Albert Einstein Academies
Comprehensive School Safety Plan

Dr. David Sciarretta, Superintendent

AEACES (k-5)
Greta Bouterse, Principal
3035 Ash Street, San Diego, CA 92102
(619) 795-1190
gbouterse@aeacs.org

AEACMS (6-8)
Andy Trakas, Principal
458 26th Street, San Diego, CA 92102
(619) 780-0400
atrakas@aeacs.org

A meeting for public input was held on January 26, 2022

Plan approved by AEA Board of Trustees on _____

DRAFT

This document is available for public inspection during regular business hours at 3035 Ash Street, San Diego, CA 92102

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

Albert Einstein Academy Charter Elementary School

Comprehensive School Safety Plan - Signature Page
2022-23

The undersigned members of the Albert Einstein Academies certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

David Sciarretta, Superintendent	Date
Greta Bouterse, Principal (Elementary)	Date
Andy Trakas, Principal (Middle)	Date
Maria Ortega, President (AEA Board of Trustees)	Date
Cathy Montes, Operations (AEA Health & Safety Committee Chair)	Date
(name), (Law Enforcement Agency)	Date
(name), (Fire Department – *Optional but Encouraged*)	Date

Table of Contents

A. Child Abuse Reporting Procedures 4

B. Administrator's Redbook (Disaster Response Procedures)
(Includes Tactical Information) 7

- **SECTION 1 - ADMINISTRATOR'S REDBOOK** 8
- **SECTION 2 - EMERGENCY ACTIONS** 42
- **SECTION 3 - EMERGENCY RESPONSES** 64

C. Suspension & Expulsion Policies 128

D. Procedures for Notifying Teachers about Dangerous Pupils 159

E. Discrimination & Harassment Policy 160

F. School-wide Dress Code Prohibiting Gang Attire 186

G. Safe Ingress and Egress (Includes Tactical Information) 189

H. Rules and Procedures on School Discipline 196

I. Bullying Prevention Policies and Procedures 204

A. Child Abuse Reporting Procedures

Albert Einstein Academies employees are required to complete mandated reporter training annually using the online training module provided by the State Department of Social Services. The School Personnel training satisfies the requirements of AB 1432. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars ($1,000), or by both that imprisonment and fine. All employees must provide proof of completing the training to the AEA Human Resources Department within the 45 days of each school year and within the first 45 days of that employee's employment.

California law defines child abuse as any of the following:

- A child is physically injured by other than accidental means.
- A child is subjected to willful cruelty or unjustifiable punishment.
- A child is abused or exploited sexually.
- A child is neglected by a parent or caretaker who fails to provide adequate food, clothing, shelter, medical care or supervision.

If you suspect that a child has been, or is in danger of, abuse or neglect contact the San Diego County Child Protective Services Child Abuse Hotline at (858) 560-2191 or (800) 344-6000. You may also contact the San Diego Police Child Abuse Department at (619) 531-2260.

When a referral is received, the social service staff obtains facts from the person making the referral to determine if the referral alleges abuse, neglect, or exploitation. The Emergency Response staff determines if an in-person response is indicated. Whenever a report indicates the need for protection, Child Protective Services will:

- Accept the case
- Intervene in the crisis, if required
- Apply Family Preservation and Support Services for some families
- Assess or identify problems, gather facts and clarify the problems
- Plan and provide services, set goals, identify resources and timeframes
- Document the case
- Terminate the case or transfer it to another program

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY

NAME OF MANDATED REPORTER	TITLE		MANDATED REPORTER CATEGORY
REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? ☐YES ☐NO
REPORTER'S TELEPHONE (DAYTIME) ( )	SIGNATURE		TODAY'S DATE

B. REPORT NOTIFICATION

☐ LAW ENFORCEMENT ☐ COUNTY PROBATION ☐ COUNTY WELFARE / CPS (Child Protective Services) — AGENCY

ADDRESS Street	City	Zip	DATE/TIME OF PHONE CALL
OFFICIAL CONTACTED - TITLE			TELEPHONE ( )

C. VICTIM
One report per victim

NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX / ETHNICITY
ADDRESS Street	City	Zip	TELEPHONE ( )	
PRESENT LOCATION OF VICTIM	SCHOOL		CLASS	GRADE
PHYSICALLY DISABLED? ☐YES ☐NO	DEVELOPMENTALLY DISABLED? ☐YES ☐NO	OTHER DISABILITY (SPECIFY)	PRIMARY LANGUAGE SPOKEN IN HOME	
IN FOSTER CARE? ☐YES ☐NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐DAY CARE ☐CHILD CARE CENTER ☐FOSTER FAMILY HOME ☐FAMILY FRIEND ☐GROUP HOME OR INSTITUTION ☐RELATIVE'S HOME		TYPE OF ABUSE *(CHECK ONE OR MORE)* ☐PHYSICAL ☐MENTAL ☐SEXUAL ☐NEGLECT ☐OTHER (SPECIFY)	
RELATIONSHIP TO SUSPECT	PHOTOS TAKEN? ☐YES ☐NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐YES ☐NO ☐UNK	

D. INVOLVED PARTIES

VICTIM'S SIBLINGS

NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
1.				3.			
2.				4.			

VICTIM'S PARENTS/GUARDIANS

NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )	

SUSPECT

SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY
ADDRESS Street	City	Zip	TELEPHONE ( )	
OTHER RELEVANT INFORMATION				

E. INCIDENT INFORMATION

IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ *IF MULTIPLE VICTIMS, INDICATE NUMBER:* _____

DATE / TIME OF INCIDENT	PLACE OF INCIDENT

NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: http://www.leginfo.ca.gov/calaw.html (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof ***within 36 hours*** of receiving the information concerning the incident. (PC Section 11166(a).)

- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.

- **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.

- **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.

- **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.

- **Designated Agency:** ***Within 36 hours*** of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

Albert Einstein Academies
3035 Ash Street (AEACES)
458 26th Street (AEACMS)
San Diego, CA 92102
(619) 795-1190
(619) 780-0400

Administrator's Redbook



Adapted from San Diego East Region
Readiness & Emergency Management for Schools
& Marin County Schools Model Emergency Management Plan

Administrator's Redbook



REDBOOK TABLE OF CONTENTS

Section 1

Oath/Disaster Service Workers & Public Employees - Use of School Facilities	9
Important Telephone Numbers	10
Situational Communication Plans	17
Plan for Loss of Technology	18
Incident Command Systems	19
Incident Command Staging Locations	21
Incident Command Post	23
Building Information/Alarm Information/Utility Shut-Offs	24
Security, Search, Rescue Area and Evacuation Maps	28
Medical Team	33
Activity/Documentation Log	34
Student Emergency Evacuation Absence List	35
Support Personnel Absence List	36
Student Release Sign Out Sheet	37
Sample Required School Emergency Drill Report	38
Optional Emergency Drill Planning Calendar	39
Site Emergency Procedures & Plans For Special Needs Students	40

Albert Einstein Academies
Comprehensive School Safety Plan

OATH OR AFFIRMATION

Albert Einstein Academies - Administrative Regulation 4112.3

All public employees are disaster service workers. As such, before beginning employment with AEA, employees must take the oath or affirmation required by law. In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, all AEA employees are subject to disaster service activities as assigned to them by their supervisors.

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law.

USE OF SCHOOL FACILITIES

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

2022-23
Albert Einstein Academies
EMERGENCY PLAN

AEA Board of Trustees

Maria Ortega, President
Eric Mitchell, Vice-President
Christopher Beesley, Treasurer
Kristin Rebien, Secretary
Bill Melton, Member
Richard Vernon Moore, Member
Kristin Rebien, Member

Dr. David Sciarretta, Superintendent

KEY LEA EMERGENCY PHONE NUMBERS

POSITION/LOCATION	NAME	OFFICE PHONE	CELL PHONE
Superintendent	David Sciarretta	619-209-9753	619-209-9753
Principal (Elementary)	Greta Bouterse	619-795-1190 x2119	917-371-9438
Assistant Principal (Elementary)	Michelle Guarino	619-795-1190 x2124	619-507-7170
Principal (Middle)	Andy Trakas	619-780-0400 x2215	619-518-9979
Assistant Principal (Middle)	Jose Diaz	619-780-0400 x3302	619-581-5133

ADDITIONAL KEY LEA PHONE NUMBERS

POSITION	NAME	OFFICE PHONE	CELL PHONE
Operations Manager	Cathy Montes	619-795-1190 x2232	619-279-1957
Director of Data & Technology	Brad Baquial	619-780-0400 x4401	858-699-0795
Special Education (AEACES)	Andy Kim	619-795-1190 x2133	310-953-5872
Special Education (AEACMS)	Lynda Musisko	619-780-0400 x3301	619-770-9641
Nutrition Services	Barbara Lewis	619-279-1190 x2230	619-961-5705
AEA Community Hotline	AEA Community Hotline	858-859-1550	858-859-1550

