



2022-2023 School Safety Plan

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Vision

Alma Fuerte Public School strives to help each one of our students become independent, intellectual and compassionate leaders, creators and innovators with a comprehensive and critical understanding of the greater world.

Mission

The mission of Alma Fuerte Public School is to develop TK-8 students into passionate, self-motivated learners, entrepreneurs, academic achievers, innovative creators, and leaders with character, prepared for success in secondary school, college and 21st century careers. Our school – whose name means “strong soul” in Spanish - will leverage best practices in 21st century learning and technology to provide a holistic, individualized education with real world connections to help our students create positive change in our community and world at large.

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Child Abuse Reporting Procedures

Alma Fuerte will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. Alma Fuerte staff must report to the proper authorities if they suspect the following is occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

A mandated reporter shall make a report using the procedures provided herein whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

The reporting person needs only “reasonably suspect” that abuse or neglect has occurred. The reporting person does not have to prove abuse. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Operations Manager will work with all faculty and staff members to make sure all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to Operations Manager and/or proper authorities.

Should it be necessary to remove the child from school, Alma Fuerte staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent /guardian.

Mandated reporters at Alma Fuerte include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) The reporting duties of mandated reporters

are individual and cannot be delegated to another person. (Penal Code 11166) No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall notify the Los Angeles County Department of Children and Family Services Child Protection Hotline.

Los Angeles County Department of Children and Family Services
Child Protection Hotline
(800) 540-4000

2. Written Report

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and electronically submit their report to:
<https://mandreptla.org/cars.web/Account/Login?ReturnUrl=%2Fcars.web%2FAuth%2FCARES>

Victim Interviews by Social Services/Law Enforcement

Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, Operations Manager shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Disaster Response Procedures

Policy

Alma Fuerte Public School disaster preparedness plan shall be available to staff, students, and the public in the main office of the school. Operations Manager shall make certain that students and staff are familiar with their disaster preparedness plan.

Release of Students

The following procedures shall be followed in the releasing of students in the event of an emergency or disaster:

1. Operations Manager' designee shall receive authorization from Operations Manager before releasing students.
2. Individual students shall not leave a school site without receiving permission from Operations Manager or designee.
3. Staff shall release students only to the persons authorized on the student emergency card.
4. In the absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. Operations Manager or designee shall record the release of all students.

Role of Staff

School staff are considered as disaster service workers and are subject to disaster service activities assigned to them. (Government code 3100)

During an emergency, staff shall fulfill the following roles:

1. **Operations Manager or designee** shall assume overall control and supervision of activities at the school site during an emergency. He/she shall have authority to use

discretionary judgment in emergency situations which do not permit execution of prearranged plans. Operations Manager or designee shall:

1. Direct evacuation of buildings
2. Arrange for transfer of students when their safety is threatened
3. Inform the staff of all emergency actions taken as soon as possible
4. Schedule periodical fire drills and other disaster preparedness exercises and keep appropriate records
5. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers shall be responsible for supervision of students in their charge. Teachers shall:

1. Direct evacuation of students in their charge in accordance with Operations Manager' instruction
2. Give the DROP command as necessary
3. Take attendance, stay with the students and provide supervision
4. Report missing students to Operations Manager or designee
5. Send students in the need of first aid to the school nurse or a person trained to first aid.

3. Director shall be responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. The Director shall:

1. Survey and report damage to Operations Manager
2. Direct rescue operations as required
3. Direct fire-fighting effort until regular fire-fighting personnel take over
4. Control main shut off valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines
5. Disburse supplies and equipment as needed

Operations Manager or designee shall:

- a. Report a fire or disaster to the appropriate authorities
- b. Answer telephones and monitor radio emergency broadcasts
- c. Provide for the safety of essential school records and documents
- d. Assist the Director as needed
- e. Administer first aid
- a. Supervise the administration of first aid
- b. Organize first aid and medical supplies

Operations Manager or designee shall establish an emergency procedure system to follow in the case of earthquake. This system shall include, but not be limited to, the following: (Education Code 35297)

1. A school building disaster plan ready for implementation at any time, for maintaining the safety and care of student and staff
2. A DROP procedure in which students and staff members:

- a. Drop to their knees
 - b. Take cover under a table or desk
 - c. Protect their head with their arms
 - d. Face away from the windows
3. Protective measures to be taken before, during and after an earthquake
 4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system

School disaster plans shall outline roles, responsibilities and procedures for students and staff.

DROP procedures may be expanded to ensure that students get under stationary desks or tables where available, or otherwise get next to an inside wall or under an inside doorway. Students should stay in the drop position until the emergency is over and until further instructions are given.

GENERAL INFORMATION

Introduction

This Plan is designed for use during the planning, response, and recovery phases of an emergency or disaster that affects Alma Fuerte's operations and facilities. It has been prepared in compliance with State Disaster planning requirements, and City and County Emergency Management Plans.

This plan is a preparedness document and is intended to be read and understood before an emergency. The procedures (outlined) in this plan are designed to manage the effects of such situations and shall be active under any of the following conditions:

- By direction of Operations Manager, or his/her designated representative under a declaration of Disaster.
- Upon notification by Alma Fuerte, local, state, or federal government officials of an actual/declared or impending Emergency or Disaster that will directly or indirectly affect the school.

Priorities

All emergency actions will be taken according to the following priorities:

1. Protections of life
2. Protection of the environment
3. Protection of property

4. Restoration of services

This plan implemented those priorities in establishing its disaster preparedness procedures:

1. All students will be retained at Alma Fuerte until released to parents or authorized persons during a disaster situation.
2. All evacuation of facilities (as necessary) will be done (as necessary) in conjunction with other agencies.
3. If evacuation of facilities is required, all students and Alma Fuerte employees at school site will assemble in predetermined areas.
4. All Alma Fuerte employees are expected to remain and fulfill their disaster responsibilities until the emergency is over or they can be relieved (per California Code Government Code §3100).

EMERGENCY PREPAREDNESS RESPONSIBILITIES

Operations Manager

Operations Manager is responsible for pre-disaster planning. Operations Manager is responsible for providing all the school-specific information in this plan, including but not limited to:

- Staff rosters
- Staff assignments
- Emergency maps showing safe assembly areas, first-aid, sanitary area, etc.
- Evacuation maps
- Utility control locations

Disaster procedures should be reviewed in August with all staff. Operations Manager should survey staff for preference of assignments (medical, search and rescue, field supervision).

In order to protect school staff, Operations Manager should ensure that each staff member completes the **Staff Emergency Medical Information Form**.

The Office Manager is responsible for completing the emergency **Preparedness Checklist and the Hazard Identification Checklist** on an annual basis. These checklists should be completed in August.

Operations Manager is also responsible for training staff on implementation of this Standardized Emergency Management System Plan and on each of the staff's individual responsibilities in an emergency situation.

Operations Manager should meet annually with the office staff to ensure:

- Copies of disaster information cards are available (with classroom emergency

supplies)

- That disaster cards are moved appropriately as class changes are made
- Plan emergency/disaster drills and fire drills

The Administrative Assistant must ensure that Alma Fuerte emergency supplies are in working order and sufficient to meet the school needs.

School Staff

School staff should familiarize themselves with this Emergency and Disaster Preparedness Plan and learn the roles assigned to them in the event of an emergency. Each staff member should also know their teacher buddies. Teaching staff must maintain current rosters in the emergency backpacks and should ensure that their classrooms have a first-aid emergency kit.

School staff must be aware that they cannot leave campus without permission during an emergency situation unless they have authorization of the Site Emergency Coordinator (Operations Manager) because of their responsibilities as disaster service workers. California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

EMERGENCY DRILLS

The following drills should be executed and documented in the Disaster Drill Log (following this discussion): fire, shelter-in-place, lockdown, and earthquake.

Fire Drill

1. Signal: Operations Manager announces to all classes: "We have received information regarding a fire on campus and need to implement an evacuation. Please evacuate your class in a single file line to the evacuation site."
2. Procedures:
 - 1) Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Office Manager.
 - 2) Familiarize yourself with the class's route before the drill begins.
 - 3) When the signal is given, have students form a line.
 - 4) Check to see that all students are out of the classroom; take your grade/attendance book and close all doors.
 - 5) Have students walk quietly to the Assembly Area. Teachers should walk at the rear of the line.
 - 6) Have students form two lines in the designated Assembly area.

