

# COMPREHENSIVE SCHOOL SAFETY PLAN 2021-2022

35755 Abelia Street  
Winchester, CA 92592  
(951) 294-6775

Executive Director,  
Board President, Anthony Hildebrand  
Board Secretary, Terri Marek  
Board Treasurer, Richard Sims  
Board Member, Courtnie Wallace  
Board Member, Paul McGraw

Safety Committee

Allen Neuenschwander  
Karen Pinch  
Anthony Hildebrand  
Cindy Bulacan  
Suzanne Feldhut  
Tanisha Penick

## **EVALUATION OF PROGRESS AND REVISION OF COMPREHENSIVE SAFETY PLAN**

**The comprehensive school safety plan shall be evaluated and amended, as needed, by the District's Safety Committee no less than once a year to ensure that the comprehensive school safety plan is properly implemented. (Education Code, Section 35294.2[e]).**

**An updated file of all safety-related plans and materials shall be readily available for inspection by the public. A copy of the Comprehensive Safety Plan will be kept in the school office.**

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# Section 1: Suspension and Expulsion Assessment

Suspension and Expulsion Rates:

The California Dashboard was not updated for 2019-2020 due to the response to the COVID-19 pandemic. TVCS has data shown here.

Suspensions

2 suspension for 2019-2020 (0.35% of students)

## SUSPENSION RATE BY YEAR

2017 - 1.6%

2018 - 1.4%

2019 - 0.5%

2020 - 0.35%

Expulsions:

TVCS had no expulsions in 2019-2020.

## Analysis of Discipline Statistics

In 2019-2020, TVCS issued fewer suspensions in response to actions from students than in the years prior. TVCS is constantly reviewing suspension and expulsion rates as compared to TVUSD and the state. State law requires LEAs to have a system of interventions in place prior to a suspension for the majority of suspendable offenses. TVCS has established Multi-Tiered Systems of Supports for Academics and Behavior that are used to support our efforts in this. Trainings have been held to ensure that our staff is aware of these supports and are actively using them. *Positive Alternatives to Suspension*, a resource from Boys Town Press, has been implemented in an effort to hold students accountable for their actions, and to give them a chance to learn from those actions while remaining in school.

# SECTION 2: CONCEPT OF OPERATIONS

This disaster plan has been prepared in compliance with California Administrative Code Title 5, Education Code Section 560 and the California Government Code 8607 California Standardized Emergency Management System (SEMS).

Section 8607 of the California Government Code requires that state and local governments including special districts (i.e., schools) be prepared to respond to emergencies using the SEMS. SEMS must also be used in school planning and training.

What is SEMS?

SEMS is a management model used to centralize, organize and coordinate school response to an emergency crisis. This model facilitates the flow of information and resources, the use of standardized terminology and assignments, while allowing you flexibility to expand or contract your operations depending on the scope of the incident.

Purpose

The purpose of this Disaster Preparedness Plan is:

- To provide specific guidelines and procedures for all district personnel to use in responding to emergency situations and to ensure that district personnel will be prepared to respond to any disaster or emergency in an orderly and effective manner.
- To provide the school sites with guidelines for developing supplementary site specific plans.
- To provide guidelines for each school site to use in providing emergency response training to all employees and students.
  - To provide each school site with guidelines for the equipment and supplies to have available prior to a disaster.

Site Specific Disaster Plan

The principal or designee will maintain a site specific School Disaster Plan based on the District Disaster Plan (SEMS). The staff of each school must be familiar with the emergency response procedures. All staff members will be trained to meet emergencies and to provide students with the instruction and practice they need in order to respond appropriately during emergencies and disasters. Each school site will use the Incident Command System (ICS) when responding to an emergency.

More than likely, the principal or designee will activate the School's Emergency or Crisis Plan in a major disaster or when an emergency exists or threatens to exist that may impact the safety and well-being of students, employees and surrounding community. When the Emergency Crisis Plan is activated, staff will follow an Incident Command System (ICS). ICS is an organizational structure used by all emergency responders in the State of California when responding to an incident.

Site Specific Disaster Plan (continued)

ICS ensures centralized direction and coordination. Under ICS, one person (the Incident Commander) is in charge of the emergency at the school site. The Incident Commander

has full authority to command and direct resources. The principal or designee is typically the Incident Commander.

Depending on the nature and scope of the emergency, the principal or designee may appoint Section Chiefs to oversee the four other functions: Planning, Operations, Logistics and Finance and Administration. If the situation warrants, the principal or designee can perform any or all five functions.

Each school site principal shall make the staff assignments according to the five SEMS functions.

#### Incident Commander

The Management/Command Section is responsible for overall policy, direction and coordination of the emergency response effort during the incident. This Command Section is also responsible for interacting with responding agencies.

Responsibilities:

1. Assess emergency or threat and impact to students, staff, school property and surrounding community.
2. Activate emergency plan and Incident Command System.
3. Establish an Incident Command Post.
4. Develop and communicate a plan of action.
5. Provide district with site specific status report.
6. Authorize any release of public information.
7. Release teachers as appropriate.
8. Declare end of emergency-initiate recovery if appropriate.
9. Remain in charge of your campus until redirected/released by superintendent of schools or relieved by fire or law enforcement incident commander.

#### Operations Section

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Responsibilities:

1. Coordinate Staff Buddy Assignments
2. Coordinate Student Messengers
3. Coordinate Search and Rescue
4. Coordinate Campus Check and Security
5. Coordinate Medical Aid
6. Coordinate Student Care
7. Coordinate Student Release
8. Coordinate Mental Health Counseling
9. Make sure teams have enough supplies
10. Reassign staff as needed
11. Schedule breaks and back-ups for staff

## 12. Coordinate mental health response activities

### Planning/Intelligence Section

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the future.

#### Responsibilities:

1. Collect all information pertinent to incident (internal and external)
2. Analyze information for potential impacts or changes
3. Prepare and update status reports
4. Manage and update status board



## **Logistics Section**

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Responsibilities:

1. Open disaster container
2. Distribute supplies, kits, etc.
3. Set-up various staging area (s) for sanitation, feeding, etc.
4. Sign-in volunteers and assign to various sections needing assistance
5. Determine whether additional equipment, supplies, or personnel is needed
6. Make arrangements for transport of supplies and lodging of personnel

Finance and Administration Section

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Responsibilities:

1. Document all supplies redirected to emergency
2. Document all personnel time redirected to emergency (number of hours with description of activities performed)
3. Check with Section Chiefs to determine whether additional supplies, etc. will need to be purchased.
4. Purchase needed items.
5. Document all activities.

The School Site Disaster Plan must include the following:

- An evacuation route map
- A disaster map showing the location of disaster supplies, student checkout station, first aid area, morgue, and emergency toilet area.
- Current employee assignments during a disaster (search and rescue teams, first aid teams, command center coordinators).
- Student and employee accounting system and forms
- Student check-out procedure.

# SECTION 3: PREPAREDNESS EFFORTS

## Emergency Preparedness

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure school staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

1. Create a 72-hour emergency supply kit for the home.
2. Create an emergency car/office kit.
3. Develop a plan to reunite with family members.
4. Pack emergency supplies in the trunk of your car including:
  - Warm clothing
  - Non-perishable food and water.
  - Needed medication and first aid supplies.
  - Personal hygiene supplies.
  - Never let your car become too low on fuel.

### Staff Training:

1. TVCS shall provide trainings on disaster protocols within the first 30 days of the school year. These trainings shall include, but are not limited to, earthquake, fire, lockout, and lockdown.
2. TVCS shall provide training on the Emergency Action Plan within the first 30 days of school. This training shall include specific Disaster Team training following the protocols listed in the Emergency Action Plan.

In the classroom at the start of each school year teachers should:

1. Remove all heavy items stored on top of cabinets.
2. Lock wheels on movable cabinets.
3. Place student desks away from glass and file cabinets as much as possible.
4. Make certain that file cabinet doors are aimed away from students.
5. Post the emergency evacuation map on your door so that a substitute can find it easily.
6. Post the name of your partner teacher and his/her room number on your door.
7. Walk your emergency exit route. Note overhangs, electrical wires, and other hazards that must be avoided during an evacuation.

## Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employee includes* all personnel employed by State of California agencies, California county and city agencies, and public districts. Temecula Valley Charter School employees are designated as disaster service workers. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. A local emergency has been proclaimed.
2. A State of Emergency has been proclaimed.
3. A Federal disaster declaration has been made.

### District Responsibilities

In case of a declared emergency by the TVUSD district office or Temecula Valley Charter School administration during school hours, all students will be required to remain at school or an alternate safe site under the supervision of the school principal or other school staff assigned by the principal or designee. Students will not be permitted to leave the school site until:

1. Regular dismissal time and only if it is considered safe to do so.
2. An adult authorized by the parent or legal guardian whose name appears on the Student Emergency Information Card/Form arrives to pick up the student.

### Parent/Guardian Responsibilities

Parents and legal guardians of students will be provided with a Student Emergency Information Card/Form each year. In case of a declared emergency, students will be released only to persons designated on this card/form. Parents/guardians are responsible for ensuring that information on the Student Emergency Information Card/Form is current at all times.

Parents/guardians are asked to share with the schools the responsibility for informing students what they should do in case of an emergency, disaster, or event. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

It is critical that students do not have directions from parents/guardians that are contrary to the Temecula Valley Charter School's stated policy on retention at school and authorized release in case of a severe emergency.

### Drills

Each school site is responsible for conducting routine earthquake and fire drills. The principal or designee shall keep a record of each drill conducted.

## Earthquake Drills

Protective measures to be taken before, during, and after an earthquake must include a program to ensure that the students and the certificated and classified staff are aware of, and have been properly trained in, the earthquake emergency procedure system. (Code of Regulations, Section 35297)

The earthquake emergency procedure system shall, but not be limited to, all of the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.
2. A drop procedure which means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

The principal or designee shall keep a record of each drill conducted.

Standards for a Successful Earthquake drill:

1. All staff and students can hear the earthquake announcement.
2. Immediately after the earthquake alarm sounds, all staff and students shall perform the Drop, Cover, and Hold procedure.
3. Evacuation shall occur when directed by the principal or designee.
4. Teachers and students will gather in an orderly fashion in pre-designated evacuation areas.
5. Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the principal or designee.
6. Upon sounding the all clear, students and staff will return to their appropriate classroom.

## **Fire Drills**

The principal or designee shall hold a fire drill at least once a month in all elementary and middle schools. (Code of Regulations, Title 5, Section 550)

The following standards must be met to ensure a successful fire drill:

1. The fire alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students will gather in an orderly fashion in pre-designated evacuation areas away from fire lanes.
4. Teachers will take roll once in the evacuation area. Teachers will utilize the Red/Green Card display to indicate they have taken roll and quickly communicate whether or not there are any missing students. Any missing students will be immediately reported to the principal or designee.
5. Upon sounding the all clear, students and staff will return to their appropriate classroom.

## **Closing of schools**

Before school has begun for the day:

If one or all schools cannot open due to hazardous road conditions or other factors, the district superintendent will declare a school closure for one or all schools. Employees will be notified by telephone. The superintendent or designee will notify local radio stations to announce the school closing. If conditions allow, office personnel, custodians, maintenance personnel, and school secretaries will report to work.

If Temecula Valley Charter School cannot open due to hazardous conditions that do not affect the other schools in the district, the Executive Director will communicate with the TVCS Board President, TVUSD district personnel and Temecula Preparatory School to determine if closure is advised. Employees will be notified by phone. If conditions allow, office personnel, custodians, maintenance personnel, and school secretaries will report to work.

Once school has begun:

School will not close early once the school day has begun. Once school has started for the day, each student will remain at school until the regular dismissal hour or until the student is checked-out by an adult listed on the emergency card. During inclement weather, the principal or designee will remain on campus until all students have been picked up from school.

In the event of an earthquake or other disaster that prevents parents and other designated adults from picking up students, students will remain at school. The school will maintain food and other supplies needed for an extended stay.

### School Evacuation

If an individual school must be evacuated due to flooding, fire, or destruction of facilities, students will be evacuated by school bus or other means to another district school site. In this event, the superintendent or designee will notify parents through local radio stations of the evacuation relocation site and will coordinate the evacuation with the principals.

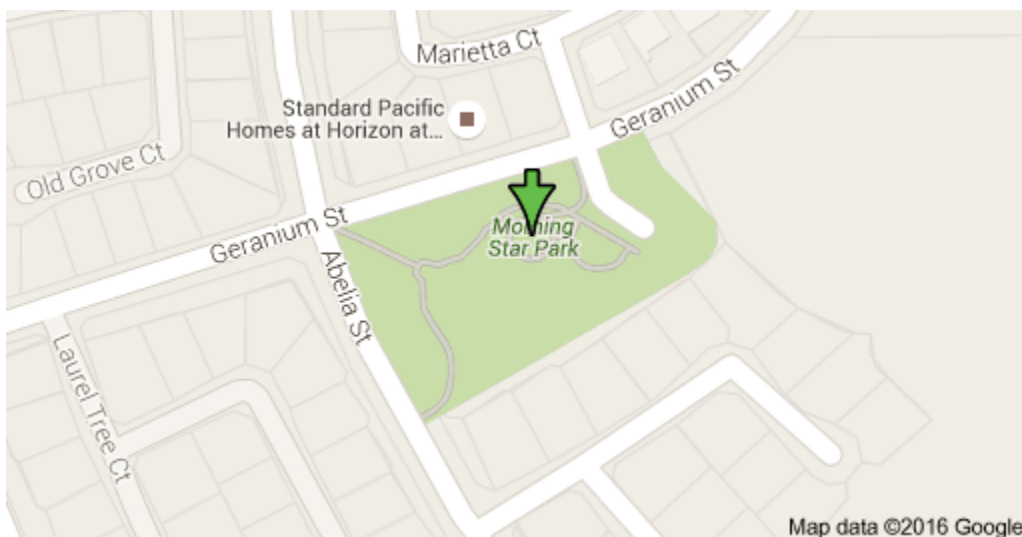
Primary Off-Site Evacuation/Assembly Location:

Morning Star Park  
Geranium St. at Abelia Street  
Winchester, CA

Distance from Temecula Valley Charter School is 0.6 miles West  
Estimated walking time 12 minutes

Point of Contact:

TVCS Office (951) 294-6775 or (951) 926-9037



# SECTION 4: EMERGENCY RESPONSE ROLES

## Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school health clerk, the 911 Dispatcher, local fire department or police department, as appropriate.

The Executive Director will:

1. Ensure that all staff are trained in the use of the disaster plan.
2. Set up an Emergency Operations Center (at the site level) or an Incident Command Post when an emergency crisis occurs.
3. Direct personnel during a disaster.
4. Arrange for the assessment of damage to the district after a disaster.
5. Set up a specific plan of action for the repair and reopening of the district's facilities and transportation network.
6. Serve as the spokesperson for the district to the media after a disaster.
7. Direct all staff to become familiar with the plan and to assure that teachers, other staff and students are trained annually in the implementation of the plan.
8. Provide information to parents annually about the guidelines and procedures of the disaster plan as well as the parents' responsibilities under the plan.

The Principal will:

1. Ensure that all site personnel are familiar with the procedures in the District Disaster Plan (SEMS).
2. Provide information to parents annually about the guidelines and procedures of the disaster plan as well as the parents' responsibilities under the plan.
3. Work in coordination with the Safety Committee and available first responders to maintain coordinate disaster preparedness efforts at the school site.
4. Conduct fire, earthquake and lock down drills as required by law.
5. Prepare a school disaster map indicating safe areas to set up first aid care temporary toilet facilities, food and water dispersal, disaster supply storage area, search and rescue areas, and communication center.
6. Coordinate the implementation of the TVCS Disaster Plan (SEMS) in an actual event.
7. Designate a person who will assist in a disaster situation in his/her absence.
8. Work in coordination with the Red Cross if the school is designated an evacuation center.
9. The principal or designee will review the inventory of the schools' emergency preparedness equipment and supplies and arrange to have food, water and other supplies replaced as needed.
10. The principal will develop a plan for employee assignments during an earthquake including:
  - Search and Rescue Team
  - First Aid Station Team
  - Check-out station Coordinators
  - Command Station Coordinators
11. The principal will inform parents of the procedures for checking out students after a disaster.
12. The principal will coordinate all emergency response efforts through the command center during a simulated or actual earthquake including:
  - Coordinate the search and rescue process.
  - Confirm the total evacuation of the building.
  - Confirm the shut off of gas and electricity when necessary.
13. Wait for direction from the Executive Director or law enforcement before reoccupying buildings.
14. Remain on duty until dismissed by the Executive Director.



The Health Clerk will:

1. Train personnel at each school site to implement the first aid station at the school during a drill or actual disaster.
2. Be responsible for recommending and ordering sufficient supplies of first aid materials, their upkeep and availability at each school and department facility.
3. Remain on duty in a disaster until dismissed by the Executive Director.
4. Take the Medical Information Forms/Documents (e.g. Student Emergency Form Book and Health History Form Book) with her/him during an evacuation.
5. Take all medications, e.g., epi-pen, inhalers and Insulin (in Nurse's Office refrigerator).
6. Take medication book; Medical Diabetic Log book, with her/him to evacuation site.

The Attendance Clerk will:

1. Provide for the safety of essential school records and take the Emergency Cards/Forms (printed from SIS) with her/him during an evacuation.
2. Supervise the checking out of children to parents.
4. Remain on duty until dismissed by the TVCS Administration.

The Food Services Manager will:

1. Be responsible for the opening of the food preparation center when and if a school is designated as a disaster center. She will assist the Red Cross or other designated officials. Note; TVCS kitchen is a warming kitchen only.
2. Direct and account for the use of cafeteria stock, water supply, hours of operation, and personnel used whenever feeding becomes necessary during a disaster.
3. Organize and maintain a plan of action for the food service personnel and facilities and keep the TVCS Administration informed about the plan and the personnel needed.
4. Remain on duty during a disaster until dismissed by the TVCS Administration.

Maintenance and Custodial Personnel will:

1. Be familiar with and responsible for the use of emergency equipment, the handling of supplies, and the safe use of available utilities.
2. Know and follow the school disaster plans.
3. Know the location of main shut-off valves for gas, water, and electricity and take preventative measures to minimize hazards that may result from broken or "down" lines or fire.

4. Take any steps necessary to conserve usable water supplies.
5. Be familiar with the school plant and report damage to the school principal, his/her designee, or the superintendent.
6. Direct and assist in fire-fighting activities until regular fire-fighting personnel take over.
7. Direct and assist in rescue operations as requested.
8. Help to distribute supplies and equipment as requested.

