Evacuation) **Monthly**
- Earthquake/Disaster (Duck, Cover and Hold, and Room Evacuation) **Semi-Annually**

Business Offices and Non-student care areas:

- Fire drill conducted annually
- Disaster Drill conducted annually

Appendix

Emergency Contacts

Education for Change Main Office: (510) 568-7936

On-Call Home Office Administrator Emergency Contact:

	Home Office Name	Cell Number
1st in-charge	**Larissa Adam**	**(510) 326-1677**
2nd in-charge	**Abigail Nuñez**	**(310) 625-3764**
3rd in-charge	**Tavita Robles**	**(510) 282-5687**

Site Specific Emergency Phone Numbers:

[Site Name]

Principal:
Site Operations Manager:
Custodian(s):
Assistant Principal(s):

Emergency First Responder Phone Numbers:
Emergency – (Medical, Police and Fire) **911**
National Crisis & Suicide Hotline: **988**
Alameda County Mobile Crisis Unit (for mental health crises): **(510) 891-5600**
Local Police – **(510) 777-3211** emergency, **(510) 777-3333** non-emergency
Local Fire – **(510) 238-3856**
PG&E Emergency: **1-800-743-5000**
EBMUD Emergency: **1-866-403-2683**

Nearest Hospitals:

Children's Hospital
747 52nd Street,
Oakland, California 94609
(510) 428-3000

Alameda County Medical Center-Highland Hospital
1411 E. 31st St.
Oakland, CA 94602
(510) 437-4800

Kaiser Permanente Oakland Medical Center
280 W. MacArthur Blvd.
Oakland, CA 94611

(510) 752-1000

BOMB THREAT CHECKLIST

Telephone Procedures

Date:	*Time Received:* ○ AM ○ PM	

DATE: / / TIME RECEIVED: : AM/PM CONCLUDED: : AM/PM

- REMAIN CALM, BE COURTEOUS, LISTEN TO, AND DO NOT INTERRUPT THE CALLER
- GET ATTENTION OF ANOTHER PERSON - GIVE NOTE SAYING "CALL UC POLICE - BOMB THREAT" **9-911**
- IF YOUR PHONE HAS CALLER ID DISPLAY, RECORD NUMBER OF INCOMING CALL _____
- WRITE DOWN EXACT WORDS OF THE CALLER AND THREAT
- DON'T HANG UP THE PHONE. LEAVE LINE OPEN
- NOTIFY A SUPERVISOR

_____
_____

TRY TO KEEP THE CALLER ON THE PHONE AND TALKING BY ASKING THE FOLLOWING QUESTIONS

1. WHEN WILL IT EXPLODE? AT WHAT TIME?
2. WHERE IS IT LOCATED? WHAT FLOOR? ROOM?
3. WHAT DOES IT LOOK LIKE?
4. WHAT KIND OF BOMB IS IT?
5. WHAT WILL SET IT OFF?
6. WHY ARE YOU DOING THIS?
7. WHO ARE YOU?
8. ARE YOU AWARE THAT IT COULD KILL OR INJURE INNOCENT PEOPLE IN ADDITION TO THOSE YOU INTEND TO HURT? ☐ Yes ☐ No

DESCRIPTION OF CALLER (check all that apply)

Sex: Male ☐ Female ☐ Unknown ☐ Approximate Age_____

Voice	Speech	Language	Behavior	Background Noises
☐ Clean	☐ Accented	☐ Educated	☐ Agitated	☐ Airport
☐ Distorted	☐ Deliberate	☐ Foreign	☐ Angry	☐ Animals
☐ Loud	☐ Distinct	☐ Foul	☐ Blaming	☐ Baby
☐ Muffled	☐ Fast	☐ Intelligent	☐ Calm	☐ Birds
☐ Nasal	☐ Hesitant	☐ Irrational	☐ Fearful	☐ General Noise
☐ Pitch-High	☐ Lisp	☐ Rational	☐ Laughing	☐ Guns Firing
☐ Pitch-Med	☐ Slow	☐ Slang	☐ Nervous	☐ Gymnasium
☐ Pitch-Low	☐ Slurred	☐ Uneducated	☐ Righteous	☐ Machinery
☐ Pleasant	☐ Stuttered	☐ Unintelligible	☐ Other:	☐ Music
☐ Raspy	☐ If Accented,	☐ If Foreign,		☐ Party
☐ Smooth	Describe:	Describe:		☐ Quiet
☐ Soft				☐ Restaurant
☐ Squeaky				☐ Talking
☐ Unclear				☐ Tavern/Bar

☐ Other				☐ Television

Name Of Person Receiving Call: _____
Phone Number Threat Was Received On: _____
Name Of Possible Suspect: _____

Trapped, Missing, Injured or Deceased Students Report

Instructions: Complete this form immediately following a program evacuation if you have left students in their room or office. Staff should send a runner with two copies to the Principal. Staff should wait for an available staff member to come by and retrieve the copies. Keep one copy for yourself. The Principal retains one copy and forwards one to civil authorities responding to the emergency situation.

Program_____Date_____

Staff name: _____ Room/Office number:_____

Current location of your Class or Office:_____

Number of students left in room or staff in offices:_____

Names (If Possible) of those left behind:

_____
_____
_____
_____
_____

Number apparently dead:____ Number gravely injured:____

Room Checked: Yes No

Number and Names of Injured Removed:____

_____
_____
_____

Number and Names of Deceased Removed: ____

_____
_____
_____

Number and Names of Those Taken to Triage: ____

Appendix F: Data Analysis and Findings

Safe School Plan Data Analysis Component

EFC School: Learning Without Limits
Completed by: Nicki Fox
Date: 2026.05.18

Comprehensive Safe School Plan compliance requirement:
An assessment of the current status of school culture at the school and at school-related functions that may be accomplished by reviewing one or more of the following types of information, is included:
• Office Referrals
• Attendance rates/School Attendance Review Board
• Suspension/Expulsion data
• SCAI data

Prompt: Describe the data reviewed and key analysis points, and table of findings pertaining to the current status school culture at the school and at school-related functions. (This should be brief–feel free to cut and paste from last year's site planning notes.)

REQUIRED:

Referral / Suspension Data Snapshot from Tableau (EOY most recent school year)

	All Referrals	Other Referral	Out-Of-School Suspension	In-School Suspension
SY 2026	1 referrals ▼ 0.3% students (1 / 348)	0 referrals ▼ 0.0% students (0 / 348)	1 referrals ▲ 0.3% students (1 / 348)	0 referrals ▼ 0.0% students (0 / 348)
Same time in 2025	14 referrals 3.3% students (12 / 365)	13 referrals 3.3% students (12 / 365)	0 referrals 0.0% students (0 / 365)	1 referrals 0.3% students (1 / 365)

Site Data (LWL)

	All Referrals	Out-Of-School Suspension	✓ KPI Goal: 0.5%
LWL	1 referrals ▲ 0.3% students (1 / 348)	1 referrals ▲ 0.3% students (1 / 348)	

During the 2025-2026 academic year, LWL had 14 alternative placements and 1 Out-of-School Suspension (OSS) for a total of 15 referral types.

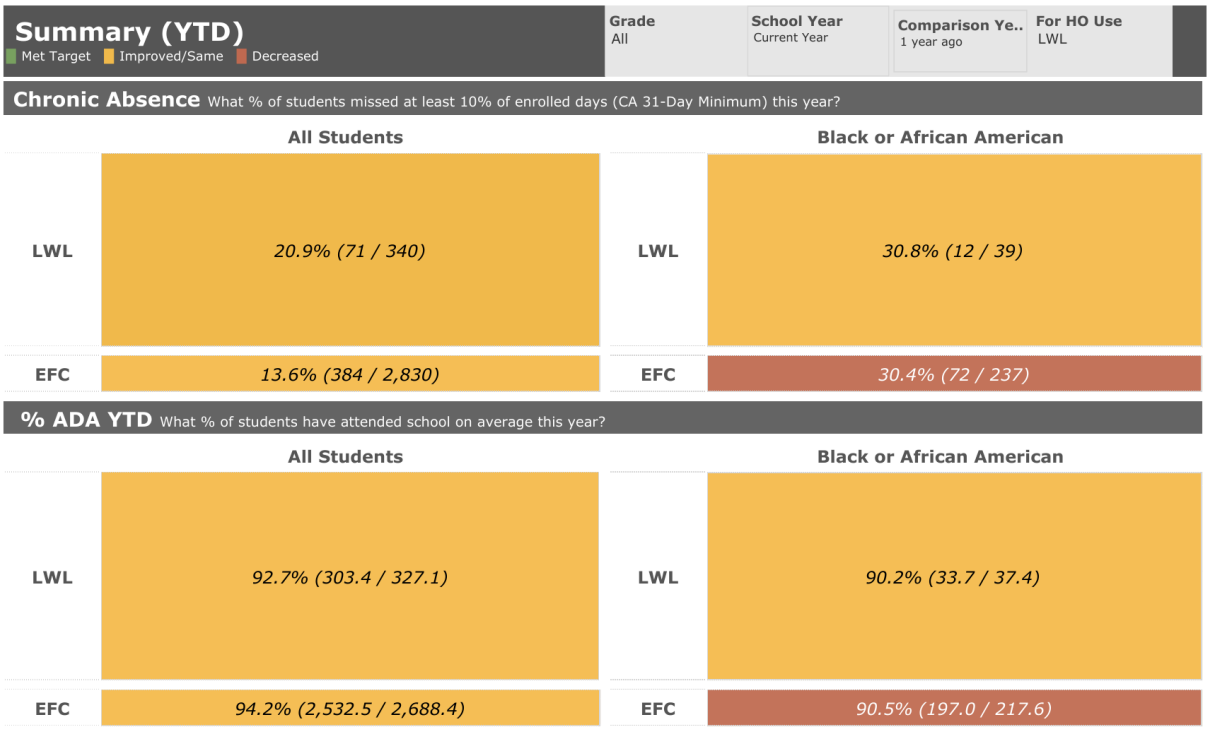
Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) - 3 or 4 sentences
This data was collected through our behavior tracking system (DeansList), reflecting administrative responses to significant student behavior incidents. In our analysis, we focused on the frequency and

distribution of these referrals across time, student groups, and potential contributing factors. Most incidents were concentrated in 2nd and 5th grades. All involved male students, with the exception of 1. Physical contact is the most common reason that resulted in alternative placement, although use of discriminatory language was the second most common reason. The highest concentration of behavior incidents took place during recess, transitions, or unstructured interactions.

Based on the patterns and trends named above, the school will continue to focus on and strengthen Tier 1 conflict-resolution strategies, peer-to-peer connections within and across grade levels, tighter and active supervision during transition times, and explicit coaching and practice on regulation during conflict.

OPTIONAL: CHOOSE 1 OTHER DATA SOURCE:

2nd Data Source for most recent school year, from list above: ADA & Chronic Absences



During the 2025-2026 academic year, LWL had 92.7% ADA and 20.9% chronic absences.

Describe the data reviewed and the analysis points (what the data means, how it's collected, what you focused on in the analysis) 3 - 4 sentences

During the 2025–2026 academic year, LWL had an Average Daily Attendance (ADA) of 92.7% and a chronic absence rate of 20.9%, reflecting growth from the previous school year's ADA of 91.2% and chronic absence rate of 31.5%. For Black/African American students, ADA was 90.2% and chronic absence was 30.8%, showing slight improvement but continuing to reflect a disproportionality that remains an important focus area for the school. This data was collected through daily attendance tracking in Aeries and monitored through Tableau dashboards and weekly attendance team reviews. Our analysis focused on attendance trends across grade levels, student groups, chronic absenteeism patterns, and the effectiveness of interventions over time.

As part of our attendance improvement efforts, we implemented both Tier 1 universal strategies and targeted Tier 2 and Tier 3 interventions. Schoolwide culture-building efforts included monthly attendance challenges, classroom attendance incentives, Dragon Dollar incentives, attendance recognition systems, and family engagement structures designed to strengthen students' sense of belonging and excitement about coming to school.

REQUIRED: Table of Findings

Finding	Measures taken / addressed by Safe School Plan
1. Student dysregulation and behavior incidents most frequently occur during transitions, recess, and less-structured times, highlighting the need for tighter systems and supervision.	● Tighten schoolwide transition routines, expectations, and adult supervision across classrooms and shared spaces. ● Strengthen recess structures through clear behavior expectations, active supervision zones, conflict-resolution supports, and student regulation strategies. ● Build staff capacity around co-regulation, de-escalation, and proactive behavior support practices. ● Increase consistency in schoolwide systems, routines, and expectations to promote safety, predictability, and positive student behavior throughout the school day.
2. Chronic absenteeism continues to be a priority focus area, particularly for Black/African American students and students with inconsistent attendance patterns.	● Strengthen Tier 1 attendance systems, including attendance celebrations, incentives, and proactive communication with families. ● Continue implementing Tier 2 and Tier 3 attendance interventions through a case management approach, including SART meetings, home visits, and individualized supports. ● Provide family education workshops on attendance, parenting strategies, student wellness, and the connection between attendance and academic success. ● Continue culturally responsive family engagement efforts to strengthen belonging and trust with families furthest from opportunity.

Appendix G: COVID-19 Operational Parameters and Safety Precautions (SY24/25)

COVID-19 Operational Parameters and Safety Precautions
2024-25 School Year

Overview

In order to safely operate during the school year, EFC schools need to implement the most current safety guidance to support student and staff well being and decrease potential spread of the coronavirus.

The below precautions are based on the California Department of Public Health Respiratory Viruses Guidance.

Headlines:
In order to minimize cases of on-campus COVID transmission, follow these five key steps:

1. Self-screen for symptoms and exposure at home;
2. Wash/sanitize your hands frequently;
3. Keep the HVAC fan and/or HEPA filter in your room/office running the entire day;
4. Follow the CDC's guidance for preventing the spread of respiratory viruses when you're sick.

Facilities	
Topic	**Precaution**
Ventilation	● MERV 13 filtration/needlepoint bipolar ionization systems are installed in our classroom buildings/spaces with modern HVAC units. Keep the units running throughout the day. ● In spaces without modern HVAC units, run the HEPA filter throughout the day, keep door(s) and window(s) open at all times, and use a fan to circulate fresh air into the room. ● As temperatures and conditions allow, keep windows open in ALL classrooms to increase air flow. Students and staff should wear extra layers to allow this to happen. ● Replace all central HVAC system filters and HEPA filters at the frequency recommended by the manufacturer. ● See this list for information on our ventilation equipment.
Cleaning/hand hygiene supplies	● Schools will ensure adequate supplies to support hand hygiene behaviors, including soap, tissues, no-touch trash cans, and hand sanitizers with at least 60 percent alcohol for staff and children who can safely use hand sanitizer. ● Hand sanitizers should be stored up, away, and out of sight of younger children and should be used only with adult supervision for children ages 5 years and younger.
School Wide Systems	
Topic	**Precaution**
Arrival System	**Arrival Safety Precautions:** ● Students/families and staff are **required to self-screen at home**.

Meals served on campus (Breakfast, lunch, snack)	● Schedule hand-washing or hand-sanitizing process before every meal/snack for kids and staff
Student Attendance	● Students/staff who develop any COVID symptoms shall be tested with a rapid antigen test either at home or at school (depending on where they are when the symptoms develop). ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms are likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) and likely related to an infectious respiratory condition, the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have resolved or significantly improved and they have again tested negative for COVID. **If their symptoms are significantly improved but not completely resolved, they should continue to wear a well-fitting KN95 or KF94 mask until their symptoms are resolved.** ○ If the individual tests positive, please follow the "Protocols for Positive Case" guidance in the next section.
Daily preventative routines	● Teach students to wash their hands for at least 20 seconds. ● Increase the number of times sanitizer is used in classrooms/buildings as well. ● Teach and reinforce covering coughs and sneezes with a tissue or one's arm (not hands!) to help keep individuals from getting and spreading infectious diseases, including COVID-19.
General Safety	
PPE requirements	**Masks**: ● **During "mask season"**, well-fitting face coverings are required indoor for students, family members, all school staff, and visitors. The Superintendent shall follow ACPHD recommendations regarding when to establish "mask season" and when to make indoor masks optional, and will notify all staff and families of changes to masking policies as transmission rates rise and fall. ● Note that permissible face masks include: ○ disposable 3-layer surgical masks; ○ KN95 masks; ○ non-valve N95 masks; ○ KF94 masks IMPORTANT NOTE: Valved masks, bandannas, and fleece gaiters do not offer adequate protection and are NOT permitted. Cloth masks may be worn over surgical masks to improve the fit. ● **Fit is important!** The mask should fit snugly against the individual's face. ● Face shields are permissible as a substitute for cloth face coverings for staff and students

	who are unable to wear them for reasons of age and special needs. Face shields should be worn with cloth draped across the bottom and secured (i.e. tucked into shirt, tied around back of neck). **Face-shields/goggles:** ● Eye-covering (face-shields) will be available to staff members upon request.
Cleaning, disinfecting	**High-touch items:** ● High touch surfaces (eg. door handles, bathroom sink handles, water fountains, copier touchscreen, etc.) should be cleaned/sanitized multiple times a day. ● During times of high rates of respiratory illnesses, teachers/tutors/paras should plan on disinfecting high-touch areas in their classrooms, custodials for larger buildings and common areas. ● EFC Custodial Cleaning Instructions
COVID Testing	In accordance with CDPH Testing Framework for K–12 Schools for the 2022–2023 School Year and the accompanying Testing Framework FAQs, **the responsibility for COVID testing has mostly shifted to families**, with free kits provided by the state and federal governments. ● **Surveillance Testing:** The CDPH has determined that it is not strategic for schools to continue with surveillance testing, except for periods when there is a significant COVID surge in the community. This means that **schools** will use the antigen tests primarily to test students and staff when they become symptomatic at school as well as students/staff who were in close contact with a COVID-positive individual at school. As a general rule, all other testing should be conducted in the student/staff member's home. ● **Post-break Testing:** Per CDPH recommendation, all students and staff shall test **at home** prior to returning to school after each major school break (Summer, Thanksgiving, Winter, and Spring). Schools shall distribute free test kits to families to test their student(s) the day before and the morning of the return to school. Home Office staff will send multiple notifications reminding families of this responsibility during the last 5 days of every break. ● **Symptomatic Student Testing:** Students who develop any COVID symptoms **at school** shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ● **Unvaccinated Employee Testing:** Note that per the Governor's orders, **all unvaccinated employees must still test weekly** (rapid antigen tests permitted) and submit their proof of a negative test to HR.
Protocols for **students** with symptoms	● **Isolate**: In the case that a student shows signs of the virus during the day, schools will need a designated outdoor space (preferable) or room for students to wait in until they are able to be picked up. ● If using an indoor space, room must be ventilated and adult must be present with proper PPE and social distancing.