LOCAL EMERGENCY TELEPHONE NUMBERS

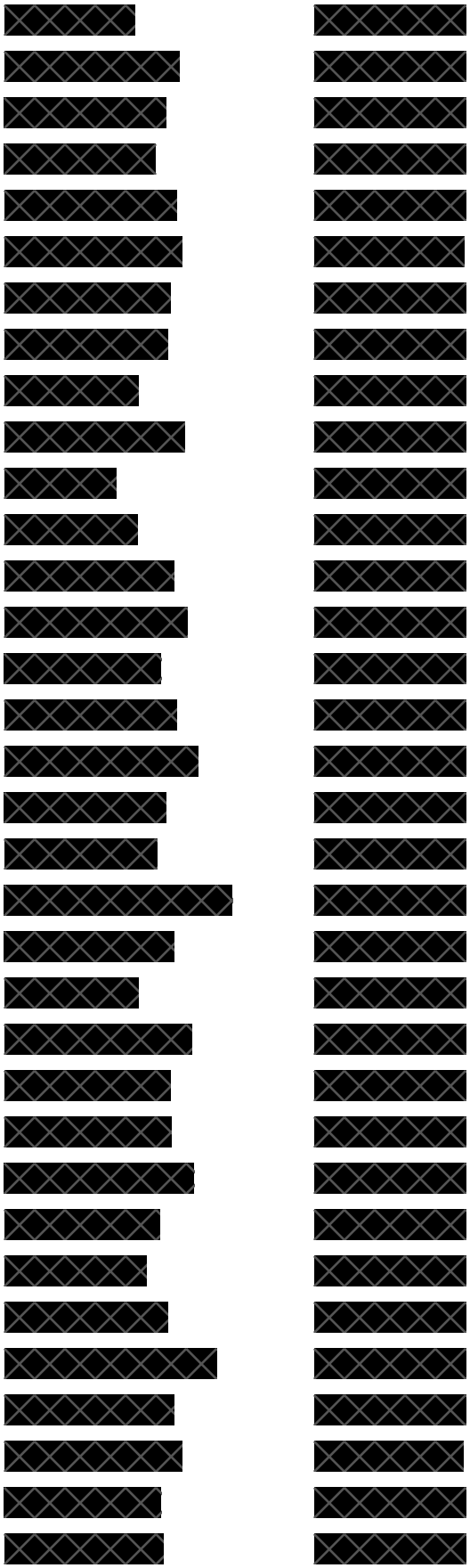
EMERGENCY		911
LAW ENFORCEMENT		**Phone**
San Diego Police Department (non-emergency)		619-531-2000
San Diego County Sheriff (non-emergency)		858-565-5200
San Diego Unified School LEA School Site Police		619-291-7678
FIRE		**Phone**
San Diego Fire Department (non-emergency)		858-573-1497
HOSPITALS	**Address**	**Phone**
Scripps Mercy Hospital	4077 Fifth Ave, San Diego, CA 92103	619-294-8111
UCSD Medical Center	200 W. Arbor Dr, San Diego, CA 92103	858-657-7000
Sharp Urgent Care	300 Fir St, San Diego, CA 92101	619-446-1575
OTHER SERVICES		
Animal Control		619-299-7012
Poison Control		800-222-1222
S.D. County Environmental Health		858-565-5173
S.D. County Hazardous Materials and Waste		858-505-6657
S.D. County Public Health and Human Services		619-441-6500
S.D. County Office of Education		858-292-3500
S.D. County Office of Emergency Services		858-565-3490
San Diego Gas and Electric (SDG&E)		800-611-7343
Sewer		619-515-3525
Water		619-515-3525
COX		619-262-1122

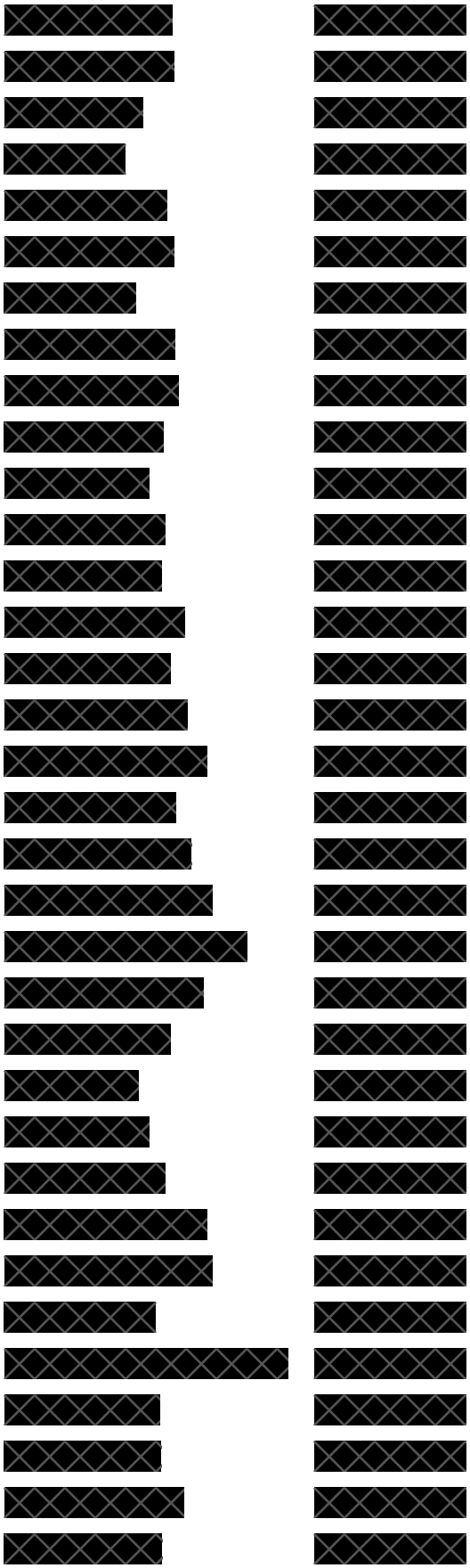
STAFF PHONE LIST

This information will be used only during a school emergency

Last name, First name	Mobile Phone
[redacted]	[redacted]
[redacted]	[redacted]
[redacted]	[redacted]

[redacted]





[redacted]

SITUATIONAL COMMUNICATION PLANS

In the event of any emergency situation during school hours, please refer to the following communication procedures set in place:

<table>
<tr><td>9-1-1 Calls</td><td>
1) When placing a 911 call: give your name, school name, and school address:
a) AEACES - 3035 Ash Street, San Diego, CA 92102
b) AEACMS - 458 26th Street, San Diego, CA 92102

2) Give specific details and location of the emergency (such as injury, fire, intruder. shooter, hazardous material or other emergency)

3) Indicate location of incident command post
a) AEACES - [redacted]
b) AEACMS - [redacted]
</td></tr>
<tr><td rowspan="2">Mass Notification to Parents</td><td><u>During an emergency:</u>
In the event of an emergency during school hours, information will be distributed to the AEA Community (parents and staff) by email, text/SMS and recorded voice mail.</td></tr>
<tr><td><u>After an emergency:</u>
Detailed emergency information after an event will be distributed to the AEA Community (parents and staff) by email, text/SMS and recorded voice mail.</td></tr>
</table>

CONTINGENCY PLANS:
COMMUNICATION AND ELECTRICAL

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Emergency information will be distributed to the AEA Community (parents and staff) by email, text/SMS and recorded voice mail.
Personal cell phones can be utilized to connect to first responders, administration and safety teams.

If no Internet service:

Remote internet hotspots will be utilized to connect computer devices to relay emergency information to the AEA Community.
Cell Phone hotspots will also be utilized to relay emergency information.

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

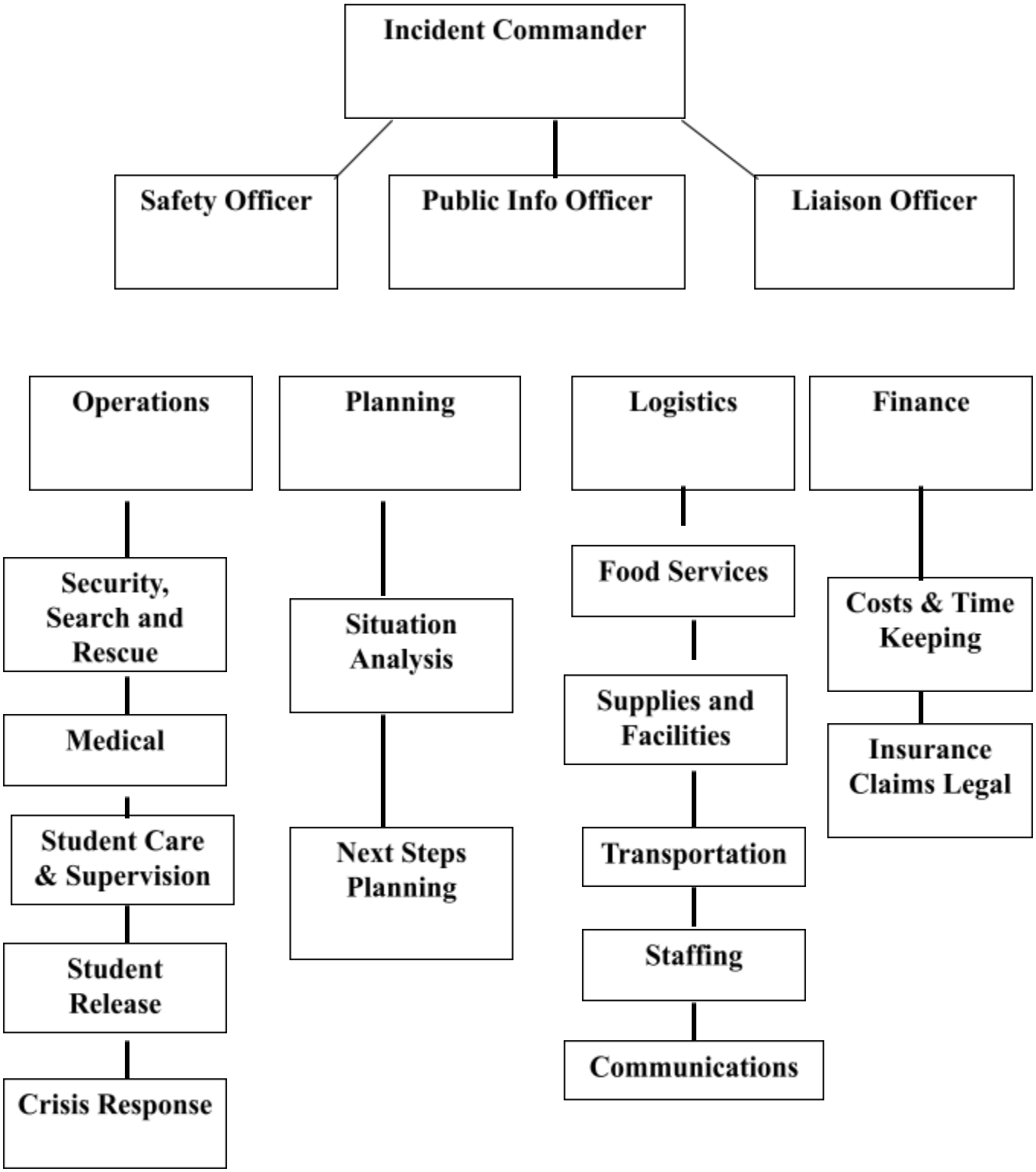
Lights, HVAC systems, printers, computer systems, electronic door locks, cafe equipment, security cameras.