The Teacher will:

1. Become familiar with the TVCS Disaster Plan (SEMS).
2. Provide annual instruction to students in the drills and procedures of the Disaster Plan.
3. Maintain a current roll sheet for each class; check roll during each drill and actual disaster; report any missing students to Command Center.
4. Supervise students during drills and actual disasters.
5. Carry out other duties assigned by the principal or designee.
6. Teachers will provide classroom instruction on the school's earthquake disaster preparedness procedures before the end of October.
7. Teachers will be responsible for students during a disaster. They will orient the students periodically on disaster drill procedure and will conduct disaster drills. Teachers should remain with their students unless they are assigned to other specific duties. Teachers will keep roll lists in their possession during drills and alerts.
8. All school district employees will remain on campus and carry out their assignments until officially dismissed by the Executive Director, Principal, Dean or law enforcement.

# SECTION 5: EMERGENCY RESPONSE ACTIONS

## General Responsibilities

If a disaster were to strike during school hours, the primary responsibility is to ensure the safety and security of students and staff. We can expect student flight and panic to some degree, however most students will look to staff for their safety and proper actions in a disaster.

### ACTIVE SHOOTER/ARMED INTRUDER ON CAMPUS

Active shooter situations are unpredictable and evolve quickly. Staff members have a very limited amount of time in which to commit to a course of action. Staff should remain calm and immediately assess both the situation and surrounding environment and then respond to the situation based upon their training.

### Procedure

1. If an armed assault occurs on or near the campus, personnel who observed the assault should immediately call 911 and notify the principal or designee.
2. The principal or designee will initiate the appropriate response actions, which may include:

Shelter-in-Place, Lock Down, On-Campus Evacuation, or Off-Campus Evacuation.

3. Anyone available should also call 911 and provide the exact location, description and nature of the incident. That person should remain on the phone line with the 911 dispatcher until law enforcement personnel arrive on scene.
4. If it is safe to do so, school staff should attempt to isolate and secure students away from the perpetrator(s). Staff should take steps to calm, control and quiet the students.
5. School staff and students should remain in secured areas until local authorities arrive and are able to neutralize the perpetrator(s). Once secure law enforcement will go classroom to classroom and slide their identification under the door and announce it is safe. Inside the classroom, teachers should do the following:
  - Lock doors, turn off the lights and close any shades or blinds. The goal is to hide and make your room look vacant.
  - Instruct students to lie flat on the floor, move away from doors or windows and remain quiet.
  - Silence all cell phones.

- Remain in the classroom or secured area until further instructions are provided by law enforcement (who will provide proof of identity).

### **AIR POLLUTION/SMOKE FROM AREA FIRES**

#### Executive Director's Responsibilities:

1. When air pollution or smoke has reached a level necessitating the restriction of physical activities during the school day, the warnings and "all clear" will be communicated from the front office by Administration or designee.
2. Administration or designee will monitor air pollution information for the area through the Southern California Air Quality Management District.

#### Principal's (or designee in case of Executive Director's absence from campus) Responsibilities:

1. The principal will apprise the executive director of any special local condition such as an area brush fire.
2. The principal will then immediately alert all employees and students to the air pollution levels.

#### Declared Stage 1 Air Pollution Episode

1. The principal or designee will notify staff and teachers of the existence of a stage 1 episode.
2. Teachers and staff will stop all competitive and running activities upon notification of stage 1 air pollution.
3. Coaches and teachers will postpone all scheduled games to a later date.
4. Coaches and Teachers and other staff members who supervise students with special health problems including asthma, will instruct students to follow precautions recommended by their physicians in refraining from all vigorous or strenuous activities until otherwise noted.

#### Declared Stage 2 Air Pollution Episode

1. Principal will implement the guidelines given for Stage 1 Air Pollution.
2. The principal will inform the teachers and staff to immediately cancel all outdoor physical activity.

#### Declared Stage 3 Air Pollution Episode

1. Continue actions taken in Stages 1 and 2.
2. Take additional protective measures deemed necessary.

## **BOMB THREAT**

Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- Understand your school emergency plan.
- Have pre-established notification procedures.
- Know where to evacuate students if directed to evacuate.
- Be familiar with the facilities know what belongs and what doesn't belong.

### The Threat

1. The person receiving the message of a bomb threat by phone should try to maintain contact with the caller and ask for the location of the bomb, the time it is expected to detonate, the reason for the bomb, etc. (See Appendix B Bomb Threat Report Form)
2. The person receiving the bomb threat must immediately notify:
  - The Executive Director
  - The Principal
  - The Sheriff's Department

## **See Appendix B: Bomb Threat Call Procedures**

### Evacuation:

1. The principal or designee will determine, in consultation with law enforcement officials, whether to immediately move students and personnel to a safe area and wait for the arrival of law enforcement officials.
2. Generally, students will be safer in the classroom and should not be evacuated except under extraordinary circumstances.
3. If evacuation is advisable, use the established fire drill routes avoiding any specific area jeopardized by the bomb threat.
4. The principal or designee will inform teachers of the reason for the evacuation.
5. Each teacher will take a current roll sheet to the evacuation location. The teacher will check roll and immediately report to the command center, the names of any students not accounted for.
6. After an evacuation, the principal will direct that the building or area be secured to prevent re-entry.
7. Whenever possible, water, gas and fuel lines leading to the danger zone should be shut off.

### Conducting the Search:

1. All searches will be conducted only by the appropriate agency (Fire Department or Sheriff's Department).
2. Report, but do not touch, any suspicious objects.

### All Clear

The decision to announce "all clear" will be made by the principal in consultation with law enforcement and fire department personnel and the district superintendent.

## CHEMICAL ACCIDENT

An area accident involving a tank truck or train containing large quantities of toxic (or unknown) agents may call for immediate disaster procedure action. If the accident might endanger the school population, the following actions will be taken:

### Shelter in Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood. When instructed or when an alerting system triggers a Shelter in Place:

1. Shelter. Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the principal and/or Public Safety Responders.
2. Shut. Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
3. Listen. Remain quiet to hear critical instructions from school officials. If there is no direction, continue instructional/work activities until the situation resolves or you are directed to do otherwise.

### Executive Director's Responsibilities:

1. The Executive Director or her/his designee will monitor the emergency communication system in the event of a chemical spill on the roads or railway system within the vicinity of district schools.
2. The Executive Director will contact the Sheriff and the Highway Patrol to determine whether an evacuation of students and staff from a school is advised.
3. In the event that an evacuation is required, the Executive Director will coordinate the evacuation by doing the following:
  - Contact TVUSD District personnel to communicate the plan.
  - Contact Temecula Preparatory School to communicate the evacuation plan.
  - Determine the safest evacuation relocation site.
  - Utilize technology to alert parents to the evacuation relocation site.

### Additional Steps for Teachers and Staff:

1. Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

2. Close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. air conditioners and heating systems bring outside air in.
3. Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

## EARTHQUAKE

### Earthquake Procedures Indoors

When an earthquake occurs, the following actions shall be taken inside the school buildings and in individual classrooms:

1. The teacher or designee shall implement the Drop, Cover, and Hold action. Each student shall:
  - Drop to the ground. For those students who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
  - Cover under or near desks, tables, or chairs in a kneeling position with their backs to the windows.
  - Hold on to table or chair legs. Remain in the drop position until ground movement ends.
2. Assess the situation.
  - Severe structural damage
  - Fire
  - Toxic spill
  - Student injuries. (Render first aid if necessary)
3. Evacuate the classroom if necessary and proceed to the evacuation assembly area.
4. The teacher will check roll, report any missing students, and remain with the class unless given an alternative assignment.

### Earthquake Procedures Outdoors

When an earthquake occurs, the following actions shall be taken if teachers and students are outside on school grounds:

1. Move away from overhead hazards such as power lines, trees, and buildings.
2. Drop to the ground in the kneeling position and cover the back of your neck with your hands.
3. Do not enter any buildings until safe to do so.
4. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.
5. Once the earthquake has stopped, proceed to evacuation assembly area.
6. The teacher will check roll, report any missing students, and remain with the class unless given an alternative assignment.



## **EXPLOSION**

The following actions will be taken in the event of an explosion:

### **Principal's Responsibilities:**

1. Investigate and sound the fire alarm if appropriate.
2. Call 911 and report the situation.
3. Notify the school district superintendent or other appropriate school official.
4. Notify utility companies of any break or suspected break in lines that might present an additional hazard.
5. Students and staff must not return to classrooms until the fire department officials declare the area safe.

### **Teacher's Responsibilities:**

1. The "Drop & Cover" command will be given immediately in the event of an explosion at or near the school. If the explosion occurs within the building or threatens the building, the teachers will evacuate students from the building.
2. Follow the guidelines provided in Appendix D which must be posted in each classroom.

## **FIRE**

As a part of the district fire prevention and safety plan, each employee is directed to ensure that the following regulations and guidelines are followed at all times:

### **Flammable and combustible liquids:**

All flammable liquid must be stored only in original containers with appropriate warnings visible. All flammable liquids must be stored in fire resistant closets or containers.

### **Exits and entrances and passages clear:**

Furniture or other items must never block doors, hallways, and passages. Please make certain that students store their backpacks, jackets, books, etc. off of the floor. Keep cardboard and other flammable materials away from exits. Make certain that students know of any alternative exits in case of fire or other disaster.

### **Fire Extinguishers:**

Make certain that you and students know the location of the nearest fire extinguishers. Read the instructions for the extinguishers nearest you. Ask for assistance if the instructions are not clear to you. Remember that a fire is best extinguished at its base so aim the extinguisher hose at the lowest origin of the fire and sweep from side to side.

### **Drop and Roll:**

Review with the students that the worst thing to do if their clothing catches on fire is to run. They should “stop, drop, roll, and call for help.” To help someone whose clothing is on fire, use a blanket, jacket, or other available material. Starting at the head of the victim, drag the blanket toward the feet, moving the flame away from the face.

### **Electrical outlets and cords:**

Frequently inspect all electrical cords in your classroom or work area.

Remove any damaged cords. Make certain that cords do not cross any exit, entrance, or passageway. Do not overload electrical outlets.

### **Report safety problems:**

Report any safety problems immediately to the principal. Follow up the verbal report with a written on a maintenance request.

### **Principal's Responsibilities:**

1. The principal will assure that all teachers and instructional aides are familiar with basic fire and safety practices.

2. An evacuation map will be updated and distributed before the first day of instruction each school year.
3. The assembly area must be at least twenty-five feet from a building.
4. All students, personnel, volunteers, and visitors will be required to leave the building regardless of the activities in which they are engaged.
5. The principal will confirm the evacuation of all students and personnel.
6. The principal will investigate the origin of the alarm in the event that it was not set off at his/her direction.

Teacher's Responsibilities:

1. The teacher will supervise the exit of the group and make certain that it is done in an orderly manner and that all students leave the room together.
2. The teacher will instruct students to use alternative exits in the event of a blocked exit.
3. The teacher will check roll, report any missing students to the principal, and remain with the class unless given an alternative assignment.
4. Students in shops or labs will turn off motors, torches, gas and water outlets, etc. in accordance with the teacher's prearranged plan.
5. Windows should be left as they are, but doors must be closed.

## FLOOD

In the event that flooding is likely, the following precautions will be taken:

Executive Director's Responsibilities:

1. The Executive Director will maintain contact with the district office and local to determine whether it is safe to pick up or deliver students during heavy rains. If it is determined that students cannot be transported safely, the Executive Director will determine a safe course of action which may include one of the following:

- Determine that school will not open for the day.
- Determine that students will be kept at school if school has begun.
- Determine that students will be evacuated to an alternative site where parents will pick them up. In this event, the administration will communicate with parents.

Principal/ or Designee's Responsibilities:

1. The principal/designee will monitor the safety of the area in and around the school. If he/she determines that it is unsafe for students to enter and exit as usual, the principal/designee will determine a safe course of action which may include one of the following:

- Provide additional supervision for arrival and/or dismissal of students.
- Postpone dismissal until a safe alternative plan can be developed.
- Contact the superintendent and request the evacuation of students by bus to a district school or alternate location (Morning Star Park at Geranium and Abelia Street).

## **WIND STORMS**

High winds are experienced often in the school district's geographical area. Principals and teachers should take the following precautions:

Moderately High Winds:

1. Call for indoor recess and breaks if:

- Blowing sand or debris might injure students and supervisors.
- The wind is strong enough to make the use of playground equipment unsafe.
- The wind is strong enough to students lose their balance.
- Danger of tree branches breaking.

Severely High Winds:

1. Seat students away from glass.
2. Cancel outdoor activities.
3. Monitor weather forecasts and emergency radio channels.

## EMERGENCY CAMPUS LOCK OUT

### General Guidelines

- The decision to call for a lock out will be made by the Executive Director, or designee often under advisement from the District Office or Law Enforcement.
- All entry points (gates and doors) will be securely and immediately locked.
- The principal or designee will see that all teachers and other staff are notified of the need for a campus lock out over the PA system and further details may be provided via email.
- District personnel and the Sheriff's Department will be notified of the lock out.
- No one will be permitted to enter or exit the campus.
- School activities and movement within the campus may proceed with heightened level of alertness.
- Parents and other community members who ask for the reason for the lock out either in person or by phone will be given the reason as specifically as possible under the given circumstances. Names of any student or parents involved (e.g. custody conflicts) will not be given to maintain confidentiality.
- Teacher discretion will be used in the amount of information given to students based on the age and maturity of the students. Teachers will provide students with information in a calm and reassuring manner.

## EMERGENCY CAMPUS LOCKDOWN

### General Guidelines

- The decision to call for **LOCKDOWN, LOCKDOWN, LOCKDOWN** can be made by anyone. This is an extreme emergency.
- All entry points (gates and doors) will be securely and immediately locked.
- The front office staff will see that staff are notified of the need for a campus by reporting **LOCKDOWN, LOCKDOWN, LOCKDOWN** over the PA system.
- Teachers immediately lock classroom doors from the inside, close the blinds and instruct students to take shelter and become silent.
- Anyone can call **911** immediately to report information. Otherwise silence all cellphones.
- Teachers will maintain a calm and reassuring manner.
- **Only law enforcement** can lift the **LOCKDOWN**. Law enforcement will identify themselves with their card under the door.

## **USE OF SCHOOL AS SHELTER**

### **Use of school as shelter during an emergency pursuant to California Ed. Code 32280-32289**

Temecula Valley Charter School will work with public agencies including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

# SECTION 6: POLICIES AND PROCEDURES

## CHILD ABUSE REPORTING PROCEDURES

### Duty to Report

In conformance with the requirements of the Penal Code, any district employee who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been a victim of child abuse shall report the known or suspected instance of child abuse to the Sheriff and/or child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. The reporting duties are individual and cannot be delegated to another individual except under circumstances set forth in Penal Code 11166.

For the purposes of this reporting procedure and the Penal Code, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like situation, drawing when appropriate on his or her training and experience, to suspect child abuse.

### Definitions

1. "Child Abuse" includes the following:

- a. A physical injury inflicted by other than accidental means on a child by another person.
- b. Sexual abuse of a child.
- c. Willful cruelty or unjustifiable punishment of a child, or willfully inflicting unjustifiable physical pain or mental suffering, or failure to safeguard a child from these injuries when the child is under a person's care or custody.
- d. Unlawful corporal punishment or injury resulting in a traumatic condition.
- e. Neglect of a child or abuse in out-of-home care.

2. "Mandated Reporters" are those people defined by law as "child care custodians," "health practitioners," "child visitation monitors," and "employees of a child protective agency." Mandated reporters include virtually all school employees. The following school personnel are required to report:

Teachers, administrators, supervisors of child welfare and attendance, certificated pupil personnel employees, school psychologists, licensed nurses, counselors, and those instructional aides or other classified employees trained in child abuse reporting.



3. "Child Protective Agencies" are those law enforcement and child protective services responsible for investigating child abuse reports, including the local police or sheriff department, county welfare or juvenile probation.

4. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law and district regulations. At the mandated reporter's request, the principal may assist in completing and filing of these forms.

If the mandated reporter does not disclose his/her identity to a district administrator, he/she shall at least provide or mail a copy of the written report to the district without his/her signature or name.

#### **Legal Responsibility and Liability**

1. Mandated reporters have absolute immunity. School employees required to report are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse.
2. If a mandated reporter fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, he/she is guilty of a misdemeanor punishable by confinement in jail for up to six months, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages resulting from any injury to the child after a failure to report.
3. When two or more persons who are required to report have joint knowledge of a suspected instance of child abuse, and when they so agree, the telephone report may be made by either of them, and a single report made and signed by that person. However, if any person who knows or should know that the designated person failed to make the report, that person then has a duty to do so.

#### **Contact Information:**

**Riverside County Child Protective Services**

**Phone: 800-442-4918**

**Outside the Riverside Area:**

**National Child Abuse Hotline: 1-800-442-4453**

## CHILD ABUSE TRAINING REQUIREMENT

- All school employees must annually complete the Mandated Reporter Training Course within the first 6 weeks of the beginning of school every school year. Employees hired after the start of the school year are required to complete the training course within six weeks of employment.
- This course is fully compliant with California Assembly Bill 1432 and is available online. The online training and tracking system is designed specifically for education agency employees.
- The learning management system will generate the required reports for proof of completion.
- Employees should retain a copy of the training certificate and provide a copy to their principal.
- The online training course is available at <http://mandatedreporterca.com/>

**TEMECULA VALLEY CHARTER SCHOOL**  
**Board Policy**  
**Section 4000 Student Policies**  
4001 Child Abuse Reporting

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**Board Action: APPROVED**

**Effective Date: 11-2-2015**

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**The Board of Directors directs the employees to report known or suspected instances of child abuse in accordance with State law.**

**Charter school employees shall cooperate with the Child Protective Services (CPS) responsible for investigating and prosecuting cases within the Child Abuse and Neglect Reporting Act.**

**Administrative Procedures for assisting employees in identifying and reporting child abuse shall be in conformity with the Child Abuse and Neglect Reporting Act.**

**Training shall be provided for all certificated and classified personnel relating to identification of child abuse, the reporting requirements, and other matters deemed appropriate by the school administration.**

**TEMECULA VALLEY CHARTER SCHOOL**

**Board Policy**

**Section 4000 Student Policies**

~~4002 Sexual Harassment – Students~~

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**Board Action: APPROVED**

**Effective Date: 11-2-2015**

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The Board of Directors recognizes that harassment on the basis of sex or gender is a violation of both Federal and State employment discrimination laws as well as charter school policy/administrative procedures. The school is committed to providing students with an academic environment free from sexual harassment, and will not tolerate such conduct on the part of any charter school employee, student, or other person at school or at a charter school-sponsored activity.