- 7) Take attendance.
- 8) When you have completed attendance, return to the head of the line. If you are missing a student, have extra students or require medical assistance, raise your hand.
- 9) Wait for an “All Clear” signal – then return quickly to your classroom in a single file.

Shelter-In-Place Drill

1. General: A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.
2. Signal: Operations Manager announces to all classes: “We have received information regarding a hazard in the community and are instituting Shelter-In-Place Procedures”. This means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff that are outside are to immediately move inside. We will let you know as soon as we have further information.
3. Procedures
 - 1) When the announcement has been given, all classes will remain in their rooms.
 - 2) All outdoor classes will proceed to the nearest building or classrooms.
 - 3) Students should be arranged in the shelter area so as to enable them to assume a “**Duck and Cover**” position on command given by the teacher in charge.
 - 4) Move students to the most protected areas in the room.
 - 5) Have students face away from windows and keep their backs toward windows.
 - 6) Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
 - 7) Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

Lockdown Drill

1. General: A Lockdown drill indicates that an emergency that requires students and staff to remain inside (classrooms/offices) has occurred.
2. Signal: The signal for the “Lockdown” drill is following the announcement to all classes: “Your attention please. We have received information regarding an emergency situation and need to implement lock down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. If outside, students and staff are to proceed inside the nearest building or classroom.”
3. Procedures
 - 1) When the announcement has been given, all classes will remain in their rooms.
 - 2) Outdoor classes will proceed to the nearest building or classrooms.

- 3) Move students to the most protected areas in the room.
- 4) Instruct students to lie down on the floor, lock doors, and close shades or blinds.
- 5) Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
- 6) Turn off lights. All personnel must remain in lockdown until further instructions are received from official sources.

Earthquake Drill

1. General: An earthquake drill is held to provide maximum protection in case of an earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In proactive drills, teachers should supervise students and be alert to the position of each student during the entire drill.

2. Signal: The Signal for the drill is the following announcement to all classes: "As you are aware we are experiencing some seismic activity. For everyone's protection, all students and staff should follow duck and cover procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shaking stops or until I give further instructions."

3. Procedure

- 1) Drop to knees facing away from windows.
- 2) Get under desks or tables where possible.
- 3) Fold body onto the floor with arms close to knees.
- 4) Place head as far as is possible between knees: cover head with hands.
- 5) Stay in this position for 10 seconds.
- 6) Teachers will direct students to return to seats.

In a Real Earthquake

1. After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.
2. If an earthquake occurs during the non-classroom hours i.e., passing periods or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

After an Incident Occurs

When an incident takes place, each teacher should conduct a classroom status check. The teacher should then check with their buddy teacher to determine each other's health status, need to assist with any injuries, need to stay with injured students, etc. if possible, injured students should not be left alone. **Remember:** A teacher's responsibility is to **all** students, but in situations which threaten the lives of all, do the greatest good for the greatest number.

If necessary, one buddy teacher will evacuate both classrooms. Students should exit *without* the teacher leading them. During drills, teachers must emphasize that students learn proper evacuation procedures and routes. Teacher should stay back to check the classroom and close the door (do not lock). *If both buddy teachers are available for evacuation*, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.

Once in the assembly area, classrooms line up in their class next to each other for student accounting. All teachers take the role and deliver it to the Command Post. Assembly area buddy assignments may or may not be the same as classroom buddy.

Each classroom kit should contain a teacher's roster as well as a buddy classroom roster. *Immediately* following student accounting, one member of each buddy team checks in at the Command Post, and reports of missing students should be made.

In emergency situations which do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One of the teachers is then available for assignment.

Before An Incident Occurs

A buddy list typically assigns teachers in adjacent or nearby rooms as "buddies." Buddy teachers will work together in an emergency, and should train and drill together to better understand and cooperate with one another. In the event of an emergency, one teacher will watch both classes, and the other teacher will assume an emergency task.

The teachers and staff need to review their evacuation routes and assembly area locations in preparation for an emergency. All substitute teachers should be provided a copy of the school's emergency procedures, a description of the role they would play in an emergency, and identification of their buddy teacher.

EMERGENCY TELEPHONE COMMUNICATIONS

It is anticipated that in a major disaster such as a large earthquake or flood, area telephone service may be unavailable for several disaster days after the event. Cellular telephone service may also be affected by the disaster because of call processing system overloads. If the telephone does not function, recheck it periodically since telephone service may be restored at any time. Telephone numbers have been established as "essential service" lines and will be given priority restoration following an emergency or disaster situation.

In the event of a major emergency or disaster, the 9-1-1 emergency system may not function because of traffic overload. If you have a situation requiring immediate aid from police, fire or medical personnel you should try to use the 9-1-1 number for immediate

aid. If possible notify the Command Post of your situation and needs or provide the appropriate information when requested.

IMPORTANT: DO NOT USE WALKIE TALKIES, RADIOS OR CELL PHONES IF THERE IS A BOMB THREAT. BOMBS CAN BE ACTIVATED BY THE USE OF THESE DEVICES.

LOCAL AGENCY EMERGENCY NUMBERS

Police Department	9-1-1 (non-emergency phone 626-798-1131)
Fire Department (Lincoln Ave. Station)	9-1-1 (non-emergency phone (626) 797-1911)
American Red Cross	Non-emergency phone (626) 447-2193
Southern California Edison	9-1-1 or 1-800-611-1911 anytime, 24hrs/ day
Southern California Gas Co.	9-1-1 or 1-800-427-2200
Hazardous Waste Emergency	(800) 303 5218
Illegal Dumping	(800) 303-0003
L.A. Vector Control	(310) 915-7370

SCHOOL CONTACT NUMBERS

Operations Manager	(626) 204-5265
Executive Director	(626) 204-5265 x103
Landlord contact	(626) 396-5850

Duck and Cover

This action is taken to protect students and staff from flying or falling debris.

1. Operations Manager will make the following announcement on the PA system. If the PA system is not available, the Operations Manager will use other means of communication, i.e., sending a messenger to deliver instructions. Operations Manager should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS

SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEANS YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR UNTIL GIVEN FURTHER INSTRUCTIONS.”

2. If inside, the teacher will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their hands between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

Shelter-In-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outdoor environment, including the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

1. Operations Manager will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messenger to deliver instructions. Operations Manager should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS THAT STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AREA WITH WINDOW AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF WHO ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible for securing individual classrooms whereas the Operations Team (Operations Manager and Office Manager) will assist in completing in

completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows with wet towels or duct tape; seal vents with aluminum foil plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of HVAC systems and allows for the free movement of students within the building.

1. Operations Manager will make the following announcement on the PA system. If the PA system is not available, the Operations Manager will use other means of communication, i.e., sending a messenger to deliver instructions. Operations Manager should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOOR AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.

3. If outside, students will proceed to their classroom if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, Gymnasium).

4. Teachers and students will remain in the classroom or secured area until further instructions are given by Operations Manager or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

1. Operations Manager will make the following announcement on the PA system. If the PA system is not available, the Operations Manager will use other means of communication, i.e., sending a messenger to deliver instructions. Operations Manager should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY

AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLL BOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. Operations Manager will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area (Loma Alta park) is required.

1. Operations Manager will make the following announcement on the PA system. If the PA system is not available, the Operations Manager will use other means of communication, i.e., sending a messenger to deliver instructions. Operations Manager should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENT TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. Operations Manager will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map.
3. Teacher will secure the student roster when leaving the building and take attendance once the class is assembled in the pre-designated locations.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, Operations Manager may authorize students and staff to return to the classrooms.

All Clear

This action is taken to notify teachers that normal school operations can resume.