List capability of backup power:

Limited backup power can be provided to power a minimal amount of integral systems by a gas powered generator located at each site.

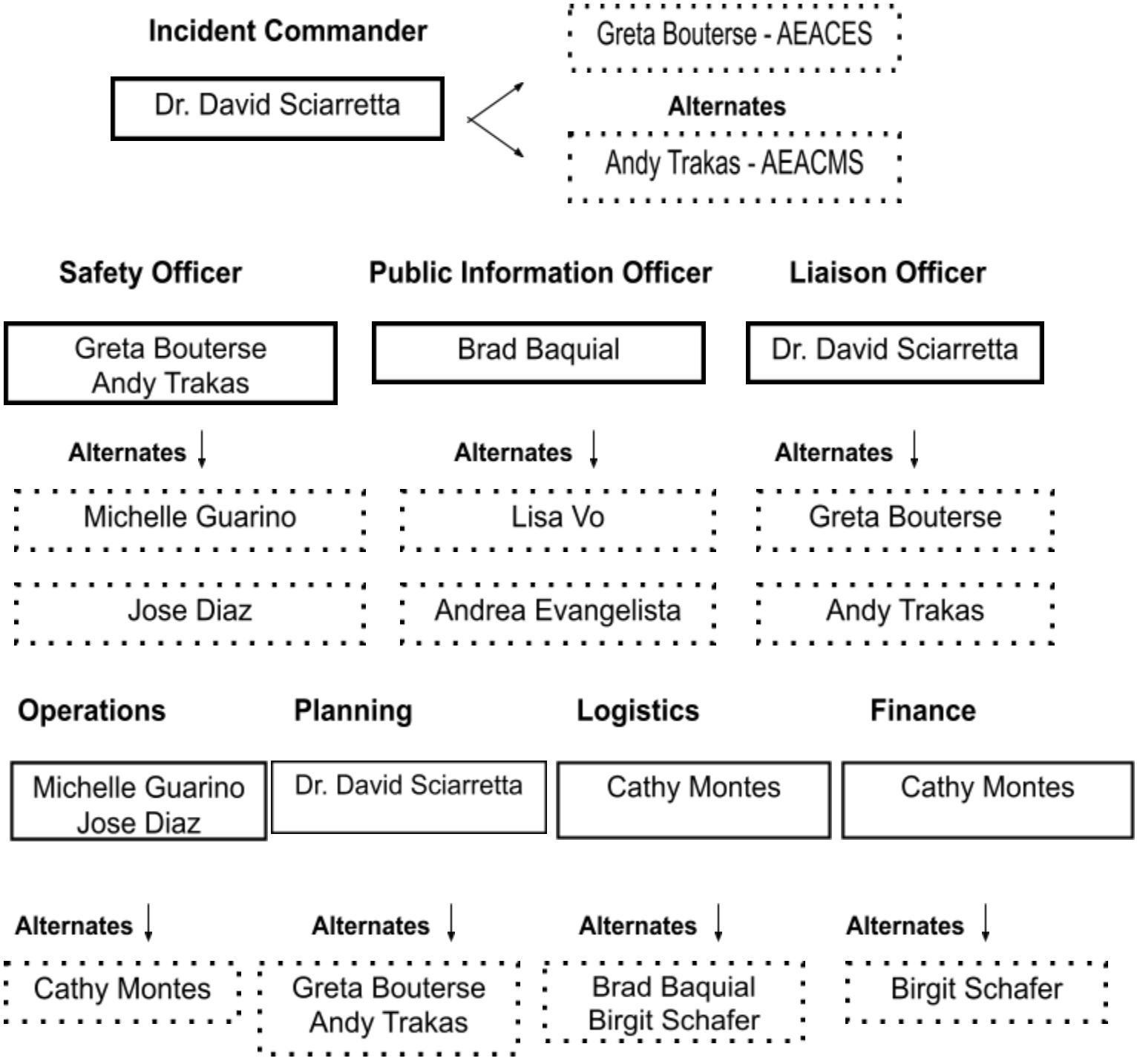
INCIDENT COMMAND

Incident Command System (Framework)



INCIDENT COMMAND SYSTEM

LEA Assignments



AEACES
INCIDENT COMMAND
STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post		
Media Staging		
Security Team		
Search & Rescue		
Medical		
Student Care		
Student Release Area		
Emergency Vehicles		

AEACMS
INCIDENT COMMAND
STAGING LOCATIONS

Identify locations on campus (or off) for each post below:

ICS Function	Primary Site	Secondary Site
Command Post		
Media Staging		
Security Team		
Search & Rescue		
Medical		
Student Care		
Student Release Area		
Emergency Vehicles		

INCIDENT COMMAND POST

PREPARATION:
Principal, Office Staff, Support Staff

1. Update annually teacher emergency backpacks with:
   a. Emergency evacuation plan
   b. Evacuation Absence Lists
   c. Class lists to be updated each trimester
   d. ID tag
   e. Teacher name sign
   f. Pencil

2. Advise Staff/Parents of Emergency Plan.
3. Plan for students with special needs.
4. Meet with teachers and review duties and special assignments.
5. Conduct drills putting emergency teams into full operation.
6. Have messages pre recorded for use during an emergency.
7. Update annually Emergency Response Boxes with:
   a. Student lists with parent phone numbers (each semester)
   b. Lists of students with special needs
   c. Lists of staff members and phone numbers (cell and home)
8. Each year in October, review and update the emergency plan.

EMERGENCY:
Principal or designee:

1. Enactment of the entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and LEA emergency radio.
5. Establish communication with the Superintendent as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine Student Release Area and communicate location to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel.

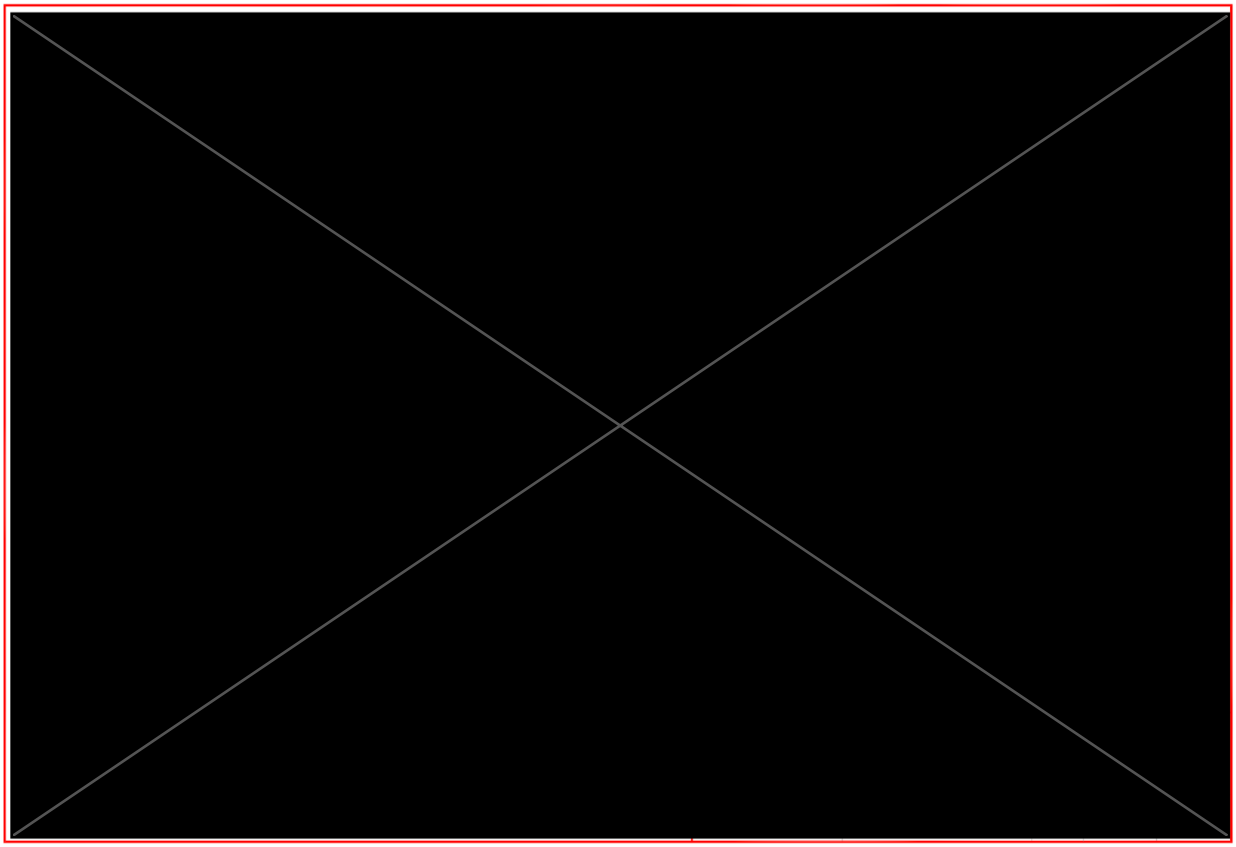
AEACES
BUILDING INFORMATION

SCHOOL SITE	DOCUMENT DATE
AEACES	12/10/2021

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff	X		Multiple - See map below
Gas	Total main gas shutoff	X		Multiple - See map below
Water	Total main water shutoff	X		Multiple - See map below