Any person with a complaint of sexual harassment suffered by a student should implement the complaint process contained in the parent/student handbook. Retaliation or reprisals for reporting any incidents of sexual harassment, making any complaints, or being involved in the investigation process, are not permitted and will not be tolerated.

TVCS will promptly and thoroughly investigate any complaints of sexual harassment, and will take immediate action to resolve such complaints.

All students and employees shall be notified of this Policy and provided to parents and students along with the Parent/Student Handbook.

A copy of this Policy is also located in the Administrative Offices.

**TEMECULA VALLEY CHARTER SCHOOL**

**Board Policy**

**5000 Personnel**

**~~5004 Sexual Harassment – Employees~~**

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**Board Action: APPROVED**

**Effective Date: 11-2-2015**

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**The Board of Directors recognizes that harassment on the basis of sex is a violation of both Federal and State employment discrimination laws. The school is committed to providing employees with a work environment free from sexual harassment, and will not tolerate such conduct on the part of any charter school employee or student.**

**Any employee or applicant for employment with a complaint of sexual harassment should implement the complaint process. No individual will suffer reprisals for reporting any incidents of sexual harassment of making any complaints.**

**The school will promptly and thoroughly investigate complaints of sexual harassment, and will take immediate action to resolve such complaints.**

**Dissemination**

1. All employees, supervisors, and administrators shall be notified of this policy.
2. Each new employee shall receive a copy of this policy.
3. A copy of this policy is also located in the Personnel Office.

# TEMECULA VALLEY CHARTER SCHOOL

## Board of Directors Policy

### Section 4000 Student Policies BULLYING PREVENTION POLICY

**Board Action: APPROVED**

**Effective Date: 2-11-2019**

Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behavior must be aggressive and include:

An Imbalance of Power: Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.

Repetition: Bullying behaviors happen more than once or have the potential to happen more than once.

The Board of Directors recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. Employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel. Cyberbullying includes the transmission of harassing communications, 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.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

To the extent possible, Temecula Valley Charter School shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of charter and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The school may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. TVCS shall provide annual access to the online training module prepared by the CDE regarding bullying and cyberbullying to

certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

Based on an assessment of bullying incidents at school, the Executive Director/Principal or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, and restrooms.

### Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Executive Director/Principal or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so.

When appropriate, the Executive Director/Principal or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

### Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with the school's uniform complaint procedures policy and applicable law.

When a student is reported to be engaging in bullying off campus, the Executive Director or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

When a student uses a social networking site or service to bully or harass another student, the Executive Director or designee shall file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

### Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with school policies and regulations.

**TEMECULA VALLEY CHARTER SCHOOL**  
**Board Policy**  
**Section 4000 Student Policies**  
**4005 HATE MOTIVATED BEHAVIOR**

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**Board Action: APPROVED**

**Effective Date: 11-2-2015**

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**The Board of Directors affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.**

**Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the Executive Director or designee. The Executive Director shall immediately investigate any claims brought forth by students or staff alleging hate motivated behavior.**

**Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Executive Director or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.**

**The school shall also provide guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.**

**The Executive Director/Principal or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.**

**The school shall provide age-appropriate instruction to help promote understanding of and respect for human rights.**

**At the beginning of each school year, students and staff shall receive a copy of the school's policy on hate-motivated behavior.**



## **TEMECULA VALLEY CHARTER SCHOOL**

### **Board of Directors Policy**

#### **SUICIDE PREVENTION | INTERVENTION | POSTVENTION AND SELF-INJURY POLICY**

**BOARD ACTION: APPROVED**

**EFFECTIVE: 2-11-2019**

Temecula Valley Charter School (“TVCS”) is committed to providing a safe, civil and secure learning environment for all students. It is TVCS’ responsibility to respond appropriately to a student expressing or exhibiting suicidal ideation or behaviors and to follow-up in the aftermath of a completed suicide.

The likelihood of students, faculty, or staff encountering a suicidal student is real, even at the elementary school level. Few events are more painful or potentially disruptive than the suicide of a student. Suicide is an issue for people from all educational and socioeconomic backgrounds. Contrary to popular belief, talking about suicide or asking someone if they are feeling suicidal will NOT put the idea in their head or cause them to kill themselves. There is evidence that suicide is preventable in many cases. Appropriate and timely prevention, intervention and postvention (after a suicide) help school administrators to maintain control in

a crisis and may help prevent suicide contagion.

This policy reflects the reality that suicide is not the result of one issue, but is a manifestation of multiple, complex problems of child/adolescent development and adjustment. Its purpose is to advise school staff that they are instrumental in helping to save lives by identifying students at-risk and linking them to essential school and community mental health resources. The guidelines provided in this policy do not anticipate every situation that might occur.

TVCS will periodically, but no less than every five years, review and update, if necessary, this policy.

### **PURPOSE**

The purpose of this policy is to:

- A. Outline administrative procedures for intervening with suicidal and self-injurious students and offer guidelines to school site crisis teams in the aftermath of a student death by suicide.
- B. Understand the nature of youth suicide; risk and protective factors; warning signs and clues; and appropriate intervention steps.
- C. Establish school based protocols for suicide prevention, crisis intervention and postvention.
- D. Build Connections within a community and among regional support services.

### **SCOPE**

This policy covers conduct that takes place in the school, on any TVCS campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops. This policy also pertains to usage of electronic technology and electronic communication that occurs in the school, on any TVCS campus property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and on school computers, networks, forums, and mailing lists. This policy applies to the entire school community, including educators, school and school staff, students, parents, and volunteers.

### **DEFINITIONS**

The following definitions are provided not for the purpose of labeling students, but rather to assist in understanding this policy and the legal obligations of school staff. Students may or may not use these terms to describe themselves. These definitions are intended as functional descriptors.

#### **A. Self-Injury**

Self-injury is the act of deliberately harming one's own body, such as cutting or burning oneself. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. Self-injury is an unhealthy way to cope with emotional pain, intense anger and/or frustration.

#### **B. Warning Signs**

Warning signs are behaviors that may signal the presence of suicidal thinking. They might be

considered “cries for help” or “invitations to intervene.” Warning signs indicate the need to inquire directly about whether the individual has thoughts of suicide or self-injury. Warning signs include the following: suicide threat; suicide notes and plans; prior suicidal behavior; making final arrangements; preoccupation with death; changes in behavior, appearance, thoughts and/or feelings.

### General information

- Self-injury is a complex behavior, separate and distinct from suicide.
- Self-injury provides a way to manage overwhelming feelings and can be a way to bond with peers (rite of togetherness).
- Self-injury is defined as intentional tissue damage that can include cutting, severe scratching, pinching, stabbing, puncturing, ripping or pulling skin or hair and burning.
- The majority of students who engage in Self-injury are adolescent females, though research indicates that there are minimal gender differences. Students of all ages and socio economic backgrounds engage in Self-injury behavior, as it is commonly mentioned in media, social networks and other means of communication.
- Individual mental health services can be effective when focused on reducing the negative thoughts and environmental factors that trigger Self-injury.
- Tattoos and body piercing are not usually considered self-injurious behaviors, unless they are done with the intention to hurt the body.

### Signs of Self-Injury

- Frequent or unexplained bruises, scars, cuts, or burns.
- Frequent inappropriate use of clothing designed to conceal wounds (often found on the arms, thighs or abdomen).
- Unwillingness to participate in activities that require less body coverage (swimming, physical education class).
- Secretive behaviors, spending unusual amounts of time in the bedroom, bathroom or isolated areas.
- Bruises on the neck, headaches, red eyes, ropes/clothing/belts tied in knots (signs of the “choking game”).
- General signs of depression, social-emotional isolation and disconnectedness.
- Possession of sharp implements (razor blades, shards of glass, thumb tacks).
- Evidence of self-injury in drawings, journals, pictures, texts, and social networking sites.
- Risk taking behaviors such as gunplay, sexual acting out, jumping from high places or running into traffic.

## RESPONSIBILITIES OF TVCS EMPLOYEES

All TVCS employees are expected to:

- Inform the school site administrator/designee immediately or as soon as possible of any concerns, reports or behaviors relating to student suicide or self-injury.
- Adhere to the Suicide Prevention, Intervention and Postvention (SPIP) policy and act in accordance with the policy.

A. Administrator or Designee must:

1. Respond to reports of students at risk for suicide immediately or as soon as possible.
2. Monitor and follow-up to ensure that the risk has been mitigated through support and resources.
3. Establish a safe, respectful and welcoming school environment.
4. Ensure that the SPIP policy is implemented.

## **GUIDELINES**

### ***Prevention***

Suicide prevention involves school-wide activities and programs that enhance connectedness, contribute to a safe and nurturing environment and strengthen protective factors that reduce risk for students. Prevention includes:

- A. Promoting and reinforcing the development of desirable behavior such as help seeking behaviors and healthy problem-solving skills.
- B. Increasing staff, student and parent/guardian knowledge and awareness of risk factors and warning signs of youth suicide and self-injury.
- C. Monitoring and being involved in young people's lives by giving structure, guidance and consistent, fair discipline.
- D. Modeling and teaching desirable skills and behavior.
- E. Promoting access to school and community resources.
- F. In the event TVCS provides ID cards, TVCS will ensure the National Suicide Prevention Lifeline is properly identified therein.

### ***Intervention: Protocol for responding to students at risk for suicide and/or self-injury***

The following are general procedures for the administrator/designee to respond to any reports of students at risk for suicide and/or exhibiting self-injurious behaviors in schools, at TVCS and school-related activities and in all areas within TVCS's jurisdiction.

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed.

#### **A. Respond Immediately**

1. Report concerns or incidents to the administrator/designee immediately or as soon as possible. Make direct contact with the administrator/designee. For example, do not leave a note in their mailbox, send an email, leave a voicemail or wait until the end of the day to report concerns about a student at risk for suicide.

2. Ensure that any student sent to the office for assessment is accompanied by a staff member, not a student. Do not leave the student unsupervised.

#### **B. Secure the Safety of the Student**

1. Supervise the student at all times.

2. For immediate, emergency life threatening situations call 911.

3. If a student is agitated, unable to be contained or for immediate assistance, contact the Riverside County Police Department 951-696-3000 or the local law enforcement agency.

4. TVCS employees should not transport students exhibiting the behaviors noted above. This does not pertain to members of law enforcement.

5. Contact law enforcement to conduct a welfare check, as appropriate.

6. For technical assistance and consultation, contact Riverside County Mental Health (Local Mental Health Crisis Counseling and Intervention Services) at 951-509-2499.

#### **C. Assess for Suicide Risk**

1. The student should be supervised at all times by another designated staff member.

2. The administrator/designee or designated crisis team member should gather essential background information that will help with assessing the student's

risk for suicide (e.g., what the student said or did, information that prompted concern or suspicion, copies of any concerning writings or drawings).

3. Phone calls for consultation should be made in a confidential setting and not in the presence of the student of concern.

4. The administrator/designee or the designated school site crisis team member should meet with the student to complete a risk assessment using Attachment B, Suicide Risk Assessment Checklist. The questions should be used as a guide while assessing the student and should not be read directly to them.

#### **D. Suspected Child Abuse or Neglect**

If child abuse by a parent/guardian is suspected or there is reasonable suspicion that contacting the parent may escalate the student's current level of risk, and/or the parents/guardians are contacted and unwilling to respond, report the incident to the appropriate child protective services agency. This report should include information about the student's suicide risk level and any concerning ideations or behaviors. The reporting party must follow directives, as indicated by the child protective services agency personnel.

#### **E. Determine Appropriate Action Plan**

1. The administrator/designee should collaborate with the designated school site crisis team member and at least one other school site crisis team member to determine appropriate action.

2. If a determination is made that the student will be transported to an emergency mental health hospital, the school site administrator should designate a certificated staff member to accompany the student.

3. The administrator/designee or designated school site crisis team member should contact the parent/guardian or consult the emergency card for an appropriate third party. Communication with parent/guardian may include:

- Communicating concerns and making recommendations for safety in the home (e.g., securing firearms, medications, cleaning supplies, cutlery, razor blades).
- Providing school and/or local community mental health resources. Students with private health insurance should be referred to their provider.
- Facilitating contact with community agencies and following-up to ensure access to services.

## **F. Determine Appropriate Follow-up Plan**

**The follow-up plan will be based upon severity and potential risk. There are circumstances that might increase a student's suicide risk. Examples may include bullying, suspension, expulsion, relationship problems, significant loss, interpersonal conflict, or sexual orientation/gender bias.**

**The follow-up plan determined by the team should be documented and managed by the school site administrator/designee. Actions may include:**

### **1. Develop a safety plan.**

**a. Identify caring adults in the school, home and community environment.**

**b. Discuss and identify helpful coping skills.**

**c. Provide after-hours resource numbers, Suicide Prevention Crisis Line 951-686-HELP (435) or National Suicide Prevention Lifeline 1-800-273-TALK (8255)**

### **2. Mobilize a support system and provide resources.**

**a. Connect student and family with social, school and community supports.**

**b. For mental/physical health services, refer the student to School Mental Health, a community resource provider, or their health care provider.**

### **3. Monitor and manage.**

**a. The administrator/designee should monitor and manage the case as it develops and until it has been determined that the individual no longer poses an immediate threat to self.**

**b. Maintain consistent communication with appropriate parties on a need to know basis.**

**c. Plan for re-entry, as needed (see Section IV G, Student Re-entry Guidelines).**

## **G. Student Re-entry Guidelines**

- 1. A student returning to school following hospitalization, including psychiatric and drug or alcohol inpatient treatment, must have written permission by the health care provider to attend school.**
- 2. If the student has been out of school for any length of time, including mental health hospitalization, the school site administrator/designee may consider holding a re-entry meeting with key support staff, parents, and student to facilitate a successful transition.**
- 3. As appropriate, consider an assessment for special education for a student whose behavioral and emotional needs affect their ability to benefit from their educational program.**
- 4. If the student is transferred to another school or location, the site administrator/designee should communicate with the receiving school to assist with the transition and ensure continued support services for the student.**

## **H. Document All Actions**

- 1. The administrator/designee shall maintain records and documentation of actions taken at the school for each case by completing an incident report.**
- 2. Notes, documents and records related to the incident are considered confidential information and remain privileged to authorized personnel. These notes should be kept in a confidential file separate and apart from the student's cumulative records in the health office.**

### ***Responding to Students who Self-Injure***

**Self-injury is the act of deliberately harming one's own body, such as cutting or burning oneself. Although self-injury often lacks suicidal intent, youth who self-injure are more likely to attempt suicide. Therefore, it is important to assess students who cut or exhibit other types of self-injurious behaviors for suicidal ideation.**

#### **A. Indicators of Self-Injury**

- Frequent or unexplained bruises, scars, cuts or burns.**
- Consistent, inappropriate use of clothing to conceal wounds (e.g., long sleeves or turtlenecks, especially in hot weather; bracelets to cover the wrists; not wanting to change for PE)**



- Possession of sharp implements (e.g., razor blades, shards of glass, thumb tacks)
- Evidence of self-injury (e.g., journals, drawings, social networking sites)

## **B. Protocol for Responding to a Student who Self-Injures**

- 1. Respond immediately or as soon as possible.**
- 2. Supervise the student.**
- 3. Assess for suicide risk using the protocol outlined in Section IV.**
- 4. Communicate with and involve the parent/guardian, even if the student is not suicidal, so the behavior may be addressed as soon as possible.**
- 5. Encourage appropriate coping and problem-solving skills; do not discourage self-injury.**
- 6. Listen with calm and caring; reacting in an angry or shocked manner or using punishment may inadvertently increase self-injurious behaviors.**
- 7. Provide resources.**
- 8. Identify a support system at home and at school.**
- 9. Document all actions**

## **C. Self-Injury and Contagion**

**Self-injurious behaviors may be imitated by other students and can spread across grade levels, peer groups and schools. The following are guidelines for addressing self-injurious behaviors among a group of students:**

- 1. Respond immediately or as soon as possible.**
- 2. Respond individually to students, but try to identify peers and friends who may also be engaging in self-injurious behaviors.**
- 3. As students are identified, *they should be supervised in separate locations.***

**4. Each student should be assessed for suicide risk individually.**

**5. If the self-injurious behavior involves a group of students, the assessment of each student individually will often identify a student whose behaviors have encouraged the behaviors of others. This behavior may be indicative of more complex mental health issues for this particular student.**

#### **D. Other Considerations for Response to Self-Injury and Contagion**

The following are guidelines for how to respond as a school community when addressing self-injurious behaviors among a group of students:

**1. Self-injury should be addressed with students individually and never in settings, such as student assemblies, public announcements, school newspapers, the classroom, or even in groups.**

**2. When self-injurious behaviors are impacting the larger school community, schools may respond by inviting parent(s)/guardian(s) to an information parent meeting at the school. Considerations should be made for supervising students and children during this time; the meeting should be reserved for parent(s)/guardian(s) only (see sample parent letter).**

#### ***Postvention: Protocol for Responding to a student death by suicide***

The following are general procedures for the administrator/designee in the event of a completed suicide.