1. Operations Manager will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messenger to deliver instructions. Operations Manager should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. IT IS NOW SAFE TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

INITIAL RESPONSE CHECKLIST

Check lists are included to outline the initial response to the following situations:

- Aircraft Crash
- Biological/Chemical Weapons Assault (unknown powdery substance)
- Biological/Chemical Weapons Assault (via aircraft or outdoor dispersion device)
- Biological/Chemical Weapons Assault (via indoor dispersion device)
- Bomb Threat
- Chemical or Hazardous Materials Incident
- Earthquake
- Fire
- Flood
- Medical Emergency
- Nuclear Attack
- Riot/Civil Disorder
- Severe Windstorm
- Suspicious Mail/Packages
- Suspicious Person or Criminal Activity on Campus
- Threat of Violence
- Utility Failure

Aircraft Crash: What to do if an aircraft crashes on or near the school

Operations Manager:

1. Call 9-1-1 to report the crash.
2. Perform a quick assessment of the situation and determine if immediate evacuation is necessary. If the Operations Manager issues an "Evacuate Building" action, the students will evacuate the buildings using prescribed routes or other safe routes to the assembly area. Operations Manager will initiate an off site evacuation, if it is unsafe to remain on campus.
3. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Team, Hazard Control Team, the Search and Rescue Team, the Medical Team, the Assembly Area Team, the Student Release Team.
4. You are the Incident Commander. Begin a comprehensive assessment of the situation and direct resources until emergency response personnel arrive.
5. Upon arrival of emergency responders, form a unified command with them and direct your resources accordingly.

Teachers:

1. Do not panic. Remain calm and follow instructions.

2. Determine if your class is in immediate danger.
3. If the class is in danger evacuate your class to a safe location, otherwise stay in your room
4. If you evacuate, take roll and document absent and/or missing students on the class attendance sheet.
5. Move your class to the designated Assembly Area, as directed, once it has been established.
6. Activate the Buddy System and either remain in the Assembly Area to supervise students or report to the Command Post of assignment.
7. Wait for further instructions.

Biological/Chemical Weapons Assault: What to do if there is Discovery of Unknown Powdery Substance

Discovering Party:

1. Upon discovery of any unidentified powdery substance, do not touch, sniff, or taste the substance.
2. Do not attempt to clean up or remove the substance.
3. Cover the powder with whatever you can (paper, clothing, trash can, etc.) and do not remove this cover.
4. Leave the room and close the door or otherwise prevent access to the room.
5. Wash your hands with soap and hot water.
6. Report the discovery to Operations Manager.
7. Remove all contaminated clothing as soon as possible and place inside plastic bags.

Operations Manager:

1. Upon knowledge of a biological or chemical weapons assault at school ensure that 9-1-1 has been dialed. Establish a Command Post and report the incident to the main office.
2. Ensure that an evacuation of the immediate area has been conducted and that the area is isolated and cannot be entered.
3. Direct custodian to ensure that the HVAC system is shut down.
4. Make a list of all the people who were in the room or area of the substance and provide this list to the emergency response agencies investigating the incident.
5. Ensure that everyone who may have had contact with the powder washes his/her hands and removes contaminated clothing as soon as possible. Contaminated clothing should be placed in plastic bags.
6. Minimum Incident Command System Activation recommended: Assembly Team, Operations Team, and Hazard Control Team. You are the Incident Commander.
7. Ensure that all students and staff have been accounted for.

All Personnel:

1. Do not panic. Remain calm and follow instructions.
2. Do not turn on any air conditioner/heater or fan. Evacuate when instructed to do

so. Take a Roll Book and pen and pencils. Use pre-planned evacuation routes, if safe to do so, otherwise use the safest route.

3. Once in the Assembly Area, do not leave until instructed to do so. Teachers should immediately take roll, document absent and/or missing students on class attendance sheets. Turn the attendance sheet into the Assembly Team Leader.

Biological/Chemical Weapons Assault

What to do if Agent Delivered via Aircraft or Dispersion Device that is Outdoors

Operations Manager:

1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via aircraft or dispersion device that is outdoors ensure that all staff and students are moved indoors. Instituting shelter-in-place procedures may be appropriate.
2. Direct custodian to ensure that the HVAC system is shut down.
3. Direct staff to cover vents with thick paper using tape to create a seal.
4. Minimum Incident Command System Activation recommended: Assembly Team, Operations Team, and Hazard Control Team. You are the Incident Commander.
5. Ensure that all students and staff have been accounted for.

All Personnel:

1. Do not panic. Remain calm and follow instructions.
2. Move indoors.
3. Close and secure all doors and windows.
4. Ensure that your heater/air conditioner is turned off.
5. Take the roll of your classroom.
6. Cover vents with plastic or thick paper using tape to create a seal.
7. Inspect all windows and doors for cracks, gaps, or holes. Cover any with plastic or thick paper using tapes to create a seal.
8. Remain in this area until notified to leave by Operations Manager or emergency response agencies.
9. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

Biological/Chemical Weapons Assault

Agent Delivered via Dispersion Device that is Indoors or the school's HVAC System

Operations Manager:

1. Upon knowledge of a biological or chemical weapons assault that is conducted by dispersing biological/chemical agents via dispersion device that is indoors or the school's HVAC system directs a full evacuation to the school's normal outdoor evacuation area.
2. Direct custodian to ensure that the HVAC system is shut down.
3. Call 9-1-1 to report the incident.

4. Follow normal evacuation procedures.
5. Follow instructions of emergency response agencies. Minimum Incident Command System Activation recommended: Assembly Team, Operations Team, and Hazard Control Team. You are the Incident Commander.
6. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

All Personnel:

1. Do not panic. Remain calm and follow instructions.
2. Evacuate classroom to normal outdoor evacuation assembly area. Ensure that all windows and doors are closed while evacuating.
3. Take a Roll Book and pen and pencils. Ensure that all students have been accounted for.
4. Use pre-planned evacuation routes.
5. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll and document absent, and or missing students on class attendance sheets. Turn the attendance sheet into the Assembly Unit Leader.
6. Immediately report any injuries or illnesses to your supervisor or officers of emergency response agencies.

Bomb Threat:

What to do in case of a bomb threat

Discovering Party: If you receive a bomb threat over the telephone, ask the following:

- When will it explode?
- Where is the bomb right now?
- What does it look like?
- What kind of bomb is it?
- What will cause it to explode?
- Why did you place the bomb?
- What is your address? (Where are you?)
- What is your name?

Operations Manager:

1. Dial 9-1-1 to notify police of Bomb Threat.
2. If you believe the bomb threat is credible, do not use walkie-talkie or cell phone. (There are some radio-controlled bombs)
3. Determine if you will evacuate the school before conducting a search. Activate the alarm signal (bell-verbal) if you decide to conduct an evacuation.
4. Evacuate to the Assembly Area.
5. Minimum Incident Command System Activation recommended: Operations Team, and Hazard Control Team, You are the Incident Commander.

Chemical or Hazardous Materials Incident

What to do in case of a Hazardous Materials Incident

Operations Manager:

1. In the event that a hazardous material is released in the area of the school, local law enforcement and/or fire department will determine if an evacuation of the school is necessary. If an evacuation of the school is necessary, you will be instructed where to go and which routes to take.
2. Establish and maintain communication with law enforcement and/or fire departments. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Team, Logistics Section.
3. If an evacuation to another location is imminent, prepare to move students and staff to the designated shelter utilizing available resources.
4. Until ordered to evacuate assume that a “shelter-in-place” strategy will be employed and do the following:
 - Direct that all students and staff remain indoors until it is safe.
 - Direct that all heating-ventilation and cooling units are shut down.
 - Direct that all windows be shut.

Teachers:

1. Upon notification that a hazardous material incident has affected the school, keep calm while preparing for an evacuation to another location, if directed.
2. Keep students calm.
3. Close all classroom doors and windows.
4. Ensure that the heating-ventilation and cooling system is shut down.
5. Unless otherwise instructed, assume that a “shelter-in-place” strategy is being utilized. Keep all students indoors until it is determined to be safe.

Earthquake

What to do in case of an earthquake

If inside:

1. Take cover under a desk or strong table, or sit or stand against an inside wall.
2. Stay inside the building. Leaving the building will subject you to falling debris, downed power lines and other hazards.
3. Stay away from windows, glass, bookcases and outside doors.
4. Do not use telephones. Place receivers back on the cradle.
5. If a fire develops, follow the procedures in the Fire Section.
6. Do not light any match, lighter, or other object that may create any open flame.
7. Tune to: KNX 1070 AM.
8. Prepare to evacuate to the Assembly Area, if instructed to do so.

If Outside:

1. Move away from buildings and utility wire.
2. Watch for falling glass, electrical wires, poles, trees, or other falling debris.
3. Prepare to relocate to the evacuation assembly area, if instructed to do so.