ALARM COMPANY INFORMATION
AEACES

Company Name	**SDUSD School Site Police**	
Office Phone	[redacted]	
Emergency Phone	**Same**	
Responsible Parties	**SDUSD**	
Locations of Control Panels	**Main office (mail room)**	**Panel located on north wall**

EMERGENCY SUPPLIES

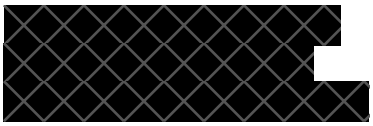
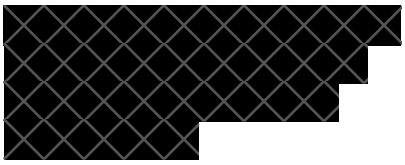
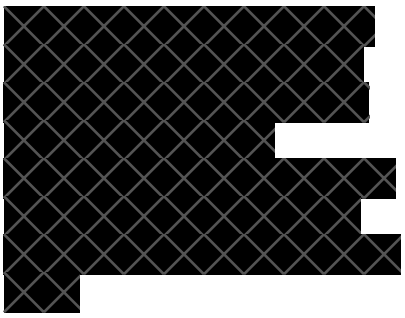
TYPE	LOCATION
Emergency Supply Kit	**Classrooms/Private Offices**
AED devices (2 per site)	**Health Office PE Room**
First Aid Kits	**Health Office PE Room**
Gas Generator	**Custodial Office**

AEACMS
BUILDING INFORMATION

SCHOOL SITE	DOCUMENT DATE
AEACMS	12/10/2021

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?	X		
Gas	Total main gas shutoff?	X		
Water	Total main water shutoff?	X		

AEACMS
ALARM COMPANY INFORMATION

Company Name	**JJJ Enterprises**	
Office Phone	[redacted]	
Emergency Phone	[redacted]	
Responsible Parties	**Alex Arce**	**Brad Baquial**
Locations of Control Panels	[redacted]	[redacted]

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	**Classrooms/Private Offices**
AED devices (2 per site)	**Health Office PE Courts**
First Aid Kits	**Health Office PE Room**
Gas Generator	**Custodial Office**

SECURITY, SEARCH & RESCUE TEAM

Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.

Site: Meet at evacuation site. Check in with Operations Section Leader for further direction.

PREPARATION:

1. Know the location of:
    a. fire extinguishers
    b. central cut-off for water and electricity
    c. emergency supply/tool barrels

EMERGENCY:

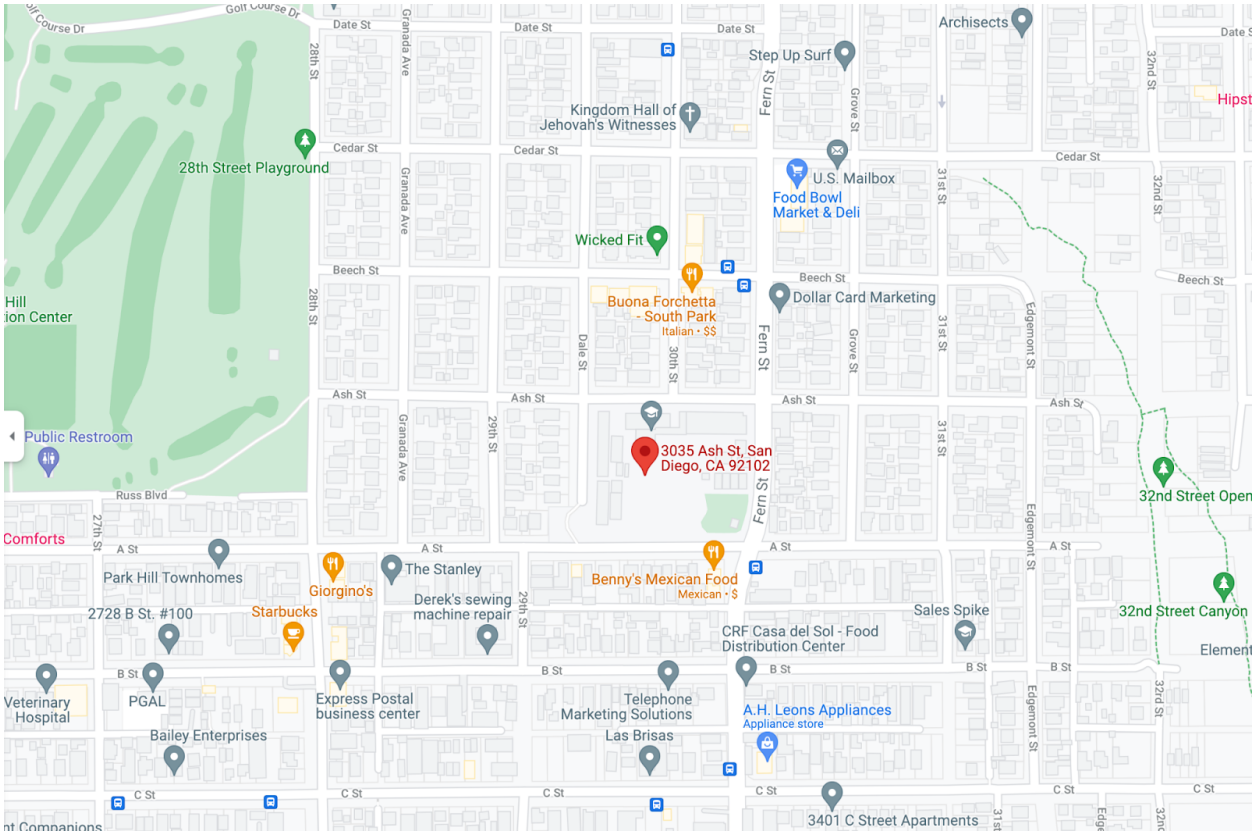
1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from office staff, if available. Take all other supplies needed.
3. Initiate sweep of your designated area (see Sweep Map)
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Site Command Post and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything is okay, red means the victim is in the room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
13. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

AEACES

Security, Search and Rescue Area Map

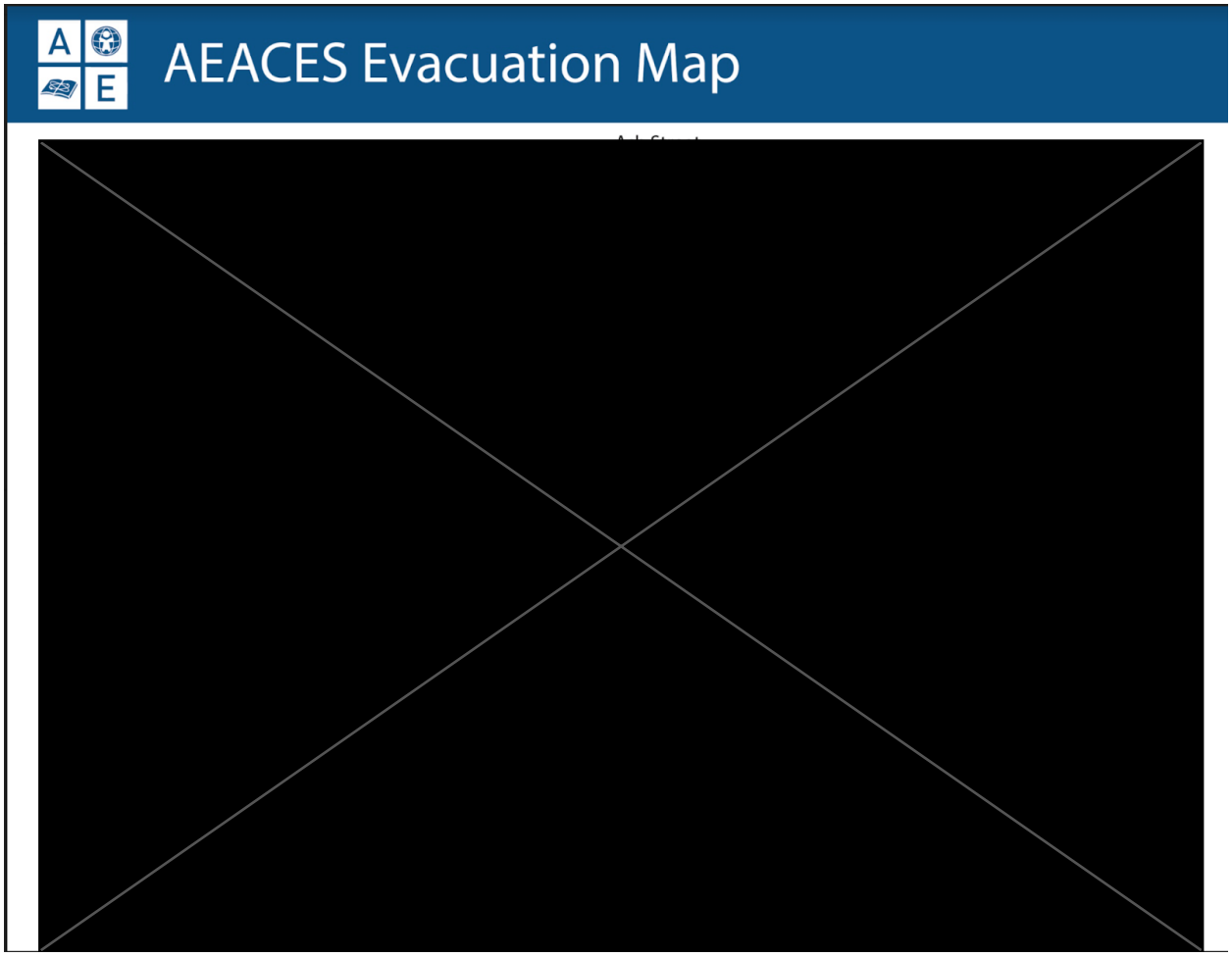
Site Name: Albert Einstein Academy Charter Elementary School k-5
Site Address: 3035 Ash Street, San Diego, CA 92102