	• Students who develop any COVID symptoms at school shall be tested with a rapid antigen test. **Per the state, sites MUST use the Binax Now professional rapid antigen test kits for this purpose** (not the at home tests from other brands.) ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may attend school, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to school 24 hours after their symptoms have improved and they have again tested negative for COVID. • If a student tests positive, review positive case protocols below.
Protocols for **staff** with symptoms	• **Isolate:** In the case that a staff member shows signs of the virus during the day, **the staff member will need to alert their supervisor immediately** (and if applicable secure student supervision), and then depart the campus. • Staff who develop any COVID symptoms at school shall be tested with a rapid antigen test. ○ If the symptoms are minor AND individual was not in close contact to another person with COVID AND symptoms likely related to a non-infectious condition (eg. headache, sniffles, etc. from allergies or chronic respiratory condition; fatigue from lack of sleep, etc.) AND the COVID test is negative, the individual may continue to work, **but must wear a well-fitting KN95 or KF94 mask until they have repeatedly tested negative over the course of 5 days**. ○ If the symptoms are significant (eg. fever, persistent cough) the individual should be sent home even if their rapid test is negative, and they may return to work 24 hours after their symptoms have improved and they have again tested negative for COVID. • If a staff member tests positive, review positive case protocols below.
Protocols for Positive Case	• **If an individual tests positive, they should follow the ACPHD recommendations in the 2nd tab of our Quarantine and Isolation Guidance.** • Notify the families of students who spent more than a cumulative total of 15 minutes (within a 24-hour time period) in a shared indoor airspace (e.g., classroom) with someone with COVID-19 during their infectious period*. See this folder for individual notification templates in multiple languages; during COVID surges, use periodic group notifications rather then individual notifications (see * below). • Inform close staff contacts verbally and in writing the same day that you become aware of the exposure **(do not disclose the identity of the individual who tested positive)***; • Notify all close contacts of the positive case on campus in writing within 24 hours (do not disclose the identity of the individual who tested positive). ***IMPORTANT NOTE: CDPH recommends that in lieu of individual/class exposure notifications, schools should consider providing a general notification to the entire school community during times of elevated community transmission of COVID-19.** Use the "General Surge Notification" templates available in multiple languages in this folder for this purpose. This communication can

	alert all to the increased potential of being exposed to COVID-19 due to a rise in cases among school and community members, and remind all to monitor for symptoms and get tested.
Protocols for Close Contacts	• In the event that a student or employee has close contact with a positive case, please consult the Quarantine and Isolation Guidance to determine whether the individual needs to quarantine at home; AND • If the individual exposed to a close contact is a staff member, notify them verbally and in writing the same day that you learn of the exposure.
Protocol for classroom or school outbreaks	• Per CDPH, broad disruptions to in-person learning, such as temporary school or classroom closures, due to COVID-19 should remain a last resort and considered only after all available resources have been exhausted, and **only after conferring with local health officials.** • **No class shall be placed on home quarantine without prior approval from the Superintendent (who shall confer with local health officials in the event of a significant outbreak).**

Appendix H: Board Policies

education for change
PUBLIC SCHOOLS

SUSPENSION AND EXPULSION POLICY AND PROCEDURES

Purpose: To promote learning and protect the safety and well-being of all students

Code of Conduct

The goal of the Education for Change ("EFC" or "Charter School" or "the School") is to operate schools that foster student self-discipline in a warm, supportive school climate that is conducive to maximum learning for all students. All EFC schools will develop site-specific Codes of Conduct as general guides for behavior, but not as mechanisms for rigid control. To ensure

success for ALL children, the individual personalities of students or extenuating circumstances will always be considered before corrective measures are prescribed. Codes of conduct will be presented in student/parent handbooks. Every family will receive a new copy of the Parent-Student Handbook annually.

EFC is a charter management organization that operates the following charter schools: Achieve Academy, ASCEND K-8 School, Cox Academy, Latitude 37.8 High School, Lazear Charter Academy, and Learning without Limits. The following policy on suspension and expulsion shall apply to all of the above- mentioned EFC charter schools, and will be included in all EFC schools' handbooks.

Policy

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

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students.

EFC fundamentally believes that providing an orderly, safe, and warm classroom and school environment is the foundation for positive behavior in children and a comprehensive Response to Intervention model is the vehicle through which to support ALL children to respond positively in that environment. When children break rules in an orderly, safe and warm environment, EFC believes there is a logical root cause for that behavior which must be addressed. There is minimal research to support suspending and expelling children, and research verifies that African-American and Hispanic students are disproportionately impacted. Therefore, EFC expects its schools to develop a positive school culture, provide social emotional learning, and implement the behavioral interventions necessary to minimize the need for out-of-school suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly, respectfully, and consistently among all students while considering the needs of individual children. School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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

The EFC administration shall ensure that students and their parents/guardians[1] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal'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 the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by EFC for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian , and shall inform the student, and the student's parent/guardian, of the basis for which the student is being involuntarily removed and the student's parent/guardian's, right to request a hearing to challenge the involuntary removal. When no native written language exists, oral translation shall be provided to the student and their parent/guardian. If a student's parent/ guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/ guardian requests a hearing, the student shall remain enrolled and shall not be removed until EFC issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or

[1] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

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

B. Enumerated Offenses

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

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

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

   III. 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.

   IV. 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.

   V. Committed or attempted to commit robbery or extortion.

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

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

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

IX. Committed an obscene act or engaged in habitual profanity or vulgarity.

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

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

XII. 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.

XIII. 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.

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

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

XVI. 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 policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes

but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

XVII. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

XVIII. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 12, inclusive.

XIX. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

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

A. "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:

- Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- Causing a reasonable student to experience substantial interference with their academic performance.

- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:

   - 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.
   - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
   - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

3. An act of cyber sexual bullying.

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

literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

C. 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.

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

XXII. 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 Superintendent or designee's concurrence.

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

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

- Brandished a knife at another person.

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

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

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

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

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

- 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.

- 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.

- Committed or attempted to commit robbery or extortion.

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

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

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

- Committed an obscene act or engaged in habitual profanity or vulgarity.

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

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

- 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.

- 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.

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

- Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization

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

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

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to students in any of grades 4 to 12, inclusive.

- Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 12, inclusive.

- 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:

    - Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

    - Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.

    - Causing a reasonable student to experience substantial interference with their academic performance.

    - Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

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

    - A message, text, sound, video, or image.
    - A post on a social network Internet Web site including, but not limited to:
        - Posting to or creating a burn page. 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.
        - Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
        - Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means

a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

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

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

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

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

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

2. Brandished a knife at another person.

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

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

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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.

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 Principal or designee with the student and the student's parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives,

safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not be imposed on a student for failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when EFC has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

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

4. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

D. Authority to Expel

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

A student may be expelled either by the neutral and impartial EFC Board of Directors following a hearing before it or by the EFC Board of Directors upon the recommendation of a neutral and impartial Administrative Panel, to be assigned by the Superintendent as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the EFC's 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 Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act "FERPA") unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

A. The date and place of the expulsion hearing.
B. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based.
C. A copy of the School's disciplinary rules which relate to the alleged violation.
D. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment.
E. 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.
F. The right to inspect and obtain copies of all documents to be used at the hearing.
G. The opportunity to confront and question all witnesses who testify at the hearing.
H. 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

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

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

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

- 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.

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

- Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the

hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.

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

- 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.

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

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

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted

and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled student, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have their 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 of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous 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 Principal or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a)

notice of the specific offense committed by the student; 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 EFC

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority.This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

K. Disciplinary Records

EFC shall maintain records of all student suspensions and expulsions at EFC. Such records shall be made available to the chartering authority upon request.

L. No Right to Appeal

The student shall have no right of appeal from expulsion from the Charter School as the Charter School Board of Directors' decision to expel shall be final.

M. Expelled Students/Alternative Education

Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal or designee

shall make a recommendation to the Board of Directors following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon EFC'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

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will 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

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

A. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that EFC had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement

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

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

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then EFC 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 EFC 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 EFC, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and EFC agree otherwise.

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

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

5. Special Circumstances

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

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

A. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;

B. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

C. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

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

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

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

- 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 EFC's supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

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

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

EFC 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.

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education for change
PUBLIC SCHOOLS

POLICY: Title IX, Harassment, Intimidation, Discrimination, and Bullying

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

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

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

Moreover, the School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which the School does business, or any other individual, student, or volunteer. This policy applies to all employees, students, or volunteer actions and relationships, regardless of position or gender. The School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy in a manner that is not deliberately indifferent and take appropriate corrective action, if warranted. The School complies with all applicable state and federal laws and regulations and local ordinances in its investigation of and response to reports of misconduct prohibited by this Policy.

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

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

Definitions

Prohibited Unlawful Harassment

● Verbal conduct such as epithets, derogatory jokes or comments or slurs;

● Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis;

● Retaliation for reporting or threatening to report harassment;

● Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Harassment Under Title IX

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

The School is committed to providing a work and educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action. Inquiries about the application of Title IX and 34 C.F.R. Part 106 my be referred to the Coordinator, the Assistant Secretary for Civil Rights of the U.S. Department of Education, or both.

Sexual harassment consists of conduct on the basis of sex, including but not limited to unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct on the basis of sex, regardless of whether or not the conduct is motivated by sexual desire, when: (1) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, education, academic status, or progress; (2) submission to, or rejection of, the conduct by the individual is used as the basis of employment, educational or academic decisions affecting the individual; (3) the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment; and/or (4) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

● Physical assaults of a sexual nature, such as:

o Rape, sexual battery, molestation or attempts to commit these assaults.

o Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

● Unwanted sexual advances, propositions or other sexual comments, such as:

o Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.

o Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.

o Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex.

● Sexual or discriminatory displays or publications anywhere in the educational environment, such as:

o Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.

o Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.

o Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.

2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.

3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the School.

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

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

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

1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.

b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

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

3. An act of "Cyber sexual bullying" including, but not limited to:

a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of "bullying" and "electronic act" above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

Formal Complaint of Sexual Harassment means a written document filed and signed by a complainant who is participating in or attempting to participate in the school's education program or activity or signed by the Coordinator alleging sexual harassment against a respondent and requesting that the school investigate the allegation of sexual harassment.

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

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

1. Cyberbullying Prevention Procedures

The School advises students:

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

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

2. Education

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

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

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

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

3. Professional Development

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

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

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

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

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

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

Grievance Procedures

1. Scope of Grievance Procedures

The School will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;
b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and
c. Submitted to the School's UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint. For formal complaints of sexual harassment, the School will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

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

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

Larissa Adam
Superintendent of Schools
333 Hegenberger Road, Suite 600, Oakland, CA 94621
ladam@efcps.net
510-568-7936

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

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. The School will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately

indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

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

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

The School prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

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

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to the School's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or the

school's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. The School will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of the School to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of the School, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

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

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

· Notice of the Allegations

o Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:

§ A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;

§ A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;

§ A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and

§ A statement that the School prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

· Emergency Removal

o The School may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with the School's policies.

o The School may remove a respondent from the School's education program or activity on an emergency basis, in accordance with the School's policies, provided that the School undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.

o This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.

· Informal Resolution

o If a formal complaint of sexual harassment is filed, the School may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If the School offers such a process, it will do the following:

§ Provide the parties with advance written notice of:

· The allegations;

· The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;

· The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and

· Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and

§ Obtain the parties' advance voluntary, written consent to the informal resolution process.

o The School will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

· Investigation Process

o The decision-maker will not be the same person(s) as the Coordinator or the investigator. The School shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.

o In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

o The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
o The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
o A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
o Prior to completion of the investigative report, the School will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
o The investigator will complete an investigation report that fairly summarizes relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

· Dismissal of a Formal Complaint of Sexual Harassment

o If the investigation reveals that the alleged harassment did not occur in the School's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable the School policy.
o The School may dismiss a formal complaint of sexual harassment if:
§ The complainant provides a written withdrawal of the complaint to the Coordinator;
§ The respondent is no longer employed or enrolled at the School; or
§ The specific circumstances prevent the School from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
o If a formal complaint of sexual harassment or any of the claims therein are dismissed, the School will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

· Determination of Responsibility

o The standard of evidence used to determine responsibility is the preponderance of the evidence standard.
o The School will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
§ The allegations in the formal complaint of sexual harassment;
§ All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
§ The findings of facts supporting the determination;

§ The conclusions about the application of the School's code of conduct to the facts;
§ The decision and rationale for each allegation;
§ Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from the School or termination of employment. The Coordinator is responsible for effective implementation of any remedies order by the School in response to a formal complaint of sexual harassment.

6. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process.

7. Right of Appeal

Should the reporting individual find the School's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of the School's decision or resolution, submit a written appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

· The complainant and the respondent shall have the same appeal rights and the School will implement appeal procedures equally for both parties.
· The School will notify the other party in writing when an appeal is filed.
· The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

8. Recordkeeping

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

The School will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

Appendix I: Instructional Continuity Plan

Effective Date: July 1, 2025

1. Introduction

This Instructional Continuity Plan (ICP) outlines Education for Change Public Schools' ("EFCPS") approach to maintaining educational services during emergencies or natural disasters, in compliance with California Education Code Section 32282(a)(3), as amended by Senate Bill 153 (2024). The plan ensures that all students have access to quality instruction and necessary support services during disruptions.

2. Communication Protocol

Within five calendar days following an emergency, EFCPS will implement the following communication strategies to establish two-way engagement with students and families:

- **Communication Channels:** Utilize multiple platforms, including phone calls, emails, SMS, the LEA's website, and social media, to disseminate information.
- **Content of Communication:** Provide updates on the nature of the emergency, its impact on school operations, and available resources for social-emotional, mental

health, and academic support.

- **Feedback Mechanism:** Establish dedicated hotlines and online portals to receive inquiries and feedback from families, ensuring concerns are addressed promptly.

- **Accessibility Considerations:** Ensure all communications are accessible to non-English speakers and individuals with disabilities by providing translations and alternative formats as needed.

3. Instructional Access Plan

EFCPS commits to resuming instruction within ten instructional days following an emergency through the following methods:

- **In-Person Instruction:** If facilities are safe and accessible, prioritize the return to face-to-face teaching, implementing necessary safety protocols as guided by local health authorities.

- **Remote Instruction:** When in-person learning is not feasible, transition to remote instruction in alignment with independent study statutes (Education Code sections 51747 and 51749.5). This includes:

    - **Curriculum Delivery:** Utilize online platforms such as Google Classroom, Clever, and Zoom to deliver synchronous and asynchronous lessons.
    - **Progress Monitoring:** Utilize informal checks for understanding, formative assessments, and online platforms such as iReady to monitor student learning progress and screen for the risk of reading difficulties, in accordance with EC Section 53008.

    - **Resource Distribution:** Provide students with necessary materials, including textbooks and digital devices. For those lacking internet access, arrange for printed packets and alternative resources.

    - **Attendance and Engagement:** Monitor student participation through daily check-ins and assignments, maintaining records in accordance with state guidelines.

4. Support Services

To address the holistic needs of students during emergencies, EFCPS will provide:

- **Social-Emotional and Mental Health Support:** Offer counseling services via virtual sessions or in-person meetings when possible. Share resources for external support agencies and maintain regular communication to assess student well-being.

- **Academic Assistance:** Implement virtual tutoring sessions, provide additional office hours, and supply supplementary learning materials to support academic progress.

- **Special Populations Support:** Ensure that students with disabilities, English learners, foster youth, and those experiencing homelessness receive tailored support services, including appropriate accommodations and access to specialized staff.

5. Technology Integration

To facilitate effective remote learning, EFCPS will:

- **Device Provision:** Distribute laptops or tablets to students and staff as needed, ensuring all participants have the necessary tools for online learning.

- **Internet Access:** Provide mobile hotspots or collaborate with community partners to offer internet access to families without connectivity.

- **Technical Support:** Establish a helpdesk to assist with technical issues, offering support via phone and email.

6. Professional Development

EFCPS will offer ongoing training for educators and staff to effectively implement the ICP, focusing on:

- **Remote Teaching Strategies:** Provide workshops on best practices for online instruction, student engagement, and digital classroom management.

- **Technology Proficiency:** Train staff on the use of educational technology tools and platforms to enhance remote teaching and learning experiences.

7. Plan Evaluation and Revision

This ICP will be reviewed and updated annually to incorporate feedback from stakeholders and lessons learned from past implementations. Following implementation during an emergency, EFCPS will assess the plan's effectiveness and make necessary adjustments.

Appendix J: School Overview and Incident Command Team

School Overview

The School's current enrollment is 326 students in grades TK through 5. The campus consists of two buildings and currently shares the campus with an Oakland Unified School District school (Global Family). The total number of Employees on the Learning Without Limits Campus is 50. Employees on site consist of:

- 2 Administrators (1 Principal, 1 Assistant Principal)
- 1 instructional coaches (1 Assistant Principal of Instruction)
-
- 18 certificated/classroom teachers (14 General Education teachers, 2 Specials teachers, 2 Education Specialists)
- 4 non-certificated specialists (2 Speech & Language Pathologists, 1 Occupational Therapist, 1 School Psychologist)
- 3 office and tech support staff (1 Site Operations Manager, Jr. Office Managers)
- 7 SPED paras/Tutors (3 SPED Paras/4Tutors)
- 1 non-EFC staff member (1 Clinician)
- 2 custodial staff (2 Custodians)
- 2 cafeteria staff (1 Cafeteria Server, 1 Yard Duty Supervisor)
- 9 after-school program staff (9 Girls Inc. Program staff members)
-

The master schedule, along with daily attendance, the student and visitors' sign-in and out logs are maintained in the main office.