Operations Manager:

1. Establish a command post and initiate damage assessment.
2. If necessary, direct the evacuation to staff and students to assembly areas.
3. Activate a Search Team to check all buildings for trapped or injured staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Operations Team, Search and Rescue Team. Assembly Team, Hazard Control Team. You are the Incident Commander.

Teachers:

1. Do not panic. Remain calm and follow instructions.
2. Give the Duck and Cover command to students, Duck and Cover yourself.
3. Determine if an immediate evacuation is necessary (if in your opinion remaining in the building is a hazard). If you do not believe an evacuation is necessary, stay in the building and wait for further instructions. If you believe an immediate evacuation is necessary, direct an orderly evacuation to your pre-designated assembly area using an evacuation map.
4. Take emergency supplies and roll books to the assembly area.
5. Take roll and document absent and/or missing students on the class attendance sheet.
6. Determine the first aid needs of your class. Prepare to have injured students transported to the Treatment Area, when activated.

Fire***What to do in case of a fire*****Discovering Party:**

1. Activate nearest accessible manual alarm pull box (located in all modules), or notify the office that there is a fire at (say location). The Office will call the fire department.
2. Clear everyone from the immediate area.
3. Close – but do not lock – all doors leading to fire area to isolate the area and prevent spread of fire.

Operations Manager:

1. Upon knowledge of fire at school, activate alarm signals (bell and verbal) and ensure that 9-1-1 has been dialed. Establish a Command Post.
2. Supervise the evacuation of staff and students to assembly areas – direct all security guards to evacuate their supervised areas.
3. Direct security guards to check all bathrooms and training rooms for staff and students.
4. Ensure that the disabled are assisted in the evacuation.
5. Minimum Incident Command System Activation recommended: Operations Team, Search and Rescue Team and Assembly Team. You are the Incident Commander.

All Personnel:

1. Do not panic. Remain calm and listen to instructions.
2. Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. Do not break windows – oxygen feeds fires.
3. Evacuate when instructed to do so. Take a Roll Book and pen and pencils. Use pre-planned evacuation routes if safe to do so, otherwise use the safest route.
4. If the fire is small (no bigger than a desk) use the nearest fire extinguisher to put it out. Only use a fire extinguisher if you have been trained. Do not risk personal safety to put out a fire.
5. Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent and/or missing students on class attendance sheets. Turn attendance sheet into the Assembly Team Leader.
6. Teachers should hold up colored card:
 - a. Green Card – No Injuries No Missing Everything is OK
 - b. Blue Card – Missing or Extra Persons
 - c. Yellow Card – Minor Injuries Only
 - d. Red Card – Serious of Life Threatening Injuries

Flood***What to do in case of a flood*****Operations Manager:**

1. If you are experiencing flooding problems, which may affect your school site.
2. Establish a Command Post and tune to Emergency Alert Station (EAS) to receive an update on the storm. Tune to KNX 1070 AM for EAS.
3. If flooding is imminent, Minimum Incident Command and System Activation recommended: Operations Team, Hazard Control Team and the Logistic Section to begin sandbagging and other property protection measures as required.
4. Determine from the local authorities if the school is to be evacuated or closed. If so, activate the Student Release Team to begin the student release process.
5. Activate other Incident Command System functions are required to support your actions.

Teachers:

1. Do not panic. Remain calm and listen to instructions.
2. Keep students indoors until it is determined to be safe.
3. Prepare to evacuate students. Evacuate students to pre-designated Assembly Area if an evacuation is ordered.
4. Take roll and document absent and/or missing students on the class attendance sheet.
5. Prepare to release students to the Students Release Team. Note: Do not release any students until you have completed the Student Accounting Form. Prepare to release individual students according to the student release procedures.

Medical Emergency

What to do in case of a medical emergency

All Personnel:

1. If the situation is life threatening, dial 9-1-1
2. Report medical emergencies to Operations Manager.
3. Await instructions.

Operations Manager:

1. Ensure that 9-1-1 has been called.
 2. Provide emergency First Aid. Utilize the Administrative Assistant if available.
- Activate the Medical Team if there are multiple casualties.
3. Direct responding emergency personnel to the victim(s).
 4. Isolate staff and students from the victim(s).

Nuclear Attack

What to do in case of a nuclear attack

This plan is designed to provide direction in the unlikely event a nuclear weapon detonated away from the City. The blast effect is assumed to not threaten the City. The hazard of such an incident is the associated radioactive fallout. (Note: Due to Electromagnetic Pulse, electronic and communication equipment may fail.)

Operations Manager:

1. Establish a Command Post. Minimum Incident Command System Activation recommended: Operations Team, Logistics Section and Facilities Team.
2. Direct the Facilities Team to begin locating food and water.
3. Direct the Facilities Team to begin protecting each building containing people for nuclear fallout. Any object placed between the fallout and people can help to reduce exposure.
4. Direct that all heating-ventilation and cooling units be shut down.
5. Direct teachers to keep students on the interior walls of each building.
6. Keep all staff and students indoors until it is determined by the Los Angeles County Health Department that it is safe.
7. Tune to Emergency Alert System (EAS) at KNX 1070 AM to receive updates.
8. Upon receiving the "all clear" signal, activate the Student Release Team.
9. Activate Incident Command System teams as required to accomplish necessary functions.

Teachers:

1. Do not panic. Remain calm and listen to instructions.
2. Keep students on the interior walls of the classroom.
3. Keep students indoors until it is safe to leave. Refer to the Hazardous Materials Incident Section for more information.
4. Take roll and document absent and/or missing students on the class attendance

sheet.

5. Upon receiving the “all clear” signal, prepare to release students to the Student Release Team.

Riot/Civil Disorder

What to do in case of a riot or civil disorder

All Personnel: If disturbance is off campus, as much as possible, remain in your work area and maintain your normal work routine.

1. Wait for further instructions indicating if the campus is in lockdown.
 - a. “Teachers, we are initiating a school lockdown. This is not a drill.”
2. Once the campus is secure you will hear: “The school lockdown is over. This is not a drill.”

If rioters enter your area:

1. Initiate lockdown procedures
2. Remain calm and lock all doors and close window blinds.
3. Avoid window areas if possible.
4. Do not leave your building or work area unless you feel you are in imminent danger.
5. If you do leave the building, avoid any interaction with rioters.
6. Await further instructions.

Operations Manager

1. Direct a lockdown of the campus if you believe the situation warrants.
2. Consult with the Police Department or coordinate appropriate protection for the school and its personnel.
3. Establish a Command Post.
4. Inform teachers and staff of the emergency situation. If appropriate, use the PA system.
5. Minimum Incident Command System Activation Recommended: Operations Team, Hazard Control Team to staff the Security Team.
6. Do not permit staff or students to leave the school until you have determined it to be safe.
7. Direct the careful screening of all persons entering the school facility.
8. If appropriate, use the public address system.

Severe Windstorm

Operations Manager:

1. Establish a Command Post and tune to the Emergency Alert Station (EAS) to receive an update on the storm. Tune to KNX 1070 AM for EAS.
2. Minimum Incident Command System Activation Recommended: Operations Team, Hazard Control Team to staff the Security Team.
3. Determine from the local authorities if staff and students should move to the interior core area of the building away from outside windows and doors.
4. Activate other Incident Command System functions as required to support your

actions.

All Personnel:

1. Keep students indoors and away from windows and doors.
2. Close all windows and blinds and avoid building locations that have large roof areas or spans.
3. Avoid all areas that have large concentrations of electrical equipment or power cables.
4. Follow instructions provided by Operations Manager or emergency response agencies.
5. Report any injuries to your supervisor.

Suspicious Mail/Package

Indicators: Suspicious Mail is mail that...

- Is unexpected or from an unfamiliar source.
- Has excessive postage.
- Is addressed to someone who no longer works at the school.
- Is addressed to a current employee but with the wrong title.
- Contains several misspelled words on the envelope.
- Marked with restrictive endorsements such as "Personal" or "Confidential".
- Has no return address or an address that cannot be verified.
- Mail from a foreign country.
- Shows a city or state in the postmark that doesn't match the return address.
- Is lopsided, oddly shaped, or has unusual weight, given its size.
- Has protruding wires, strange odors or stains.
- Has powdery substance on the outside.
- Has an unusual amount of tape on it.
- Is ticking or making unusual sounds.