#### **A. Gather Pertinent Information**

**1. Confirm cause of death is the result of suicide, if this information is available.**

**2. The administrator/designee should designate a certificated staff member to be the point of contact with the family of the deceased. Information about the cause of death should not be disclosed to the school community until the family has been consulted and has consented to disclosure.**

#### **B. Notify on a Need to Know Basis**

**1. TVCS Administration and Staff.**

**2. Parent(s)/Guardian(s).**

**3. Students**

#### **C. Mobilize the School Site Crisis Team**

**Concerns and wishes of family members regarding disclosure of the death and cause of death should always be taken into consideration when providing facts to students, staff and parents.**

- 1. Assess the extent and degree of psychological trauma and impact to the school community**
- 2. Develop an action plan and assign responsibilities.**
- 3. Establish a plan to notify staff of the death, once consent is obtained by the family of the deceased.**
  - a. Notification of staff is recommended as soon as possible (e.g., emergency meeting before school or after school).**
  - b. To dispel rumors, share accurate information and all known facts about the death.**
  - c. Emphasize that no one person or event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.**
  - d. Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.**
- 4. Establish a plan to notify students of the death, once consent is obtained from the family of the deceased.**
  - a. Discuss plan for notification of students in small group settings, such as the classroom. Do not notify students using a public announcement system.**
  - b. Provide staff with a scripted notification of death for students, including possible reactions, questions and activities students may engage in (e.g., writing, drawing, referral to crisis counselor)**
  - c. Review student support plan, making sure to clarify procedures and locations for crisis counseling**
- 5. Establish a plan to notify other parents/guardians of the death, once consent is obtained from the family of the deceased. Prepare and disseminate a death notification letter for parents.**

**6. Define triage procedures for students and staff who may need additional support in coping with the death. Some actions to consider:**

- a. Identify a lead crisis response staff member to assist with coordination of crisis counseling and support services.**
- b. Identify locations on campus to provide crisis counseling to students, staff and parents, as needed.**
- c. Request substitute teachers, as needed.**
- d. Maintain sign-in sheets and documentation on individuals serviced for follow-up, as needed.**
- e. Provide students, staff or parents with after hours resource numbers such as the 24/7 Suicide Prevention Crisis Line**
- f. Request crisis counseling support, as needed.**

**7. Refer students or staff who require a higher level of care for additional services such as School Mental Health, a community mental health provider, or their health care provider. Indicators of students and staff in need of additional support and/or referral may include the following:**

- a. Persons with close connections to the deceased (e.g., siblings, by the family of the deceased.**
- b. To dispel rumors, share accurate information and all known facts about the death.**
- c. Emphasize that no one person or event is to blame for suicide. Suicide is complex and cannot be simplified by blaming individuals, drugs, music and/or school.**
- d. Allow staff to express their own reactions and grief; identify anyone who may need additional support and provide resources.**

### ***Confidentiality***

**All student matters are confidential and may not be shared, except with those persons who need to know. Personnel with the need to know shall not re-disclose student information without appropriate legal authorization. Information sharing should be within the confines of TVCS's reporting procedures and investigative process. TVCS will not tolerate retaliation against anyone for filing.**



## **SUGGESTIONS FOR PARENTS**

### **LISTEN**

- Address the behavior as soon as possible by asking open questions and listening to what they say and how they act.
- Talk to your son/daughter with compassion, calm and caring.
- Understand that this is his/her way of coping with pain.

### **PROTECT**

- Foster a protective home environment by maintaining structure, stability, and consistency.
- Maintain high expectations for behavior and achievement.
- Set limits and provide supervision and consistency to encourage successful outcomes.
- Provide firm guidelines and set limits around technology usage.
- Be cautious about giving out punishments or negative consequences as a result of the SI behavior, as these may inadvertently encourage the behavior to continue.

### **CONNECT**

- Check in with your child on a regular basis.
- Become familiar with the support services at your child's school. Contact appropriate person(s) at the school, for example, the school social worker, school psychologist, school counselor, or school nurse.

### **MODEL**

- Model healthy and safe ways of managing stress and engage your child in these activities, such as taking walks, deep breathing, journal writing, or listening to music.
- Be aware of your thoughts, feelings and reactions about this behavior. Lecturing, expressing anger or shock can cause your child to feel guilt or shame.

### **TEACH**

- Teach about normal changes that can occur when experiencing stressful events.
- Teach your child about common reactions to stress and help them identify alternative ways to cope.
- Teach your child help seeking behaviors and help them identify adults they can trust at home and at school when they need assistance.

## USE SCHOOL LETTERHEAD

### Letter to Parent/Guardian RE: Self-Injury

DATE

Dear Parent(s)/Guardian(s):

On \_\_\_\_\_, many students in a \_\_\_\_ grade classroom were involved in hurting themselves outside of their classrooms. These students were involved in using razor blades to cut themselves. Our mental health staff has advised us that this is known as a “rite of togetherness” in which students choose to bond together by hurting themselves. TVCS staff are working collaboratively with the Department of Mental Health and local law enforcement. We believe we have identified all the students involved and have responded to each individually.

I would like to take this opportunity to invite you to attend an important informational meeting for parents regarding youth who self-injure and how we can help our children. We hope you can join us. The parent meeting will be held as follows:

LOCATION

DATE

TIME

Also, please see the attached handout “Self-Injury and Youth – General Guidelines for Parents” for suggestions on how to respond to your child. At TVCS, the safety of every student and staff member is very important to us. Should you or your child have any concerns, please feel free to contact \_\_\_\_\_ (school psychologist, nurse, or administrator) at (XXX) XXX-XXXX. We are all involved in creating a safe environment for our students.

Sincerely,

Executive Director

## **POSTVENTION: PROTOCOL FOR RESPONDING TO A STUDENT DEATH BY SUICIDE**

The following is a summary checklist of general procedures for the administrator/designated crisis team member to respond in the event of a completed suicide.

### **A. GATHER PERTINENT INFORMATION**

- Confirm death and cause of death, if this information is available.
- Contact family of the deceased.

### **B. NOTIFY**

- TVCS Staff
- Other offices

### **C. MOBILIZE THE SCHOOL SITE CRISIS TEAM**

- Review information and assess impact.
- Develop an action plan and assign responsibilities.
- Establish a plan to notify staff.
- Establish a plan to notify students.
- Establish a plan to notify parents.
- Define triage procedures.
- Know indicators of those who may need additional support.
- Consult with Crisis Counseling and Intervention Services, School Mental Health, as needed.

**D. MONITOR AND MANAGE (When reporting child abuse, include information about the student's suicide risk)**

### **E. IMPORTANT CONSIDERATIONS**

- Memorials
- Social Networking
- Suicide Contagion
- School Culture and Events





# TEMECULA VALLEY CHARTER SCHOOL

## Board of Directors Policy

### 1000 Community Relations

#### VOLUNTEER SCREENING POLICY AND PROCEDURE

**Board of Directors Action: APPROVED**

**Effective Date:**

**2-11-2019**

Parental involvement is a key component in the success of our school and has been since our school was founded in 1994. TVCS encourages parents to participate in a variety of ways including in the classroom, on field trips, on committees and on the governing board, all with the purpose of enriching the education of TVCS students.

Volunteers are screened which includes a Tuberculosis (TB) Assessment Test, Megan's Law review, and, the Live Scan fingerprint process.

TVCS recognizes and values the volunteers who provide a variety of services to our schools. The following information provides the requirements to ensure that all volunteers with more than limited contact with students have been screened appropriately to provide for maximum safety for all students at TVCS.

Parents working at the school must comply with certain requirements such as completing forms, acquiring evidence of TB Assessment clearance and passing a Megan's Law check before they volunteer on campus or with students. If TB clearance is not obtained a TB skin test would be required from a medical doctor's office.

Adults are expected to follow the school dress code while volunteering.

Only TVCS staff, students, approved visitors and volunteers, members of the Board of Directors and legal counsel may be on campus at any time. Siblings of enrolled students may be permitted on campus for special events and activities, community service projects that receive TVCS administration or Board of Director prior approval and emergency situations at the discretion of the Executive Director.

#### Volunteer Application and Screening Process

Parents/Guardians are encouraged to volunteer in classrooms. In order to participate as a volunteer, individuals must complete an application and screening process. Requisite forms are available on the website and in the Administration Office. Requirements include:

FBI/DOJ Live Scan fingerprint and background check;

**TB risk assessment clearance or TB skin test;  
Raptor screening;  
Participation in Volunteer Induction Meeting;  
Completion of all Volunteer Participation forms;  
Execution of Code of Conduct and Confidentiality Agreement; and  
Adherence to Dress Code**

**Individuals excluded from Volunteering:**

**Persons required to register as a sex offender;  
Persons convicted of serious or violent crime;  
Persons convicted of any discretionary nonviolent felony or crime deemed as such by the  
Executive Director, Principal or RDC in their sole discretion.**

**As provided in Education Code 45125.1(c), limited contact will be determined by the totality of circumstances, including factors such as the length of time the volunteers will be on the school grounds, whether students will be in proximity with the site where the volunteers will be working, and whether the volunteers will be working by themselves or with others.**

**Temecula Valley Charter School procedures to  
Notify teachers of dangerous pupils  
pursuant to California Ed. Code 49079.**

**To notify teachers of suspensions during the school year, the following process  
is  
used:**

- 1. Teachers will be sent an email advising the nature of the serious act and the dates of the suspensions as well as any other pertinent information regarding the suspension.**
- 2. Teachers will be reminded in the email about the confidential nature of the data  
California Ed. Code 49079:**

**(a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts. The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.**

**(b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.**

**(c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both.**

**(d) For the 1994-95 school years, the information provided shall be from the previous two school years. For the 1996-97 school years and each school year thereafter, the information provided shall be from the previous three school years.**

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

## DRESS CODE

(Source: TVCS Handbook)

- **Students**
  - **Staff have the discretion to decide whether questionable items are inappropriate or disruptive to the learning environment. Should a student violate this rule, appropriate clothing will be offered, or the parent may be called to provide an alternative. All dress guidelines apply to adults on campus as well. As adults, it is our duty to set a**
    - **good example for the students.**
  - ○ **Shorts or skirts must cover to the mid-thigh (halfway between the top of the knee and the top of the leg).**
  - ○ **Straps must be at least 2" wide; no backless or off the shoulder clothing.**
    - ○ **Students' clothing must cover their undergarments and undergarment straps.**
    - ○ **Shirts must not have openings that show sides, midriff, bare backs or excessive skin.**
  - ○ **All shirts must cover the top of the pant, skirt, or short, with midriff covered at all times.**
  - ○ **Shirts with inappropriate symbols, graphics, words or offensive content are not allowed. Whether clothing**
    - **is deemed offensive is at the sole discretion of TVCS.**
  - ○ **Students' clothing must be in proportion to their size. Excessively loose, sagging, or tight clothing is not**
    - **allowed.**
  - ○ **Closed-toe shoes must be worn for physical education (P.E.), unless a student has a specific medical condition that prevents their use. Tennis or other athletic shoes are preferred.**
  - ○ **If sandals are worn to school, they must have a back strap, excluding middle school students who**
    - **are allowed to wear flip flops.**
      - ○ **Shoe heels may be no more than 2" in height**
  - ○ **Students may not wear excessive jewelry or make-up. Excessive is at the sole discretion of TVCS. No jewelry**
    - **with spikes may be worn at school.**
  - ○ **Appropriate hats are welcome outside, but must be removed while indoors.**
    - **Parents**
- **Proper grooming and attire has a positive impact on the learning environment. Students are impressionable.**

- **Grooming and dress that disturbs, interferes with, or detracts from the educational process will not be allowed.**
- **Since each parent/guardian/visitor is a role model to our impressionable students and staff, TVCS requests**
- **parents/guardians/visitors appear properly and neatly groomed and wearing appropriate clothing whenever on TVCS**
- **property. Parents/Guardians/Visitors are expected to dress neatly in a manner consistent with the vision and mission**
  - **of TVCS. Appropriate clothing should be worn during school hours.**
  - **Parents/Guardians/Visitors must refrain from the following dress:**
    - **Transparent clothing**
    - **Inappropriately revealing clothing**
- **Clothing with language or graphics that are vulgar, sexually explicit or offensive.**

## **DISCIPLINE**

(source: TVCS Handbook)

**TVCS is dedicated to building and maintaining a positive school climate. TVCS encourages positive student behavior, teacher skills and school culture. TVCS educators are continually trained and supported in their efforts to build relationships, manage behaviors and teach social skills.**

### **TVCS general School Rules:**

- Be Safe
- Be Respectful
- Be Responsible

**TVCS staff members are trained to recognize that children are learning and growing socially. Staff members will provide proactive teaching, corrective teaching and utilize de-escalation techniques whenever appropriate.**

## **DISPUTE RESOLUTION**

(Source: TVCS Handbook)

**As an independent charter school, TVCS oversees dispute resolution. TVCS has a dispute resolution process to be used for all disputes. Complaints of violations of TVCS' Charter, state or federal law and regulations governing special education, Title II, Section 504 of the Rehabilitation Act, or the operations of TVCS shall be directed to the Executive Director and/or the TVCS Board of Directors.**

**Any complaint shall be put in writing and addressed to the Executive Director for resolution. 1. The full name of each person involved, a brief but specific summary of the complaint and the facts surrounding it. The Executive Director shall investigate the complaint as necessary and shall schedule a meeting with the Complainant to discuss the matter. If no resolution can be agreed upon between the Executive Director and the Complainant, the complainant may appeal the determination to the TVCS Board of Directors either at a public Board meeting or in a letter addressed to the Board.**

**The Board of Directors may seek additional investigation by the Executive Director as it deems necessary. The Board of Directors will make the final determination regarding the dispute and shall notify the Complainant of the Board's determination.**

## PARENT RESPONSIBILITIES

(Source: TVCS Handbook)

- **Maintain good communication with school staff and be supportive of all efforts to maintain an outstanding educational program.**
  - **Make sure my child/children attend regularly and arrive on time.**
    - **Read, sign, and return all papers when requested.**
- **Provide accurate, up-to-date telephone numbers, addresses and emergency information to the TVCS office.**
  - **Drop off and pick up my child/children in the assigned area, following designated parking and safety procedures.**
  - **Drop off and pick up at appropriate times and will not leave my child unsupervised before or after school.**
    - **Comply with Non-enrolled Sibling Policy.**
    - **Follow the Conflict Resolution Policy.**
- **Follow the school rules and dress code, for both my child/children and myself.**
- **Agree to not post, transmit, publish, or display harmful or inappropriate internet content that is threatening, obscene, disruptive or sexually explicit or that could be construed as any form of harassment.**
  - **Not loiter while on campus.**
- **Wear or show volunteer identification badge at all times while on campus.**
  - **Use only adult bathroom facilities.**
- **Agree to never be alone with individual students without authorization of teachers and/or school authorities.**
- **Maintain confidentiality outside of school and will share any concerns that I may have with teachers and school administrators/staff.**
- **Not operate my cell phone within the confines of the classroom or any other educational setting or lunch area while acting in the capacity of a volunteer or while supervising children engaged in a school sponsored activity or event.**
  - **Provide my full attention if/when I agree to volunteer.**
- **Not to have children under my care or supervision that are not currently enrolled at this school site.**
- **Be solely responsible for supervising my non-enrolled TVCS children while on campus at all times. This includes, but is not limited to, during any TVCS sponsored event outside of school hours, Back to School Night, parent/teacher conferences and all sporting events.**
- **Only to do what is in the best personal and educational interest of every child with whom I come into contact.**



## **VISITOR SIGN IN PROCEDURES**

(Source: TVCS Handbook)

**State law requires all visitors/volunteers to sign in at the office. TVCS requires all visitors/volunteers to enter campus through the front office. During school hours only, students and staff may enter through the gates. Each visitor/volunteer scan their Driver's License and must prominently display above the waist, their visitor badge while on campus at all times. The badge must be returned to the school office when visitors/volunteers sign out to leave. All visitors must have a clearly defined purpose and destination while on campus during school hours. Loitering is not permitted. Visitors or Volunteers such as student teachers fulfilling educational requirements, prospective families, guest speakers or any other individual not designated by TVCS as parent/guardian or family members previously authorized by TVCS must be accompanied by a school staff member while on campus..**

**Parents/guardians are encouraged to visit and volunteer in classrooms. Parents working at the school must comply with certain requirements such as completing forms, acquiring evidence of TB clearance and passing a Megan's Law check before they work in the classrooms or with students. Low cost TB tests are available in the Temecula area. All adult volunteers are fingerprinted and must clear both CA DOJ and FBI screening. Adults are expected to follow the school dress code while volunteering.**

**Only TVCS staff, students, approved visitors and volunteers, members of the Board of Directors and legal counsel may be on campus at any time. Siblings of enrolled students may be permitted on campus for special events and activities, community service projects that receive TVCS administration or Board of Director prior approval and emergency situations at the discretion of the Executive Director/Principal.**

# APPENDIX A: EMERGENCY PHONE NUMBERS

- 1. TVUSD (Maint. and Oper.)..... (951) 506-7001
- 2. Scott Schaufele (TVUSD Liaison) at Bella Vista MS.....(951) 294-6600
- 3. TVUSD Superintendent’s Office.....(951) 506-7904
- 4. TPD Deputy Eastwood.....(951) 757-2353  
TPD Deputy Bowers.....(951) 757-2387
- 5. Temecula Preparatory Charter School.....(951) 926-6776
  - a. Bus & Op.....(951) 265-6011
  - b. Headmaster office...(951) 294-6932
- 6. To make emergency call from a cell phone.....(951) 776-1078
- 7. American Red Cross (Temecula).....(760) 773-9105
- 8. Southern California Edison.....(800) 611-1911
- 9. Rancho Water Co.....(951) 296-6900
- 10. Southern California Gas Co.....(800) 427-2200**

# APPENDIX B: BOMB THREAT CALL PROCEDURES

# BOMB THREAT CALL PROCEDURES

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

## If a bomb threat is received by phone:

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

## If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

## If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

## Signs of a suspicious package:

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

## DO NOT:

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

## WHO TO CONTACT (select one)

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

# BOMB THREAT CHECKLIST

Date:  Time:

Time Caller Hung Up:  Phone Number Where Call Received:

## Ask Caller:

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

## Exact Words of Threat:

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## Information About Caller:

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

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

**Other Information:**  
 \_\_\_\_\_  
 \_\_\_\_\_



**Homeland Security**

# APPENDIX C: TEMECULA VALLEY CHARTER SCHOOL SITE INFORMATION

**Location: 35755 Abelia Street  
Winchester, CA 92596**

**Phone: 951-294-6775**

## **Points of Contact:**

- , Executive Director
- Allen Neuenschwander, **Principal**
- Suzanne Feldhut, Secretary

## **Site Description:**

- Student population during school hours; approximately **565**
- Number of faculty during school hours; approximately **60**
- Office hours are 7:45 to 4:00 daily
- School hours are:
  - 8:00- 2:50 (Regular Schedule M,T,Th,F)
  - 8:00-1:45 (Wed)

## **APPENDIX D: TVCS ADDITIONAL RESOURCES**

**TVCS Emergency Action Plan is available on site at all times. This is a document specific to the personnel and site in case of emergency. This document is shared with the teaching staff via Google Drive.**

**TVCS Safety Committee meeting notes are available on site at all times. This committee meets multiple times per year. The meetings are publicized on the TVCS webpage and the marquee.**

**TVCS follows Ed Code 32001 and 35297 for conducting drills. This log is kept in the Principal's office and reported to TVUSD annually.**

**TEMECULA VALLEY CHARTER SCHOOL**

**APPENDIX E: BLOODBORNE PATHOGENS  
EXPOSURE PLAN**

**Employee Exposure Determination:**

**Occupational Exposure – Means reasonably anticipated skin, eye, mucous membrane, or parenteral contact with blood or other potentially infectious materials that may result from the performance of an employee’s duties.**

**Exposure Incident – Means a specific eye, mouth, other mucous membrane, membrane, non-intact skin, or parenteral contact with blood or other potentially infectious materials that result from the performance of an employee’s duties.**

**Parenteral Contact – Means piercing mucous membranes or the skin barrier through such events as needlestick, human bites, cuts and abrasions.**

**Tasks and procedures or related tasks and procedures in which occupational exposure occurs:**

- Working with the developmentally disabled. (e.g., bites, feeding, diapering, etc.).
- Contact with saliva. (feeding, manipulation of the lips, etc.).
- Contact with saliva when visibly contaminated with blood (e.g., bleeding gums, etc.)
- Working with human waste (e.g., diapering, housekeeping).
- Any contact with blood (e.g., first aid, housekeeping, etc.).
- Plumbing duties involving contact with human waste

**Methods of Implementation and Control:**

All employees will utilize universal precautions

Universal precautions eliminates much of the fear of not knowing if a student or co-worker has an infection, and shall be observed to prevent contact with blood or other potentially infectious materials. Universal precautions include:

- Treating all body fluids as if known to be infectious for HIV, HBV, HCV and any other Bloodborne pathogen.