Emergency Preparedness Plan 26-27 – Assigned Staff

Incident Commander	Working directly with the Lead Ops Team, directs the incident management activities using strategic guidance provided by the Policy Group.	Nicki Fox
Lead Ops Team	Directs all tactical operations of an incident, including implementation of response/recovery activities according to established incident management procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.	Lizbeth Cedillo Varela

Operations Strike Teams - Search & Rescue Chief: Nicki Fox

Search & Rescue Teams	Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or, if it is unsafe to move the persons, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for: ▪ Identifying and marking unsafe areas. ▪ Conducting initial damage assessment. ▪ Obtaining injury and missing student reports from teachers. ▪ ICS Safety Officer may halt any search and rescue operation he/she deems unsafe to conduct.	Luis Lopez Serrano Klaudia Hermosillo

Facility & Security Response Team	The Facility & Security Response Team is responsible for: ▪ Locating all utilities and turning them off, if necessary. ▪ Securing and isolating Fire/HazMat. ▪ Assessing and notifying officials of Fire/HazMat. ▪ Conducting perimeter control.	Lizbeth Cedillo Varela

<u>Operations Strike Teams - Facilities Chief: Lizbeth Cedillo (Backup: Plinio Hernandez)</u>

Evacuation/ Shelter/ Care Team	Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for: ▪ Accounting for the whereabouts of all students, staff, and volunteers. ▪ Setting up a secure assembly area. ▪ Managing sheltering and sanitation operations. ▪ Managing student feeding and hydration. ▪ Coordinating with the Student Release Team. ▪ Coordinating with the Logistics Section to secure the needed space and supplies.	Luis Lopez Serrano

First Aid Team	First Aid Teams provide triage and first aid services. First Aid Teams are responsible for: ▪ Setting up first aid area(s) for students. ▪ Assessing and treating injuries. ▪ Completing "master" injury report. Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students and other disaster victims.	Lizbeth Cedillo-Varela

Operations Strike Teams - Student Care Chief: Roberto Hernandez

Crisis Intervention Team	The Crisis Intervention Team is responsible for: ▪ Assessing need for on-site mental health support. ▪ Determining the need for outside agency assistance. ▪ Providing on-site intervention/counseling. ▪ Monitoring well-being of the school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.	Adriana Bolanos-Juarez

Student Release Team	Reunification refers to reuniting students with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for: ▪ Setting up a secure reunion area. ▪ Checking student emergency cards for authorized releases. ▪ Completing release logs. ▪ Coordinating with the Public Information Officer on external messages.	Klaudia Hermosillo

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Appendix K - Procedures for Safe Ingress and Egress

Arrival

- Learning Without Limits' arrival is from 7:45 AM. No student may be on campus or waiting outside campus before 7:45 AM, as it is not safe.

- To ensure safety, the only entrances available are 38th Ave, 39th Ave, and Carrington Street.
- Families dropping off students in cars:
    - Family members can drop off at three different locations, drive to the back gate, front gate, or side gate, and let students enter school.
    - If you plan to walk your student into school, please do not block other cars on 38th Avenue, 39th Avenue, or Carrington Street. You must pull into an available, designated parking space along the curb on streets in the vicinity to walk your student in.
    - Families may not double park to walk students into school. This blocks traffic and forces students to be late to school. We ask police to patrol the area in the morning and ticket any car that is double-parked.
- Breakfast will be served in the cafeteria starting at 7:45 AM. Students who eat breakfast should arrive by 7:45 AM to have enough time to eat breakfast before school starts. The cafeteria breakfast window closes at 8:10 AM sharp.
- Any student arriving before 8:00 AM must go directly to the cafeteria.
- After students arrive on campus, they are not permitted to leave campus.
- Any student not in the classroom by the 8:15 AM bell is tardy and must get a tardy pass from the office.
- No pets should accompany parents onto campus for dismissal, arrival or any other time they are visiting campus.

Dismissal

- Dismissal times
    - On regular days (M, Tu, Th, and Fri)
        - TK, K, 1st, and 2nd grade students are dismissed at 2:50 PM and
        - 3rd, 4th, and 5th students are dismissed at 3:00 PM
    - Wednesdays and minimum weeks
        - TK, K, 1st, and 2nd grade students are dismissed at 1:45 PM
        - 3rd, 4th, and 5th grade students are dismissed at 1:50 PM
- No students will be released from school without a parent's signature. If a student is ill, they must be picked up by an approved family member; they will not be permitted to leave alone. This applies to all students TK-5th grade.
- 10 minutes after dismissal, if the student hasn't been picked up, the teacher walks the students to the Late Pick-Up Room (rm. 214) to wait there.
- Students who are not attending the after-school program need to depart the campus no later than 10 minutes after dismissal.
- Parents picking up students early from school must go to the office to check their student out and wait for their student there. The only reason a student should leave early is for an appointment, a family emergency, or due to illness. Students will not be released prior to a family member arriving, and office staff will not walk students out or send them out.
- To ensure a safe dismissal, students will not be permitted to be signed out early between 2:20 PM - 3:00 PM without proof of an appointment.

- Students are not allowed to leave alone until 4th grade/5th grade with a “Walking Home Permission” slip signed by parents.

Late-Pickups

All students who are not in the After School Program (ASP) must be picked up or walk home within 10 minutes of dismissal time. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up. Families will be contacted to pick up their child. After three late pick-ups, the administration will schedule a conference with the family of the student to problem-solve regarding pick-up. Chronic failure to pick students up on time will result in additional steps, including meeting with administrators and eventual contact with CPS. Students may not wait outside the school without supervision before or after school hours.

Closed Campus

Learning Without Limits is a closed campus. Once students arrive at school, they may not leave the campus without a parent/guardian (“parent”)'s permission to be dismissed early. Staff should not bring students off campus unless the leave is part of a field trip

.

Visitors:

- All visitors must report to the office, sign in using the visitor's log, and wear a visitor’s ID badge.
- All visitors must sign out in the front office before leaving campus.
- All staff members on campus should direct all visitors to the front office to sign in and receive a visitor’s pass.
- Any deliveries (lunches, jackets, etc.) to students should be made through the office.
- No pets should accompany parents onto campus for dismissal, arrival, or any other time they are visiting campus.
- We expect our parents and families to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. If this is violated, the ability to be a volunteer or visitor at the school may be revoked.

Appendix L: Procedures for Notifying Teachers of Dangerous Pupils

The school shall use the following procedures to notify teachers of dangerous pupils, pursuant to Education Code 49079:

When Education for Change Public Schools becomes aware that a student has engaged, or is reasonably suspected to have engaged in any act during the previous 3 years that could constitute grounds for suspension or expulsion, and especially acts of violence, and with the exception of the possession or use of tobacco products, the School shall create a separate and confidential file for the student. The information in the file shall contain written school records maintained in the ordinary course of business or information from a law enforcement agency.

When a student has been assigned to a teacher, the Principal shall provide the teacher with information that a student on that teacher's roster has engaged in or is believed to engage in these acts. The teacher will be asked to review the student's confidential file using EFC's established platforms. Teachers with access to this information will be reminded to keep the information in strict confidence and not to disseminate the information to anyone else, including verbally. This information will also be shared with all certificated personnel with direct supervisorial or disciplinary responsibility over the student, including Education Specialists, classroom teachers, coaches, and counselors].

Appendix M: Student/Family Handbook (Includes Dress Code and Discipline Policies)

Learning Without Limits Student & Family Handbook 2025-2026

Learning Without Limits

2025-2026 Student & Family Handbook Acknowledgment Form

The 2025-2026 LWL Student & Family Handbook is available on our school website and is viewable by QR code. *Hard copies are available upon request.*

By signing this form, I agree to the following:

- Follow the policies and agreements outlined in the 2025-2026 LWL Student & Family Handbook; and
- Confirm receipt of the 2025-2026 LWL Student & Family Handbook Acknowledgment Form.

Student Last Name	
Student First Name	
Grade	

_____

Parent/Guardian Name

_____

_____

Parent/Guardian Signature Date

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WELCOME!

We would like to welcome all new and returning families to Learning Without Limits, an Education for Change Public School (EFC Public School). At Learning Without Limits, we are dedicated to creating a powerful, engaging learning environment that prepares and inspires ALL students to succeed in college and beyond.

The Learning Without Limits school community has attracted some of the best teachers in California. We have an incredibly dedicated and talented staff that is eager to support and educate your child. Our teachers and staff help students learn deeply, achieve their goals, and grow into leaders who care for their peers and take action in support of what they believe in.

At Learning Without Limits, students and families are part of a community in which relationships are nurtured and student growth is a collaborative effort. We are grateful that our school

community is very strong, and we are inspired by our community's ability to roll-up our sleeves and do whatever it takes to support our school. Please continue to get involved and engage - the stronger our partnership, the stronger our students will become!

This handbook is intended to inform families of Learning Without Limits' policies and procedures. Please review the handbook closely with your child, sign the Acknowledgement Form and return it to the main office.

If you have questions, concerns, or comments, please do not hesitate to contact us. We can be reached at 510-879-1292.

We look forward to working with you this year!

With respect,



Ms. Fox
Principal

THE EDUCATION FOR CHANGE MODEL

The Education for Change (EFC) mission is straightforward. Education for Change Public Schools (EFCPS) believes it is the right of every child to have access to a high-quality, 21st-century education. Our mission is to provide a superior public education to Oakland's most underserved children by creating a system of schools that focuses relentlessly on our students' academic achievement.

EFC students challenge the predictable patterns of performance and access to opportunity in this country by demonstrating the essential academic competencies, personal agency, and integrated identity necessary to be prepared for a meaningful and productive life.

Through our unique model, **we transform** neighborhood schools into high-performing organizations for the children that are most dependent upon them and build strong secondary school options to ensure all children in the neighborhood have access to a powerful TK-12 pipeline to success in college and career.

We recruit and develop the most talented, passionate teacher leaders aligned around a common vision of excellence for instruction, committed to improving their practice and disrupting the predictable outcomes in cities like Oakland.

We invest in building the capacity of educators to deliver a powerful, aligned, and impactful instructional program that dramatically accelerates learning for our children.

And **we build** and maintain strong partnerships with dedicated parents and community organizations, allowing us to provide a full spectrum of education services to ensure success for ALL of our children.

EFC Values

We believe this work must be guided by the following common set of core values:

1. **Connected:** We continually work to build trusting relationships among students, families, staff, and the Oakland community at large. We are an all-hands-on-deck network driven by empathy. We value our collective identity and the individual identities of our community members and scholars such that we have a sense of collective ownership and responsibility for each other and for our scholars.

2. **Inclusive:** We proactively disrupt predictable patterns of opportunity, power, privilege, and performance. We create an inclusive environment where multiple perspectives are not only valued but sought, where people from all backgrounds feel seen and heard and can thrive, and where we all feel a deep sense of accountability to our mission.

3. **Interdependent:** Our success at every level is dependent on our individual and collective sustainability. To that end, we are transparent, creative, and collaborative problem-solvers who seek to build trusting relationships. We are curious and are open to new ideas while also putting systems in place to ensure continuity so that our employees can stay, grow, thrive, and help make good on our promise to our students and families.

4. **Learners:** We support each other to develop and grow so that we can leverage our collective power, intelligence, and passion on behalf of our students. We lean on home-grown leaders who are rooted in our community. Individuals feel known and are provided opportunities to maximize their potential in alignment with their passions and goals.

EFC DEIA Commitments

EFC DEIA Commitments

EFC Instructional Vision

Purpose

The purpose of the EFC instructional principles are to define, at a high level, what we believe must be true for all students to meet our mission.

Over time, these principles will help to align our instructional frameworks and approach and inform our decisions related to program development and instructional support.

Instructional Principles

Four principles define our instructional vision: mastery, agency, acceleration, and engagement. These instructional principles are interconnected. For example, student agency requires active engagement, and true engagement cannot be obtained without rigorous instruction, and accelerated student outcomes require the habits and mindsets of self-direction. The beliefs and definition below provide some clarity on what these principles are in theory and practice.

Principle 1: Mastery of Knowledge and Skills

We believe a core task of educators is to ensure that each student builds the knowledge and skills necessary to reimagine and transform our world, and succeed and thrive within it.

Specifically, students must:

1. Apply learning: transfer skills and content knowledge to authentic and meaningful situations by designing, constructing, and creating new models and solutions
2. Think critically: apply tools and techniques to formulate and solve problems, synthesize and question complex ideas, consider multiple perspectives and revise thinking
3. Communicate effectively: clearly write, speak, and present ideas through a variety of media, within and across disciplines, for diverse audiences and purposes

Principle 2: Student Agency

We believe that to succeed in the 21st century, students must develop “agency,” or the capacity to originate and direct actions for a given purpose. Empowering students with agency is complex work, as agency requires we focus on a set of foundational habits to be internalized.

Specifically, students must:

1. Demonstrate growth mindset: readily take risks, recognize and build on personal strengths, consistently work to improve skills through practice and effort, and actively seek resources and feedback
2. Feel a strong sense of self-efficacy: believe in one’s own capabilities to organize and execute strategic action to attain identified goals
3. Self-regulate as learners: set goals, plan, organize, self-monitor, and reflect; maintain awareness of oneself and one’s surroundings; and manage one’s emotions, attention and behaviors to reach identified goals

Principle 3: Academic Acceleration

We believe that all of our students, regardless of background, must make accelerated progress towards mastery of rigorous standards. Because each child has their own unique learning trajectory, we must provide a targeted and strategic program designed to accelerate their

learning. To this end, EFC schools provide a Multi-Tiered System of Support (MTSS) that combines universal access to the state standards with coherent supplemental and intensive supports.

Specifically, all students must have access to:

1. Rigorous grade-level content:
    - Multiple opportunities to engage in learning
    - Multiple opportunities and formats to demonstrate learning
    - Appropriate language and concept scaffolds to support content accessibility
2. Supplemental and intensive supports, as needed:
    - Flexible and responsive direct instruction in rapid data cycles focused on highest-leverage skills
    - Data-informed pedagogy that includes progress-monitoring and instructional mitigations towards clear learning targets
    - Behavioral and social-emotional supports that facilitate student engagement and access to classroom instruction
    - A strong asset orientation that seeks to acknowledge and celebrate academic growth and build student confidence

Principle 4: Active Engagement

We believe that when students are challenged in meaningful, rigorous and relevant tasks, learning at its core is a joyful experience. Relevant learning requires inclusivity of the diverse backgrounds of all students, social processes that promote collaborative interpretation of ideas, and authentic tasks that mirror the world at large.

Specifically, students must:

1. Sustain attention on rigorous learning tasks: explore all dimensions of a complex problem to build on existing schema and deepen understanding of the world
2. Demonstrate a passion for learning: broaden curiosity through inquiry into authentic, content-integrated tasks

THE LEARNING WITHOUT LIMITS WAY

Mission

Our mission at Learning Without Limits is to provide all students with rigorous, culturally relevant, and empowering education - grounded in caring, leadership, achievement, and perseverance - developing liberated students as lifelong learners.

Vision

Learning Without Limits believes authentic, caring relationships develop a joy for learning that allows students to achieve. When students feel seen, valued, and understood, they are able to bring their full selves to the classroom. In this context, students grow into leaders who are problem solvers, who set good examples, and who communicate effectively. LWL students are resilient, persevering through challenges because they are self-directed, self-motivated learners, who drive and advocate for their own learning.

Our school was founded through a partnership between families and teachers who shared a

dream of what a school should be. This ongoing partnership, as well as our partnership with Education for Change Public Schools, drive our school's decisions as we relentlessly focus on the continuous refinement of high-quality instruction, strive to close the opportunity gap, and raise empowered leaders who will exit our doors, ready for higher education and a thriving future.

Core Beliefs

Our mission and each core belief of our educational philosophy is aligned to our vision at Learning Without Limits. Our philosophy, supported by research and proven best practices, inform our academic program elements, which are aligned to our core beliefs.

Learning Without Limits believes that learning best occurs when students have access to, and experience, a rigorous academic program based on the core beliefs listed below. These key practices and structures, aligned to our core beliefs, are all built around supporting the students and families we serve and make up our program at Learning Without Limits.

Academic Program	
Core Belief	**Program Design Principle**
1. All students can excel at high levels.	• Grade-level appropriate, standards-aligned curriculum and instructional practices. • Individualized student support for all learners through intentional use of data. • Targeted, responsive intervention to facilitate acceleration.
2. Competence as a reader, writer, and speaker translates to confidence as a learner.	• Structured literacy as a foundation for mastering word recognition skills and language comprehension skills. • Integration of literacy across content areas through academic discourse and text. • Cultivation of classroom cultures of thinking through academic discourse.
3. A culture of learning allows all students and adults to grow and thrive.	• Frequent, comprehensive coaching and observation-feedback loops. • Professional learning communities focused on student learning and reflective instructional practice. • Strategic and relevant professional development centered on instruction.
4. Relationships and values are at the center of everything we do.	• Intentional cultivation of a values-driven community. • Restorative justice and circle practices strengthens our relationships with

	ourselves, each other, and our community. ● Integration of socioemotional learning skills and habits to support students' long-term success. ● Families are key partners in ensuring the academic and character growth of our students.

Core Values

Learning Without Limits develops and sustains an exceptional school culture that teaches and rewards positive skills and behaviors. Our culture of positive academic and behavior achievement is grounded in the teaching and practice of our CLAP core values. Our CLAP core values are:

- **C**aring;
- **L**eadership;
- **A**chievement; and
- **P**erseverance.