Discovering Party:

1. Do not try to open the package or envelope.
2. Do not sniff, taste, or shake the package.
3. Isolate the package.
4. If powder is spilled from an envelope or package, do not try to clean up the powder.
5. Isolate the package.
6. Cover the spilled contents immediately with anything (clothing, paper, trash can) and do not remove this cover.
7. Evacuate the immediate area and close the door.
8. Notify Operations Manager.

All Personnel:

1. Do not panic. Remain calm and listen to instructions.
2. When informed of suspicious mail or package do not panic or spread rumors or communicate unverified information.
3. Remain away from any isolated area and follow instructions from Operations Manager or emergency response agencies.

Operations Manager:

1. Visually inspect mail or package (except if powder has reportedly come from package). Never touch suspicious mail or packages.
2. Make assessment of the suspicious nature of the mail or package and contact 9-1-1 if deemed suspicious.
3. If powder spilled from the package, ensure that the area is isolated and ensure that all personnel that have had contact with the package have washed their hands and removed contaminated clothing.
4. Activate the Incident Command System and await the arrival of emergency response agencies.

Suspicious Person or Criminal Activity on Campus

This checklist is designed to address unknown individuals who are exhibiting suspicious or potentially threatening behavior or obvious criminal activity.

Discovering Party:

1. Notify the office of an unfamiliar individual and report their location and behavior.
2. If the individual appears dangerous or is involved in criminal activity, avoid contact and move to a safe location.

All Personnel:

1. Do not panic. Remain calm and listen to instructions.
2. When informed of a suspicious individual or activity on campus the words "We are initiating a school lock down. This is a not a drill" will be used. Initiate lockdown procedures and await further instructions.
3. No staff or students will be permitted to leave the school until it is safe. During lock down, communicate any suspicious activities or noise to the office. This information may be useful to authorities. Once it has been determined it is safe, the words "The school lock down is over" will be used.
4. Remain calm and lock all doors and close window blinds.
5. Avoid window areas if possible.
6. Do not leave your classroom or work area.
7. Await further instructions.
8. If the intruder enters your area:
 - a. Do not provoke an incident.
 - b. Remain calm and do not get involved. Leave or avoid the area.

Operations Manager:

1. If you believe it is safe, approach the individual and assess the individual's business (you should be accompanied by another adult staff member, if at all possible. Explain the school visitor policy.
2. If suspicious or criminal activity has been reported immediately dial 9-1-1.
3. Consult with the Police Department and coordinate appropriate protection for the school and its personnel.
4. Inform teachers and staff of the emergency situation. If appropriate, use the public address system and attempt to monitor the situation without putting staff in jeopardy. Await the authorities.

5. Do not permit staff or students to leave the school until you have determined it to be safe.
6. As appropriate, use the public address system to end the school lock down.

Utility Failure

What to do in case of a utility failure

Operations Manager:

1. Assess if utility failure presents a threat to safety, if so contact 9-1-1 immediately.
2. Contact the appropriate utility company as directed.
 - Southern California Edison (800) 655 4555 (dial “0”)
 - Southern California Gas Company (800) 427 2000 (dial (“1”) – gas leaks; “4” – all other issues)

Teachers:

1. Do not panic. Remain calm and listen to instructions.
2. Determine if any power lines, sewer lines, water lines, or gas lines are down or ruptured at the school. If so, activated the Incident Command System Hazard Control Team to isolate the area.
3. Determine if an evacuation of classrooms if necessary.
4. Open window shades and use emergency flashlights as necessary.
5. Prepare to relocate your class to your pre-designated Assembly area.

PERSONNEL ASSIGNMENTS

Emergency Functions

ALL STAFF

All site staff shall supervise students during and after an emergency or disaster, maintain order, and keep students calm, quiet and together during the emergency period. Staff shall make sure that all students in their charge are accounted for and in one location. If necessary, because of another assignment, a staff member may need to turn the class list and emergency cards over to the staff member’s designated buddy who will supervise students while the staff member performs other emergency related tasks.

EMERGENCY COORDINATOR

The Site Emergency Coordinator (EC) is Operations Manager. The EC has the responsibility for setting up and coordinating the site’s effort in identifying and dealing with disaster issues which may occur.

The EC is responsible for assessing the type and scope of emergency to determine all building safety hazards and to designate safe shelter areas. The EC must periodically assess the situation and direct the Incident Command Team accordingly. The EC is

responsible for determining the need for, and requesting, outside assistance. The EC will coordinate resource allocation, press release, and action plan items.

SECRETARY/RECORD KEEPER

The Secretary/Record Keeper (Office Manager) is responsible for taking notes and accumulating data on the activities which take place during and after the disaster through the Emergency Command Center (ECC). This information is a permanent record to be kept on file which reflects the work done by all of the ECC members and would be used during the critique to be done well after the event is closed.

The Secretary/Record Keeper maintains a log of all persons entering or leaving the ECC.

After disaster event has ended, the Secretary/Record Keeper is responsible for collecting all forms used by all ECC staff member at the site and accumulates at file for these items at the site. As necessary, complete a typed written record of all the events which occurred for clarity and better understanding. The Secretary/Record Keeper retains all original notes and documents as they are legal records.

STUDENT/STAFF ACCOUNTING TEAM

This Team has a Leader who is responsible for obtaining a complete list from all site staff on their personnel/student accountability forms. Once this information is collected, it is provided immediately to the site Emergency Coordinator (EC).

The Personnel Accounting Team Leader notifies site staff how and when students will be released. All records of the release shall be kept by this Team's Leader and provided to the Secretary/Record keeper at the close of the disaster. The Personnel Accounting Team does not directly release students to parents. This is handled by the Student Release Team.

LOGISTICS SECTION CHIEF

The Logistics Section Chief is responsible for supplies. The Logistics Section Chief provides, maintains and controls equipment, supplies, facilities and commercial services required by incident. The Logistic Section Chief directs the opening of the disaster storage container and handles all incoming requests for supplies or support.

The Logistic Section supports the activation of sanitation area, command post, shelter area, staff rest area, assembly area, student release gate, morgue, and termination area. The Logistic Section Chief also coordinates and processes requests for additional resources with other agencies' Logistics Section manager.

STUDENT RELEASE TEAM

The Student Release Team performs and implements the safe release of personnel, students to their parents, relatives or others identified with carrying out that function. The release of students and staff is done in coordination and under the approval of the Emergency Coordinator.

The Student Release Team Leader shall ensure that releases are only done within the guidelines set forth by the school and that student releases have been accounted for through the sign-out process. The Student Release Team Leader shall ensure, as possible, that the release of students is done in an orderly manner.

The Student Release Team shall use the ***Student Emergency Release Form*** and shall keep a log of all students released on the ***Release Log***.

SEARCH AND RESCUE TEAM

The Search and Rescue Team is responsible for searching the facilities for injured persons, controlling small fires, performing light rescue, shutting-off utilities as necessary, administering basic first aid, and controlling site security.

The Search and Rescue team will provide information on its findings to the Emergency Command Center as soon as possible to assist in identifying areas where further assistance is required. Any additional equipment or documents are obtained from the Emergency Coordinator and/or the emergency container.

In addition to conducting classroom searches, the Search and Rescue Team is also responsible for controlling small fires by use of hand extinguisher. In the event of a large fire, the Search and Rescue Team should not attempt to fight the fire, and should evacuate the building immediately.

FIRST-AID TEAM

The First-Aid Team is composed of the Administrative Assistant and other designated staff. The First-Aid Team is responsible for identifying the injured and providing a location for injured to be treated. The first Aid Team administers basic first-aid and logs all injuries and injured on the ***Injury/Information Reporting Form***.

If First-Aid care is performed on a student, the First Aid Team completes the ***Notice of First Aid Care***.

The First-Aid Team also is responsible for handling fatalities and establishing a morgue. The First-Aid Team reports to the Incident Commander using the ***Injury/Information Reporting Form***.

1. Mortality Management Guidelines

These guidelines apply to the ECC Commander, Operations Chief, Safety Officer, and Search & Rescue Team, as well as the First-Aid Team.