Hand washing:

- before eating, drinking.
- before handling cooking utensils or implements.
- before and after preparing food or assisting with feeding.
- before and after assisting with toileting or diapering, and after using the toilet.
- after contact with body fluids such as respiratory secretions, blood including menstrual flow, urine, feces, mucous, or drainage from wounds.
- after close personal care of students, especially those with nose, mouth, eye or ear drainage.
- after removing disposable gloves (gloves encourage moist environment conducive to bacterial growth).
- Using Personal Protective Equipment (PPE) as needed and provided.

#### **Hand washing facilities:**

- Hand washing facilities or appropriate antiseptic hand cleanser shall be available to all employees. When hand-washing facilities are not feasible, the employee shall be provided appropriate antiseptic hand cleaner along with clean paper towels or antiseptic towelettes. Then, hands shall be washed with soap and running water as soon as feasible. Contact Risk Management or Purchasing for product information.
- All of the first aid kits that are utilized by athletic trainers and or team coaches and staff supervising off campus activities will contain either an antiseptic cleanser and clean paper towels or will have antiseptic towelettes. When the employee reaches or is able to reach a hand washing facility they will then be expected to wash their hands as soon as feasible. It is the responsibility of each employee to check to make sure the first aid kits are properly stocked before leaving the school site. The athletic director will make sure a supply of cleaning materials is available in the coach's offices. Supplies will also be available in the health technician's office.
- Employees shall be trained and required to comply with proper hand washing technique.

**Sharps - "Means any object used or encountered that can be reasonably anticipated to penetrate the skin or any other part of the body, and to result in an exposure incident, including, but not limited to, needle devices, scalpels, lancets, broken glass, and exposed ends of dental wires."**

#### **Sharps Disposal Containers:**

- Contaminated sharps are discarded immediately or as soon as possible in containers that are closable, puncture-resistant, leak proof on sides and bottoms, and labeled or color-coded appropriately. Sharps disposal containers are available from the Warehouse.

- Sharps containers shall not allow employees to reach by hand into the containers where sharps have been placed.
- Sharps containers shall not be opened, emptied, or cleaned manually or in any other manner, which would expose an employee to the risk of sharps injury.
- Sharps disposal containers are inspected, maintained and replaced by each site's nurse or health clerk. Containers must be closed, and sealed when the container is no greater than 2/3 full or whenever necessary to prevent overfilling. Containers then need to be transported to a licensed medical facility.

### **Personal protective equipment:**

**To protect yourself, it is essential to have a barrier between you and the potentially infectious material. If you find yourself in a situation where you are experiencing contact with blood or other body fluids, a barrier must be used or created to eliminate an exposure incident.**

- All personal protective equipment (PPE) will be provided without cost to employees.
- The protective equipment will be chosen based on the anticipated exposure to blood or other potentially infectious materials (OPIM). This primarily means disposable gloves and face masks.
- The protective equipment will be considered appropriate if it does not permit blood or OPIM to pass through or reach the employees' clothing, skin, eyes, mouth, or other mucous membranes under normal conditions of use and for the duration of time for which the protective equipment will be used.
- Employees shall be trained and required to comply with the use of protective equipment.
- Used PPE shall be discarded and double bagged, if leakage is possible. Each health office will have available appropriate containers for disposal of contaminated equipment or clothing.
- Disposable gloves shall be worn when it can be reasonably anticipated that the employee will have contact with blood, other potentially infectious materials, mucous membranes, or non-intact skin. Dispose of the gloves by turning the gloves inside out as they are removed. Wash hands with soap and water as soon as possible.
- If you know you have cuts or sores on your hands, you should cover these with a bandage or similar protection as an additional precaution before putting on your gloves.
- Disposable (single use) gloves shall not be washed or decontaminated for reuse and are to be replaced as soon as practical when they become contaminated or as soon as feasible if they are torn, punctured, or when their ability to function as a barrier is compromised.
- Utility gloves may be decontaminated for re-use provided that the integrity of the glove is not compromised. Utility gloves will be decontaminated using an approved Hepatitis B rated disinfectant.
- Utility gloves will be discarded if they are cracked, peeling, torn, punctured, or exhibit other signs of deterioration or when their ability to function as a barrier is compromised.

### **Regulated Waste:**

- If it is determined that the District has potential regulated waste it will be double bagged and an absorbent material added to prevent any liquid or semi-liquid blood from being released. When that is not feasible the material will be put into a container that is closable, constructed to



contain all contents and prevent leakage, appropriately labeled or color-coded, and closed prior to removal to prevent spillage or protrusion of contents during handling.

**“Regulated Waste” refers to:**

- Any liquid or semi-liquid blood or other potentially infectious materials.
- Contaminated items that would release blood or other potentially infectious materials in a liquid or semi-liquid state if compressed.
- Items that are caked with dried blood or other potentially infectious materials and are capable of releasing these materials during handling.
- Contaminated sharps.
- Pathological and microbiological wastes containing blood or other potentially infectious materials.

**Labels:**

- Sharps containers shall be marked with “Bio Hazard” labels
- Warning labels shall be placed on refrigerators and freezers containing blood or other potentially infectious materials
- Labels concerning bio-hazardous waste shall comply with Title 8, Section 6003 & 6004, and Health and Safety Code Sections 25080-25082.

**Post-exposure Evaluation and Follow-Up:**

- Report an exposure incident right away to immediate supervisor.
- Reporting an exposure incident right away permits immediate medical follow-up. Early action is crucial. Immediate intervention can forestall the development of Hepatitis B or enable the affected worker to track potential HIV infection. Prompt reporting also can help the worker avoid spreading bloodborne infection to others. Further, it enables the employer to evaluate the circumstances surrounding the exposure incident to try to find ways to prevent such a situation from occurring again.
- Reporting is also important because part of the follow-up includes testing the blood of the source individual to determine HBV and HIV infectivity if this is unknown and if permission for testing can be obtained.
- Should an exposure incident occur, the affected employee must contact their site administrator or supervisor. This also includes an exposure event that occurs after hours if blood or other potentially infectious materials were present. Such an event on weekends or during field trips shall be reported as soon as possible (injury, fight, etc).
- All reports of exposure whether written or verbal shall be relayed to the Executive Director. (Exposure incidents occurring during normal work hours shall be reported before the end of the shift or workday).
- Both vaccinated and unvaccinated employees who experience an occupational exposure shall be referred to the Health clerk.
- An immediate confidential medical evaluation and follow-up will be conducted by referral to a Workers’ Compensation doctor. It is important to perform initial first aid, including: clean the

wound; flush eyes or other mucous membranes; and if blood is sprayed into an eye, irrigate the eye(s) with gently running warm water from the bridge of the nose outward for at least 15 minutes making sure not to expose the other eye. Following the initial first aid, the following activities will be performed

- 1. Documentation of the route of exposure and the circumstances related to the incident.**
- 2. If possible, identify the source individual and the status of the source individual. The blood of the source individual will be tested (after consent is obtained) for HIV/HBV infectivity. A written statement from the source individual, or parent/guardian if source individual is a minor, stating if consent is given or denied.**
- 3. Results of testing of the source individual will be made available to the exposed employee with the exposed employee informed about the applicable laws and regulations concerning disclosure of the identity and infectivity of the source individual.**
- 4. Employees will be offered the option of having their blood collected for testing of the employees' HIV/HBV serological status.**
- 5. The employee will be offered post exposure prophylaxis in accordance with the current recommendations of the U. S. Public Health Service.**
- 6. Hepatitis B vaccination shall be made available to any unvaccinated employee following an occupational exposure. (Please note, currently there is no vaccine for HCV)**
- 7. The employee will be given appropriate counseling concerning precautions to take during the period after the exposure incident. The employee will also be given information on what potential illness to be alert for and to report any related experiences to appropriate personnel.**
- 8. The treating physician will be provided with a copy of the CAL-OSHA BBP standards. T8 Section 5193.**
- 9. Counseling and evaluation of reported illnesses is not dependent on the employee's electing to have baseline HBV, HCV and HIV serological testing.**

#### **Employee Training:**

**Because there is no vaccine to prevent certain bloodborne diseases such as Hepatitis C or HIV, training is the best defense to minimize the risks of workplace exposure to such potentially fatal illnesses.**

- All employees who have occupational exposure to bloodborne pathogens receive training conducted when hired, and shall attend mandatory annual refresher training on bloodborne pathogens and communicable diseases.
- All employees have an opportunity to review this plan at any time during their work on the Keenan SafeSchools webpage.
- All employees who have occupational exposure to bloodborne pathogens receive training on the epidemiology, symptoms, and transmission of bloodborne pathogen diseases.

## **Temecula Valley Charter School**

# **APPENDIX F: WATER EMERGENCY PLAN**

Water supply interruption can be caused by several types of events such as natural disaster, a failure of the community water system, construction damage, routine maintenance or even an act of terrorism.

TVCS has a plan in place to deal with the denial of water for up to 72 hours.

In the event that Temecula Valley Charter School is subject to a loss of water supply due to construction or failure of the community water system, emergency water stores will be used for drinking, food preparation, handwashing and toilet flushing.

If the water loss is due to a natural or other type of disaster, the emergency water supply will not be used for toilet flushing. Instead, emergency toilets will be utilized.

The denial of water means a loss of fire suppression systems as well. Fire extinguishers are available in every room of the campus.

# APPENDIX G: TVCS RAINY DAY ROLES AND PROCEDURES

Print this out, highlight your role, and come prepared with proper outdoor heavy rain apparel.

In the event of a modified rainy day release, the office will make the all-call for staff to keep students in the classroom for dismissal. Teachers are to immediately turn on their radios to channel two (max volume). Routines need to be set in place for students to engage in quiet/silent activities for the duration of dismissal. The teachers' job is to keep students in the classrooms working quietly and listen closely for their students' names to be called over the radio. When a student is called, teachers will dismiss them by name. Students walk out towards the front gate near the MPR to be guided to their car. For kindergarten and TK, there will be two kinder runners (Karissa and one teacher) ensuring that these students get to the loop safely.

Students who have a walking pass should be dismissed to go home or go to the office to make a phone call home.

For kindergarten and TK: In the event that students are already outside when a rainy day dismissal is called, all TK and kindergarten classes will report to the MPR (enter through the back door). These classes should remain as close as possible to the main MPR entrance closer to the exit gate.

Here is the list of roles. Take a careful look for your job title and or room number:

**Classroom Teachers:** *Teachers keep students working quietly while listening for names over the radio. Dismiss students whose names are called to walk towards the gate near the MPR towards their cars. Teachers should still be prepared to answer phone calls from the office as needed.*

- **Performing Arts, Visual Arts and PE** will keep their elective students and follow these dismissal procedures. SALT will report to **Room 21**, and the room 21 teacher will aide with dismissal.
- **6th Grade Teachers** will combine classes. One teacher should be prepared to be called for backup if needed.
- **Room 7 teacher** will be backup as a kinder runner with **Kinder Campus Supervisor**. Whichever teacher takes on this role will combine students with **TK and the TK teacher**. will be in charge of dismissal of those students.

**Kinder Runners:** *These staff members will move back and forth between the kinder classrooms and the loop to escort TK and kinder students to their cars. **Kinder Campus Supervisor**. When **Kinder Campus Supervisor** finishes with kinder duty, she can be relieved to assist the loop runners outside the gate. Whichever kindergarten teacher is assisting with this job can return to their class.*

**Loop Runners:** *These staff members will be in the loop going to each car, asking for student(s) names and grade levels, using the radio to relay this information to channel 2.*

- **Secretary - Front Gates**
- **Lead Campus Supervisor - Far Loop (School Logo or Farther)**
- **SPED Teacher on Duty (Which ever is on duty that day) - Driveway/Entrance**

- Backups:**
- **Assistant Principal**
  - **Aides without a one-on-one charge**

- **Room 17 teacher** will deliver his students to **Room 16** if he is needed for backup.
- **Executive Director**

ROAR Instructors: **Student Intervention Specialists**, If you have any students at the end of the day, please escort them each back to their homeroom class.

# APPENDIX H: SUSPENSION AND EXPULSION POLICY

Board Action: APPROVED Effective Date: 8-13-2018

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students at the Charter School. When a student commits one of the enumerated offenses described herein, it may be necessary to suspend or expel a student from regular classroom instruction.

The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

## Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is:

- A. related to school activity;
- B related to school attendance occurring at the Charter School or any other school; or
- C. related to attendance at a Charter School sponsored event. A student may be suspended or expelled for acts that are enumerated below and occur at any time including but not limited to the following:
  - 1) while on school grounds;
  - 2) while going to or coming from school;
  - 3) during the lunch period, whether on or off the school campus;
  - 4) during, going to, or coming from a school-sponsored activity.

## A. Enumerated Offenses

### 1. Discretionary Suspension and Recommendation for Expulsion Offenses

Students may be suspended from school or recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Either:
  - 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - 2) Willfully used force or violence upon the person of another, except in self-defense.
- b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object.
- c) Caused or attempted to cause damage to school property or private property.
- d) Stole or attempted to steal school property or private property.
- e) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes,

smokeless tobacco, snuff, chew packets, and betel. However, the pupil is not prohibited from the use or possession by that pupil of his or her own prescription products.

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

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

h) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties, except that a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, school officials, or other school personnel, nor shall these act constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

i) Knowingly received stolen school property or private property.

j) Possessed an imitation firearm. "Imitation firearm" means 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.

k) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

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

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

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

i) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

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

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

(3) Causing a reasonable student to experience substantial interference with his or her academic performance.

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

ii) "Electronic Act" means the creation or transmission originated on or off the 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 subparagraph (1) above.

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

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

iii) An act of cyber sexual bullying.

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

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

iv) Notwithstanding the above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) “Reasonable pupil” for purposes of this subsection means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

p) In addition to the reasons specified above, a pupil may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has committed sexual harassment as defined in Ed. Code section 212.5. 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 enumerated offense shall not apply to pupils enrolled in kindergarten and grades 1 to 3, inclusive.



q) In addition to the reasons set forth above, a pupil in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code section 233.

r) In addition to the grounds specified above, a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion from school if the Executive Director or Designee determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

s) In addition to the grounds specified above, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terroristic threats against school officials or school property, or both.

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

t) "[S]chool property" includes, but is not limited to, electronic files and databases.

u) For a pupil subject to discipline, the Executive Director may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior.

## **2. Shall Recommend for Expulsion Offenses**

The Executive Director or designee shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the Executive Director or designee determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- 1) Causing serious physical injury to another person, except in self-defense.
- 2) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- 3) Unlawful possession of any controlled substance listed in Health and Safety Code section 11053 et seq. (except one ounce of marijuana or over the counter medications or medication prescribed to student).
- 4) Robbery or extortion.
- 5) Assault or battery (as defined in Penal Code section 240 and 242) upon any school employee.

## **3. Immediate Suspension and Mandatory Recommendation for Expulsion Offenses**

- 1) Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1)

- 2) Brandishing a knife<sup>1</sup> at another person. E.C. 48915(c)(2)
- 3) Unlawfully selling a controlled selling a controlled substance listed in Health and Safety Code section 11053 et seq. E.C. 48915(c)(3)
- 4) Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses above. E.C. 48915(c)(4)
- 5) Possession of an explosive<sup>2</sup>. E.C. 48915(c)(5)

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<sup>1</sup> “Knife” means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 3 1/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade.

<sup>2</sup> The term “explosive” means “destructive device” as described in Section 921 of Title 18 of the United States Code.

## **B. Alternatives to Suspension or Expulsion**

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. The Charter School may document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, as defined in Ed. Code section 56026, may be suspended, subject to Section 1415 of Title 20 of the United States Code, upon a first offense if the principal or principal's designee determines that the pupil's presence causes a danger to persons or that the pupil committed any of the following acts:

- 1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- 2) Willfully used force or violence upon the person of another, except in self-defense.
- 3) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or designee
- 4) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- 5) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- 6) Committed or attempted to commit robbery or extortion.

Other means of correction include, but are not limited to, the following:

- 1) A conference between school personnel, the pupil's parent or guardian, and the pupil.
- 2) Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- 3) Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and his or her parents.
- 4) Referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program, or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- 5) Enrollment in a program for teaching prosocial behavior or anger management.
- 6) Participation in a restorative justice program.
- 7) A positive behavior support approach with tiered interventions that occur during the schoolday on campus.
- 8) After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups.
- 9) Performing community service on school grounds or, with written permission of the parent or guardian of the pupil, off school grounds, during the pupil's nonschool hours. "Community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. Community service may not be assigned if a pupil has been suspended, pending expulsion, for any of the acts enumerated in the "Shall Recommend for Expulsion Offenses" or the "Immediate Suspension and Mandatory Recommendation for Expulsion Offenses." However, if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other

**administrative action then community service may be assigned.**

### **C. In-Class Suspensions**

A pupil suspended from a school for any of the reasons enumerated in the “Discretionary Suspension and Recommendation for Expulsion Offenses” may be assigned, by the Executive Director/Principal or designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the schoolsite for the period of suspension in a separate classroom, building, or site for pupils under suspension.

The Charter School may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:

- (1) The supervised suspension classroom is staffed as otherwise provided by law.
- (2) Each pupil has access to appropriate counseling services.
- (3) The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.
- (4) Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil’s parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil’s parent or guardian.

### **D. Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County for their school district of residence. The 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.

### **E. Rehabilitation Plans**

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

### **F. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Charter School Board following a meeting with the CEO or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or Designee shall make a recommendation to the Charter School Board following the meeting regarding his or her determination. The pupil’s readmission is also contingent upon the Charter School enrollment capacity at the time the student seeks readmission.