At Learning Without Limits, we live and exercise our CLAP core values each and every day.

Morning Chant

Every morning, we affirm and celebrate our vision for how our students will regard themselves as they leave our doors with our Morning Chant below.

We stand on the shoulders,
Of those who came before us.
As we grow into leaders,
Who are passionate
And care about making our world better.
We are equipped
With skills and knowledge,
Filled with curiosity.
And we know that even when
We face challenges…
We
Will
Achieve!

Mascot & Colors

The Learning Without Limits mascot is Dexter the Dragon. The school colors are burgundy, gray, and white. Black and pink will often be used as complementary colors.

SCHOOL CONTACT

Contact Information

School	District	Ombudsperson
Learning Without Limits 2035 40th Avenue Oakland, CA 94601 (510) 879-1282	Education for Change Home Office 333 Hegenberger Road, Suite 705 Oakland, CA 94621 (510) 568-7936	Larissa Adam Superintendent of Schools (510) 568-7936

School-To-Home Communication

At Learning Without Limits, we do everything we can to see that the families of our students are well informed of school updates. We send newsletters once a month with announcements, activities, reminders, volunteer requests, etc., and post the newsletters on our Family Resource bulletin board. Additionally, we use ParentSquare and DeansList to inform families of upcoming events and communicate occasional emergency messages. For access to our communication, it is imperative to keep the school informed of changes regarding student information, including mailing address, email addresses, and telephone numbers.

STAFF DIRECTORY

Leadership Team



Nicki Fox
Ms. Fox
Principal
nfox@efcps.net



Lizbeth Cedillo
Mrs. C
Site Operations Manager
lcedillo-varela@efcps.net

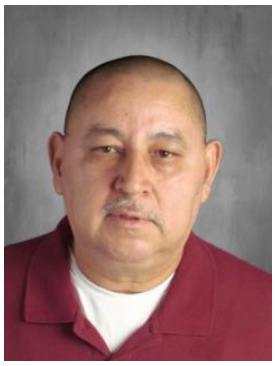


Roberto Hernández
Mr. Roberto
Assistant Principal of Instruction: TK-2
rhernandez@efcps.net

Kathy Moore **Ms. Kathy** *Assistant Principal of Instruction: Foundational Skills* kamoore@efcps.net	 **Plinio Hernández** **Mr. Hernández** *Dean of Culture* phernandez@efcps.net	

Operations Team

 **Lizbeth Cedillo** **Mrs. C** *Site Operations Manager*	**Klaudia Hermosillo** **Ms. H** *Jr. Office Manager* chermosillo@efcps.net	 **Nancy Ramirez** **Mrs. R**

lcedillo@efcps.net		*Student Support Assistant (SSA)* nramirez@efcps.net
 **Francisco Chavez** **Mr. Chavez** *Family & Community Coordinator* fchavez@efcps.net	 **Ailyn Rivera** **Ms. Rivera** *Cafeteria Manager* arivera@efcps.net	 **Lorena Martinez** **Ms. L** *Yard Duty Supervisor* lmartinez@efcps.net
 **Maria Gutierrez** **Sra. Maria** *Morning (AM) Custodian* mgutierrez@efcps.net	 **Adrian Maciel** **Sr. Maciel** *Evening (PM) Custodian* amaciel@efcps.net	**Simon Vang** **Mr. Vang** *Tech Support* svang@efcps.net

Teaching Team

 **Ruby Peña** **Ms. Peña** *Grade TK Teacher* rpena@efcps.net	**Amparo Adsuara** **Ms. A** *Grade TK Teacher* aadsuara@efcps.net	**Kaylah Stubbs** **Ms. Stubbs** *TK Tutor* kstubbs@efcps.net
Ted Chiao **Mr. C** *Grade K Teacher* tchiao@efcps.net	 **Aimee Judaya-Engracial** **Ms. Judaya** *Grade K Teacher* ajudaya-engracial@efcps.net	 **Pretchie Hitman** **Ms. Hitman** *Grade 1 Teacher* phitman@efcps.net
 **Louie Pelayo** **Mr. Pelayo** *Grade 1 Teacher* lpelayo@efcps.net	 **Gina Dominguez** **Ms. Dominguez** *Grade 2 Teacher* gdominguez@efcps.net	 **Romnick Sanchez** **Mr. Sanchez** *Grade 2 Teacher* rsanchez@efcps.net

 **Nestor Payares** **Mr. Payares** *Grade 3 Mathematics Teacher* npayares@efcps.net	 **Bianca Rodriguez** **Ms. Rodriguez** *Grade 3 ELA Teacher* brodriguez@efcps.net	 **Lizbeth Garcia** **Ms. Garcia** *Grade 4 Mathematics Teacher* lgarcia@efcps.net
 **Elizabeth "Z" Hensley** **Ms. Z** *Grade 4 ELA Teacher* ehensley@efcps.net	 **Bridget Bitzer** **Ms. Bitzer** *Grade 5 ELA Teacher* bbitzer@efcps.net	**Travis Meiers** **Mr. Meiers** *Grade 5 Science Teacher* tmeiers@efcps.net
 **Alejandro Pulido** **Mr. Pulido** *Grade 5 Mathematics Teacher* apulido@efcps.net	**Thiago Barboza** **Mr. Barboza** *Performing Arts Teacher* tbarboza@efcps.net	**Abel Hernández** **Mr. H** *PE Teacher* abhernandez@efcps.net

Tutors & Interventionists Team

 **Karen Almaguer-Hernandez** **Ms. Karen** *Literacy Tutor* kalmaguer-hernandez@efcps.net	 **Brenda Gomez** **Ms. Brenda** *Literacy Tutor* bgomez@efcps.net	 **Esperanza Mendoza** **Sra. Esperanza** *Literacy Interventionist* emendoza@efcps.net
 **Lara Uhrbrock** **Ms. Lara** *Literacy Interventionist* luhrbrock@efcps.net	**Christian Whang** **Mr. Whang** *CEP Substitute* cwhang@efcps.net	

Student Support Services (S3) Team

 **Daviryne Hall** **Mr. Hall** *Student Support Services (S3) Coordinator* dhall@efcps.net	 **Juan Carlos "JC" Ramirez Gomez** **Mr. JC** *Grades TK-1 & 3 Education Specialist* jramirez@efcps.net	 **Lucas Vasquez** **Mr. Lucas** *Grades 2 & 4-5 Education Specialist* lvasquez@efcps.net
 **José Flores** **Mr. Jose** *Academic/Behavior Intervention Aide (ABIA)* jflores@efcps.net	 **Aida Verde** **Ms. V** *Academic/Behavior Intervention Aide (ABIA)* averde@efcps.net	**[insert name]** **[insert name]** *Clinician (Seneca)* [insert email]
 **Kaitlyn Edwards** **Ms. Edwards** *School Psychologist*	**Julia Harreschou** **Ms. Harreschou**	 **Natalie Hebin** **Natalie**

kedwards@efcps.net	*Speech & Language Pathologist* jharreschou@efcps.net	*Speech & Language Pathologist* nhebin@efcps.net
Roshni Patel **Ms. Patel** *Occupational Therapist* rpatel@efcps.net	**Rashida Onwuka** **Ms. O** *Program Specialist* ronwuka@efcps.net	

Afterschool Program (ASP) & Expanded Learning Opportunity (ELO) Team

Jada Moses **Ms. J** *ELO Site Manager* jmoses@efcps.net	**Alma Manzano** **Ms. Manzano** *ASP Program Manager* AManzano@girlsinc-alameda.org	**Daniel Trowbridge** **Mr. Trowbridge** *ASP Program Coordinator* DTrowbridge@girlsinc-alameda.org

SCHOOL SCHEDULE & CALENDAR

Schedule

School building opens at 7:45 AM every school day. Breakfast is offered from 7:45-8:10 AM. Instruction begins at 8:15 AM for all grade levels. After 8:15 AM, if students are not in line, they are considered tardy.

All Wednesdays are minimum days at Learning Without Limits (LWL). We use Wednesday afternoons to provide high-quality professional learning for staff. Additional minimum days due to Family Conferences or other reasons are noted on our academic calendar. Please note that students in grades TK-2 are dismissed at 1:45 PM and students in grades 3-5 are dismissed at 1:50 PM on Wednesdays and specified minimum days.

TK	Regular Day Schedule
8:15 - 9:05 AM	Instruction 1
9:05 - 9:35 AM	AM Recess
9:40 - 10:35 AM	Instruction 2
10:35 - 10:55 AM	Lunch
10:55 - 11:15 AM	PM Recess
11:20 - 1:25 PM	Instruction 3
1:25 - 2:00 PM	Recess
2:00 - 2:50 PM	Instruction 4

TK	Minimum Day Schedule
8:15 - 9:05 AM	Instruction 1
9:05 - 9:35 AM	AM Recess
9:40 - 10:35 AM	Instruction 2
10:35 - 10:55 AM	Lunch
10:55 - 11:15 AM	PM Recess
11:20 - 1:45 PM	Instruction 3

K	Regular Day Schedule
8:15 - 9:20 AM	Instruction 1
9:20 - 9:35 AM	AM Recess
9:40 - 11:15 AM	Instruction 2
11:15 - 11:35 AM	Lunch
11:35 - 11:55 AM	PM Recess
12:00 - 2:50 PM	Instruction 3

K	Minimum Day Schedule
8:15 - 9:20 AM	Instruction 1
9:20 - 9:35 AM	AM Recess
9:40 - 11:15 AM	Instruction 2
11:15 - 11:35 AM	Lunch
11:35 - 11:55 AM	PM Recess
12:00 - 1:45 PM	Instruction 3

1st	Regular Day Schedule
8:15 - 9:05 AM	Instruction 1
9:05 - 9:20 AM	AM Recess
9:25 - 11:15 AM	Instruction 2
11:15 - 11:35 AM	Lunch
11:35 - 11:55 AM	PM Recess
12:00 - 2:50 PM	Instruction 3

1st	Minimum Day Schedule
8:15 - 9:45 AM	Instruction 1
9:45 - 10:00 AM	AM Recess
10:05 - 11:15 AM	Instruction 2
11:15 - 11:35 AM	Lunch
11:35 - 11:55 AM	PM Recess
12:00 - 1:45 PM	Instruction 3

2nd	Regular Day Schedule
8:15 - 9:35 AM	Instruction 1
9:35 - 9:50 AM	AM Recess
9:55 - 11:55 AM	Instruction 2
11:55 - 12:15 PM	Lunch
12:15 - 12:35 PM	PM Recess
12:40 - 2:50 PM	Instruction 3

2nd	Minimum Day Schedule
8:15 - 9:45 AM	Instruction 1
9:45 - 10:00 AM	AM Recess
10:05 - 11:55 AM	Instruction 2
11:55 - 12:15 PM	Lunch
12:15 - 12:35 PM	PM Recess
12:40 - 1:45 PM	Instruction 3

3rd	Regular Day Schedule
8:15 - 10:05 AM	Block 1
10:05 - 10:20 AM	AM Recess
10:25 - 11:55 AM	Block 2
11:55 - 12:15 PM	Lunch
12:15 - 12:35 PM	PM Recess
12:40 - 3:00 PM	Block 3

3rd	Minimum Day Schedule
8:15 - 10:10 AM	Block 1
10:10 - 10:25 AM	AM Recess
10:30 - 11:55 AM	Block 2
11:55 - 12:15 PM	Lunch
12:15 - 12:35 PM	PM Recess
12:40 - 1:50 PM	Block 3

4th	Regular Day Schedule
8:15 - 10:55 AM	Block 1
10:55 - 11:10 AM	AM Recess
11:15 - 12:45 PM	Block 2
12:45 - 1:05 PM	Lunch
1:05 - 1:25 PM	PM Recess
1:30 - 3:00 PM	Block 3

4th	Minimum Day Schedule
8:15 - 10:10 AM	Block 1
10:10 - 10:25 AM	AM Recess
10:30 - 12:35 PM	Block 2
12:35 - 12:55 PM	Lunch
12:55 - 1:15 PM	PM Recess
1:20 - 1:50 PM	Intervention

5th	Regular Day Schedule
8:15 - 10:05 AM	Block 1
10:05 - 10:20 AM	AM Recess
10:20 - 12:45 PM	Block 2
12:45 - 1:05 PM	Lunch
1:05 - 1:25 PM	PM Recess
1:30 - 3:00 PM	Block 3

5th	Minimum Day Schedule
8:15 - 9:55 AM	Block 1
9:55 - 11:05 AM	Block 2
11:05 - 11:20 AM	AM Recess
11:25 - 12:35 PM	Block 3
12:35 - 12:55 PM	Lunch
12:55 - 1:15 PM	PM Recess
1:20 - 1:50 PM	Intervention

Academic Calendar

See 2025-2026 LWL Academic Calendar for our academic calendar. Hard copies of the academic calendar are also available in the Main Foyer next to the Family Resource bulletin board.

2025

July 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 4 Independence Day (No School)
- 23-25 New Teacher Training (NTT)
- 25 Registration Day
- 28-31 New Teacher Training (NTT)

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

- 1 New Teacher Training (NTT)
- 4-8 All-Staff/Network PD Days
- 6 Grade TK Playdate
- 11 First Day of School
- 11-15 Minimum Days
- 22 Coffee with the Principal

September 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

- 1 Labor Day (No School)
- 3 Back to School Night (B2SN)
- 19 Coffee with the Principal
- 22 All-Staff PD Day (No School)
- 23-26 Q1 Family Conferences (Minimum Days)

October 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 8 Picture Day
- 13 Indigenous Peoples' Day (No School)
- 16 Family Literacy Night
- 17 Coffee with the Principal
- 20 All-Staff PD Day (No School)
- 31 Fall Festival

November 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23/30	24	25	26	27	28	29

- 7 End of Trimester 1 (T1)
- 10-11 Veterans' Day (No School)
- 21 Coffee with the Principal
- 24-28 Fall Break (No School)

December 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- 1 T1 Report Card Day (No School)
- 2 Network PD Day (No School)
- 3-5 T1 Family Conferences (Minimum Day)
- 11 Middle School Options Fair
- 19 Coffee with the Principal
- 15-19 Spirit Week
- 22-31 Winter Break (No School)

2026

January 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 1-2 New Year's Day (No School)
- 1-2 Winter Break (No School)
- 5 All-Staff PD Day (No School)
- 16 Coffee with the Principal
- 19 Martin Luther King Jr. Day (No School)
- 30 100th Day of School

February 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

- 3 All-Staff PD Day (No School)
- 16 Presidents' Day (No School)
- 20 Coffee with the Principal
- 21 Black/AA Family Breakfast
- 27 End of Trimester 2 (T2)

March 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 2 T2 Report Card Day (No School)
- 3 Network PD Day (No School)
- 12 Family Math Night
- 20 Coffee with the Principal
- 23-27 T2 Family Conferences (Minimum Days)
- 30-31 Spirit Week

April 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 1-2 Spirit Week
- 2 Multicultural Festival Night
- 3 Cesar Chavez Day (No School)
- 6-10 Spring Break (No School)
- 13 All-Staff PD Day (No School)
- 17 Coffee with the Principal

May 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

- 1 SBAC Pep Rally
- 15 Coffee with the Principal
- 18-22 SBAC ELA & Math Assessment Days
- 25 Memorial Day (No School)
- 28 Science Fair Night
- 29 End of Trimester 3 (T3)

June 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

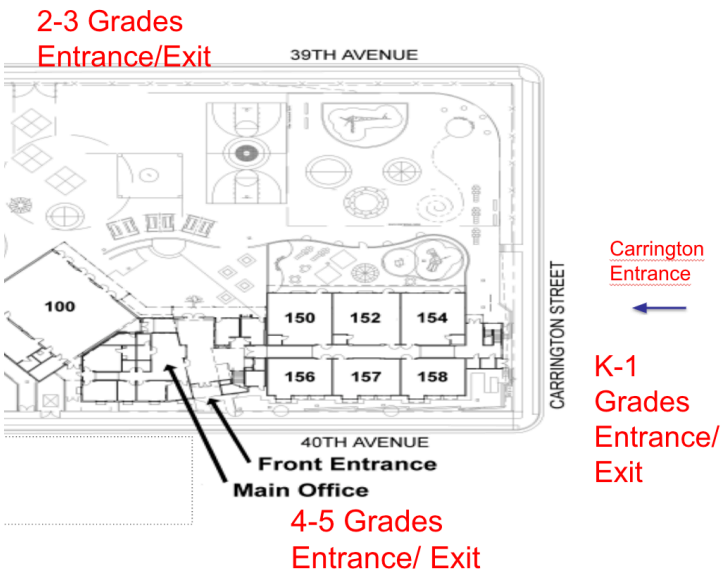
- 1-4 Last Week of School (Minimum Days)
- 2 Awards Banquet
- 3 Grade TK/K Promotion
- 3 Grade 5 Promotion
- 4 End-of-Year (EOY) Carnival
- 4 Last Day of School
- 19 Juneteenth (No School)

ARRIVAL & DISMISSAL

Drop-Off & Pick-Up

Drop-off and pick-up takes place at different gates for specific grade levels. See map below.