Responsibilities: after pronouncement of determination of death:

- ***Do Not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times***.
- Attach tag to body with the following information
 - o Date and time found

- o Exact location where found
- o Name of decedent, if know
- o If identified – how, when, by whom
- o Name of person filling out tag
 - Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.
 - Securely attach a second bag with the same information as above to the outside of the bag.
 - Place any additional personal belongings found in a separate container and label as above. Do not attach to the body – store separately.
 - Move the properly tagged body with its personal effects to the designated morgue area.
 - Consider:
 - o Tile, concrete, or other cool floor surface (cover flooring with plastic to protect the surface.
 - o Accessibility for vehicles
 - o Remote from Emergency Assembly Area.
 - o **Do not** use school refrigerators or freezers.
 - As soon as possible, notify the police of the location and if known, the identity of the body. They will notify the coroner.
 - Keep accurate records and make available to police/coroner when requested.
 - Keep unauthorized persons out of morgue.

NOTE: In most instances of death, the body will be trapped under rubble and should be left in place until the coroner or other authorized responder comes on the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstance. Most likely, the only bodies that will be in morgue area will be persons who died while at the Medical/First Aid Station.

FOOD SERVICE TEAM

The responsibility of the Food Service Team is to determine the feeding and water needs of students and staff and to set up cooking facilities as required.

SECURITY TEAM

The Security Team is responsible for ensuring the safety and security of all school staff and students. The Security Team reports to the Emergency Coordinator and coordinates with local law enforcement, fire and rescue personnel. The Logistics Team will provide any supplies or equipment needed.

If directed to do so, the Security Team will work gates and major external doors. The Security Team will verify that campus is locked down and report the same to Command.

UTILITIES/FACILITIES TEAM

The Utilities/Facilities Team is responsible for complete shut-off or shut-down of all site utilities (electrical, water, and gas) as necessary.

Utility Team Leader shall assign staff to the various utilities to the inspected and as

necessary they will be shut-down or shut off. The utility locations are shown in the next page.

1. Summary Utility Locations

Utility	Location
Gas Shut Off Valves	In between cafetorium and Kinder playground
Water Shut Off Valves	In upstairs custodial closet; in between cafetorium and Kinder playground
Electrical Shut Off Valves	In downstairs custodial closet; between cafetorium and Kinder playground
Main Electrical Station	In between cafetorium and Kinder playground

2. Shutting off Utilities – Electricity

A serious injury may occur if proper procedures are not followed when shutting off the main electrical service at the marked panel box (turning off power to the entire site). It may be that the power supply into the site was interrupted by either a line breakage or automatic cut off by the Electric Company. ***Never shut off electricity unless you are properly trained and authorized to do so by Operations Manager*** (or designee) in an emergency. However, if it becomes necessary for site personnel to shut off the main power supply to the site, please follow these instructions.

- a. NEVER SHUT OFF THE MAIN SWITCH OR CIRCUIT BREAKER FIRST – EVEN IN AN EMERGENCY
- b. Begin the electrical shutdown by turning off the sectional switched or branch circuit breakers first (these would be the smallest switched or circuit breakers in size)
- c. Progressively shut off electrical switches and circuit breakers as they either increase in physical size or as they decrease in distance from the main switch or breaker panel. Keep track by writing down the order in which the switches or circuit breakers were turned off.
- d. It may be that the main circuit breaker panel may have numbers along the side or beneath each circuit breaker. Usually the main breaker will be marked #1 and the handle will be the largest in size. Secondary breakers will be marked #2 and so on and the handles and switch will be smaller than the #1 switch.
- e. Electrical service should be turned on in reverse order, starting with the main switch or circuit breaker. The same situation applies if switches (levers) are installed on the main panel instead of circuit breakers.

If these procedures are not followed, severe electrical flash may result, causing blindness or an electrical explosion to occur, causing extremely severe physical injury or

even death.

Personnel responsible for shutting off the electricity are:

Operations Manager

3. Shutting Off Utilities – Gas

Since leaking natural gas can cause a fire or contribute to its growth, the hazard of fire is of primary concern to the site. ***Never shut off Gas unless you are properly trained and authorized to do so by the Principal.*** The main gas supply must be shut off as quickly as possible ONLY IF YOU SMELL GAS. If you don't smell gas, leave the valve alone.

The gas wrench is located at: Focus Point Academy Main Office

Personnel responsible for shutting off main gas supply valve and other on-site gas valves are: **Operations Manager**

Never turn gas valves back on, wait for the arrival of local Gas Company staff to turn on such systems to ensure they are working properly.

4. Shutting Off Utilities – Water

After a disaster strikes, it may be necessary to conserve on-site water or to cut off the flow to the broken water pipeline located on the site. ***Never shut off Water unless you are properly trained and authorized to do so by the Operations Manager.*** The major source of drinking water will be found in the site's emergency water supply container which will be utilized by Operations Manager as necessary.

In addition, another source of water is the hot water tank located at the site. It is important to know the location of the water shut off and to be able to quickly shut off the supply so the water in the hot water tank is not siphoned back into the city water mains which will likely be ruptured and contaminated.

The exact location(s) of all water shut off valves at the site are shown in the chart in the paragraph above.

Personnel responsible for shutting off the main gas supply valve and other on-site gas valves are: **Operations Manager**

EMERGENCY DRILL SCHEDULE 2022-2023

Earthquake Drill

October 20, 2021 (The Great Shake out)

Fire Drills: 11/7/2022, 1/10/2023, 3/14/2023

Lock Down: 9/13/2022

Shelter in Place: 2/2/2023

Suspension and Expulsion Policies

Discipline Policy

Expectations for appropriate behavior will be clearly articulated to students and families during orientation meetings and will be provided as written policy in a Family-Student Handbook.

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

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

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Family-Student Handbook which is sent to each student at the beginning of the school year. The school leaders shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The School shall maintain disciplinary records and make them available to the School's charter authorizer upon request. The Executive Director will review the School's disciplinary policy and its procedures in the Family-Student Handbook annually and recommend to the Board any suggested changes to ensure consistent and fair treatment of all students. The Board will also review data on disciplinary actions taken annually to ensure the same.

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

In the area of willful defiance, students will be first redirected by the teacher followed by a conference with either The Executive Director or another adult to correct the misbehavior. Parents will be notified of the conference and will be included in further conferences if the behavior persists.

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

A student identified as an individual with disabilities or for whom Alma Fuerte has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. Alma Fuerte will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom Alma Fuerte has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in accordance with due process to such students.

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

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

Cause for Suspension and Expulsion – Enumerated Offenses

After reviewing the lists of disciplinary offenses that apply to students attending non-charter public schools, the School has determined that the following lists of

offenses, as well as the following disciplinary procedures, align with the School's mission and vision and provide for the safety of the School community:

Discretionary Suspension Offenses: A student may be recommended for suspension for any of the following reasons:

- 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
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any 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 (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any 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 any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm as defined in Education Code Section 49800(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)

- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5 (not applicable to students in grades TK-3)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (not applicable to students in grades TK-3)
- Intentionally engaged in harassment, threats, or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment (not applicable to students in grades TK-3)
- Made terrorist threats against school officials, school property, or both
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil

For a pupil subject to discipline under this section, The Director or designee 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 as specified in Section 48900.5. Alternatives to suspension or expulsion shall be imposed against a pupil who is truant, tardy, or otherwise absent from school activities. The School does not impose mandatory suspension. Rather, suspensions are discretionary. Suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Depending on the severity and seriousness of the offense and past conduct of the pupil, The Executive Director may recommend an expulsion instead of a suspension. That determination is within the professional discretion of The Executive Director for the following list of discretionary expellable offenses, as well as suspension offenses.