## **G. Probation**

The administrative panel, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the administrative panel's determination as to whether the pupil has satisfactorily completed the rehabilitation program.

The administrative panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all pupils, including individuals with exceptional needs as defined in Cal. Ed. Code section 56026.

During the period of the suspension of the expulsion order, the pupil is deemed to be on probationary status.

The administrative panel may revoke the suspension of an expulsion order if the pupil commits any of the acts enumerated in Ed. Code section 48900 or violates any of the school's rules and regulations governing pupil conduct. When the administrative panel revokes the suspension of an expulsion order, a pupil may be expelled under the terms of the original expulsion order. Upon satisfactory completion of the rehabilitation assignment of a pupil, the administrative panel shall reinstate the pupil in the school and may also order the expungement of any or all records of the expulsion proceedings.

A decision of the administrative panel to suspend an expulsion order does not affect the time period and requirements for the filing of an appeal of the expulsion order with the Governing Board of the Charter School.

## **H. Expulsion Appeals**

If a pupil is expelled, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

## **Suspension and Expulsion Procedures**

**Board Action: APPROVED Effective Date: 8-13-2018**

### **A. Suspension Procedure**

**The following suspension procedures shall be followed:**

- 1. Suspensions for violations of the offenses listed in the “Discretionary Suspension and Recommendation for Expulsion Offenses” stated herein shall be for no more than five consecutive days.**
  
- 2. For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.**
  
- 3. For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:**
  - a) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.**
  - b) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.**
  
- 4. The notice shall contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil 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 pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (2) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (2), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (1) and (2).**
  
- 5. The total number of days for which a pupil may be suspended from school shall not exceed twenty (20) schooldays.**

**Suspensions shall be initiated according to the following procedures:**

## **1. Conference**

**Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director or Designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or Designee.**

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

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

## **2. Notice to Parents/Guardians**

**At the time of the suspension, an Executive Director/Principal or Designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school and the notice shall contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five (5) school days before the effective date of the action. 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.**

**For suspensions of fewer than 10 days, the charter school shall provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.**

**For suspensions of 10 days or more and all other expulsions for disciplinary reasons, the charter school shall do both of the following:**

- 1. Provide timely, written notice of the charges against the pupil and an**



explanation of the pupil's basic rights.

2. Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

### **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 Executive Director or Designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Executive Director or Designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

## **B. Expulsion Procedures**

Students will be recommended for expulsion after the Executive Director or Designee conducts an investigation process by gathering written statements, meeting with witnesses, and conducting a pre-expulsion conference with the student and family.

In cases where a finding is made that a student has caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon the person of another, except in self-defense; possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object; unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant; or committed or attempted to commit robbery or extortion, a decision for expulsion by the Principal (or designee) will be based on one or both of the following findings:

1. Other means of conduct support and correction are not feasible and have repeatedly failed to bring about an improvement in conduct.

2. Due to the nature of the violation, the presence of the student causes a continuing danger to the health and/or safety of the student, other students in

the schools, and/or faculty.

Upon this determination, the student will be suspended, pending the results of an expulsion

hearing. The Executive Director's or Designee's recommendation to expel the student will satisfy all the procedural requirements stated herein.

### **C. Expulsion Hearing – Rules and Regulations**

The family of a student who has been expelled will be notified of the student's right to request a hearing to determine whether the expulsion recommendation was justified and whether the expulsion will be upheld. The hearing will be held, if requested, within 30 days from the original expulsion decision. The hearing will be presided over by an administrative panel (three to five impartial individuals) appointed by the Executive Director. A document will be prepared by the Executive Director or Designee that includes a full description of the reasons for the expulsion, including dates, previous conferences and actions taken, and events.

The Charter School's governing board shall establish rules and regulations governing procedures for the expulsion of pupils. These procedures shall include, but are not necessarily limited to, all of the following:

1. The pupil shall be entitled to a hearing to determine whether the pupil should be expelled. An expulsion hearing shall be held within 30 school days after the date the principal determines that the pupil has committed any of the acts enumerated herein, unless the pupil requests, in writing, that the hearing be postponed. The adopted rules and regulations shall specify that the pupil is entitled to at least one postponement of an expulsion hearing, for a period of not more than 30 calendar days. Any additional postponement may be granted at the discretion of the principal. The administrative panel shall make its decision to expel within 3 school days after the hearing's conclusion, unless the pupil requests in writing that the decision be postponed.
2. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing and a decision to expel is impracticable during the regular school year, the principal or designee may, for good cause, extend the time period for the holding of the expulsion hearing for an additional five schooldays. If compliance by the administrative panel with the time requirements for the conducting of an expulsion hearing is impractical due to a summer recess of more than two weeks, the days during the recess period shall not be counted as schooldays in meeting the time requirements. The days not counted as schooldays in meeting the time requirements for an expulsion hearing because of a summer recess shall not exceed 20 schooldays, and unless the pupil requests in writing that the expulsion hearing be postponed, the hearing shall be held not later than 20 calendar days before the first day of school for the school year. Reasons for the extension of the time for the hearing shall be included as a part of the record at the time the expulsion hearing is conducted. Upon the commencement of the hearing, all matters shall be pursued and conducted with reasonable diligence and shall be concluded without any unnecessary delay.

**2.1. Written notice of the hearing shall be forwarded to the pupil at least 10 calendar days before the date of the hearing. The notice shall include all of the following:**

**2.2. The date and place of the hearing.**

**2.3. A statement of the specific facts and charges upon which the proposed expulsion is based.**

**2.4. A copy of the disciplinary rules of the school that relate to the alleged violation.**

**2.5. A notice of the parent, guardian, or pupil's obligations pursuant to Ed. Code section 48915.1(b).**

**2.6. Notice of the opportunity for the pupil or the pupil's parent or guardian to appear in person or to be represented by legal counsel or by a nonattorney adviser, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf, including witnesses. In a hearing in which a pupil is alleged to have committed or attempted to commit a sexual assault as specified in subdivision (n) of Section 48900 or to have committed a sexual battery as defined in subdivision (n) of Section 48900, a complaining witness shall be given five days' notice before being called to testify, and shall be entitled to have up to two adult support persons, including, but not limited to, a parent, guardian, or legal counsel, present during his or her testimony. Before a complaining witness testifies, support persons shall be admonished that the hearing is confidential. This subdivision shall not preclude the person presiding over an expulsion hearing from removing a support person whom the presiding person finds is disrupting the hearing. If one or both of the support persons is also a witness, the provisions of Section 868.5 of the Penal Code shall be followed for the hearing. The pupil or the pupil's parent or guardian is not required to be represented by legal counsel or by a nonattorney adviser at the hearing.**

**"Legal counsel" means an attorney or lawyer who is admitted to the practice of law in California and is an active member of the State Bar of California.**

**"Nonattorney adviser" means an individual who is not an attorney or lawyer, but who is familiar with the facts of the case and has been selected by the pupil or pupil's parent or guardian to provide assistance at the hearing.**

**3. The administrative panel shall conduct a hearing to consider the expulsion of a pupil in a session closed to the public, unless the pupil requests, in writing, at least five days before the date of the hearing, that the hearing be conducted at a public meeting. Regardless of whether the expulsion hearing is conducted in a closed or public session, the administrative panel may meet in closed session for the purpose of deliberating and determining whether the pupil should be expelled.**

**3.1. If the administrative panel admits any other person to a closed deliberation session, the parent or guardian of the pupil, the pupil, and the counsel of the pupil also shall be allowed to attend the closed deliberations.**

**3.2. If the hearing is to be conducted at a public meeting, and there is a charge**

of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public 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, including, but not limited to, videotaped deposition or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

4. If the administrative panel decides not to expel, the expulsion proceedings shall be terminated, and the pupil immediately shall be reinstated and permitted to return to the classroom instructional program from which the expulsion referral was made. The decision not to recommend expulsion shall be final.

5. If the administrative panel determines to expel, findings of fact in support of the recommendation shall be prepared. All findings of fact and recommendations shall be based solely on the evidence adduced at the hearing.

6. The decision of the administrative panel to expel a pupil shall be based upon substantial evidence relevant to the charges adduced at the expulsion hearing or hearings. Except as provided herein, no evidence to expel shall be based solely upon hearsay evidence. The administrative panel may, upon a finding that good cause exists, determine that the disclosure of either the identity of a 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 administrative panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

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

9. Technical rules of evidence shall not apply to the hearing, but relevant evidence may be admitted and given probative effect only if it is the kind of evidence upon which reasonable persons are accustomed to rely in the conduct of serious affairs. A decision of the administrative panel to expel shall be supported by substantial evidence showing that the pupil committed any of the acts enumerated herein.

10. In hearings that include an allegation of committing or attempting to commit a sexual assault as defined in subdivision (n) of Ed. Code section 48900 or to commit a sexual battery as defined in subdivision (n) of Ed. Code section 48900, evidence of specific instances, of a complaining witness's prior sexual conduct is to be presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before the person conducting the hearing makes the determination on whether extraordinary circumstances exist requiring that specific instances of a complaining witness's prior sexual conduct be heard, the complaining 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, guardian, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

11. Before the hearing has commenced, the administrative panel may issue subpoenas at the request of either the principal or designee or the pupil, for the personal appearance of percipient witnesses at the hearing. After the hearing has commenced, the administrative panel may, upon request of either the principal or designee or the pupil, issue subpoenas. All subpoenas shall be issued in accordance with Sections 1985, 1985.1, and

1985.2 of the Code of Civil Procedure. Enforcement of subpoenas shall be done in accordance with Section 11455.20 of the Government Code.

11.1. Any objection raised by the principal or designee or the pupil to the issuance of subpoenas may be considered by the administrative panel in closed session, or in open session, if so requested by the pupil before the meeting. Any decision by the administrative panel in response to an objection to the issuance of subpoenas shall be final and binding.

11.2. If the administrative panel determines that a percipient witness would be subject to an unreasonable risk of harm by testifying at the hearing, a subpoena shall not be issued to compel the personal attendance of that witness at the hearing. However, that witness may be compelled to testify by means of a sworn declaration as provided for herein.

11.3. Service of process shall be extended to all parts of the state and shall be served in accordance with Section 1987 of the Code of Civil Procedure. All witnesses appearing pursuant to subpoena, other than the parties or officers or employees of the state or any political subdivision of the state, shall receive fees, and all witnesses appearing pursuant to subpoena, except the parties, shall receive mileage in the same amount and under the same circumstances as prescribed for witnesses in civil actions in a superior court. Fees and mileage shall be paid by the party at whose request the witness is subpoenaed.

12. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the principal or his or her designee to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following:

12.1. Notice of the right to appeal the expulsion to the Charter School Governing Board.

12.2. Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable.

12.3. Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.

13. The governing board of the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.

13.1. The expulsion order and the causes for the expulsion shall be recorded in the pupil's mandatory interim record and shall be forwarded to any school in which the pupil subsequently enrolls upon receipt of a request from the

admitting school for the pupil's school records.

#### **D. Decision of the Panel**

The final decision by the administrative panel will be made within 3 school days following the conclusion of the hearing, unless the pupil requests in writing that the decision be postponed.

The administrative panel will make one of two determinations:

1. Uphold the expulsion.
2. Determine the expulsion was not within the Charter School's guidelines, overturn it, and order that records and documents regarding the proceedings be destroyed and removed from student's record.

Following the final decision of the administrative panel, the administrative panel will send written Findings of Fact to the parent that contain the following information:

1. The outcome of the hearing and the decision of the administrative panel
2. The specific offenses committed by the student for any of the acts listed in the above "Reasons for Suspension and/or Expulsion" section (if expulsion is decided)
3. Notification of the family's responsibility to inform any new district in which the student seeks to enroll of the student's status with the Charter School (if expulsion is decided)
4. Reinstatement eligibility review date (if expulsion is decided)
5. A copy of the rehabilitation plan (if expulsion is decided)
6. The type of educational placement during the period of expulsion (if expulsion is decided)
7. Pupils who are expelled shall be responsible for seeking alternative education programs

#### **E. Notice of Expulsion to Last Known District of Residence**

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

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

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or

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

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

place communicated to the hearing by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary 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.

11. If the pupil being expelled requests a public hearing, the complaining witness shall

have the right to have his/her testimony heard in a closed session or alternative methods videotaped, etc.

## **G**

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 days following the decision of the administrative panel to expel, file an appeal to the

Governing Board of the Charter School, which shall hold a hearing thereon and render its decision.

The Governing Board shall hold the hearing within 20 schooldays following the filing of a formal request.

The Governing Board shall hear an appeal of an expulsion order in closed session, unless the pupil requests, in writing, at least five (5) days prior to the date of the hearing, that the hearing be conducted in a public meeting. Upon the timely submission of a request for a public meeting, the Governing Board shall be required to honor the request. Whether the hearing is conducted in closed or public session, the Governing Board may meet in closed session for the purpose of deliberations. If the Governing Board admits any representative of the pupil or the school district, the board shall, at the same time, admit representatives from the opposing party. The Governing Board shall render a decision within three schooldays of the hearing unless the pupil requests a postponement.

The period within which an appeal is to be filed shall be determined from the date the student is provided notice of the decision of the administrative panel to expel, even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the panel within the prescribed time may not subsequently appeal a decision of the panel to revoke probation and impose the original order of expulsion.

## **H. Transcripts**

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the administrative panel simultaneously with the filing of



the notice of appeal with the Governing Board. The Charter School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request.

The Governing Board shall determine the appeal from a pupil expulsion upon the record of the hearing before the administrative panel, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the administrative panel may be heard unless a de novo proceeding is granted as provided herein.

It shall be the responsibility of the pupil to request a written transcription from the Charter School for review by the Charter School Governing Board. The cost of the transcript, if any, shall be borne by the pupil except in either of the following situations:

- (1) Where the pupil's parent or guardian certifies to the Charter School that he or she cannot reasonably afford the cost of the transcript because of limited income or exceptional necessary expenses, or both.
- (2) In a case in which the Governing Board reverses the decision of the administrative panel, the Governing Board shall require that the Charter School reimburse the pupil for the cost of such transcription.

#### **I. Standard of Review**

The review by the Governing Board of the decision of the administrative panel shall be limited to the following questions:

- (1) Whether the administrative panel acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the administrative panel.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the administrative panel.

As used herein, a proceeding "without or in excess of jurisdiction" includes, but is not limited to, a situation where an expulsion hearing is not commenced within the time periods prescribed by this article, a situation where an expulsion order is not based upon the acts enumerated herein, or a situation involving acts not related to school activity or attendance.

As used herein, an "abuse of discretion" is established in any of the following situations:

- (1) If school officials have not met the procedural requirements of this article.
- (2) If the decision to expel a pupil is not supported by the findings prescribed herein as grounds for expulsion.
- (3) If the findings are not supported by the evidence.

The Governing Board may not reverse the decision of the administrative panel to expel a pupil based upon a finding of an abuse of discretion unless the Governing Board also determines that the abuse of discretion was prejudicial.

## **J. Decision on Appeal**

The decision of the Governing Board shall be limited as follows:

- 1. If the Governing Board finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board, it may do either of the following:**
  - A. Remand the matter to the administrative panel for reconsideration and may in addition order the pupil reinstated pending the reconsideration.**
  - B. Grant a hearing de novo upon reasonable notice thereof to the pupil and to the administrative panel. The hearing shall be conducted in conformance with the rules and regulations stated herein.**
- 2. If the Governing Board determines that the decision of the administrative panel is not supported by the findings required to be made herein, but evidence supporting the required findings exists in the record of the proceedings, the Governing Board shall remand the matter to the administrative panel for adoption of the required findings. This remand for the adoption and inclusion of the required findings shall not result in an additional hearing, except that final action to expel the pupil based on the revised findings of fact shall meet all of the following requirements:**
  - A. Final action to expel a pupil shall be taken only by the administrative panel in a public session. Written notice of any decision to expel or to suspend the enforcement of an expulsion order during a period of probation shall be sent by the administrative panel to the pupil or the pupil's parent or guardian and shall be accompanied by all of the following: 1) Notice of the right to appeal the expulsion to the Governing Board; 2) Notice of the education alternative placement to be provided to the pupil during the time of expulsion, if applicable; 3) Notice of the obligation of the parent, guardian, or pupil, upon the pupil's enrollment in a new school district, to inform that school district of the pupil's expulsion.**
  - B. the Charter School shall maintain a record of each expulsion, including the cause for the expulsion. Records of expulsions shall be nonprivileged, disclosable public records.**
- 3. In all other cases, the Governing Board shall enter an order either affirming or reversing the decision of the administrative panel. In any case in which the Governing Board enters a decision reversing the administrative panel, the Governing Board may direct the administrative panel to expunge the record of the pupil and the records of the school of any references to the expulsion action and the expulsion shall be deemed not to have occurred.**

The decision of the Governing Board shall be final and binding upon the pupil and upon the administrative panel. The pupil and the administrative panel shall be notified of the final order of the Governing Board, in writing, either by personal service or by certified mail. The order shall become final when rendered.

The Executive Director or Designee shall send a copy of the written notice of the decision to expel to the school district of student's last known residence, within thirty (30) days.

## **K. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities**

**As an independent LEA member of a SELPA, the Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.**

### **1. Services During Suspension**

**Students with disabilities suspended and/or placed in an interim alternative setting shall continue to receive services so as to provide FAPE and enable the student to continue to participate in the general education curriculum and to progress toward meeting the goals set out in the child's IEP/504. Any discipline that includes removal from school for more than ten (10) consecutive days, including placement in an interim alternative educational setting, constitutes a change in placement and a manifestation determination shall be conducted.**

**An IEP or 504 meeting is required within ten (10) days of initial suspension or placement in an interim alternative educational setting.**

### **2. Procedural Safeguards/Manifestation Determination**

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

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

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

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

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

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

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504, then the Charter School may apply the relevant

disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

### **3. Due Process Appeals**

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request a hearing. A hearing officer shall make a determination regarding an appeal requested under 20 USC 1415(k)(3)(A).

The hearing officer may order a change in placement of the child and either return the child to the placement from which the child was removed, or 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.

When an appeal has been requested by either the parent or the Charter School, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in 20 USC 1415(k)(1)(C), whichever occurs first, unless the parent and the State or local educational agency agree otherwise, and the State or Charter School shall arrange for an expedited hearing, which shall occur within 20 school days of the date the hearing is requested and shall result in a determination within 10 school days after the hearing. In effect, this would allow for a maximum placement in an interim alternative educational setting pending a decision for no more than 30 school days.