Grade Level	Drop-Off & Pick-Up Location
TK-1	side gate on Carrington St
2-3	back gate on 39th Ave
4-5	main entrance on 40th Ave

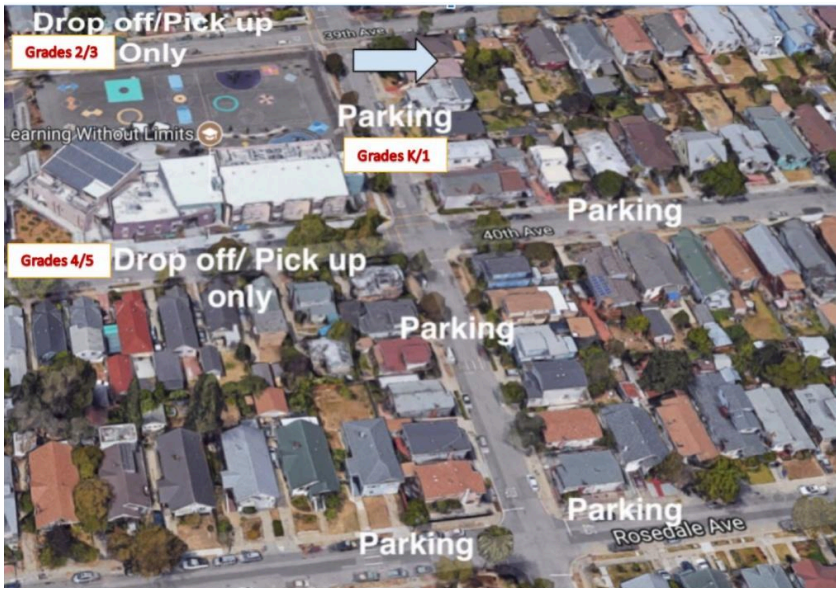


For families with multiple children at our school, we ask that older siblings are dropped off at the younger sibling's designated gate during drop-off, and older siblings meet at the younger sibling's designated gate during pick-up. This helps ensure a safe, calm, and efficient transition for all students. Please remind your children of this routine to support a strong start and end to each school day, and ensure a safe, smooth traffic flow.

Parking

If you plan to walk your student into school, please do not block other cars on 38th Avenue, 39th Avenue, or Carrington Street. You must pull into an available, designated parking space along the curb on streets in the vicinity to walk your student in. Families may not double park to walk students into school. This blocks traffic and forces students to be late to school. We ask police to patrol the area in the morning and ticket any car that is double-parked.

If you would like to drop off or pick up your child from the grade-level gate in person, please find parking in our neighborhood and then walk your child to and from the grade-level gate. A map of available parking is shown below.



On the 1st and 3rd Wednesdays and Thursdays of the month, there is street sweeping between 9:00 AM and 12:00 PM. Be mindful of which street you park on during street sweeping days to avoid receiving a citation from the city.

Arrival

Learning Without Limits' arrival is from 7:45 AM. No student may be on campus or waiting outside campus before 7:45 AM, as it is not safe. To ensure safety, the only entrances available are 38th Ave, 39th Ave, and Carrington Street.

Breakfast will be served in the cafeteria starting at 7:45 AM. Students who eat breakfast should arrive by 7:45 AM to have enough time to eat breakfast before school starts. The cafeteria breakfast window closes at 8:10 AM sharp.

Students are expected to be at school and engaging in our Morning Chant by 8:15 AM every school morning. All grade-level gates close at 8:15 AM. **After 8:15 AM, if students are not in line with their homeroom at the amphitheater, they are considered tardy and must enter through the main entrance on 40th Ave to receive a tardy slip.**

Students are not allowed in the hallways, pod area, or the Main Foyer before our Morning Chant unless they are accompanied and supervised by an adult.

After students arrive on campus, they are not permitted to leave campus.

No pets should accompany families onto campus for arrival, dismissal, or any other time they are visiting campus.

Dismissal

All students who are not enrolled in the After School Program (ASP) or participating in ELO programs must be picked up or walk home within 10 minutes of dismissal. The dismissal schedule

for regular days (Mondays, Tuesdays, Thursdays, and Fridays) and minimum days (Wednesdays and other specified days) is below.

Grade Level	Regular Day (Mon / Tues / Thur / Fri)	Minimum Day (Wednesday)
TK-2	**2:50 PM**	**1:45 PM**
3-5	**3:00 PM**	**1:50 PM**

Only grades 4-5 students with a signed "Permission to Walk Home" form may walk home on their own.

At 3:00 PM for grades TK-2 and at 3:10 PM for grades 3-5, if students haven't been picked up, the HR teacher walks students to Room 156 to wait there. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up.

To ensure a safe dismissal, students will not be permitted to be signed out early 30 minutes before their grade-band dismissal time without proof of an appointment.

Early Release

Parents/guardians picking up students early from school, must go to the Main Office to check their student out, and wait for their student there. The only reason a student should leave early is for an appointment, family emergency, or illness. Students will not be released prior to a family member arriving and office staff will not walk students out or send them out. **To ensure a safe dismissal, students will not be permitted to be signed out early 30 minutes before their grade-band dismissal time without proof of an appointment.**

No students will be released from school without a parent's signature. If a student is ill, they must be picked up by an approved family member; they will not be permitted to leave alone. This applies to all students TK-5th grade.

Any adult picking up a student MUST be listed as an emergency contact. If another adult is picking up your child and s/he is not listed as an emergency contact, please notify the Main Office. For safety reasons, students will not be released until the school receives confirmation from the parent/guardian.

Parents picking up students early from school must go to the office to check their student out and wait for their student there. The only reason a student should leave early is for an appointment, a family emergency, or due to illness. Students will not be released prior to a family member arriving, and office staff will not walk students out or send them out.

We strongly encourage families to schedule appointments during minimum days (every Wednesday and additional dates listed on the academic calendar), during scheduled school breaks, or on student release days whenever possible. This helps minimize disruptions to student learning and ensures they get the most out of their instructional time.

Late Pick-Up

All students who are not enrolled in the After School Program (ASP) or participating in ELO programs must be picked up or walk home within 10 minutes of dismissal. Students who are not picked up within the first 10 minutes of dismissal time are considered to be a late pick-up.

Families will be contacted to pick their child up. After 3 late pick-ups, the administration will schedule a conference with the family of the student to problem-solve regarding pick-up. Chronic failure to pick students up on time will result in additional steps, including meeting with administrators and eventual contact of CPS. Students may not wait outside the school without supervision before or after school hours.

SCHOOL CAMPUS

Closed Campus

Learning With Limits is a closed campus. Once students arrive at school, they may not leave the campus without parent/guardian permission to be released early. Staff should not bring students off campus unless it is an approved field trip with parent/guardian permission.

The Global Family Elementary School campus is off-limits to Learning Without Limits students and vice versa.

Multi-Purpose Room (MPR)/Cafeteria

The Multi-Purpose Room (MPR) also functions as a cafeteria. Once students receive breakfast or lunch in the Cafeteria, students must sit down and eat to avoid choking (while running or moving about).

Families may not be in the MPR/Cafeteria unless there is an event taking place.

Bathrooms

Bathrooms should be kept clean and quiet at all times. There is no playing allowed in the bathrooms.

Students are encouraged to use the bathrooms before school, during lunch and recess, and after school to maximize learning time.

During recess, students must enter the bathrooms in the main building from outside. Students may not enter the hallways because there is no hallway supervision. Bathrooms in the pod area are not to be used during recess.

If students need to use the bathroom during class, students must ask for permission from an adult. After permission is granted, students must have a pass to go to the bathroom.

If there is a problem with a bathroom, students should notify an adult or report the problem to the Main Office.

The only adults who should ever be in student bathrooms are custodians and staff members who are supervising or dealing with a specific problem. If a student sees an adult in the student bathroom, the student should leave the bathroom and notify a staff member immediately.

All adults, parents/guardians, families, and visitors must use the adult bathrooms in the Main Office.

Hallways

Students must ask permission from an adult before going to the bathroom, Main Office, or another classroom. After permission is granted, students must have a pass on their way to their destination. Students must walk safely and quietly in the hallways to avoid disrupting other classrooms.

Yard

Staff members supervise students on the Yard during all recess times and as part of morning arrival between 7:45 AM and 8:15 AM. Students may not be on the Yard during class unless accompanied and supervised by an adult.

PE class takes place on the Yard next to Global Family, near 39th Ave. All other students who are not in PE must be in the middle of the Yard.

Visitors

Guest-students, siblings, friends, and other relatives may not attend class if they are not enrolled at Learning Without Limits. No pets should accompany families onto campus for arrival, dismissal, or any other time they are visiting campus. Any deliveries (i.e., lunches, jackets, etc.) to students should be made through the Main Office.

To ensure minimum interruption of our academic program and prioritize the safety of our school community, visits during school hours must be arranged at least 24 hours in advance with the teacher or staff member and Principal/designee. **If a meeting or conference is desired, an appointment must be scheduled with the teacher or through our Main Office during non-instructional time (i.e., before school, during lunch & PM recess, or after school).**

All visitors must report to the Main Office, sign in using the Visitor's Log, and wear a visitor's ID badge. All visitors must sign out in the Main Office before leaving campus. All staff members on campus should direct all visitors to the Main Office to sign in and receive a visitor's ID badge. This policy applies at all times, including before and after school, as well as during Expanded Learning Opportunities (afterschool programs, sports, and clubs).

We expect our parents, families, and visitors to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. Visitors are expected to follow all applicable laws, rules, and policies. Visitors who do not follow the direction of staff or follow applicable laws, rules, and policies will be asked to leave.

Volunteers

Learning Without Limits welcomes and encourages family volunteers! Volunteers serve under the direction of EFC school staff with the purpose of enriching the schools' programs and meeting the needs of students.

All volunteers must sign up as a volunteer with the Main Office, fill out required documentation, and complete volunteer training before volunteering at Learning Without

Limits. <u>All field trip chaperones must be cleared as a volunteer by the Family & Community Coordinator and Site Operations Manager in order to chaperone a field trip.</u>

Volunteers at EFC are categorized by both the type of service and the level of interaction they have with students on or off campus. The school requires background checks and other documentation from volunteers dependent on their volunteer level.

	Level 1	Level 2	Level 3	Level 4
Definition	• no student contact • outside of school day	• limited student contact • public areas during school day	• student contact • on- or off-campus • with direct supervision of school staff	• direct student contact • off-campus • without direct supervision of school staff
Examples	• weekend events • after school events • FLC • parent meetings	• office volunteer • event volunteer • guest speaker	• classroom volunteer • recess supervision • field trip chaperone (class must remain in the same group)	• field trip chaperone (class may break into small groups) • after school club volunteers
Requirements	☐ volunteer application ☐ volunteer training	☐ volunteer application ☐ volunteer training	☐ volunteer application ☐ volunteer training ☐ TB test	☐ volunteer application ☐ volunteer training ☐ TB test ☐ fingerprinting

Drivers for school field trips must also provide the school with a copy of a valid driver's license and insurance information demonstrating the minimum coverage required by the school.

All volunteers must report to the Main Office, sign in using the Volunteer's Log, and wear a volunteer's ID badge. All volunteers must sign out in the Main Office before leaving campus. All staff members on campus should direct all volunteers to the Main Office to sign in and receive a volunteer's ID badge.

We expect our volunteers to treat all students and staff members with respect, use appropriate language, and conduct themselves professionally. Volunteers are expected to follow the direction of the staff member with whom they are working and to conform to all applicable laws, rules, and

policies. Volunteers who do not follow the direction of staff or follow applicable laws, rules, and policies will not be allowed to continue in a volunteer capacity.

EFC Volunteer Policy

FAMILY PARTNERSHIP & INVOLVEMENT

Education for Change Public Schools believes that parents are full partners in their children's education. We strive to build strong relationships of respect and trust with families. Our family partnerships feature shared responsibility and decision-making to support every child. As such, family involvement and engagement is an important part of creating a successful learning community at Learning Without Limits and critical to fulfilling our school's vision.

Family Leadership Council (FLC)

The school-based Family Leadership Council (FLC) serves as part of local governance, with parent representatives from all grade levels. Two representatives from the school-based FLC will also serve on the network-based FLC.

The FLC meets monthly with the Principal and the Family & Community Coordinator to review student data, to set schoolwide academic goals, and to give input on schoolwide decisions, including: curriculum, budget, schedule, student health and welfare, etc. The FLC also sponsors school events and meets with elected officials to promote the interests of students and families, becoming a positive force for change in the greater community.

Interested parents/guardians should contact the Main Office for more information or reach out to our Family & Community Coordinator. The Family Leadership Council (FLC) meets once a month, on the 1st Tuesday of each month from 5:30-6:30 PM. Spanish translation is available.

EFC Family Leadership Council

The network Family Leadership Council (FLC) has two representatives from each EFC school. This group meets on the 4th Tuesday of each month from 5:00 to 6:30 PM, and discusses issues that impact the entire network. From this body, two parent representatives are elected to the Education for Change Board of Directors.

Coffee with the Principal

Once a month, Learning Without Limits hosts Coffee with the Principal, during which families can enjoy free coffee and pastries while connecting with one another and our school community. These gatherings are a space to build relationships, ask questions, and share feedback directly with our Principal. Key updates and information shared during Family Leadership Council (FLC) meetings are also shared during Coffee with the Principal.

Coffee with the Principal takes place once a month, on the 3rd Friday of each month from 8:30-9:30 AM. Spanish translation is available.

Family Conferences

Family conferences are held three times a year and provide an opportunity for families, students, and teachers to come together to discuss student progress, celebrate growth, and set goals.

These conferences help strengthen the partnership between home and school to support each student's success.

Academic Town Halls & Teach-Ins

Academic Town Halls & Teach-Ins take place at least three times a year and are designed to foster collaborative learning between families, students, and teachers. These sessions focus on key areas like literacy, writing, and math, where teachers review recent student data, introduce upcoming standards and content, and share strategies families can use at home to support learning.

Parent Institutes

Parent Institutes, offered in partnership with Families in Action (FIA), include a series of sessions where families build advocacy and leadership skills while learning how to support their child's learning at home and across the school. These institutes empower families to be active partners in their child's education and in our school community.

Interested parents/guardians should contact the Main Office for more information or reach out to our Family & Community Coordinator. There are a limited number of spaces available for each Parent Institute.

Family Workshops

Family Workshops are offered five times throughout the year and cover important topics on how to support children's well-being and learning, such as social media use and mental health. These workshops, facilitated by our Family & Community Coordinator, provide families with practical tools, resources, and strategies to support their children at home and in everyday life.

Interested parents/guardians should contact the Main Office for more information or reach out to our Family & Community Coordinator.

COMMUNITY PARTNERSHIP

We have rich partnerships with community-based organizations across Oakland and Alameda County, including Girls Inc. of Alameda County, Families In Action (FIA), Alameda County Community Food Bank, Seneca Family of Agencies, and Tapestry Church. Our community partners provide many opportunities and supports for students and families such as social services, after school programs, and leadership development.

Afterschool Program (ASP)

Girls Inc. of Alameda County is our Lead Agency for the afterschool program (ASP), providing engaging, high-quality programming that supports academic growth, social-emotional development, and leadership skills. The program offers a safe and supportive environment for students after school each day.

Families interested in enrolling their child in our afterschool program (ASP) must submit an application and attend an orientation at the beginning of the academic year. Interested parents/guardians should contact the Main Office for more information or reach out to our ASP Program Coordinator.

Families In Action (FIA)

Families In Action (FIA) is a community organization that partners with our school and network to support family leadership and advocacy. Through workshops, institutes, and events, FIA helps families build the knowledge and skills to support their children's education and become active voices in our school community.

Food Bank

Our monthly Food Bank, offered in partnership with the Alameda County Community Food Bank, provides free groceries to all community members. The Food Bank takes place once a month, on the 2nd Friday of each month from 1:45-2:30 PM.

Mental Health Services

Seneca Family of Agencies partners with our school to provide mental health services and support for students. Their team offers counseling and other therapeutic services to help students build emotional well-being, cope with challenges, and succeed both in and out of the classroom.

Tapestry Church

Tapestry Church is a valued community partner that provides a wide range of support to our school, including volunteer work, school beautification projects, donations, and organizing events like toy drives Their ongoing partnership helps strengthen and uplift our school community.

OPERATIONS

Dress Code & Uniform

At Learning Without Limits, our dress code supports a safe, inclusive, and focused learning environment. All students are expected to wear a burgundy shirt – this may be a plain burgundy shirt or a uniform polo with the LWL logo. While plain burgundy shirts are acceptable, uniform polos with the LWL logo are highly recommended for daily wear and are required for all field trips.

Students should wear black or khaki uniform pants, shorts, or skirts. Pants are encouraged, as children may fall or trip during play. Skirts must be no shorter than two inches above the knee. Sweaters or sweatshirts should be school-appropriate and may be worn over the uniform shirt.

Students must wear shoes that are suitable for running and playing. Students must wear closed-toed shoes and may not wear Heelys, dress shoes, sandals, or slippers to school.

Clothing, apparel, and/or accessories that could be construed as sexual, violent, inappropriate (such as drugs and alcohol), or gang-related may not be worn to school.

If a student arrives at school not in dress code, the student will be given a loaner shirt and/or sweater to borrow for the day. Parents/guardians will also be notified by the Main Office.

Following a dress code helps reduce peer comparison and bullying, reinforces school pride, and promotes a sense of unity and belonging among students. We appreciate your partnership in helping students come to school each day dressed for success and school pride.

SHIRTS	
PERMITTED ✅	**NOT PERMITTED ❌**
	



burgundy shirt or uniform polo (purchase in Main Office)



graphic t-shirts, dresses, or pajamas

BOTTOMS

PERMITTED ✅





BLACK or KHAKI pants, shorts, or skirts

NOT PERMITTED ❌







sweats, jeans, or pajamas

SHOES

PERMITTED ✅

NOT PERMITTED ❌

  **close-toed sneakers or Crocs**	  **Heelys, heels, slippers, or sandals**

Contacting Students at School

Students are not permitted to use phones or electronic devices during the school day. Families should not expect students to answer cell phones or return text messages during school hours. Please refer to the "Phones & Electronic Devices" section of this handbook for more information.

If families need to reach a child during the school day, please call the Main Office. Students can also come to the Main Office if they need to make a phone call home during school hours. They may come to the Main Office and call home before school, during lunch/recess, after school, and during class with adult permission.

Breakfast & Lunch

All parents/guardians complete and fill out an application for free and reduced-priced meals at the beginning of the school year, during Registration Day or upon enrollment. Breakfast and lunch are available, free-of-charge, for all students.