Site Phone: 619-795-1190
Site Fax: 619-795-1180



AEACES

Security, Search, Rescue and Evacuation Map

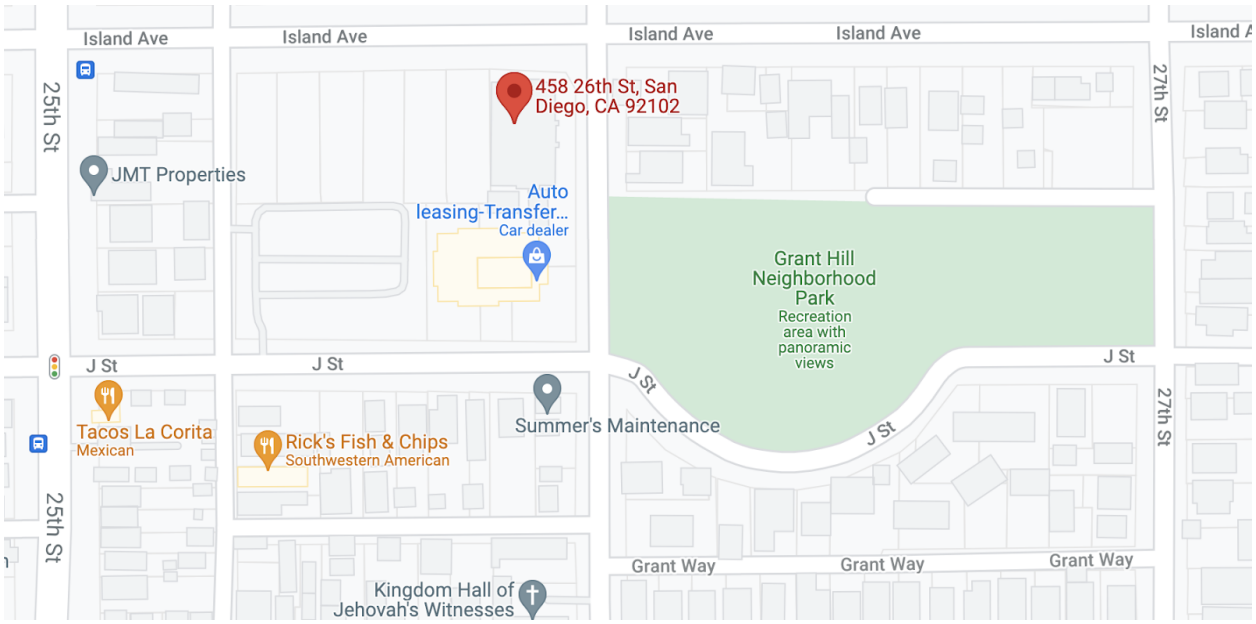


AEACMS

Security, Search and Rescue Area Map

Site Name: Albert Einstein Academy Charter Middle School 6-8
Site Address: 458 26th Street, San Diego, CA 92102

Site Phone: 619-780-1180
Site Fax: 619-780-0986

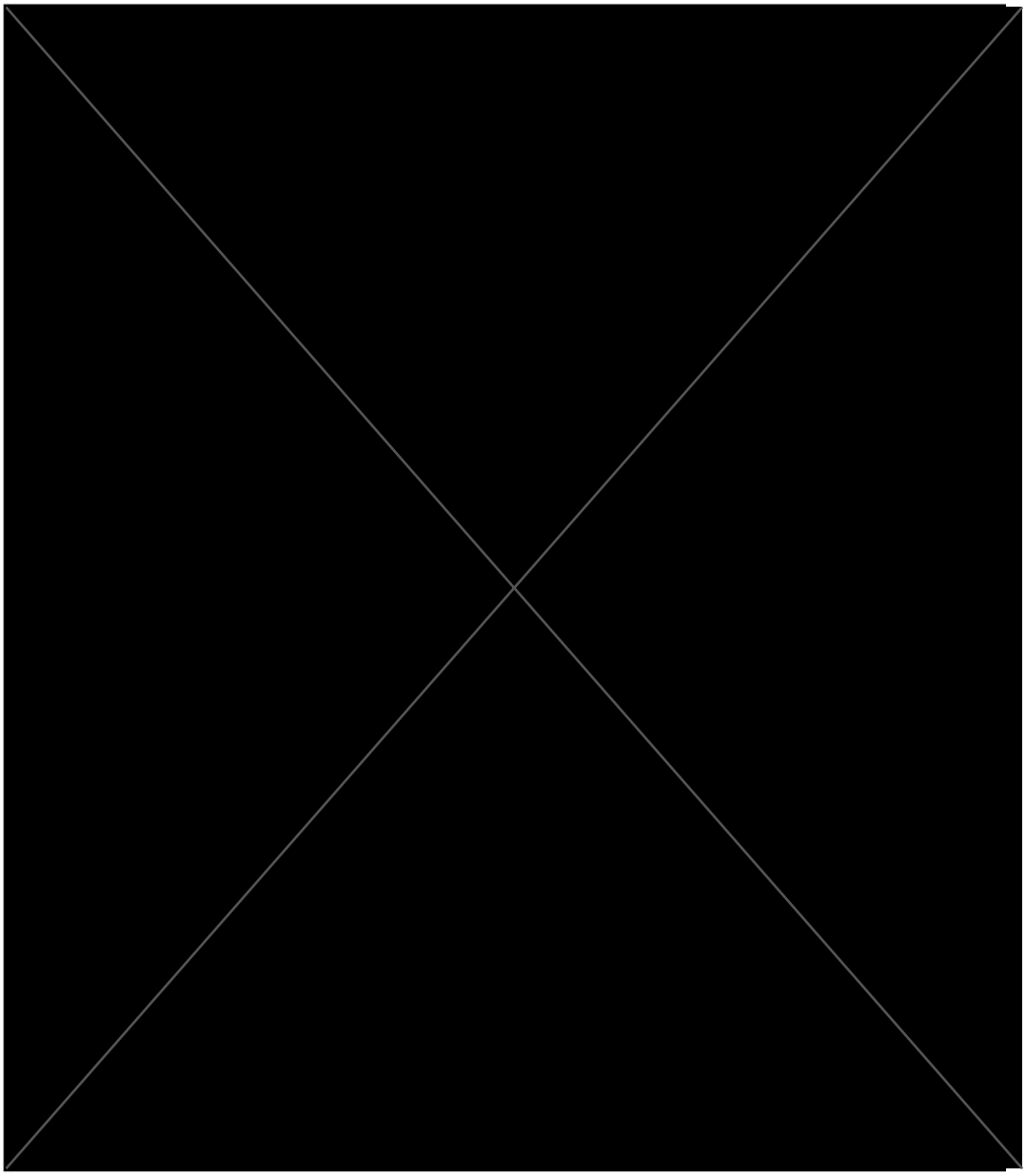


AEACMS

Security, Search, Rescue and Evacuation Map

AEACMS
Evacuation Routes

Meeting Area Evacuation Route



MEDICAL TEAM
(Health Aides/Front Office Staff)

PREPARATION:

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

EMERGENCY:

1. Check in with the evacuation area leader.
2. Report to the first aid center.
3. Take student “health logs” to the first aid/triage area.
4. Take a walkie-talkie for communication with the Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries.
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

Activity/Documentation Log

Financial Section Members begins documentation of an incident at the direction of the Incident Commander

Name:_____

Duty Position:_____

DATE	TIME	CHRONOLOGICAL LISTING OF EVENTS (Factual Information)

STUDENT EMERGENCY EVACUATION ABSENCE LIST

- Please list all students absent from your class.
- Check “Absent” if the student was absent at roll call.
- Check “No show” if the student did not show up to the evacuation area. List location if known. Include any aides or parent volunteers who may have been in your room and did not make it out to the evacuation area.
- If all students on your class roster are present and accounted for, check the box below.

Total # of students present _____

TEACHER _____

☐ **All students present and accounted for.**

Student Name	Absent	No Show / Location?

*This page is to be revised annually.