### **4. Special Circumstances**

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

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

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

upon a person while at school, on school premises, or at a school function.

#### **5. Interim Alternative Educational Setting**

The student's interim alternative educational setting or change of placement shall be determined by the student's IEP/504 team. A change of placement is a removal from education for more than ten (10) consecutive days or a pattern of removal, even if for less than ten (10) days. For effective change of placement, there first need be:

- a. Notice
- b. Manifestation determination
- c. Continued receipt of special education services

#### **6. Procedures for Students Not Yet Eligible for Special Education Services**

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

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

1. 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 the Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; or
2. The parent has requested an evaluation of the child; or
3. The child's teacher, or other the Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

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

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

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



# APPENDIX I: TVCS EMERGENCY ACTION PLAN

## Incident Commander - Emergency Operations Center (EOC)

1<sup>st</sup> Allen Neuenschwander

2<sup>nd</sup> Monsanette Jackson

3<sup>rd</sup> Jill Warner

Command Support: Heidi Heinrichs, Michelle Moore, Daniel Beall

### ACTION:

1. Ensure student safety.
2. Leave the classroom single file in an orderly manner. Teacher will be the last one to leave the room.
3. Take the disaster backpack. Close the door behind you. DO NOT lock your door.
4. Locate buddy – ascertain further need for action
5. Form orderly line in the assigned field area.
6. Complete “Emergency Count” and send with a runner to command center (basketball court)
7. Stay calm. Maintain control of the situation.
8. Check with buddy, go to assigned responsibility.

If an emergency happens during recess or lunch, report to the evacuation area and line up with your class.

#### Buddy System Teams

Each teacher is assigned to another teacher for assistance with the injured and accountability. Any parent volunteers staying on campus during an emergency are to assist ONLY with student supervision.

### \* TEACHER REMAINS WITH STUDENTS

Office Staff Neuenschwander, Jackson, Warner, Feldhut,  
Smith, Hernandez, Bulacan, Heinrichs

Rms 3, 4, 5 J. Amoroso, Terlouw, Price, Zaragoza, Penick,  
Safford-McClure, Wilkins, Wilson, Mowry

MPR Kehler, campus sups: Arce, Hernandez, Sanchez, Campos

TK/Kinder Rms 6, 7, 8 \*Pinch, Cochran, \*Peck

1<sup>st</sup> Gr Rms 10,11 \*Sutliff, Marker

2<sup>nd</sup> Gr Rms 9, 2 \*Vincent, Dyer

3<sup>rd</sup> Gr Rms 13, 12, 14 \*Wilkinson, Aptaker, Cole

4<sup>th</sup> Gr Rms 16, 17 & 28 \*Bacon, Perry, McKechnie

5<sup>th</sup> Gr Rms 18, 27 \*Wahl, Laundrie

6<sup>th</sup> Gr Rms 19, 20, 23 \*White, Messersmith, Bednar

7<sup>th</sup> Gr Rms 21, 22 \*Rogers, Rojas

8<sup>th</sup> Gr Rms 26, 25, 24 \*HARNED, Sorensen, D’Aleo

# GENERAL EMERGENCY RESPONSE PROCEDURES

The following procedures are intended as a quick reference and general guideline to appropriate action in the case of an emergency. All staff and students must be thoroughly familiar with procedures requiring immediate action. These procedures must also be followed during drill situations.

**Prior to drills and in case of emergency:**

**Secretary to contact TVUSD Maintenance and Operations secretary, Beverly Ring, at 506-7001.**

**Secretary to contact TPS front office at 926-6776.**

**Prior to Drills only: Contact Central Security at 877-338-3856**

**The alarm bell will sound and/or an announcement over the intercom.**

1. Walk students out to the field and line up quietly.
2. Close, but **DO NOT LOCK** your door.
3. Bring your emergency backpack out with you and take roll as soon as your class is lined up.
4. Display your “green” card if all students are accounted for, or “red” if a student is missing.
5. Check with your “buddy” class.
6. Wait for instructions and keep the students as calm as possible. Keep students occupied with games, stories, books, until further notice.
7. Leave any injured persons who cannot be moved in the classroom and ask a buddy to stay with them. Search and Rescue will get to the students. Report any missing or injured students.
8. Students who are with support staff should return to their teacher after they get to the field.
9. If you are out of your classroom, **DO NOT** go back for your Disaster Backpack. Search and Rescue Team will get it for you. Note on your disaster report form that your backpack is in your room.
10. **DO NOT** release ANY children to an adult. All adults must check in at the Command Center. If the volunteers choose to stay, they are assigned **ONLY** to student supervision.
11. Instruct your students to meet you on the field if a drill happens during lunch or recess.
12. Wait until the “all clear” signal or announcement and return to class.
13. Students need to be instructed to follow the steps whether the teacher is able to tell them or not.

## **FIRE**

### **EVACUATION**

- A. Collect emergency backpack.
- B. All people should move outside through the door designated as an escape route.
- C. Evacuate to designated point to join buddy class on field.
- D. Move to the Student Supervision area.
- E. Display green or red card.



# **EARTHQUAKE**

Students and teachers duck and cover under desks. Remain covered for three minutes, or until instructed to emerge. Walk students out of building to the field. Await further instructions.

## **1. DROP, COVER, HOLD COMMAND**

### **A. *Playground/Athletic Field***

1. Drop to the ground.
2. Cover head with both hands.
3. Close eyes.
4. Remain in position until shaking stops.

### **B. *Classroom***

1. Drop to the ground and crawl to the nearest desk or table.
2. Cover back of neck with one hand.
3. Grab desk or table leg with other hand.
4. Close eyes.
5. Remain in position until shaking stops.
6. Evacuate on teacher command and remain silent during evacuation.

## **2. EVACUATION**

- A. Collect emergency backpack and walkie talkie.
- B. All people able to walk should move outside through door/window designated as escape route.
- C. Evacuate to designated point to join buddy class.
- D. Move to Student Supervision area.

## **3. STUDENT SUPERVISION AREA**

- A. Use roll sheet to take roll for class.
- B. Fill out Disaster Attendance Reporting Form.
- C. Give green/red sign to student at front of line to hold up.  
(green= *all accounted for*; red= *someone left in room*)
- D. Give roll sheet to grade level teacher \* assigned to remain with students.
- E. Administer basic first aid before leaving to check in at Command Post.
- F. Take Assembly Status Report and report to Command Post for assignment.

# **LOCK DOWN**

Information will come over the intercom with instructions. In a lockdown, the classroom door is locked immediately. Keep students away from windows and close blinds. Door is not to be opened unless instructed to do so by administration. Parents coming to the school after the lockdown will be escorted to the office to wait for further instructions or met by law enforcement. Any student not in the room at the time of lockdown will stay in the classroom they are in (i.e. Resource or, speech) or proceed to the closed classroom or office. Classroom teacher will be notified by phone/intercom of a missing student's whereabouts when it is safe to do so.

1. Lock Doors
2. Close blinds
3. Turn off lights.
4. Duck and cover
5. Turn off cell ringers

# DISASTER TEAMS

## INCIDENT COMMANDER

1. Command staff Coordinates operations, logistics, situation/status

## Security Team

2. Reports to Incident Command – Blue Leader
3. Lock all gates
4. Direct emergency personnel as needed
5. Direct volunteers to appropriate areas
6. Conduct perimeter control

## OPERATIONS

1. Reports to Incident Command – Blue Leader
2. Coordinates all operations functions

## Search and Rescue Team

- 1 Reports to Operations – Red Leader
- 2 Search for missing victims
- 3 Perform necessary first aid
- 4 Direct mobile victims to first aid area
- 5 Call OPERATIONS for transport of victims that are not mobile

## First Aid Team

1. Reports to Operations – Red Leader
2. Set up first aid area
3. Bring supplies to designated area
4. Assess injuries head to toe, and provide first aid within their training
5. Prioritize injuries (triage)
6. Complete master injury report

## Transportation Team

1. Reports to Operations – Red Leader
2. Move victims to First Aid location that are not mobile
3. May assist in initial search and rescue
4. Assess transportation needs: immediate victims transported, then delayed victims follow
5. Move victims to First Aid location that are not mobile
6. Operations team leader to determine if necessary to provide transportation from area by bus or other method

## LOGISTICS/COMMUNICATIONS

1. Reports to Incident Command – Blue Leader
2. Coordinates all logistics functions
3. Tracks communications

## **Facilities Team (Assembly/Shelter)**

1. Reports to Logistics – Yellow Leader
2. Set up a secure assembly area
3. Provide shelter and feeding areas
4. Assess food preparation facilities

## **Maintenance/Fire/Resource/Supplies Team**

1. Reports to Logistics – Yellow Leader
2. Take appropriate action to minimize damage to school site
3. Evaluate structural integrity of buildings on campus and determine possible usage of buildings or classrooms
4. Cordon off dangerous areas
5. Assess spill/fire-fighting needs
6. Locate all utilities; turn off if necessary
7. Assess supplies status: water, estimate # of students/staff, check first aid supplies, check supply of blankets, etc.
8. Control conservation of water, food, supplies
9. Respond to requests from response teams

## **Sanitation Team**

1. Reports to Logistics – Yellow Leader
2. Provide sanitation facilities, if needed, using tarps, trash cans, buckets, and gloves as needed.
3. Respond to requests from response teams

## **SITUATION/STATUS/STUDENT**

1. Reports to Incident Command – Blue Leader
2. Collect information from other teams and maintain on situation status board
3. Update information regularly

## **Student Supervision Team**

1. Reports to Situation – Green Leader
2. Set up secure reunion area
3. Check student emergency cards for authorized releases

## **Student Release Team**

1. Reports to Situation – Green Leader
2. Obtain injury and missing person reports from each teacher
3. Set up secure reunion area

## **Student Reunification Team**

1. Reports to Situation – Green Leader
2. Obtain injury and missing person reports from each teacher
3. Set up secure reunion area
4. Check student emergency cards for authorized releases
5. Complete and update release log

# COMMAND POST EMERGENCY OPERATION CENTER)

It is the team's responsibility to account for the presence of all students and personnel, implement and coordinate all emergency operations, control all communications, and prepare reports for the county superintendent. All missing children/adult reports are to be sent to the EOC (Emergency Operation Center) as soon as possible by the Student Supervision Leader. The EOC will then assess the situation, set priorities, and direct operation of all the other teams.

The following procedures are intended to clarify the role of the EOC team members. The team leader will use a radio to communicate with the other teams.

**Additional materials needed:**

Large laminated map of campus

Bullhorn

Large chart paper

Forms needed:

Site Incident Report

Vis-à-vis pens

List of Emergency Response Teams

Markers

1. The administrator will move to the predetermined EOC location with Command Post supplies.
2. Office personnel will follow with the box of supplies for Family Reunion and Communications.
3. Every emergency team except security will report to the EOC to be dispatched by the administrator.
4. The administrator will evaluate team members as they check in as to physical/mental status before sending them to their designated jobs.
5. Radio communication must be established with the lead custodian to identify potential dangers as they are discovered and to authorize the turning off of utilities.
6. The administrator will then direct operations from the EOC as to team status and the checking out of children.
7. The EOC will establish and maintain regular open communication links with the site emergency teams.

All decisions must be documented on the Site Incident Report. The EOC should use the flip chart as a status board, which can serve as a permanent record to illustrate the decisions made and processes used during an emergency. The map should show fire or severe damage, approximate current locations of personnel and important equipment, known locations of injuries/victims, and the number of victims moved to and from First Aid.

The person responsible for the status board will keep an updated list of confirmed deceased, specifying locations. Status boards should be updated with fresh maps and lists hourly, sooner if

they become crowded. The old charts should be filed. The most current information from the old status boards needed to be transferred to the new boards.

## Site Incident Report Form

Time	Location	Incident	Response


# COMMANDS ISSUED FROM INCIDENT COMMANDER

**GO HOME** Consists of dismissal of all classes and return of students to their homes by the most expeditious means. This command should be considered only if there is time to return students safely to their homes. Notification of parents about early dismissal, by regular radio broadcast or other means, is an important aspect to consider before issuing this command.

**DIRECTED TRANSPORT** Consists of loading students and staff into school buses, cars, and other means of transportation and taking them from an area of danger to an area of safety. This is the most difficult procedure and is considered appropriate only when directed by local government authority.

**CONVERT SCHOOL** Consists of preparing a school site for conversion into an Emergency Hospital, First Aid Station, or Mass Care Shelter (Shelter in place). This command should be issued and implemented only upon request or direction of proper local government or American Red Cross officials.

## INJURY STATUS DEFINITIONS

### Immediate

These victims get priority medical care and transportation to an advanced care facility when available. These victims are critically injured, life-threatening, but salvageable. They will die within one hour or less without further treatment and require immediate field intervention to survive.

1. Injury patterns seen in this group include:
  - a. Head injury with decreasing level of consciousness
  - b. Airway or chest injury with associated cardio, respiratory or airway compromise
  - c. Shock associated with hemorrhage
  - d. Blunt or penetrating abdominal trauma
  - e. Life-threatening fractures, such as femur, pelvis etc.
  - f. Third-degree burns over 25 percent of the body, but under 50 percent of total body, excluding facial involvement
2. Medical problems assigned to Immediate classification include:
  - a. Chest pain not associated with blunt trauma
  - b. Suspected hypo/hyperglycemia
  - c. Unconsciousness without associated trauma (obstetric problems)
  - d. Seizures with and without trauma

- e. **Hysterics requiring isolation from others**
- f. **Hypo/hyperthermia**

#### **Delayed**

**Anyone in this classification is considered to be a lower priority victim. Since this is a two-tier system, the Delayed group is a catchall for any victims other than those who are life-threatened or with salvageable injuries. Therefore, the injuries in this classification include:**

- a. **Fracture with distal pulse**
- b. **Serious laceration requiring repair**
- c. **Third –degree burns on less than 25 percent of the body**
- d. **Second-degree burns of any percentage**
- e. **Injury to the eye**
- f. **Spinal cord injury**
- g. **Impaled objects**

#### **Minor Injuries**

**Minor injuries requiring first aid can be escorted to the Student Supervision area.**

#### **Dead**

**Any victims who die during or after transport should be placed in the Morgue Area**



**Temecula Valley Charter School  
Disaster Attendance Reporting Form**

Teacher \_\_\_\_\_

Room Number \_\_\_\_\_

Number of Students Present \_\_\_\_\_

Number of Students Missing \_\_\_\_\_

**Missing Students**

Name of Student	Possible Location (RSP, restroom, Speech)

**Names of Casualties**


# STUDENT SUPERVISION

It is the team's responsibility to maintain the safety and comfort of the students while on campus in the care of school personnel. The following procedures are intended to clarify the role of the Student Supervision team members. The team leader will use a radio to communicate with the team.

## Grade Level Leader materials:

- |  |                 |
|--|-----------------|
| 1. Grade level sign                    | 4. Pens/pencils |
| 2. Backup class rosters w/alert marked | 5. Clipboard    |
| 3. Self-inking stamp                   | 6. stapler      |

## Forms Needed:

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1. Grade Level Classroom Checklist | 2. Student Supervision Out/In Sheet |
|------------------------------------|-------------------------------------|

## Additional Materials Needed:

- |                                     |                |
|-------------------------------------|----------------|
| 1. Space blankets                   | 4. Can openers |
| 2. Stored water/stored food         | 5. Large tarp  |
| 3. Paper plates, cups, plastic ware |                |

## First aid Supplies needed:

- |                             |                               |                    |
|-----------------------------|-------------------------------|--------------------|
| 1. Tape                     | 6. Q-tips                     | 11. Compresses     |
| 2. Benedine wipes           | 7. Cotton balls               | 12. Roller gauze   |
| 3. Band-aids- several sizes | 8. Sponges                    | 13. Sterile gloves |
| 4. Scissors                 | 9. Bactine                    | 14. Tweezers       |
| 5. Gauze pads               | 10. Liquid anti-bacteria wash |                    |

1. Each Grade Level leader will fill in the Grade Level Classroom Checklist and pass it to the Student Supervision Leader, who will report the information to the EOC.
2. Student Supervision members should send their Assembly Status Report with their buddies to the EOC.
3. The Student Supervision team members will assume responsibility for their grade level students. Their first responsibility is to comfort the children as much as possible.
4. The Student Supervision Leader will send members to collect first aid and other supplies.
5. Tarps from the emergency packs should be spread on the ground and the classroom number stapled to the tarp in an easy-to-see spot.
6. Team members will administer basic first aid, distribute water, issue blankets, and pass out any other items as needed. It is the team's responsibility to ensure that materials are used and reused efficiently to avoid waste. Food supplies are not to be used until four hours after the emergency.

# OPERATIONS

It is the team's responsibility to coordinate Search and Rescue, First Aid and Transportation teams and report to Incident Command – Blue Leader

## SEARCH/RESCUE TEAM

It is the team's responsibility to suppress small fires, search for missing victims, perform triage, administer first aid for life-threatening injuries only, treat for shock, and report room/area status to Operations – Red Leader.

The following procedures are intended to clarify the role(s) of the Search team members. All members will wear vests identifying their team membership. The team leader will use a radio to communicate with the team.

*Additional materials needed (to be stored in team members' classrooms):*

dust mask	safety goggles
hard hat	work gloves
duct tape	black permanent marker
pry bar separately)	flashlight and batteries (stored
emergency blankets	sterile gloves
EMT scissors	triangular bandages
gauze dressings	pens
masking tape	medical tape
radio and batteries (stored separately)	

*Forms needed:*

Search Team Status Report

Triage Tags

1. After leaving Student Supervision area, team members should report to the Command Post with search packs and Assembly Status Reports.
2. After checking in at EOC, meet with the team leader at Communications.
3. Put on protective gear.
4. The team leader will assign two-person search teams, giving them an identifying name (#1, #2, etc.), to search for students identified by the Family Reunion team on their Search Forms.
5. Team leader will scroll through teams, keeping communication as brief as possible. Each team will report status to team leader when requested. Team leader will record information on Search Team Status Report. Information will be relayed to Communications when requested.
6. Team members will bypass severely damaged buildings for reasons of personal safety.
7. If a fire is spotted, all team members need to converge on the area immediately. If it is a small fire, they should attempt to suppress it, using fire extinguishers placed outside the buildings during evacuation.
8. If the team is unable to suppress the fire, every attempt should be made to close off the source of oxygen to the room/building. Once you have left the building, DO NOT RE-ENTER.
9. If the fire grows out of control, team members will search the adjoining rooms/buildings and remove victims, no matter what the injury is.
10. Team members will use the following procedures to systematically search each room entered:
  - *Check the door for fire danger. Use the back of your hand to feel door.*
  - *One team member will place a strip of duct tape diagonally across the door and mark the date*

and time, using a permanent marker.