Families may choose to send a cold lunch with their child to school. Please note:

- Food must be ready to eat. School staff cannot heat or refrigerate student meals due to health and safety regulations.
- Send lunches in insulated containers if you would like food to stay warm or cold.
- Do not send items that require microwaving or preparation.

California Health and Safety Code and school food service guidelines prohibit school staff from reheating student meals due to potential food safety risks.

To maintain a safe and focused school environment, families may not eat breakfast or lunch with their child during the school day. We appreciate your understanding and support.

Food & Drink

To maintain a strong learning environment and protect our equipment and facilities, food and drinks are only allowed during designated eating times and in designated eating locations. Food must only be eaten in the Cafeteria or outside in the Yard during recess. There is to be NO food or drinks (except water) in classrooms.

Lunch Drop-Off

Parents/guardians who are dropping off lunch for students must drop them off at the Main Office. The Main Office office will either distribute the student's lunch to the classroom or distribute it during their scheduled lunch time. Students may not be taken out of class to retrieve lunches from parents/guardians as they are learning.

Birthday Celebrations

To keep celebrations fair and focused on learning, Learning Without Limits has the following birthday guidelines. While we value each child's special day, celebrations should not disrupt learning or create competition among students.

Families may drop off individual healthy treats for the whole class. Birthday balloons are not permitted on campus. Celebrations must take place during the last 15 minutes of the school day or after school. Parents/guardians and teachers must notify the Main Office at least 24 hours in advance. No more than 2 persons from each family may be present to celebrate their child's birthday with the class.

Toys

Toys are not allowed at school, as they can cause distractions during learning time, lead to conflicts among students, and may get lost or damaged. To support a focused and safe learning environment for all students, we ask families to check their child's backpack each morning to ensure toys are left at home. If a toy is brought to school, staff will follow a responsive process:

- **the first time,** the student will be asked to put the toy away; and
- **if it happens again,** the toy will be collected by staff and held in the Main Office for parent/guardian pick-up.

Lost & Found

Lost items are placed in the Lost & Found metal rack near the main entrance. If an item is valued over $100, it should be brought to the Main Office for safekeeping. Labeled items may be returned by the Operations Team. Unclaimed, unlabeled items are donated on the first Monday of each month. The school is not responsible for lost items.

Family Tips

- Label or write the **student's name with permanent marker** on his/her clothing, backpacks, lunch boxes, and water bottles so items can be easily identified if lost or misplaced.
- Items that are not necessary for school, especially valuable ones, are best left at home.

Field Trips

At Learning Without Limits, we believe that field trips are an important way to make learning relevant and meaningful. These experiences offer students real-world connections to what they learn in class and help enrich their academic journey.

Permission & Notification

Parents/guardians must sign a permission form for each field trip. You will be notified in advance and provided with all necessary details and forms related to the trip.

Chaperones
All field trip chaperones must meet volunteer requirements based on the volunteer levels. At a minimum, all field trip chaperones must complete a volunteer application, complete volunteer training, and submit a current TB test. Chaperones play a key role in helping ensure student safety and supervision.

Dress Code & Uniform Requirement
Students must wear their Learning Without Limits uniform to attend any field trip. Uniforms help staff and chaperones identify students easily and keep everyone safe in public spaces.

Safety & Eligibility Criteria
To ensure a safe and positive experience for all students, eligibility for field trips is based on attendance and behavior:

- Fall Field Trip: Fewer than 2 referrals and at least 95% attendance;
- Winter Field Trip: Fewer than 4 referrals and at least 95% attendance; and
- Spring Field Trip: Fewer than 6 referrals and at least 95% attendance.

Students who meet these expectations will be invited to participate in the field trip.

ATTENDANCE

At Learning Without Limits, the school expects students to come to school on time, every day. More time in class means more time for learning, thereby preparing all students to access and excel in the college and career of their choice. Every minute of a child's time at school is important. Students who are absent for even one day, or who arrive late to school, miss valuable learning time and can easily fall behind in school.

While there are legitimate reasons to miss school such as illness and bereavement, students should be in school at all times so they can meet their full academic potential while attending Learning Without Limits. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school, and behavior problems. Parents/guardians are responsible for sending students to school everyday and planning vacation trips and absences for personal reasons during school breaks so that the learning is not disrupted.

Daily attendance is taken electronically every school day. If a student is not in class, the student is marked absent and the parent/guardian is called.

Students who demonstrate perfect attendance or significant attendance growth will be recognized during CLAP assemblies and community celebrations throughout the school year!

EFC Attendance Policy

Reporting & Clearing Absences
If your child will be absent, please call/visit the Main Office or send a signed note with your child's name, the reason for the absence, and the dates the child missed school.

Absences must be cleared within 3 days or they will remain unexcused.

A doctor's note is required when a student is absent for 3 consecutive days. If a doctor's note is given to the school retroactively, the note must be submitted within 3 days of the first absence.

If your child is absent due to illness **more than 6 times in a year**, a doctor's note is required for future absences to be excused.

Students may be involuntarily disenrolled after 10 consecutive absences without a response from the parent/guardian.

Excused & Unexcused Absences

Excused Absences	Unexcused Absences
• illness *(medical note required for 3+ days)* • injury *(medical note required for 3+ days)* • quarantine directed by a health official • medical/dental appointments • funeral & bereavement *(up to 5 days)* • victim support services • religious observance *(up to 4 days/month)* • court appearances & naturalization ceremony • time with a family member in active military service	• unverified absences • personal reasons • vacation trips • leaving campus without permission • absences without medical note *(after 6 days)*

Students with excused absences may make up missed assignments and tests for full credit based on the number of days absent.

Truancy

In California, all children are required by law to attend school between the ages of 6 and 18, and must have good attendance records as well. If the student is under the age of 6, the school is still required to follow the same procedure as the student is the school's responsibility.

A student is considered **truant** when they have:

- **3 or more unexcused absences**; or
- **3 or more unexcused tardies** of over 30 minutes.

Chronic Absences

A student is considered **chronically absent** when they miss **10% or more** of the school year — for any reason, excused or unexcused.

The school monitors attendance closely. If your child is at risk of chronic absence, the school will begin the SART process.

Chronic absence affects learning and progress. We encourage strong family-school communication to support consistent attendance.

SART Process

Attendance is reviewed every day. The Learning Without Limits's School Attendance Review Team (SART) process is shared below.

# of Unexcused Absences/Tardies	Letter	Process
3 or more	Truancy Letter #1	• notice sent digitally and mailed out • attend SART meeting #1 • sign Truancy Letter #1 • complete attendance support plan
6 or more	Truancy Letter #2	• notice sent digitally and mailed out • attend SART meeting #2 • sign Truancy Letter #2 • home visit *(conducted for no shows)* • update and revise attendance support plan • assigned to SART case management • ineligible for field trips and/or school traditions
9 or more	Truancy Letter #3 & SARB Referral	• notice sent digitally and mailed out • referred to School Attendance Review Board (SARB) • attend SARB hearing • sign Truancy Letter #3 • home visit *(conducted for no shows)* • sign attendance contract • assigned to SART case management • ineligible for field trips and/or school traditions

Independent Study

If a student will be out of school for more than three days, families may request an Independent Study (IS) Contract with prior approval from the Principal.

Approved Reasons for IS (< 40 Days)	Approved Reasons for IS (40+ Days)
• quarantine or isolation • health or medical reasons *(with documentation)* • illness *(medical note required for 3+ days)* • injury *(medical note required for 3+ days)* • home and hospital instruction • bereavement *(up to 5 days)*	• quarantine directed by a health official • temporary medical condition *(with licensed healthcare documentation)*

Requesting an IS Contract

Visit or call the Main Office and speak with the Jr. Office Manager **at least 2 school days** before the absence. The Principal must review and approve the request. The IS contract must be signed by the parent/guardian and the Principal before taking effect.

Assignments must be completed and submitted **within 15 school days of being given.** IS is designed to provide academic and learning continuity during absences; it is not a replacement for regular school attendance or curriculum.

EFC Independent Study Policy

Tardies

Students are expected to be at school and engaging in our Morning Chant by 8:15 AM every school morning. All grade-level gates close at 8:15 AM. **After 8:15 AM, if students are not in line with their homeroom at the amphitheater, they are considered tardy and must enter through the main entrance on 40th Ave to receive a tardy slip.**

Early Release

Parents/guardians picking up students early from school, must go to the Main Office to check their student out, and wait for their student there. The only reason a student should leave early is for an appointment, family emergency, or illness. Students will not be released prior to a family member arriving and office staff will not walk students out or send them out. **To ensure a safe dismissal, students will not be permitted to be signed out early 30 minutes before their grade-band dismissal time without proof of an appointment.**

No students will be released from school during the school day without a parent/guardian signature. If a student is ill, the student must be picked up by an approved family member. Students will not be permitted to leave alone. This applies to all students, including grades 4-5 students with permission to walk home.

Any adult picking up a student MUST be listed as an emergency contact. If another adult is picking up your child and s/he is not listed as an emergency contact, please notify the Main Office. For safety reasons, students will not be released until the school receives confirmation from the parent/guardian.

We strongly encourage families to schedule appointments during minimum days (every Wednesday and additional dates listed on the academic calendar), during scheduled school breaks, or on student release days whenever possible. This helps minimize disruptions to student learning and ensures they get the most out of their instructional time.

1st Week Attendance

Students must attend school during the **first 5 days.** If a student is absent without a valid reason, they may be disenrolled on the **6th day.** We will attempt to contact you before this happens.

Involuntary Removal Process

If the school is considering removing a student from enrollment, families will receive a written notice **at least five school days in advance.** This notice will:

- Explain why the student may be removed;

- Include the student's and family's rights, including the right to a hearing; and
- Be provided in the family's home language when possible.

If a hearing is requested, the student will remain enrolled until the hearing is complete and a final decision is made. Families may bring someone to support them, like a legal advocate.

If there is no response or if the family misses the hearing, the student may be disenrolled on the scheduled date. If the student is disenrolled, the school will notify the student's home district within 30 days.

This process is separate from suspension or expulsion and is only used when necessary, following state law.

Non-Discrimination

All attendance policies are applied fairly and equally, regardless of a student's background, identity, or family situation.

HEALTH & SAFETY

Learning Without Limits is committed to providing a safe, healthy, and supportive environment where all students can thrive physically, emotionally, and academically. The following policies and procedures are in place to protect students' well-being.

Emergency Information

Every student must have a completed Emergency Information on file, submitted during registration or upon enrollment. This Emergency Information includes:

- Parent/guardian names, address, and phone numbers (home, work, and cell);
- Emergency contacts (other adults who may be called if the parent/guardian can't be reached); and
- Important medical and health information.

Please keep your contact information up to date throughout the year. This ensures the school can reach you quickly and keep your child safe in case of an emergency.

Care & Supervision

Students may not leave campus or be transported with a staff member without the parent/guardian's and Principal's permission.

Families will be notified in advance if students need to stay after school. Students staying late are supervised by staff until picked up.

Students will only be released to those listed on the student's Emergency Information unless the school has written or verbal permission from a parent/guardian for someone else to pick up.

ICE Response

Our school is committed to providing a safe and supportive environment for all students regardless of immigration status.

Immigration and Customs Enforcement (ICE) agents are not allowed to enter campus. The school will notify families immediately if ICE agents attempt to contact a student on campus or enter campus.

Students and families will be supported and connected to legal and community resources if needed.

Immunizations

California law requires that students have up-to-date immunizations to attend school unless they qualify for a valid medical exemption. Families must provide proof of immunizations upon registration and keep them current.

The school will notify families if additional vaccines are needed.

Health Screenings

Vision and hearing screenings are conducted for students in designated grade levels. The school will provide screening results to families once they are received.

Personal Hygiene Products

Free menstrual products are provided and available in all student and adult bathrooms on campus. Students may take what they need without asking permission.

TK Toileting

All age-eligible children are welcome in our TK classrooms, regardless of their toileting needs. We know that TK students are at different stages of toilet learning, and we're here to support them. Some children may need help with wiping or washing hands, others may need reminders or help changing clothes after an accident, and some may still need support with using the toilet or pull-ups. Our goal is to work with families to support each child's path toward toileting independence.

EFC TK Toileting Policy

Family Partnership

Families will complete a Toileting Progress Survey to help us understand each child's current needs, home routines, and any resources or strategies that are helpful. Families will also have the opportunity to meet the TK team and tour the classroom. If needed, we'll work with families to create an Individualized Toileting Support Plan.

No child will be sent home, suspended, or removed from school due to toileting accidents. Our goal is to partner with families and support each child as they build independence.

Daily Bathroom Support

All TK students benefit from the following:

- Regular reminders and scheduled bathroom breaks;
- A clean, welcoming bathroom stocked with supplies and visuals; and

- Explicit instruction on how to ask to use the bathroom, use the toilet and flush, and wash hands properly.

Handling Accidents

Families are asked to send an extra set of clean clothes to school. We will keep the student's extra set of clean clothes in a Ziplock bag labeled with the student's name, inside the student's TK class. We also keep spare clothes on hand.

Staff will support students with changing clothes when needed, using minimal adult assistance. This may include:

- Verbal support from behind a stall;
- Helping with tricky fasteners (we recommend elastic waistbands); and
- Step-by-step guidance with cleaning (e.g., handing wipes and explaining what to do).

Whenever possible, two trained staff members will be present during toileting support.

In the event an accident happens, soiled clothes will be sent home in a sealed bag with an Accident Note. In cases of significant stool accidents, clothing may be discarded, and clean clothes provided.

Individual Needs and Accommodations

Tier 1 toileting supports (such as bathroom reminders, lessons, etc.) apply to all students, regardless of their Special Education status.

Students who have an IEP or 504 plan involving toileting receive the supports listed in their IEP or 504 plan.

The Individualized Toileting Support Plan is created for students who enter TK WITHOUT an IEP or 504 plan.

Medication

Whenever possible, medications should be given at home. If a student needs to take medication during school hours, the following is required:

1. A Medication Authorization form must be completed **each year**, signed by both a parent/guardian and a healthcare provider, and submitted to the Main Office;
2. All medication must be brought to school in its **original container** by a parent/guardian. Medications in plastic bags, envelopes, or unmarked bottles will not be accepted.
3. At the end of the school year, families must pick up any remaining medication from the office.

If a student experiences pain during the school day (such as a headache or cramps), staff may administer children's over-the-counter pain medication (e.g., Tylenol or ibuprofen) only with verbal confirmation from the parent/guardian or a previously submitted Medication Authorization form.

Storage & Student Access

Students are not allowed to carry or store medication in backpacks, desks, or clothing unless specifically authorized.

Students with asthma (inhalers), allergies (EpiPens), or diabetes (insulin) may carry medication if permission is granted through the signed Medication Authorization Form.

If your child has asthma, food allergies, or diabetes, you must complete a School Asthma/Allergy Action Plan and submit it to the Main Office.

Illness & Injuries

If a student becomes sick (fever over 100°F and/or other symptoms) or injured at school, the Main Office will:

- Contact the parent/guardian immediately; and
- Keep the student in the office until the parent/guardian or an authorized adult arrives.

CPR & First Aid

School staff are trained in CPR and first aid to respond to student emergencies. First aid is administered as needed, and families are contacted in the event of a serious injury or illness.

Communicable Diseases & Health Exclusions

Students with contagious illnesses (e.g., chickenpox, flu, COVID-19) must stay home until they are no longer contagious. Families will be notified of outbreaks or exposure to communicable diseases. Parents/guardians notify the Main Office if their child has a contagious illness.

Bloodborne Pathogens

Our school follows all health and safety procedures outlined in our Safety Plan to prevent the spread of bloodborne pathogens. Staff are trained annually and use protective measures when providing care.

Head Lice

If lice are found, the student will not be sent home. Families will be notified the same day and given information about treatment. Staff will maintain student confidentiality.

If live lice are present, the student will be rechecked in 7-10 school days. Affected students will be discouraged from direct head-to-head contact.

Nutrition

Good health and nutrition help children grow, learn, and thrive. Learning Without Limits follows Oakland Unified School District's Wellness Policy and Healthy Food Guidelines to support student well-being and health. Exceptions are made for class celebrations and schoolwide events.

Foods Allowed & Meets Healthy Food Guidelines	Foods NOT Allowed & Do Not Meet Healthy Food Guidelines
• fruits • vegetables • dairy products • protein-rich foods • whole grains	• candy and gum • hot chips (Flamin' Hot Cheetos, Hot Takis, etc.) • sugary drinks, soda, and energy drinks • fast food • nuts

Students may bring healthy snacks/foods and are allowed to eat them during lunch recess. If a student brings food that does not meet the Healthy Food Guidelines, it will be taken and returned at the end of the day. Continued violations may result in food being returned directly to parents/guardians.

Learning Without Limits is a **nut-free school** to protect the health and safety of students with severe nut allergies. Please do not send any snacks or meals containing peanuts, tree nuts, or nut products. To protect students with food allergies and dietary restrictions, sharing food is discouraged. Thank you for supporting a healthy school environment.

Food and beverages sold outside of the school meal program, including those sold for fundraising purposes, must meet nutrition guidelines and be approved by school administration.

Food Allergies & Dietary Restrictions

Families must inform the Main Office and teachers about any food allergies or dietary restrictions. Parents/Guardians must complete a School Asthma/Allergy Action Plan and submit it to the Main Office.

Special Meals and/or Accommodations

Students with special dietary needs due to a medical condition or disability may be eligible for meal accommodations at school. To request special meals or modifications, families must provide a completed Medical Statement to Request Special Meals and/or Accommodations form, signed by a licensed medical professional. This form should outline the student's dietary restrictions and the specific modifications required. Once submitted to the Main Office, the Site Operations Manager, school nutrition staff, and S3 Coordinator will review the request and work with the family to ensure appropriate accommodations are in place.

Medical Statement to Request Special Meals and/or Accommodations

Mental Health & Wellness Support

Counseling services are available to support students' social-emotional health and well-being. Families can contact the Main Office or their child's homeroom teacher for referrals to mental health resources if needed.