EMERGENCY EVACUATION
SUPPORT PERSONNEL ABSENCE LIST

- This list should include all LEA/staff members not regularly assigned to a classroom. Include custodians, nutrition staff, aides, AM/PM personnel, resource teachers, nurses/health aides, psychologists, substitute teachers, etc. It should be updated as necessary.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

Name(s)	Present at Evacuation Site	Absent	No show/ Location

STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in your emergency folder.)

Student's Name	Signature of Parent/Guardian

REQUIRED SCHOOL EMERGENCY DRILL REPORT

2021-22 School Emergency Drill Report
School: AEACES

2021-22 Emergency Drill Calendar (AEACES)

Date	Time	Planned/Unplanned	All students/staff at playground	Final Check-in (All students accounted for)	Zone 1 Sweep Complete	Zone 2 Sweep Complete	Zone 3 Sweep Complete	Zone 4 Sweep Complete	FINAL ALL CLEAR by Principal	Student Count	NOTES
[redacted]											

2021-22 School Emergency Drill Report
School: AEACMS

2021-22 Emergency Drill Calendar (AEACMS)

Date	Time	Planned/Unplanned	North Stairwell Cleared	South Stairwell Cleared	West Stairwell/ Courts Cleared	Floor Sweep Complete 4th	Floor Sweep Complete 3rd	Floor Sweep Complete 2nd	Floor Sweep Complete 1st	Campus Clear (sweep - all students/staff out of building)	FINAL ALL CLEAR (at park w/rosters)	Student Attendance today	NOTES
[redacted]													

OPTIONAL EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

The calendar below may be used to assist schools in scheduling a variety of drills to improve the site's emergency response protocols.

This calendar may be used to assist sites

Monthly Drills to include:	Date of Drill
A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Recess Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Drill/Evacuation (regular evacuation site on campus)	
P.M. Earthquake Drill/Evacuation (alternate evacuation site on campus)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Other:	

Annual Drills to include:	Date of Drill
Sweep and Rescue Team	
First Aid Team	
Family Reunion Team	
Site Command Post	

SITE EMERGENCY PROCEDURES
FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.

2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
   - a wheelchair on a daily basis
   - specialized equipment
   - physical assistance to evacuate in a timely manner

3. Each plan requires that support staff be designated as specialized assistants during times of emergency.

4. The Site Safety Specialist is responsible for:
   - identifying all students who will require additional assistance
   - working with the designated certificated staff (classroom teachers) and the principal to ensure that coverage and a plan is completed for each student

   *** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**

5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials. (class roster, etc.)

Student:	**Room #:**	**Teacher**:
Designated Specialized Assistants: ***(identify two staff in this area)***		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*		

Student:	**Room #:**	**Teacher**:
Designated Specialized Assistants: ***(identify two staff in this area)***		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner *(complete below)*		

Administrator's Redbook



REDBOOK TABLE OF CONTENTS
Section 2

EMERGENCY ACTIONS

General Emergency Actions / At a Glance Guides	43
All Clear	49
Lockdown	50
Secure Campus	52
Shelter in Place	56
Take Cover	58
Duck, Cover and Hold On	59
Evacuation	60
Off-site Evacuation	62

GENERAL EMERGENCY ACTIONS

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

Type	Definition
STATUS	**ALL CLEAR** communicates to students and staff that the emergency is over and normal school operations can resume.
	EMERGENCY DAMAGE ASSESSMENT is the inspection process used immediately following an emergency (typically will students and staff are under an EVACUATION order) to determine if it is safe to resume occupancy of school facilities. An EMERGENCY DAMAGE ASSESSMENT should be performed following any event with the potential to cause damage school facilities or equipment.
RESTRICTED MOVEMENT & ACCESS	**LOCKDOWN** is initiated to isolate students and school staff from danger on or near the campus when movement within the school and within rooms on the campus might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings. ● Lock the doors; ● Close and lock windows, and close blinds or cover windows; ● Turn off lights; ● Silence all electronic devices; ● Remain silent; • Implement A.L.I.C.E. training and strategies when possible. ● Use strategies to silently communicate with first responders if possible, ● Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and ● Remain in place until the release from lockdown by school administration or evacuated by law enforcement.
	SECURE CAMPUS is implemented as a precautionary measure to ensure the safety of students and staff when there is danger in the surrounding community or a bomb threat is made against the school. SECURE CAMPUS requires that all students and staff take shelter in school buildings and lock all exterior doors. Classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of that event. The school perimeter should be secured.
	SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while SHELTER IN PLACE is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.
	TAKE COVER is implemented when it is necessary to move to and take refuge in the best shielded areas within the school buildings. It is appropriate for, but not limited to, severe windstorms and tornadoes. ● Move students and staff into the school's permanent buildings, on the ground floor.

	● Group students/staff together at the furthest point away from windows on the floor. ✔ Face the wall with backs to the windows ✔ Crouch down on knees and elbows ✔ Hands covering the back of their head/neck ● If a tornado warning or potentially damaging windstorm occurs at dismissal, delay dismissal. An order to TAKE COVER should remain in place until the National Weather Service has lifted the warning.
	DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an EMERGENCY DAMAGE ASSESSMENT must be performed prior to occupancy of any of the site's buildings, following any event prompting the use of DUCK, COVER AND HOLD ON.
EVACUATION	**EVACUATION** is implemented when conditions make it unsafe to remain inside the building(s). This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
	OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety off campus. In some situations OFF-SITE EVACUATION may require the use of busing. STRUCTURED REUNIFICATION should be used following any OFF-SITE EVACUATION.
	EARLY RELEASE Certain situations may require releasing students from school at a time when parents expect their children to be at the school site. EARLY RELEASE may be implemented when circumstances make keeping students at school inadvisable. EARLY RELEASE must be authorized by the LEA superintendent or designee. During an EARLY RELEASE, students follow normal dismissal procedures.
REUNIFICATION	**STRUCTURED REUNIFICATION** is the process used to reunify children with their parents, guardians or caregivers, following a school emergency. Regular dismissal procedures are not followed. STRUCTURED REUNIFICATION requires: ● Maintaining accurate information on the location of each child. ● Preventing unauthorized individuals from having access to or removing children. ● Verifying the identity of individuals coming to take custody of children. ● Verifying each individual has the legal right to take custody of the child for which they have asked. ● Keeping record of who each student is released to, the method used to verify their identity and the time of the pick-up.

AEACES
Emergency/Disaster At-A-Glance Guide

TYPE OF DISASTER	WARNING	ACTION	EMERGENCY BELLS
FIRE and ON-SITE EVACUATION BIOLOGICAL EMERGENCIES, BOMB THREAT, GAS LEAK, CHEMICAL SPILL, EXPLOSION, ATTACK	Sound of explosion, smoke, fumes, burning sensation in eyes or throat.	**ASSESS SITUATION: Carefully and immediately evacuate** to blacktop. Immediately take roll and send to attendance staff. Follow directions of Administration. **Evacuate Site** immediately if a life-threatening situation [redacted]	INTERMITTENT SHORT BELLS (All clear given by administration)
EARTHQUAKE	Loud rumbling; noise like sonic boom, ground and buildings shaking. **Prepare for aftershocks**	**Drop, cover and hold**: Take protective position under tables, desks and other supporting objects (head first). Hold onto furniture. If outside lay down or crouch. Remain protected for at least two minutes. Turn off electrical equipment. After first aftershock **evacuate** building(s) to blacktop in quick, quiet single file line. Take roll immediately and send to attendance staff on blacktop. Follow directions of Administration.	INTERMITTENT SHORT BELLS (All clear given by administration)
LOCKDOWN and/or SURPRISE ATTACK	Sound of gunfire, explosions, flash of light, yelling,	**FIRST CHECK EMAIL and/or TEXT:** If there is a non-threatening emergency there will be a message stating the reason for the lockdown. If there is NO message from Admin you will need to proceed with ALICE Training strategies. **ASSESS SITUATION:** **A.L.I.C.E. TRAINING** Evacuate if safe and necessary (active shooter situation). Get all students and staff inside, lock doors, and remain inside. Close windows, shades, and vents. Keep away from windows. If needed, block door and think of age appropriate ways to get kids prepared.	LONG CONTINUOUS BELL ALL CLEAR IN A.L.I.C.E. MODE: ONLY GIVEN BY PERSONNEL WHO HAS KEY ACCESS TO YOUR ROOM
SHELTER IN PLACE ENVIRONMENTAL EMERGENCY EXPLOSION CHEMICAL ACCIDENT SEVERE WEATHER	Sound of explosion, smoke, fumes, burning sensation in eyes or throat	**ENVIRONMENTAL THREAT**: turn off heating/AC and seal all gaps under doors and windows. Keep students away from outdoor environment.	ALL CLEAR GIVEN VIA EMAIL, TEXT OR PHONE CALL FOR NON-THREATENING SITUATIONS
POWER UTILITY FAILURE	Blackout, no water, telephones not working.	**ASSESS SITUATION:** Wait for directions for Admin.	

The Assembly Area for an <u>off-site evacuation</u> is: [redacted]

OTHER HELPFUL REMINDERS

A.L.I.C.E.	**A**lert, **L**ockdown, **I**nform, **C**ounter, **E**vacuate (Counter: make a plan, move , break things, throw things,actions vs. reaction, take the shooter down) Use your sense of what your age-level students can and should do.
Knowledge of Weapons (non-threatening situation)	Contact a Director immediately. Do not attempt to retrieve weapon yourself if you suspect potential harm. If you do not know the name of the person, try and report as many details as you can to describe him/her .
Knowledge of Weapons (threatening)	Active lockdown immediately (contact office or administration if unable to ring bell yourself)
Bomb Threat	Keep the caller talking, ask for specific location and time, gather information. Signal a co-worker to call police. **DO NOT USE TWO WAY RADIO OR CELL PHONE.**
Suspicious Package or Device	Use a landline to notify Director. Turn off walkie talkies and cell phones. Evacuate site.