- Crouch down and carefully enter the room from behind the door, stop and listen carefully.
- One team member shouts **“IF ANYONE IS IN HERE AND YOU CAN COME TO MY VOICE, PLEASE DO SO NOW!”** so that ambulatory victims can come to the door (or other point of entry).
- Sit the ambulatory victims outside the building while the team searches the room. If the victim has only minor injuries, send him/her to the Student Supervision team. Ambulatory victims with **DELAYED** status should wait for the Transportation teams.
- Using a set pattern, and keeping one hand on or near a wall at all times, the team will do a thorough search of the room, looking in all possible places for hidden victims.

11. Upon locating a victim, the team will follow this procedure:

- Perform triage using the **RPM (Respiration, Pulse, Mental Status)** evaluation.
- Designate the victim as **IMMEDIATE, DELAYED, or DEAD** on a triage tag, which should be secured to the victim.
- First Aid for **LIFE-THREATENING INJURIES ONLY** should be administered.
- Treat the victim for shock.
- **DO NOT REMOVE DEAD BODIES.**

12. After locating all the victims in a room, the team exits the room and records the number on **IMMEDIATE, DELAYED, and DEAD** on the tape on the door, including any ambulatory victims waiting outside the building.

13. All bathrooms should be checked for missing students.

14. Once all areas have been searched, the teams should report to Transportation. They will serve as a Transportation team until all victims are transported to First Aid and then report to their delayed stations as assigned.

15. Once their duties have been fulfilled, team members will report to the Red leader for further instructions.

## **TRANSPORTATION TEAM**

It is the team’s responsibility to suppress small fires, reevaluate victims, and transport victims to First Aid.

The following procedures are intended to clarify the role(s) of the Transportation team members. The team leader will use a radio to communicate with the team.

*Additional materials needed (to be stored in team members’ classrooms):*

dust mask

safety goggles

hard hat

work gloves

duct tape

black permanent marker

flashlight and batteries (stored separately)

medical tape

emergency blankets

sterile gloves

scissors/knife

triangular bandages

gauze dressings

assorted splints

cervical collars

pens

*1 set per team of additional tools needed (stored in emergency supply area):*

shovel

pick

crowbar

sledge hammer

backboard/stretchers

hacksaw

axe

pry bar

drywall

saw

radio and batteries (stored separately)

*Forms needed:*

Transportation Team Status Reports

1. After leaving Student Supervision area, team members should report to the Command Post with search packs and Assembly Status Reports.
2. After checking in at EOC, meet with the team leader at the emergency supply area to collect necessary tools to assist the Search teams.
  1. Put on protective gear and carry tools to a spot near (but far enough away from danger) the rooms to be searched.
  2. The team leader will assign four-person Transportation teams, giving them an identifying name (#1, #2, etc.), to transport victims identified by the Search team on their Search Team Status Reports.
  3. The team leader will report to the Communications area to monitor victim/room status.
  4. Team leader will scroll through teams, keeping communication as brief as possible. Each team will report status to team leader when requested. Team leader will record information on Transportation Team Status Report. Information will be relayed to Communications when requested.
  5. Team members will bypass severely damaged buildings for reasons of personal safety.
  6. If a fire is spotted, all team members need to converge on the area immediately. If it is a small fire, they should attempt to suppress it, using fire extinguishers placed outside the buildings during evacuation.
  7. If the team is unable to suppress the fire, every attempt should be made to close off the source of oxygen to the room/building. Once you have left the building, **DO NOT REENTER**.
  8. If the fire grows out of control, team members will search the adjoining rooms/buildings and remove victims, no matter what the injury is.
  9. The team leader will prioritize rooms based on the number of Immediate victims left inside. Teams will be sent to rooms based on that information. Each team will be sent to a different location.
  10. Team members will use the following procedures before entering a room:
    - *Check the door for fire danger. Use the back of your hand to feel door.*
    - *Check tape strip on door for number and type of victims.*
    - *Enter room and locate victims.*
1. Upon locating a victim, the team will follow this procedure:
  - *Reference Triage Tag on victim.*

- *Reevaluate victim using the RPM (Respiration, Pulse, Mental Status) procedures.*
- *Remove Immediate victims first.*
- *As a victim is removed, a designated team member will re-mark the tape on the door to reflect the number of victims still remaining in the room by crossing out the old number and writing in a new one.*
- *Transport victim, with Triage Tag, to First Aid to be checked in and assigned an ID number.*
- *All ambulatory victims should follow the Transportation team to First Aid. Remember to subtract these victims from the number on the door also.*
- **DO NOT REMOVE DEAD BODIES.**
- *Once a room has been emptied of victims, a team member will place another strip of duct tape on the door to form an 'X'.*

14. Once all victims have been removed from buildings and debris, team members report to Red Leader where they may be assigned to First Aid.

1. Once their duties have been fulfilled, team members will report to the Red leader for further instructions.

# FIRST AID TEAM

It is the team's responsibility to administer first aid, keep detailed records of injuries and treatment, prioritize further medical needs, and communicate with the Incident Command – Blue Leader.

The following procedures are intended to clarify the role(s) of the First Aid team members. All members will wear vests identifying their team membership. The team leader will use a radio to communicate with the team.

## *Additional materials needed:*

AED – Which is located in the health office

First Aid guide	pens
Injury Status Definitions guidelines	boards with basic first aid
tarp for Immediate area	tarp for
Delayed area	
tarp for morgue	Health Alert
list	

## *Additional first aid supplies:*

trauma dressings	
sanitary napkins	
sterile 4X4 gauze dressings/sponges wrap	gauze cling
triangular bandages	medical
adhesive tape	
sterile 2X2 and 3X3 gauze dressings	eye pads
tweezers	
bandage scissors	
ace bandages	sterile
gloves	
bandages/slings made from sheets	
antiseptic wipes	
bottled sterile water	green soap
dust masks	
cold packs	
paper cups	
space blankets	
sugar packets or hard candy	assorted
splints	

## *Forms needed:*

Triage Tags  
Outside Agency Transport Record  
Wounded Log

1. After leaving Student Supervision area, team members should report to the Command Post with Assembly Status Reports.

1. After checking in at EOC, meet with the team leader at the emergency supply area to collect first aid supplies. If possible, gather “lost and found” clothing for students who lose control of excretory system during emergency.
2. Put on appropriate clothing and then clearly designate:

**CHECK IN** – easily accessible to Transportation teams

**IMMEDIATE** – farthest away from Assembly area, nearest to the Morgue

**DELAYED** – nearest Check In

**MORGUE** – out of view of First Aid area (only for victims who expire while in First Aid area)

1. Team members should open containers and organize supplies between Immediate and Delayed areas.
2. When a victim arrives, the Check In person follows this procedure:
  - *Assign victim a number and record on Triage Tag and Wounded Log.*
  - *Record name and status on Wounded Log.*
  - *Check Triage Tag to direct victim to Immediate or Delayed area.*
  - *Rotate through First Aid area, collecting additional data for Wounded Log when possible.*
  - *Report to Team Leader numbers, status, and names of victims.*
1. The Team leader will report information on Wounded Log to the Communications team.
2. Once a victim has been placed in either the Immediate or Delayed area, team members will follow this procedure to the best of his/her first aid training.
  - *Reevaluate victim using the RPM (Respiration, Pulse, Mental Status) procedures.*
  - *Perform Head-to-Toe examination and administer basic first aid.*
  - *Record injuries and treatment on back of Triage Tag.*
  - *Monitor and reassess.*
  - *Record time and status on Triage Tag*
  - *If a victim expires, note time and status, and remove to Morgue.*
8. When an outside agency transports a victim to elsewhere, the following information should be recorded and relayed to the Communications team.
  1. Name of victim, if known
  2. Reason for transportation to another facility
  3. Time of transportation and place to which transported
  4. How transported
  5. Triage Tag information (initial condition, first aid treatment, condition when transported)





# SANITATION TEAM

It is the team's responsibility to establish and maintain at least two sanitary portable bathroom facilities. The following procedures are intended to clarify the role(s) of the Sanitation team members. The team leader will use a radio to communicate with the team.

*Additional materials needed:*

commercial portable toilets or trash cans or buckets	plastic bags and closures
toilet paper	towelettes or hand sanitizer
Duct tape	sterile gloves
shovel	work gloves
tarps or personal privacy shelters	rope or bungee cords

*Forms needed:*

Sanitation In/Out Form

1. After leaving the Student Supervision area, team members should report to the Command Post with Assembly Status Reports.
2. After checking in at Incident Command, team members will go to the supply area to get necessary supplies to set up two areas – one per sex.
  1. Hang tarps over soccer goals to block the view from Student Supervision.
  2. Line commercial toilets, trash cans, or buckets with plastic bags.
  3. As plastic bags fill, they should be removed, sealed, and stored far enough away from the area to protect from smell and disease.
  4. As students come and go, they need to be logged in and out on the Sanitation In/Out Form located in the emergency shed.
  5. Team leader should monitor radio messages to help locate “missing” children who may be using the sanitation facilities when a parent arrives at Student Reunification.

# MAINTENANCE/RESOURCE TEAM

It is the team's responsibility to check utilities, minimize damage to the school site, and maintain resources. The following procedures are intended to clarify the role(s) of team members. The team leader will use a radio to communicate with the team.

*Additional materials needed:*

writing pad	pens
Building Assessment Table DANGER)	emergency tape (DO NOT ENTER or
water shut off key	gas shut off wrench
work gloves	hard hat

*Forms needed:*

Damage Assessment Survey

1. The team should check utilities and take appropriate action to minimize damage to the school site.
  1. The team will determine what resources are available for immediate school use: water, food, power, telephones, bathrooms.
  2. Using the Building Assessment Table, the team should evaluate the structural integrity of the buildings on campus. Any buildings too dangerous to enter should be cordoned off with emergency tape.
  3. The team leader will use the data recorded on the Damage Assessment Survey to report the extent of damage to the school site to the Communications team. The report should include a list of buildings/areas available for re-entry, if needed.

4. Once their duties have been fulfilled, team members will report to the Yellow leader for further instructions.

## FACILITIES TEAM

It is the team's responsibility to set up secure assembly, eating and shelter areas. The following procedures are intended to clarify the role(s) of team members. The team leader will use a radio to communicate with the team.

*Additional materials needed:*

writing pad	pens
work gloves	hard hat
tarps and tape located in emergency shed	

1. The team should secure assembly area
2. The team should secure eating area if necessary (after 4 hours)
3. The team should secure shelter area (as directed by Yellow leader)
  1. Once their duties have been fulfilled, team members will report to the EOC for further instructions.

## REUNIFICATION/STUDENT RELEASE

It is the team's responsibility to reunite students with parents/emergency contacts in a safe orderly manner. This is a highly sensitive area because some parents will have to be informed that their children may be injured, missing, or dead. Careful record keeping is necessary to account for all children.

The following procedures are intended to clarify the role(s) of the Family Reunion team members. All members will wear vests identifying their team membership. The team leader will use a radio to communicate with the team.

*Additional materials needed:*

writing pads	markers
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emergency cards notebook

masking tape

*Forms needed:*

Search Form

1. Collect Assembly Status Reports from Command Post.
  1. Generate Search Forms.
  2. Send Search Forms to Search Team Leader.
  3. Use Assembly Status Report to note which students are in First Aid.
  4. When an adult arrives at Family Reunion with a child, check the child's emergency release card.
  5. Once the card has been checked and signed by the adult, the leader will stamp both the child's and the adult's hands. They are now free to leave the campus through the main security gate, where they will be asked to show their stamp. The card should be refilled in

- the box.
6. If an adult is not listed on an emergency card or is restricted from removing a child, contact the Command Post.

## EMERGENCY RESPONSE TEAMS DESCRIPTIONS

### Incident Commander/Safety Officer

Coordinates and directs all teams.

### Public Information

Reports facts that have been released by the district Emergency Operations Center. In event of television coverage, the team will plan and deliver no more than a 20 second burst of information. By keeping in radio contact with the Command Post, the team will have the most current information.

### Liaison Officer

Directs and conveys all radio traffic to necessary teams. They will collect all data from radio traffic/runners and document findings. The team will establish communications with the community communications center.

### Security Team

Locks all gates and directs emergency personnel as needed. Team members will direct community volunteers to appropriate areas.

### Student Supervision Team

Reports to Reports to Situations Leader. Checks in all grade level leaders and records initial red/green information to be sent to Command Center. The team members are responsible for assisting in creating shelters, distributing water/food, and providing for the welfare of students. Minor first aid will be administered.

### Student Release/Reunification

Reports to Reports to Situations Leader. Student Release and Student Reunification will work very closely with each other.

**Student Release.** Will be posted at the door of the MPR closest to Student Reunification team. The team will develop a list of students unaccounted for to generate a search report to turn over to the Search Team. They will also keep track of students in First Aid and students leaving campus. This team will hand off students to the Student Reunification team as they request them.

**Student Reunification** –Will be posted at the gate closest to the MPR. Responsible for contact with parents, requesting the students from Student Release and uniting the student with the parent or emergency contact

### Operations

Reports to Incident Command. Coordinates and directs Search and Rescue, First Aid and Transportation teams.

### Search Team

Reports to Operations They will be sent to search for victims. Triage will be performed using RPM evaluation. First aid will be performed only for life threatening injuries. Victims should be treated for shock. The team will report findings by radio.

### Transportation Team

Reports to Operations They will be sent to rooms where victims are ready to be transported. More extensive first aid will be performed on IMMEDIATE victims if necessary. Victims will be removed to the First Aid Team location. IMMEDIATE victims will be transported from room and then DELAYED victims will follow.

### First Aid Team

Reports to Operations. Sets up the First Aid area. One member checks in victims and keeps records. Team members will re-triage victims, do a head-to-toe exam, and provide first aid treatment within their training.

**Logistics**

Reports to Incident Command. Coordinates Facilities, Maintenance, and Sanitation teams.

**Facilities Team**

Reports to Logistics. Sets up secure assembly, eating and shelter areas

**Maintenance / Resources Team/Supplies**

Reports to Logistics. Checks utilities and takes appropriate action to minimize damage to school site. They determine what resources are available for immediate school use. The team evaluates the structural integrity of the buildings on campus. They will report this information to the Command Post along with any possible usable buildings and/or classrooms. They should cordon off areas deemed dangerous.

**Sanitation Team**

Reports to Logistics. Creates male and female bathroom areas using tarps as screens and commercial toilets/trashcans for facilities.

## EMERGENCY RESPONSE TEAMS

### INCIDENT COMMAND

<b>Blue Leader: Allen N.</b>	<b>Back up: Monsanette Jackson</b>
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### Liaison

<b>Leader: Monsanette Jackson</b>	<b>Jill Warner</b>
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### Public Information

<b>Coordinator: Monsanette Jackson</b>	<b>Jill Warner</b>
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### Safety & Security Team

<b>Campus Supervisors: Arce, Hernandez, Sanchez, Mortensen, Campos</b>	
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## OPERATIONS

<b>Red</b> Leader: Shelly Bednar	Back up:
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## Search & Rescue Team

Leader Team 1:Tiffany Aptaker	Leader Team 2:Alexa Dyer
Searchers: Heather Zaragoza, Malik Hayes	Searchers: Sheldon Perry

## Transportation Team

Leader: Robin Wahl (from MPR)	
Team Leader: Jorge Rojas also searching	Laura Weise (from MPR)

## First Aid Team

Leader: Cindy Bulacan	
Immediate: Janet Terlouw	Delayed: Tiffany Aptaker, Alexa Dyer
Morgue: Suzanne Feldhut	Krystal Vobornik

## LOGISTICS/Communications

<b>Yellow</b> Leader: Julie Amoroso	Debbie McKechnie
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## Facilities

Leader: Paul Kehler HQ MPR	
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## Maintenance/Resources Team/Supplies

Leader: Cecilia Salcedo	Vaneza Sanchez
Kitchen: Johana Martinez	Reyna Hernandez

## Sanitation

<b>Boys: Willie Laundrie</b>	<b>Girls: Kathleen Cochran</b>
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**SITUATION/STATUS MGMT.**

<b>Green Leader: Jada Smith HQ</b> MPR	<b>Jill Warner</b>
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**Student Supervision Team/Documentation/ MPR**

<b>Leader: Jill Warner HQ</b> MPR	<b>Back up: Jennifer Hauser and Kari van</b>	<b>Assist: Lisa Wilson, Sarah Elliott, Norma Mortensen</b>
<b>TK/K: Karen Pinch, Shaleen Peck MPR</b>	<b>Lisa Dela-Cruz, Kaley Ross, Laura Amoroso</b>	<b>Maritza Campos, Amy Feldhut</b>
<b>First: Stacy Sutliff MPR</b>	<b>Suzanne Marker, Laura Bostock</b>	<b>Karen Olivares, Reyna Hernandez</b>
<b>Second: Eboni Vincent MPR</b>	<b>Laura Weise (Delayed), Alexa Dyer (Delayed)</b>	<b>Heather Zaragoza,</b>
<b>Third: Jeannette Wilkinson MPR</b>	<b>Brooke Cole</b>	<b>Sarah Price, Elizabeth Beck</b>
<b>Fourth: Jill Bacon MPR</b>	<b>Debbie McKechnie, Sheldon Perry (Delayed)</b>	<b>Kendra Baker, Tonia Young</b>
<b>Fifth: Robin Wahl MPR</b>	<b>Willie Laundrie</b>	<b>Christina Weir, Tonia S-McClure</b>
<b>Sixth: Charis White MPR</b>	<b>Jessica Messersmith, Christie Wilson</b>	<b>Erica Holloway, Bailie Drabek,</b>

<b>Seventh: Shondra Rogers MPR</b>	<b>Lana Mowry</b>	<b>Raffaele, Reade, Suzanne Gates</b>
<b>Eighth: Sorensen MPR</b>	<b>Joanne Harned</b>	<b>Tanisha Penick, Malik Hayes (Delayed)</b>

**Student Release**

<b>Leader: Jada Smith Cindy Bulacan, Katia Hernandez, Inside the MPR Door</b>	<b>Mental Health/Student Release: Tonia Safford-McClure, Tanisha Polidore-Penick, Kari van HQ MPR</b>
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**Reunification/Family Reunion**

<b>Leader: Jennifer Hauser (Gate near MPR), Michelle Moore</b>	<b>Lynne D'Aleo, Heidi Heinrichs</b>
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