The school promotes a safe, supportive environment to help students succeed academically and emotionally.

Suicide & Self-Harm Prevention

Learning Without Limits takes mental health seriously. Staff are trained to recognize warning signs of suicide and self-harm. If a student is in crisis or expresses thoughts of harming themselves, clinicians or administration will respond immediately.

If a student shows signs of self-harm or suicidal thoughts:

- Staff will follow safety protocols to ensure the student's immediate safety;
- Parents/guardians will be contacted promptly; and
- Referrals to mental health professionals and community resources will be provided.

We encourage open communication and early support to help students thrive.

Mandated Reporting
All school staff are mandated reporters under California law. If staff suspect that a student is being abused, neglected, or is in danger, they are legally required to report it to child protective services or law enforcement. Reports are made to protect students and support their safety.

Students Unhoused
Students who are unhoused, or transient, have the right to attend school and access all programs and services. Our school's McKinney-Vento Coordinator is the Site Operations Manager. The Site Operations Manager can help with enrollment support, technology access, and community services and resources.

EFC Education for Homeless Children & Youth Policy

Emergency Preparedness
Learning Without Limits follows a comprehensive Safety Plan to respond to emergencies during the school day. In the event of an emergency, students will remain on campus and follow directions to either:

- Stay in place;
- Take cover; or
- Evacuate to a designated area.

The Safety Plan and evacuation routes are posted in each classroom and workspace.

Students will only be released to authorized adults after identification is confirmed by school staff.

Emergency Drills
To keep students safe during emergencies, Learning Without Limits conducts regular fire, earthquake, lockdown, lockout, and disaster drills.

Facility Safety
Our campus is regularly inspected for hazards and maintained to meet health and safety codes. Students are expected to report any unsafe conditions to staff right away.

Drug-, Alcohol-, and Smoke-Free Environment
The use of tobacco, e-cigarettes, alcohol, marijuana, or illegal drugs is strictly prohibited on school grounds by students, staff, and visitors. This includes during all school-sponsored events and off-site activities.

Media Release
We ask for parent/guardian permission before photographing or recording students for school-related media, including photos, videos, or publications. This ensures families' comfort and privacy are respected.

Confidentiality & Family Educational Rights and Privacy Act (FERPA)

The school protects students' privacy according to the Family Educational Rights and Privacy Act (FERPA). This means that student records and personal information are kept confidential and only shared with authorized staff or agencies.

Parents and eligible students have the right to inspect and request corrections to educational records.

We will not share your child's information without consent, except as allowed by law.

Discrimination & Sexual Harassment Protection

All students have the right to attend school in a safe, respectful environment, free from discrimination, harassment, intimidation, and bullying – including sexual harassment. Any such behavior should be reported to school staff immediately. Reports will be taken seriously, investigated promptly, and addressed in accordance with Education for Change's nondiscrimination and Title IX policies.

EFC Title IX Harassment, Intimidation, Discrimination, and Bullying Policy and Complaint Form

Complaint & Investigation Process

If a student or family member has a concern related to harassment, discrimination, or other violations of student rights, a formal complaint may be filed with the school. The school will investigate thoroughly and fairly, and respond within a defined timeline. Complaint forms and more details are available in the Main Office, in this handbook, or on our school website.

Community Complaint Form
EFC Uniform Complaint Policy, Procedures, and Form

ACADEMICS

At Learning Without Limits, we believe every student can learn, grow, and achieve at high levels. Our academic program is rooted in rigorous, standards-based instruction that builds the skills and knowledge students need to succeed in middle school, high school, college, and beyond. We work closely with families, and as a team, to support each student's progress and celebrate their academic growth.

Curriculum

We use research-based programs that build strong foundations in literacy, math, and other core subjects, while nurturing creativity, physical health, and social-emotional skills.

Content Area	TK-2	3-5
Foundational Literacy	*Heggerty* (phonemic awareness) *SIPPS* (phonological awareness, phonics, & sight words) *Amira AI* (fluency practice)	*iReady Reading* (adaptive practice) *SIPPS* (phonological awareness, phonics, & sight words) *Amira AI* (fluency practice)

ELA	*Fishtank* (reading & writing)	*Fishtank* (reading & writing)
Math	*Eureka*	*Eureka*
Intervention	*iReady Math* (adaptive practice)	*iReady Reading* (adaptive practice) *iReady Math* (adaptive practice)
Science	integrated with *Fishtank*	*Amplify Science*
Socioemotional Learning	*Toolbox Project*	*Toolbox Project*
ELD	*Lexia English*	*Lexia English*
PE	teacher-developed	teacher-developed
Performing Arts	teacher-developed	teacher-developed

Homework

At Learning Without Limits, our homework policy is grounded in the belief that **literacy is the foundation for lifelong learning.** Homework is designed to build strong habits, reinforce skills taught in school, and engage families in their child's academic success. While homework varies by grade level, we prioritize daily reading at home across all grades (excluding TK), with clear expectations and resources to support students and families.

Grade Level	Reading	Math
TK (optional)	10-15 min optional bedtime reading	5-10 min optional counting
K-1	15-20 min read aloud or independent reading log	math practice (*Eureka*)
2-3	20 min independent reading log	math practice (*Eureka*)
4-5	30 min independent reading log	math practice (*Eureka*)

Reading Log

All students in grades K-5 are expected to complete a reading log Monday through Thursday. The reading logs are provided by teachers. Reading logs will be collected and reviewed for completion weekly by teachers.

Math Practice

Math homework focuses on fluency, foundational skills, and problem-solving. They are aligned to our *Eureka* math curriculum. Students may receive digital practice. Homework is reviewed for completion weekly by teachers.

Support

Students and families unable to complete homework should communicate with their teacher for support. Our Afterschool Program (ASP) provides homework and academic support every day for students enrolled in ASP.

Supporting Reading at Home

Some ways families can help students build strong reading habits:

1. **Set a Daily Reading Routine**
   Establish a consistent time and quiet space for your child to read each day.

2. **Help Choose the "Right" Book**
   Encourage your child to pick books they're excited about and that are just right for their reading level.
   Ask questions about what they're reading or read together.

3. **Practice with i-Ready Online Program**
   All 3rd–5th grade students are encouraged to use the i-Ready online program at home for 40-60 minutes each week. i-Ready provides individualized reading instruction based on your child's current skill level.
   We recommend 20 minutes per session, three times per week.
   Students can log in from any device using their Clever account and school email.

4. **Access the Pageturner Kindle Program**
   All students may request to borrow a school-provided Kindle for the school year and can request free books to be added to their online library.

5. **Visit Oakland Public Libraries**
   Free library cards are available to all Oakland residents, with unlimited book checkouts.

6. **Borrow a Book from Class Libraries**
   Teachers maintain classroom libraries where students can borrow books to take home.

Multi-Tiered System of Supports (MTSS)

At Learning Without Limits, we use a Multi-Tiered System of Supports (MTSS) to make sure every student gets the academic, social, emotional, and behavioral support they need to succeed. MTSS is a schoolwide approach that helps identify students' strengths and areas for growth early, and provides different levels of support based on each student's needs.

All students receive strong, high-quality instruction (Tier 1). Some students may need extra support in small groups (Tier 2), and a few may need more individualized help (Tier 3). We regularly monitor student progress to adjust supports and ensure every child can thrive.

Special Education

We support all students, including those with disabilities. Special education services are provided to students with an Individualized Education Program (IEP) based on their unique needs. These

services may include specialized instruction, speech and language therapy, occupational therapy, and other supports to help students access the curriculum and reach their goals.

Our team works closely with families to develop and review each student's IEP and ensure they receive the services and accommodations they need to thrive academically, socially, and emotionally. If parents/guardians have specific questions about our special education services, please reach out to our Main Office or contact our Student Support Services (S3) Coordinator.

English Language Development (ELD)

Our school helps students who are learning English get the support they need to grow in both language and academics. We do this through two types of English Language Development (ELD) instruction:

1. **Integrated ELD,** which happens throughout the school day during regular classroom lessons. All teachers use GLAD strategies to help multilingual learners understand and use English in content areas like math, science, and history/social studies; and
2. **Designated ELD,** which is a dedicated time each day when multilingual learners receive focused lessons in English. Students are grouped by their English level and learn skills to improve speaking, listening, reading, and writing.

Academic Integrity

Learning Without Limits takes academic integrity seriously. Cheating or plagiarism is not allowed. Students must complete their own work and may not:

- Copy from another student's test, assignment, or digital work;
- Allow another student to copy their work;
- Offer help or pass notes during a test; and
- Complete another student's assignment.

Teachers and administrators will uphold our school's academic honor code. By signing this handbook, students commit to maintaining high ethical standards and completing their own work.

Grading

Learning Without Limits uses a standards-based grading system across all grade levels, aligned with the Common Core State Standards, California Content Standards, and Next Generation Science Standards.

Students receive standards-based grades on assignments and assessments. Our expectation is that all students will demonstrate mastery of these standards by the end of the school year. Students are graded on a **1-4 scale** for each standard, and the average of all standards in a content area determines the final numeric score.

Report Cards

Students at Learning Without Limits receive standards-based report cards that reflect their progress toward mastering grade-level standards each trimester. The first two report cards of the year are progress reports, meant to show how students are developing and what support they may need. Only the final report card of the year reflects end-of-year grades and becomes part of the student's official academic record.

Formal report cards are shared with families three times a year, at the end of each trimester. These report cards are also discussed during family conferences, which take place three times a year. Families of students identified as needing additional support to meet grade-level standards will be invited to participate in a Student Success Team (SST) meeting with relevant staff.

Promotion

Learning Without Limits is committed to setting all students up for long-term academic success. Our promotion policy is based on two primary criteria:

1. Reading level; and
2. Mastery of grade-level standards in core content areas, as documented on report cards.

In compliance with the Individuals with Disabilities Education Act (IDEA), students with IEPs will be promoted based on successful completion of their IEP goals, in alignment with our school's promotion policy.

Retention

Learning Without Limits is committed to setting up all students for long-term academic and personal success. In rare cases, if a student is not academically ready for the next grade level despite receiving multiple academic and social-emotional interventions and supports throughout the school year, the school may recommend retaining the student in their current grade.

Retention decisions are made with care and in the best interest of the student's academic and personal growth. Learning Without Limits acknowledges the long-term risks of social promotion, which can lead to wider academic gaps in middle and high school. Promoting a student without grade-level proficiency may result in future academic challenges. Therefore, promotion and retention decisions are made collaboratively with families and school staff, based on a student's reading level and mastery of grade-level standards in core academic areas.

Retention Criteria & Process

A student may be considered for retention only if all of the following are true:

- A comprehensive **intervention plan** (which must include targeted supports in English Language Arts, English Language Development, math, and social-emotional health) was implemented and failed to help the student reach mastery;
- Retention is not being recommended for **non-academic reasons**;
- The team has determined that retention is in the **best interest of the student**, taking into account emotional and social factors; and
- There is a specific **retention plan** for the following year that includes:
    - A highly effective teacher;
    - Additional in-school intervention classes;
    - Summer and after school programming; and
    - Ongoing social-emotional support.

A student may not be retained more than once between Kindergarten and 8th grade in EFC schools.

If retention becomes a possibility, the Principal/designee will communicate with families during the Trimester 1 Family Conferences. Families will be invited to a meeting with the Principal to

review the student's progress, discuss continued action steps through the MTSS process, and clarify promotion requirements.

Teachers and the Assistant Principal of Instruction provide promotion or retention recommendations for all students. The Principal makes the final decision based on those recommendations and the criteria above. All final retention decisions are subject to Home Office approval. Families may request retention if they believe retention may benefit their child by scheduling a meeting with the Principal.

Retention Reversal

Retention decisions will be reversed in the fall if the student scores Met or Advanced on the state English Language Arts or math assessment.

SCHOOL CULTURE & DISCIPLINE

Learning Without Limits believes strong relationships are the foundation of a positive school culture and effective discipline. Our goal is to develop lifelong habits and values – such as respect for diversity, effective communication, ethical decision-making, and personal responsibility – within a community built on trust and care.

We intentionally create a culture that is grounded in relationships, supports learning, and is built on four key elements: a values-driven community, socioemotional learning, Positive Behavioral Interventions and Supports (PBIS), and restorative practices. These systems work together to create a learning environment where students are known, valued, and empowered to grow academically, socially, and emotionally.

Values-Driven Community

Our core values – **Caring, Leadership, Achievement, and Perseverance (CLAP**) – are the foundation of all we do. These values are embedded into daily rituals, student celebrations, classroom culture, and behavior expectations. Each month, we focus on one core value, which is taught explicitly through Community Circles and recognized through student shout-outs and awards.

We believe that students are more successful when their school experience is guided by shared values. As students learn to align their words and actions with our core values, they build personal integrity, a strong moral compass, and a deep sense of responsibility to themselves and their community.

Core Value Belief Statements

Caring: We show caring by making others feel seen, valued, and supported through words, actions, and presence. We treat one another with empathy, kindness, and respect, even when no one is watching. We listen deeply, help those in need, and take ownership of our shared spaces and community. We believe caring builds the trust and connection that allows everyone to thrive.

Leadership: We believe leadership means doing the right thing, even when it's hard or when no one is looking. We set the standard by taking initiative, solving problems, and standing up for

others. We use our voices to uplift and include, modeling the values we want to see in our community. We are leaders among leaders, choosing to lead with integrity, courage, and care.

Achievement: We believe achievement is a process of growth, effort, and purpose – not just an outcome. We set meaningful goals, strive for excellence, and take pride in our progress. We are limitless in our potential and recognize that learning happens through challenge and persistence. We aim high and strive to do our best.

Perseverance: We believe perseverance means showing up, working hard, and continuing to try even when things are challenging. We see mistakes as part of learning and embrace failure as an opportunity to grow. We ask for help when we need it, and support each other to overcome obstacles. We keep going, because we believe in ourselves and in the power of not giving up.

Socioemotional Learning (SEL)

Learning Without Limits embeds socioemotional learning (SEL) into the school day through Community Circles, and ***Toolbox Project*** lessons, and class routines. Staff are trained in these practices to support students' emotional well-being. SEL is also woven into our discipline approach, ensuring that students not only learn from their behavior but also develop the tools to thrive socially and emotionally.

Positive Behavioral Interventions and Supports (PBIS)

We use a PBIS approach to clearly teach, model, and reinforce positive behavior. Expectations are explicitly taught across all school settings and practiced regularly. Teachers and staff use proactive strategies to prevent behavior issues and recognize students who meet expectations through praise and positive reinforcement.

We also understand that behavior is a form of communication. When students struggle to meet expectations, we seek to understand the root cause and respond with compassion, problem-solving, and support – rather than punishment alone. This approach creates a more consistent, fair, and supportive environment for all learners.

Schoolwide Behaviors

At Learning Without Limits, we promote personal responsibility within an inclusive community. Therefore, we communicate, teach, and practice schoolwide behaviors aligned to our core values. We expect all classrooms to adopt these behaviors. These actions outlined below reflect the language, culture, and values of our school community.

Core Value	TK-2	3-5
Caring	• We use kind words and gentle hands. • We listen when someone is talking. • We help our classmates and friends. • We clean up and take care of our classroom.	• We use kind words and show care through our actions. • We listen fully when someone is speaking. • We offer help when others need support. • We take responsibility for our shared space and materials.

Leadership	• We try to do the right thing, even when no one is watching. • We use our words to solve problems. • We take responsibility for our choices. • We encourage others to make good choices too.	• We choose to do the right thing, even when it's hard or no one is watching. • We solve problems with words and respect. • We own our actions and make things right. • We support others in doing what's right for our community.
Achievement	• We try our best and don't give up. • We ask for help when we need it. • We listen to feedback so we can get better. • We feel proud when we learn something new.	• We give our full effort and aim to do our best. • We ask for support when we're stuck or unsure. • We use feedback to grow and improve our work. • We take pride in learning and reaching our goals.
Perseverance	• We keep trying, even when something is hard. • We stay calm and ask for help when we feel upset. • We try again if we make a mistake. • We say, "We can do it!" even when it's tough.	• We keep working through challenges instead of giving up. • We work through our feelings when things are frustrating. • We learn from mistakes and keep going. • We believe in ourselves and stay motivated to finish hard things.

Voice Levels

3	**Outside Voice** **Playground Talk**
2	**Strong & Proud Voice** **Classroom Talk**
1	**Whisper Voice** **Partner talk**
0	**Silent**

	No Talking

Classroom Incentive Systems

As a PBIS school, all teachers are expected to implement a positive incentive or reward system to support student engagement and learning. Teachers have the flexibility to design a system that works best for their class. Collaboration with the grade-level team is strongly recommended to create alignment and consistency.

Schoolwide Incentive Systems

What	When	Who & What	Why	Redemption
Dragon Flames	Daily	**Teachers & Staff** Hand out Dragon Flames for behaviors aligned to our CLAP values **Yard Duty Supervisor & Dean of Culture** Run Dragon Flame Store during PM recess on Tuesdays and Thursdays **SOM & Dean of Culture** Ensure store is fully stocked	Reinforces schoolwide behavior expectations and behaviors aligned to CLAP values	Dragon Flame Store during PM recess on Tuesdays and Thursdays
Dragon of the Month	Monthly	**Teachers** Select and award a student who modeled and demonstrated behaviors aligned to the CLAP values **Dean of Culture** Print out awards and facilitate CLAP Assembly monthly	Reinforces behaviors aligned to CLAP values	Schoolwide assembly on the 3rd Wednesdays of the month
Attendance Pizza Reward	Daily	**Jr. Office Manager** Monitor class attendance and post up a letter from “achievement” when class has 95% daily attendance **Teachers** Share with class when a letter from “achievement” is given **Principal** Announce classes who’ve spelled out “achievement” on the PA system **SOM** Order pizza for classes	Promotes consistent individual and whole-class attendance	During lunch, each time the class earns all the letters from “achievement”
Attendance	Monthly	**Jr. Office Manager**	Promotes and	Varies each

Celebration		Monitor student attendance and pull list of students who had 95% average daily attendance for the month **Teachers** Pass out tickets/invitations to students **Student Support Assistant** Post list of students on grade-band attendance bulletin board **Attendance Team Members** Plan and support monthly attendance celebration event	recognizes consistent individual attendance	month
Perfect Attendance Award	Monthly	**Jr. Office Manager** Monitor student attendance and pull list of students who had perfect attendance for the month **Teachers** Pass out awards to students	Recognizes consistent individual attendance	Community Circle, the first week of each month

Schoolwide Accountability System

At Learning Without Limits, we use a schoolwide accountability system called "The 6 R's." This hierarchy gives students multiple opportunities to reflect on their choices, self-correct, and get back on track with meeting expectations. The 6 R's are posted in classrooms and shared spaces, and all adults on campus use the same language to support clarity, consistency, and fairness for all students.