Discretionary Expulsion Offenses: A student may be recommended for expulsion for any of the following reasons:

- 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
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any 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 (exception made for use or possession by a student of his or her own prescription products)
- Unlawfully offered, arranged, or negotiated to sell any 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 any person another liquid, substance, or material and

represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant

- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stolen or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm as defined in Education Code Section 49800(m)
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 49800(q)
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment, as defined in Education Code Section 212.5 (not applicable to students in grades TK-3)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (not applicable to students in grades TK-3)
- Intentionally engaged in harassment, threats, or intimidation directed against school personnel or students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment (not applicable to students in grades TK-3)
- Made terrorist threats against school officials, school property, or both
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil

Non-Discretionary Suspension Offenses: Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by either Director
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900
- Possessed an explosive

Non-Discretionary Expulsion Offenses: Students must be suspended and will receive a mandatory recommendation for expulsion if it is determined that the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred in by either Director
- Brandished a knife at another person.
- Unlawfully sold a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committed or attempted to commit a sexual assault as defined in subdivision (n) of Education Code Section 48900 or committed a sexual battery as defined in subdivision (n) of Section 48900
- Possessed an explosive

Students are subject to mandatory recommendation for expulsion from Alma Fuerte Public School for any of the reasons as specified in the Education Code § 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school or possessed a firearm at school. Alma Fuerte will refer to the criminal justice or juvenile delinquency system any student who brings a firearm or weapon to a school.

Process for Suspension and Expulsion

Step 1: Informal Conference

Suspension shall be preceded by an informal conference conducted by the Director of Academics, with the student and the student's parents. The conference may be omitted if the Director determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school

personnel. If the student is suspended without a conference, the parents will be notified of the suspension and a conference will be conducted as soon as practicable. At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

Step 2: Notice to Parents

Parents and students will have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall immediately make a reasonable effort to contact the parents by telephone or in person. Initial contact will be followed by a written notice within 24 hours of the suspension. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension

The length of the suspension will be determined by The Executive Director based on the severity of the offense(s), as evidenced by witness statements, physical evidence, and other relevant factors. 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 determinations: 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.. A student may be suspended from school for not more than 20 school days in any school year; this restriction on the number of days of suspension does not apply, however, when the suspension is extended pending an expulsion.

Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Step 4: Recommendations for Expulsion

If The Executive Director recommends expulsion, the student and the student's parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Director upon either of the following findings:

- The student's presence will likely be disruptive to the educational process
- The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing.

Students will be recommended for expulsion if the Director finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

Step 5: Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled.

Written notice of the hearing will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel at the student's and student's parents' discretion and expense
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing
- The opportunity to present evidence and witnesses on behalf of the student

The hearing will be held within 30 days after the Director determines that an act subject to expulsion has occurred. The hearing will be conducted by an ad hoc committee of the Board. A Facts and Findings document will be prepared to summarize the evidence adduced at the hearing to substantiate the expulsion decision. The hearing will be held in closed session unless the pupil makes a written request for a public hearing at least three (3) days' prior to the hearing. A transcript of the hearing shall be prepared and maintained by Alma Fuerte, including a statement of specific facts supporting the

expulsion and documentation that Charter School's policies and procedures were followed.

Upon expulsion, written notice will be sent within 24 hours by the Director to the parents of any student who is expelled. This notice will include the following:

- The specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student's status with Alma Fuerte Public School.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Alma Fuerte will also notify its charter authorizer of the expelled student's name and the specific expellable offense committed. Any incident of violent and/or serious student behavior shall also be communicated to the district/school to which the student matriculates.

If the decision is not to expel, the student will return to classes at Alma Fuerte Public School.

The School's Board shall recommend a plan of rehabilitation for the student at the time of the expulsion order, which may include, but not be limited to, periodic review as well as assessment at the time of review for readmission. The plan may also include recommendations for improved academic performance, tutoring, special education assessments, counseling or other rehabilitative programs. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless School's Board makes a finding that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety or to other students or employees of the School. A description of the readmission plan shall promptly be made available to the student and the student's parent or guardian at the time the expulsion order is entered, including any related findings.

Appeal of Suspension or Expulsion

Parents will be notified in advance to enactment of the suspension or expulsion and the reasons therefore and can appeal a student's suspension or expulsion.

The suspension of a student will be at the discretion of The Executive Director. A suspension appeal may be made to Operations Manager within the term of the suspension (within three days of the suspension). Following due consideration, a decision by Operations Manager regarding student suspension will be considered final.

An expulsion may be appealed within ten working days and must be submitted in writing to the Co- Director, Academics and/or Operations Manager. The student will be considered expelled until a meeting is convened to consider the appeal (within 10 working days). The appeal will be considered by members of the Alma Fuerte Public

School Board, not including any of the same individuals or panel who suspended the student and recommended the expulsion. For a student who is not reinstated upon appeal, the family will be sent written notification of such, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the panel of representatives selected by the Board will be final.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

In the case of a student who has an IEP, or a student who has a 504 Plan, Alma Fuerte Public School will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and the charter school, an IEP team - including a district representative - will meet to conduct a manifestation determination review and to discuss alternative placement utilizing the District's Policies and Procedures Manual. The purpose of the manifestation determination review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability. Prior to recommending expulsion for a student with a 504 Plan, The Executive Director will convene a "Manifestation Determination" meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the school's failure to implement the IEP or 504 Plan?

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 Team shall review all relevant information in the student's file, including the child's IEP, 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.

If the school, the parent, and relevant members of the IEP 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 either of these circumstances exist, Alma Fuerte shall not suspend the student beyond five consecutive (5) days, unless one of the "Special Circumstances" applies, as described below.

If the school, the parent, and relevant members of the IEP Team make the determination that the conduct was a manifestation of the child's disability, the IEP 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 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 school agree to a change of placement as part of the modification of the behavioral intervention plan.

If the school, the parent, and relevant members of the IEP 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, then the 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.

Services During Suspension

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

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 an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the school, the Alma Fuerte IEP team shall decide on the student's placement in an interim alternative educational setting, pending the decision of the hearing officer or until the expiration of forty-five (45) days, whichever occurs first, unless the parent and the school agree otherwise.

Special Circumstances

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 Director 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.

Notification of District

Alma Fuerte shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who Alma Fuerte or District would be deemed to have knowledge that the student had a disability.

Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP team.

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 school's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the school had knowledge that the student was disabled before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.

c. The child's teacher, or other school personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the special education case manager or to other school supervisory personnel.

If the 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 school had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The 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.

Procedures for Notifying Teachers about Dangerous Pupils

(Pursuant to Education Code 49079 and Welfare and Institutions Code 827)

California Education Code requires that teachers be notified when one of their students has engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

The Executive Director/teacher shall keep this information in confidence and must not further disseminate. Site administrators are obligated to tell staff about students considered dangerous or troublesome, but it is important that the students' rights be respected as well.

At the beginning of each trimester, all teachers are provided with a list of enrolled students who have one or more suspensions of a serious or violent nature. This list includes student suspensions for the current year plus the previous three years. The following procedure is used in notifying teachers of the suspension history:

1. Suspension lists are provided to each teacher using a routing sheet. All teachers sign the routing slip indicating their review of the data.
2. Teachers are advised about the confidential nature of the data.
3. All routing sheets and suspension reports are to be returned and filed in the school office.

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Teachers are provided with a copy of the student suspension form.
2. Teachers are advised about the confidential nature of the data.

In addition, when a student is suspended, the school's daily attendance report will show a "*" next to a student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Unlawful Harassment Policy

Policy Against UNLAWFUL HARASSMENT

Alma Fuerte Public School (the “Charter School”) is committed to providing a work and educational atmosphere that is free of unlawful harassment. The Charter School’s policy prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School will not condone or tolerate harassment of any type by any employee, independent contractor or other person with which the Charter School does business. This policy applies to all employee actions and relationships, regardless of position or gender. The Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted.

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited Unlawful Sexual Harassment

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by the Charter School.

The Charter School is committed to provide a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (1) submission of the conduct is either made explicitly or implicitly a term or condition of an individual’s employment; (2) an employment decision is based upon an individual’s acceptance or rejection of that conduct; (3) that conduct interferes with an individual’s work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes they have been harassed or has witnessed harassment is encouraged to immediately report such harassment to their supervisor or the Principal. See Attachment B for the "Harassment Complaint Form."

Sexual harassment may include, but is not limited to:

Physical assaults of a sexual nature, such as:

- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
 - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
 - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an

all-inclusive list of prohibited acts under this policy.

Complainants and witnesses under these policies will be protected from further harassment and will not be retaliated against in any aspect of their employment due to their participation in or filing of a complaint or reporting sexual harassment.

The Charter School will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

While in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities.

School–Wide Dress Code

Shorts must have a defined leg and inseam. They should be “walking short” length, mid-thigh. No shorter please. Skirts must also be mid-thigh length.

Pants need to be an appropriate size and not show undergarments.