EVACUATION AND DRILL NON-NEGOTIABLES

1. **Every evacuation and drill must be treated as a real emergency.**
2. **Every person must leave the building when an evacuation bell sounds.**
3. **Students in transition need to be informed during evacuations they are to report to their line-up spots on the blacktop.**
4. **Treat every student as your own.**
5. **Move students as quickly and quietly as possible.**
6. **Students will leave all belongings in the classrooms.**
7. **When possible, bring emergency backpack and folder.**
8. **Know your potential exit routes.**
9. **Report any missing persons.**
10. **All campus visitors must wear a visitor's tag. Direct to office if you do not see one EVEN if you recognize the person.**

AEA EMERGENCY CONTACTS

Dial School Number... (619) 795-1190
School Nurse…….ext 2000
David Sciarretta
Cell 619-209-9753
Greta Bouterse.....ext 2119
Cell: 917-371-9438
Cathy Montes……..ext 2232
Cell: 619-279-1957
Custodial Office …….....ext 2129

NON EMERGENCY
Police ……..…….....(619) 531-2000
Fire/Paramedics……..(858) 573-1497

SAN DIEGO EMERGENCY CONTACTS

Fire/Paramedics/Police ….....911
Poison Control .....(800) 222-1222
American Red Cross..... (619) 542-7400
Water Emergency.....619) 515-3525
Gas/Electric.....(800) 611-7343
San Diego Mental Health Services 24h
Adults.....(619) 692-8200
Children.....(619) 421-6900

SDUSD EMERGENCY CONTACTS

Safety Office ….....(858) 637-3698
(Non-Emergency).....(858) 627-7349
Communications 24h ….....(619) 291-7678
Communications .....(619) 725-5578
Crisis Team .....(858) 627-7447
School Police …….....(619) 291-9911
Emergency Maintenance
(858) 627-7171
After 4:00 PM/Weekends
(619) 291-7678

AEACMS
Emergency/Disaster At-A-Glance Guide

TYPE OF DISASTER	WARNING	ACTION	EMERGENCY SIGNALS
FIRE and OFF-SITE EVACUATION BIOLOGICAL EMERGENCIES, BOMB THREAT, GAS LEAK, CHEMICAL SPILL, EXPLOSION, ATTACK	Sound of explosion, smoke, fumes, burning sensation in eyes or throat.	**ASSESS SITUATION: Carefully and immediately evacuate** in single file lines to Grant Hill Park. Once at reunion spot, immediately take attendance and send to attendance staff. Follow directions of the leadership team.	Announcement via Intercom/Text message (All clear given by a member of the Leadership team)
EARTHQUAKE	Loud rumbling; noise like sonic boom, ground and buildings shaking. **Prepare for aftershocks**	**Drop, cover and hold**: Take protective position under tables, desks and other supporting objects (head first). Hold onto furniture. If outside lay down or crouch. Remain protected for at least two minutes. Turn off electrical equipment. After first [redacted] Take attendance immediately and send to attendance staff. Follow directions of leadership team.	Announcement via Intercom/Text message (All clear given by a member of the Leadership team)
LOCKDOWN and/or SURPRISE ATTACK **SHELTER IN PLACE** ENVIRONMENTAL EMERGENCY EXPLOSION CHEMICAL ACCIDENT SEVERE WEATHER	Sound of gunfire, explosions, flash of light, yelling, Sound of explosion, smoke, fumes, burning sensation in eyes or throat	**LISTEN TO ANNOUNCEMENTS/ TEXT:** If there is a non-threatening emergency there will be a message stating the reason for the lockdown. If there is NO message from leadership you will need to proceed with ALICE Training strategies. **ASSESS SITUATION:** **A.L.I.C.E. TRAINING** Make all students and staff aware of the situation, if necessary/prudent go inside or leave the school site, lock door, and determine when it is best to evacuate quickly and safely to a nearby location (99 cent store, park, etc) or remain inside. Close windows, shades, and vents. Keep away from windows. If needed, block door and think of age appropriate ways to get kids prepared. **ENVIRONMENTAL THREAT**: turn off heating/AC and seal all gaps under doors and windows. Keep students away from outdoor environment.	Announcement via Intercom/Text message ALL CLEAR IN A.L.I.C.E. MODE: ONLY GIVEN BY PERSONNEL WHO HAS KEY ACCESS TO YOUR ROOM ALL CLEAR GIVEN VIA EMAIL, TEXT OR PHONE CALL FOR NON-THREATENING SITUATIONS
POWER UTILITY FAILURE	Blackout, no water, telephones not working.	**ASSESS SITUATION:** Wait for directions for Admin.	

The Assembly Area for an <u>off-site evacuation</u> is: [redacted]

OTHER HELPFUL REMINDERS

A.L.I.C.E.	**A**lert, **L**ockdown, **I**nform, **C**ounter, **E**vacuate (Counter: make a plan, move, break things, throw things, actions vs. reaction, take the shooter down) Use your sense of what your age-level students can and should do.
Knowledge of Weapons (non-threatening situation)	Contact a member of the leadership team immediately. Do not attempt to retrieve weapon yourself if you suspect potential harm. If you do not know the name of the person, try and report as many details as you can to describe him/her .
Knowledge of Weapons (threatening)	Activate lockdown immediately (contact office or leadership team if unable to ring bell yourself)
Bomb Threat	Keep the caller talking, ask for specific location and time, gather information. Signal a co-worker to call SDPD (San Diego Police Dept). **DO NOT USE TWO WAY RADIO OR CELL PHONE.**
Suspicious Package or Device	Use a landline to notify Leadership. Turn off walkie talkies and cell phones. Evacuate site.

EVACUATION AND DRILL NON-NEGOTIABLES

1. **Every evacuation and drill must be treated as a real emergency.**
2. **Every person must leave the building when an evacuation bell sounds.**
3. **Treat every student as your own. Students not in a classroom when an alarm sounds are to join a class evacuating in their area.**
4. **Move students as quickly and quietly as possible.**
5. **Students will leave all belongings in the classrooms.**
6. **When possible, bring emergency backpack and folder, cell phone and iPad**
7. **Know all potential exit routes (do not post on walls).**
8. **Report any missing persons.**
9. **Know your Safety Plan roles and responsibilities**

AEA EMERGENCY CONTACTS

School Number
619- 780-0400
David Sciarretta
Cell 619-209-9753
Andy Trakas
Cell: 619-518-9979
Jose Diaz
Cell: 619-581-5133
Cathy Montes
Cell: 619-279-1957

NON EMERGENCY

Police
619- 531-2000
Fire/Paramedics
858-573-1497

SAN DIEGO EMERGENCY CONTACTS

Fire/Paramedics/Police.
911
Poison Control
800-222-1222
American Red Cross
619- 542-7400
Water Emergency
619- 515-3525
Gas/Electric
800- 611-7343
San Diego Mental Health Services 24h
Adults: 619- 692-8200
Children: 619- 421-6900

EMERGENCY ACTION ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

   Example: "**Your attention please**. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR**. (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation**."

2. Use messengers with oral or written word as an alternate means of staff notification (SchoolMessenger).
3. Use Parent Telephone Notification System, if appropriate (SchoolMessenger).

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- Make the **ALL CLEAR** announcement.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: **"Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers 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."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.
- ❑ Implement A.L.I.C.E. training and strategies when possible.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.

If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, Library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of that event**. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Police activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN** in which case, instruction immediately ceases and students and staff follow **LOCKDOWN** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential community threat coming onto campus. Secure Campus differs from Lockdown in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
- ❑ Requires that all exterior classroom / office doors are locked
- ❑ Requires that no one goes in or out for **any** reason
- ❑ Requires that students and staff remain in Secure Campus status until **ALL CLEAR** is issued by administration

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Assume Incident Command role
- ❑ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:
"Your attention please. Due to reported police activity in the surrounding community, please implement SECURE CAMPUS procedures immediately."
-REPEAT-

- ❑ Instruct Office Manager/Secretary to call law enforcement non emergency number, inform them of Secure Campus status, and gather more specific information regarding the potential threat. If information is difficult to obtain, put site administrator on the call and ask to speak with Dispatch/Communications Supervisor
- ❑ Designate assigned individual to lock all doors leading into administration building
- ❑ Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- ❑ Contact school resource officer or other security personnel and provide available information
- ❑ When able, alert Superintendent's office
- ❑ Maintain heightened state of readiness in case potential community threat intensifies and school elevates response to **LOCKDOWN**
- ❑ If students are out at break , recess, or lunch and situation is deemed imminent, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately
- ❑ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** immediately upon conclusion of break
- ❑ If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside as long as the threat persists
- ❑ After the emergency has been neutralized, initiate **ALL CLEAR**
- ❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS:

- ❑ Move to the door and instruct any passing students to return to assigned classroom immediately
- ❑ Close and lock the door
- ❑ Continue class instruction or activity as normal
- ❑ Enforce the no entrance; no exit protocol. Remain in classroom or secured area and wait for further instructions
- ❑ Be alert to the possibility that response may elevate to **LOCKDOWN**
- ❑ Do **NOT** call office to ask questions; Incident Command will send out periodic updates
- ❑ Wait for another action or, if **ALL CLEAR** is issued, return to normal class routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OF OTHER ACTIVITY):

- ❑ Gather students together and organize into an orderly formation
- ❑ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a pre-determined classroom location
- ❑ Proceed to on-campus shelter location as quickly as possible

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- ❑ Once inside, take attendance to ensure all present students are accounted for

- ❑ By classroom phone, cell phone, walkie-talkie, or 2-way radio, contact designated ICS Command to report class location and any absent or missing students

- ❑ Implement all classroom policies and procedures for **SECURE CAMPUS** status

- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian unless instructed by Incident Commander

- ❑ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

EMERGENCY ACTION SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

   Example: "**Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to front office. Wait for further instructions.