Classroom-Managed vs. Office-Managed Behaviors

Classroom-Managed Behaviors (Teacher-Led)	Office-Managed Behaviors (Admin-Led)
• Talking off-topic • Calling out • Roaming or wandering in class • Touching others or materials without permission • Using minor insults and unkind language • Talking back • Throwing materials without intent to harm • Using profanity • Pushing or play fighting • Chewing gum and eating food in class • Damaging materials or drawing on furniture	• Using a phone or electronic device • Leaving school grounds • Using major insults and unsafe language (based on race, gender, sexual orientation, body, etc.) • Bullying and cyberbullying • Climbing • Throwing objects with intent to harm • Stealing • Bringing a dangerous object or substance to school • Engaging in sexual harassment *(grades 4-5 only)*

	• Threatening to hurt or take someone's life • Attempting or engaging in a physical fight
Appropriate Responses & Consequences	**Appropriate Responses & Consequences**
• Planned ignoring • Reminder • Redirection • Reset • Reflection • Recalibrating conversation • Phone call home • Loss of privilege *(cannot be recess)* • Community service • Social skills stories • Skills practice	• Push-in support • Phone call home • Loss of privilege *(cannot be recess)* • Community service • Restoration Circle • Behavior contract • Family meeting • Family observation • Saturday School • Alternative Placement • In-School Suspension • Out-of-School Suspension

The 6 R's

Learning Without Limits knows that consistency is key in developing positive student behavior. Therefore, every grade-band classroom uses the same accountability hierarchy, "The 6 R's." R's may be skipped depending on the severity of the behavior. The 6 R's help students reflect, recalibrate, and restore their role in the classroom and school community.

Step	TK-2	3-5
1	**Reminder**	**Reminder**
2	**Redirection**	**Redirection**
3	**Reflection**	**Reflection**
4	**Recalibrating Conversation**	**Recalibrating Conversation**
5	**Referral**	**Referral**
6	**Restoration**	**Restoration**

Step 1: Reminder

The teacher or staff gives a clear verbal reminder of the expected behavior and encourages the student to make a better choice.

Step 2: Redirection

If the behavior continues, the teacher or staff provides a more direct reset, using strategies like standing closer to the student, restating expectations, or offering choices.

Step 3: Reflection
If the behavior still continues, the student takes a short break (up to 5 minutes) at their desk to complete a reflection sheet. This helps the student think about what's getting in the way and how to get back on track. The teacher engages in a quick, private check-in with the student about his/her reflection response.

Step 4: Recalibrating Conversation
The student meets with the teacher and/or another adult to talk more deeply about what's going on, review expectations, and recommit to agreements. If needed, the Dean of Culture may also support. This step provides extra time to reflect, calm down, and recalibrate.

Step 5: Referral
If the behavior continues, the student receives a referral. The teacher or staff member must:

- Log the referral in DeansList;
- Call home;
- Reflect and discuss next steps; and
- Make a plan to repair and restore relationships.

In serious situations involving unsafe or illegal behavior, students may receive automatic referrals and beyond, based on California Education Code and Principal/designee discretion.

Step 6: Restoration
When a student receives a referral, they are expected to repair any harm caused through a Restoration with the teacher or staff member who wrote the referral. Restorations help rebuild trust and may include:

- Practicing the expected behavior;
- Completing unfinished work;
- Apologizing;
- Helping the classroom or school;
- Doing community service; and
- Participating in a Restorative Circle.

Restorations should be completed **within one week.** If a student doesn't complete their restoration, they will be referred to the Dean of Culture. Restorations can happen after school, during lunch, before school, or between classes.

Referral Ladder
Our school uses a "Referral Ladder" to ensure consequences for repeated behavior infractions are fair, equitable, and restorative. Administrators may move students up or down the referral ladder if students follow through on behavior contracts, counseling, and other interventions and supports that are built into the ladder.

# of Referrals	Consequences
1	• adult-student conference

	• family phone call • **ONE** Restoration action: skills practice, assigned work, apology, community service, Restorative Circle
2	• adult-student conference • family phone call • **ONE** Restoration action: skills practice, assigned work, apology, community service, Restorative Circle • loss of **ONE** schoolwide privilege: field trip, grade-level tradition/celebration, schoolwide assembly, schoolwide day event, Student Council, sports, clubs
3	• adult-student conference • family phone call • **ONE** Restoration action: skills practice, assigned work, apology, community service, Restorative Circle • grade-level Student Study Team (SST) initiated
4	• adult-student conference • in-person family meeting with Dean of Culture and/or Principal/designee • **ONE** Restoration action: skills practice, assigned work, apology, community service, Restorative Circle • loss of **ONE** schoolwide privilege: field trip, grade-level tradition/celebration, schoolwide assembly, schoolwide day event, Student Council, sports, clubs • behavior contract & plan
5	• adult-student conference • in-person family meeting with Dean of Culture and/or Principal/designee • **ONE** Restoration action: skills practice, assigned work, apology, community service, Restorative Circle • loss of **ALL** schoolwide privileges: field trip, grade-level tradition/celebration, schoolwide assembly, schoolwide day event, Student Council, sports, clubs

Restorative Practices

Restorative practices are central to how we build and maintain strong relationships at Learning Without Limits. We focus on reflecting, repairing harm when conflict takes place, restoring relationships, and building a strong sense of community.

We believe that all students can learn from their mistakes, and we prioritize accountability, reflection, and healing over exclusion. Practicing restorative justice helps reduce punitive discipline, strengthens relationships, and fosters a more inclusive, respectful school environment.

Circles

Circles are a central part of our school culture. Circles create space for students to build meaningful connections, share their experiences, and develop empathy. Held regularly in homeroom, Circles help ensure every student is seen, heard, and feels a sense of belonging – key elements in an inclusive, restorative community.

Repairing Harm

In serious situations where substantial physical or emotional harm occurs, the leadership team ensures safety and support for all involved. Through a Restorative Circle, students have the opportunity to be heard, take accountability, and work toward healing and reintegration into the community, while still meeting any required consequences under law or policy.

Discipline Policies

Learning Without Limits maintains a comprehensive set of student discipline policies. These policies are summarized below.

Discrimination & Hate Language

Hate language is never allowed at school. This includes any words or slurs meant to demean or harm someone based on:

- Race or ethnicity;
- Gender or gender identity;
- Sexual orientation;
- Religion; and
- Ability status.

We teach and expect students to use kind, inclusive language. When hate language is used, we respond immediately and work with students and families to repair harm and prevent future incidents.

Bullying

At Learning Without Limits, we are committed to creating a safe and inclusive school community. **We do not tolerate any form of bullying,** including:

- Verbal bullying (teasing, name-calling, threats);
- Physical bullying (pushing, hitting, or intimidation);
- Social bullying (spreading rumors, exclusion); and
- Cyberbullying (hurtful messages, fake profiles, or images shared online).

Definition of Bullying

Bullying is when someone repeatedly and intentionally hurts, threatens, excludes, or mistreats another person. It can happen with words, actions, or online, and it often causes the person being targeted to feel unsafe, scared, or left out.

Bullying is not a one-time disagreement or conflict between students. It involves a pattern of behavior that continues over time and creates an imbalance of power, in which one person is intentionally trying to hurt or control another person.

Discrimination & Sexual Harassment Protection

All students have the right to attend school in a safe, respectful environment, free from discrimination, harassment, intimidation, and bullying – including sexual harassment. Any such behavior should be reported to school staff immediately. Reports will be taken seriously, investigated promptly, and addressed in accordance with Education for Change's nondiscrimination and Title IX policies.

EFC Title IX Harassment, Intimidation, Discrimination, and Bullying Policy and Complaint Form

Body Shaming

Learning Without Limits is committed to cultivating a school environment where every individual, regardless of body size, shape, or appearance, feels valued, accepted, and safe. Body shaming in any form is strictly prohibited. This includes, but is not limited to, unsolicited comments, gestures, or digital communication that mock, stigmatize, or draw attention to an individual's physical appearance.

Definition of Body Shaming

Body shaming refers to the unsolicited act of mocking, stigmatizing, or commenting on a person's body or appearance in a manner that is perceived as negative, regardless of the intent. This includes:

- Verbal comments (e.g., teasing, nicknaming, judgmental observations);
- Nonverbal cues (e.g., staring, mimicking, exclusionary behavior);
- Digital content (e.g., memes, social media posts, text messages);
- Self-directed comments on body image expressed publicly; and
- Comments perceived as compliments that reinforce harmful norms.

Body shaming may occur as a one-time event or as part of a repeated behavior and may intersect with bullying, sexual harassment, or other forms of discrimination.

Resources

- The Body Positive
- Verywell Mind: Body Positivity vs. Body Neutrality
- Cleveland Clinic: Body Positivity vs. Body Neutrality

Phones & Electronic Devices

If a student chooses to bring a phone or personal electronic device (e.g., tablet, smartwatch, etc.) to school, the device must be:

- Turned off, and
- Out of sight (such as in a backpack or pocket) throughout the school day.

If a staff member sees a phone or electronic device, they will ask the student to hand it over. The device will be turned in to the Main Office for safekeeping, and the appropriate consequence will follow based on the number of prior referrals.

Students may turn on and use phones after dismissal. If students are in Afterschool Program (ASP), then students must wait until parent/guardian picks them up from Afterschool Program (ASP) to turn on and use phones.

If parents/guardians need to reach a child during the school day, please call the Main Office. Students can also come to the office if they need to contact a parent/guardian.

The school is not responsible for lost, damaged, or stolen cell phones and electronic devices.

Phone/Electronic Device Referral Ladder

# of Referrals	Consequences
1	• Student must turn off phone/electronic device and staff member turns it into the Main Office to be locked up. • Student may pick up at the end of the day.
2	• Student must turn off phone/electronic device and staff member turns it into the Main Office to be locked up. • Parent/guardian must pick up at the end of the day.
3	• Student must turn off phone/electronic and staff member turns it into the Main Office to be locked up. • Student is placed on a daily phone check-in/check-out system for the remainder of the trimester.

Alcohol & Drugs

The following rules apply from the time students leave home for school until they return home, including during travel, on campus, and at any school-related event.

Students may not:

- Possess, use, sell, or share alcohol, tobacco, vaping products, marijuana, or any controlled or imitation substance;
- Be under the influence of drugs or alcohol; or
- Bring or use vaping devices or electronic cigarettes.

Smoking or vaping is not allowed on campus by anyone – students, staff, family members, or visitors – per federal law. Violators may be asked to leave or dispose of prohibited items.

Wheeled Items on Campus

For everyone's safety, students may not ride or wear skateboards, scooters, rollerblades, or any wheeled items while on school grounds. If a student is seen using any of these on campus, they will first receive a warning. If it happens again, the item will be taken to the Main Office and must be picked up by a parent/guardian.

Suspension & Expulsion

While we focus on restorative practices, serious or repeated misbehavior may lead to suspension or expulsion in line with Education for Change policies and California Education Code. These consequences apply for behavior that happens:

- On school grounds;
- While going to or coming from school;
- During lunch (on or off campus); and
- At school-sponsored events.

EFC Suspension & Expulsion Policy

Possible Reasons

A student may face suspension or expulsion for any of the following (this list is not exhaustive):

- Violence or harm: Fighting, threatening, causing or attempting to cause physical injury;
- Drugs or alcohol: Possessing, using, selling, or being under the influence;
- Theft or damage: Stealing or damaging school or personal property (including digital property);
- Weapons: Possessing dangerous objects or imitation weapons;
- Harassment or hate: Sexual harassment, bullying (including online), hate speech, or intimidation;
- Obscene or unsafe behavior: Profanity, obscene acts, or unsafe conduct;
- False impersonation or fake profiles used to bully or harm others;
- Cyberbullying or cyber sexual bullying, including sharing harmful images or messages;
- Hazing or acts that degrade or harm another student;
- Terroristic threats made toward students, staff, or the school; and
- Aiding or abetting serious harm to others.

Certain serious offenses, such as bringing a firearm or other dangerous object to school, require immediate suspension and a recommendation for expulsion.

Restorative Approach

Our goal is to support students in learning from their choices. Whenever possible, we provide restorative practices and alternatives to suspension to help students repair harm and rejoin the community with dignity.

For questions about our school discipline policies or a specific situation, please contact the Principal.

Appendix N - Child Abuse Reporting and Prevention Procedures

Reporting Policies and Procedures

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the Alameda County Social Services Agency. *Information on Child Abuse and the Suspected Child Abuse reporting form can be found in this folder*.

Child abuse is broadly defined as physical injury or death inflicted upon a child by another person other than accidental means, sexual abuse, neglect, unlawful corporal punishment or injury, or the willful harming or injuring of a child or the endangering of the person or health of a child. School employees are required to report instances of child abuse when the employee has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing, when appropriate, on the person's training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect; any reasonable suspicion is sufficient.

Child abuse should be reported immediately by phone to Alameda County Social Services at 510-259-1800, available 24 hours a day, 7 days a week, or as soon as is practicably possible. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by mail, fax or electronically. There is no duty for the reporter to contact the child's parents.

Reports of suspected child abuse or neglect shall include, if known:

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

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her/them.

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

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, evidence by states of being or behavior, including, but not limited to, severe anxiety,

depression, withdrawal or untoward aggressive behavior toward self or others, may make a report to the appropriate agency.

Reporting the information regarding a case of possible child abuse or neglect to an employee's supervisor, the School principal, a School counselor, coworker, or other person shall not be a substitute for making a mandated report to the Alameda County Social Services Agency. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

A mandated reporter who fails to report an incident of known or reasonably suspected child abuse or neglect as required is guilty of a misdemeanor.

Procedures for Supervision and Protection of Children from Abuse, Neglect, and Sexual Offenses

In addition to strict compliance with the reporting policy above, EFC shall implement the following procedures to minimize opportunities for abuse, neglect, or sexual offenses.

Procedure	Details
Two-Deep/Visible Supervision	No employee, volunteer, or contractor shall be alone with a single student behind a closed door or in an isolated area without another adult present or visible, unless the adult has explicit written permission from the supervisor or parent/guardian.
Line-of-Sight Supervision	Staff shall maintain visual contact with students during recess, transitions, restroom breaks, and after-school activities. High-risk areas (locker rooms, storage rooms, offices) shall be monitored or equipped with windows or open doors.
Professional Communications	All communications with students must be school-related and professional, and should occur through School-provided or School-approved platforms whenever available.
Physical Contact Boundaries	Physical contact shall be limited to what is appropriate and necessary (e.g., high-fives, side hugs, brief comforting). Staff shall avoid lap-sitting, tickling, piggy-back rides, or any contact with private body areas.
Transportation & Off-Campus Activities	Staff members shall only provide students with a ride to/from School activities, and must first secure written parent/guardian AND supervisor permission.
Visitor & Volunteer Screening	All visitors and regular volunteers shall sign in, wear identification, and be supervised at all times. Background checks are required for any adult with unsupervised student contact.
Restroom Policy (Elementary)	Adults may not enter student restrooms while occupied unless an emergency exists and another adult is present, except in situations where a student's IEP documents alternate procedures, as outlined in EFC's Toileting Support Policy.
Annual Review of Physical Plant	The school shall annually identify and mitigate blind spots, inadequate lighting, or isolated areas.

The school strictly follows all applicable Live Scan fingerprint and background check requirements for employees, contractors, and volunteers.

Additional policies and procedures to prevent abuse, neglect, and sexual offenses are included in EFC's Staff/Student Interaction and Mandated Reporting Policy, Visitor Policy, Volunteer Policy, and the EFC Employee Handbook.

Appendix O: Safe Refuge Off Campus Evacuation shelter

Learning Without Limits

Off-Site Evacuation Map

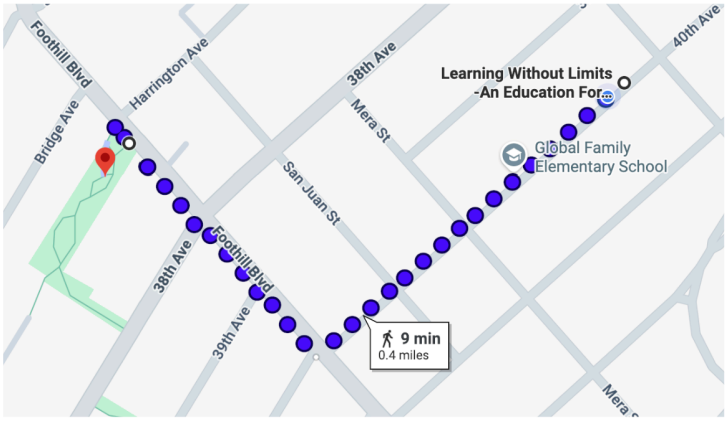
If an off-campus evacuation becomes necessary, our “rally” area is the Cesar Chavez Community Park on 38th Avenue. Teachers will walk students to the Cesar Chavez Community Park and take attendance again once they arrive.



Start Location:
Learning Without Limits



Safe Refuge Site:
Cesar Chavez Park



Appendix P - Emergency Drill Procedures, Checklist, and Contact Info

See LWL Emergency Response Plan.