Large jewelry and accessories should not be worn at all.

Tops must cover midsections and must overlap with the waist of skirts or pants. Students must be able to raise arms and not have midriff showing. Shoulder straps must be at least three finger widths across.

Hats or head coverings are not to be worn inside by either boys or girls.

Clothing with drug, alcohol, sexually suggestive, or negative messages, or gang-related clothing will not be allowed on campus at any time.

Aerosol cans of hair spray, deodorant, or hair color are not permitted on campus. Please do not wear perfumes or colognes as the scents can cause breathing difficulty for those with asthma.

If a student wears inappropriate clothing to school, the home will be contacted to let parents know that the clothing worn is not acceptable. In the meantime, students will be asked to wear clothing provided by the school that day, or if time allows a parent may bring alternate clothing from home.

Procedures to Ensure a Safe and Orderly Environment

It is a priority of the administration and staff at Alma Fuerte that every student who attends our school will be provided with an environment in which the students not only feel physically safe, but that there is also a positive school climate in all activities both in and out of the classroom.

Our administration and staff desire to provide an orderly, caring, and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements.

Our administration encourages staff to teach students the meaning of equality, human dignity, and mutual respect, and to employ cooperative learning strategies that foster positive interactions in the classroom among students from diverse backgrounds.

Students shall have opportunities to voice their concerns about school policies and practices and to share responsibility for solving problems that affect their school. Staff shall encourage and reward success and achievement, participation in community projects, and positive student conduct.

Our school district promotes nonviolent resolution techniques in order to encourage attitudes and behaviors that foster harmonious relations. Staff shall receive training which implements and supports conflict resolution (California Education Code Sections 32230-32239, 35160, 35160.1, 44806).

Alma Fuerte remains in compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Hate Crime Policies and Procedures

The term "hate crime" is defined by various federal and state laws. In its broadest sense, the term refers to an attack on an individual or his or her property (e.g., vandalism, arson, assault, murder) in which the victim is intentionally selected because of his or her race, color, religion, national origin, gender, disability, or sexual orientation.

Any attack or incident at Alma Fuerte that would be identified as a crime would result in the police contact and following the suspension and possible expulsion policy for such actions. (See suspension procedures.)

Negative interactions between students that involve the specific identification or targeting of a student based upon their race, color, religion, national origin, gender disability or sexual orientation would result in teachers mediating a resolution employing students' social-emotional learning skills and then follow our progressive discipline plan.

Bullying Prevention Policies and Procedures

HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING POLICY

Alma Fuerte Public School (“Charter School”) believes all students have the right to a safe and civil learning environment. Discrimination, harassment, intimidation, and bullying are all disruptive behaviors which interfere with students’ ability to learn, negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, the Charter School prohibits any acts of discrimination, harassment, intimidation, and bullying related to school activity or school attendance. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means, consistent with this policy.

As used in this policy, “discrimination, harassment, intimidation, and bullying” describe the intentional conduct, including verbal, physical, written communication, or cyberbullying, that is based on the actual or perceived characteristics of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. In addition, bullying encompasses any conduct described in the definitions set forth in this policy.

To the extent possible, the Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated and/or bullied, and will take action to investigate, respond, and address any reports of such behaviors in a timely manner. Charter School staff who witness acts of discrimination, harassment, intimidation, and bullying will take immediate steps to intervene, so long as it is safe to do so.

Definitions

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

1. Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device.

Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Electronic act is the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager.

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

Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of discrimination, intimidation, harassment, or bullying, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of bullying.

All other members of the school community, including students, parents/guardians, volunteers, and visitors, are encouraged to report any act that may be a violation of this policy to either Director or designee. While submission of a written report is not required, the reporting party is encouraged to use the report form available in the Main Office. However, oral reports shall also be considered. Reports may be made anonymously, but formal disciplinary action cannot be based solely on anonymous information.

Students are expected to report all incidents of discrimination, intimidation, harassment, bullying, teasing, or other verbal or physical abuse. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor or other staff person so that she/he can get assistance in resolving the issue consistent with this policy.

The Charter School acknowledges and respects every individual's rights to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings and/or resolve the issue, as determined by The Executive Director or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of violations of this policy. Such participation shall not in any way affect the status, grades or

work assignments of the reporter.

Investigating

Upon receipt of a report of harassment, intimidation, or bullying from a student, staff member, parent, volunteer, visitor or affiliate of the Charter School, The Executive Director or designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than five (5) school days. If The Executive Director or designee determines that an investigation will take longer than five (5) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete. At the conclusion of the investigation, The Executive Director or designee will meet with the complainant and, to the extent possible with respect to student confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation which lead to the report. However, in no case may The Executive Director or designee reveal confidential student information related to other students, including the type and extent of discipline issued against such students.

All records related to any investigation of discrimination, harassment, intimidation or bullying will remain in a secure location in the Main Office of the Charter School.

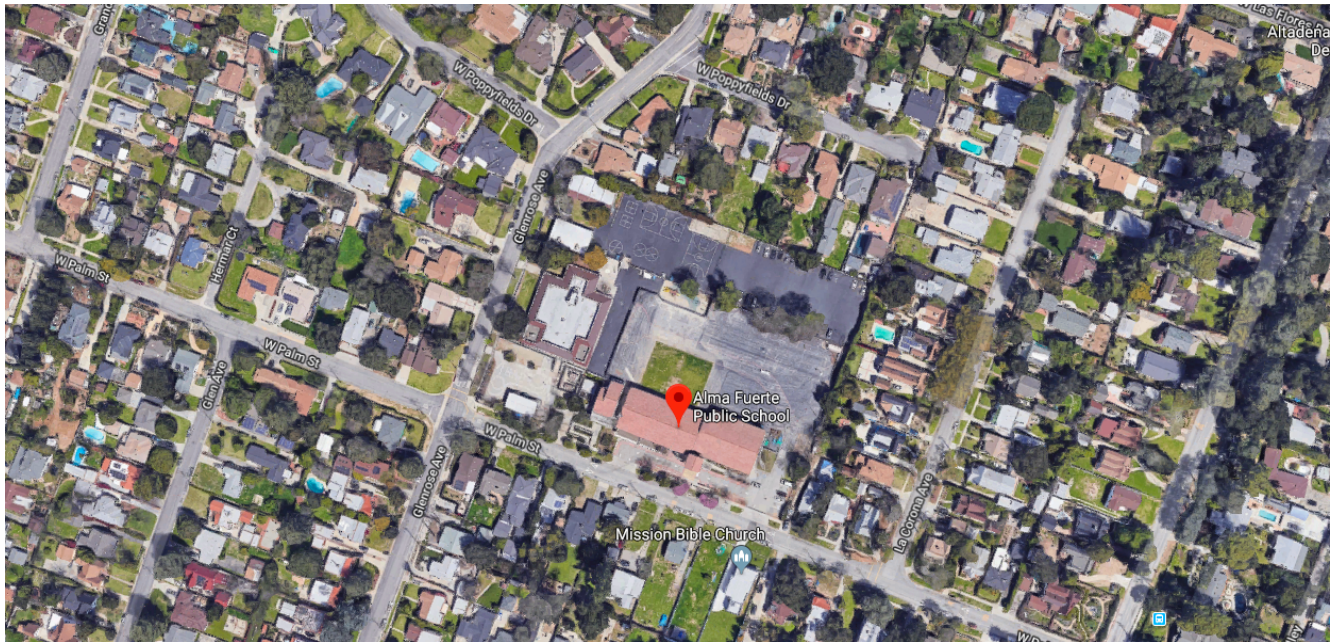
Appeal

Should the reporting individual find The Executive Director's resolution unsatisfactory, he/she may follow the Internal Complaint and Dispute Resolution Policy found in the Charter School Family/Student Handbook. In addition, when harassment or bullying is based upon one of the protected characteristics set forth in this policy, a complainant may also file a Uniform Complaint at any time during the process, consistent with the procedures found in the Charter School Family/Student Handbook.

Consequences

Students who engage in discrimination, harassment, intimidation or bullying may be subject to disciplinary action, up to and including suspension and/or expulsion, as outlined in the Student Discipline Policy of the Charter School.

Campus and Vicinity Map Attached



Directions to Loma Alta Park (off-site emergency meeting spot) from Alma Fuerte