STUDENT ACTIONS:

- ❑ Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

❑ EMERGENCY ACTION TAKE COVER

TAKE COVER is implemented when it is necessary to move to and take refuge in the best- shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

   Example: **"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Enemy attack imminent**."

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

   Example: **"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent**."

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

EMERGENCY ACTION DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example: "**Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions**."

STAFF AND STUDENT ACTIONS:

Inside

- Arrange desks so that they do not face windows.
- Instruct students to move away from windows.
- Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- Remain in place until shaking stops or for at least 20 seconds.

EMERGENCY ACTION EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.
EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.
See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

   Example*:* **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher**."

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.

- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION.**
See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example:	"**Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ 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.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.

Remain in place until further instructions are given.

Administrator's Redbook



REDBOOK TABLE OF CONTENTS
Section 3

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Active Shooter/Armed Assailant
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)

- Civil Disobedience
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Tsunami
- Utility Failure

EMERGENCY RESPONSE ACCIDENT AT SCHOOL

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

Report an accident to the Principal and school office.

Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.

For relatively minor events, take students to school office or school nurse for assistance.

Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Provide appropriate medical attention. Call 911, if needed.

Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.

Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).

Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE Active Shooter/Armed Assailant

ACTIVE SHOOTER / ARMED ASSAILANT SITUATIONS

"*Active shooter situations*" are defined as those where an individual or individuals is "actively engaged in killing or attempting to kill people in a confined and populated area." *Active shooters / armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knifes, swords, etc.). These situations* are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an *active shooter / armed assailant situation* before law enforcement personnel arrive on the scene.

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

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to **take immediate action** to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is about to occur. We encourage all staff to implement A.L.I.C.E. training measures as well as those listed below.
2. A.L.I.C.E. training measures include:

   A - ALERT: Initial alert may be a gunshot, PA announcement, etc
   L - LOCKDOWN: If evacuation is not a safe option, barricade entry points. Prepare to evacuate or counter if needed.
   I - INFORM: Communicate real-time information on shooter location. Use clear and direct language.
   C - COUNTER: As a last resort, distract shooters' availability to shoot accurately. Move towards exits while making noise, throwing objects or adults swarm shooter.
   E - EVACUATE: Run from danger when safe to do so using non-traditional exits if necessary.

   a. **Act immediately** if you or your students:
      - hear a sound that <u>might be</u> gunfire.
      - see something that <u>looks like</u> a weapon being carried or used on or near the campus.
      - sense any other indication of active shooter / armed assailant threat.

   b. **Quickly evaluate** which option (Run, Hide or Fight) will best protect you and your students.
   c. **Be decisive.** Communicate your plan to your students and act quickly.
   d. **Call 911 and the School Office** as soon as it is safe to do so.

3. **Options:** ***Run, Hide or Fight***

   a. **Run:** If you can get yourself and your students safely away from danger, do so immediately.
      - Do <u>not</u> evacuate unless you…

- know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),
- **and** can visualize a route that will get your students and yourself safely off campus.

● Don't carry anything with you.
- Police may mistake an item in your hands as a weapon.
- Leave everything behind.

● If you encounter people along the way…
- Adults: Warn them and take them with if you can but don't stop if they refuse to come.
- Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you *if you can do so without endangering yourself or the other students in your care*.

● Place terrain and buildings between you and the assailant to cover your escape.
● Keep going until you are certain you are out of danger.
● Call 911 as soon as it is safe to do so.
● Keep your students with you. Call 619-795-1190 (ES) or (619)780-0400 (MS) to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

● Lock the doors
● Close and lock windows and close blinds or cover windows;
● Turn off lights;
● Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
● Silence all electronic devices;
● Remain silent;
● Position occupants spread out and out of line of site from room entrance.
● Prepare to take action if the assailant attempts to get in the room;
● Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
● Call 911 as soon as it is safe to do so.
● Remain in place until evacuated by identifiable law enforcement officers.

c. **FIGHT: Never seek out confrontation with an active shooter / armed assailant.** If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. **If you choose the FIGHT option, commit to your actions.**

● If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
- Construct a strong barricade.
- If you have another way out (a window or back door) use it while the assailant is attempting to get in.
- If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

a. Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

4. **Call 911 and initiate a school-wide LOCKDOWN** announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

    a. Provide as much information as possible (slow down – be calm):
        - State the emergency: "I hear gunfire." "I saw..."
            - Give information on people who are wounded.
        - Location of the assailant (if known):
        - Description of the assailant (if known):
        - Your precise location: "room __"
        - The number of children with you:
    b. Keep the line open, even if you can't talk, unless instructed by the dispatcher to end the call.

5. Special Topics

    a. <u>Injuries</u>: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

        - *Run* – If you encounter injured persons while you are trying to get out of danger…
            - And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

        - *Hide* – If someone is injured where you are hiding, secure the room before tending to the wounded.
            - As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.

        - *Fight* – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.
            - If you're intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.
            - If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

    b. <u>Law Enforcement</u>: If you encounter law enforcement officers…
        - Immediately raise your hands in the air and display your open palms.
        - Don't run up to officers or attempt to hug or talk to them.
        - Don't talk unless they ask you a question.

- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:
   - Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
   - Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: (School and LEA staff should develop means to safely provide updates to staff to keep them informed during the incident.)

e. Extended Day Programs / After School Activities: (School sites must also plan for and train all LEA / site staff involved with student activities and extracurricular programs.)

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a **LOCKDOWN** announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
  - Include as much actionable information on the announcement as possible.
    - *Example "LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now."*
  - If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
    - *Example: "The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans."*
- Notify the LEA office after you call 911.
- If possible assist emergency personnel.
  - Assist police in entering the school;
  - Provide officers with keys, maps and any other information requested.

LEA STAFF ACTIONS

- **Emergency Operations Center (EOC)**
  - Activate the LEA's Emergency Operations Center
  - **o** Dispatch a back-up ICS team to take over responsibility for ICS functions from site staff who will be impacted by this emergency.

- **Offsite Reunification**
  - The Operations Section should prepare an off-site evacuation site for reunification.
    - This should be at a location large enough to accommodate the evacuation, with parking available for parents coming to get their kids. Movie theater complexes work well for this type of emergency.
    - Once the assailant is neutralized emergency responders will begin to treat and evacuate the wounded.
    - School staff and students will remain in lockdown until evacuated on a room by room basis.

        - Buses should be placed on standby for evacuation.
        - Teams and materials should be mobilized to conduct an orderly reunification in which all students and staff are accounted for.

- **Crisis Intervention**
    - A Mental Health strike team should also be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
    - This team will also provide ongoing support throughout the recovery phase of the emergency response.
    - Psychoeducational materials should also be developed / selected by the Planning Section for distribution to parents and other caregivers to assist them in supporting crisis recovery.
    - Mental Health staff should also be involved in plans related to reopening the school following an active shooter / armed assailant event.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, or OFF-SITE EVACUATION** that may include the use of busses or alternate transportation.
- Notify Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **Take Cover** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify Superintendent, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE AIR POLLUTION ALERT

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.

Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.

When notified by the LEA office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.

Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.

Instruct employees to minimize strenuous physical activity.

Cancel any events that require the use of vehicles.

Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

Remain indoors with students.

Minimize physical activity.

Keep windows and doors closed.

Resume normal activities after the All Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE ALLERGIC REACTION

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

If there is an imminent risk, call 911.

Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).

Notify the principal.

Assist in getting “Epi” (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).

If an insect sting, remove stinger immediately.

Assess situation and help student/staff member to be comfortable.

Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

If imminent risk, call 911 (always call 911 if using “Epi” pen).

Notify parent or guardian.

Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.

Observe for respiratory difficulty.

Attach a label to the person’s clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

Keep an “Epi” pen in the school office and notify staff as to location.

Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.

Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.

If the animal is outside, keep students inside and institute **Secure Campus**.

If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal

Contact the Marin Humane Society for assistance in removing the animal.

If the animal injures anyone, seek medical assistance from the school nurse.

Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.

If the animal is inside**, EVACUATE** students to a sheltered area away from the animal.

Notify the principal if there are any injuries.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

Notify principal.

Move students away from immediate vicinity of danger (if outside, implement **Take Cover**).

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.

Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Initiate **SHELTER IN PLACE**.

Shut off HVAC units.

Move to central location where windows and doors can be sealed with duct tape.

Call 911. Provide location and nature of the emergency and school actions taken.

Notify LEA Superintendent of the situation.

Turn on a battery-powered commercial radio and listen for instructions.

Complete the Biological and Chemical Release Response Checklist

Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

Notify principal or site administrator.

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.

Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.

Follow standard student assembly, accounting and reporting procedures.

Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.

Move up-wind from the potential danger.

Call 911. Provide exact location and nature of emergency.

Designate security team to isolate and restrict access to potentially contaminated areas.

Wait for instructions from emergency responders-- Health or Fire Department.

Notify LEA Superintendent of the situation.

Arrange for immediate psychological counseling for students and staff.

Complete the Biological and Chemical Release Response Checklist

Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

Wash affected areas with soap and water.

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins.

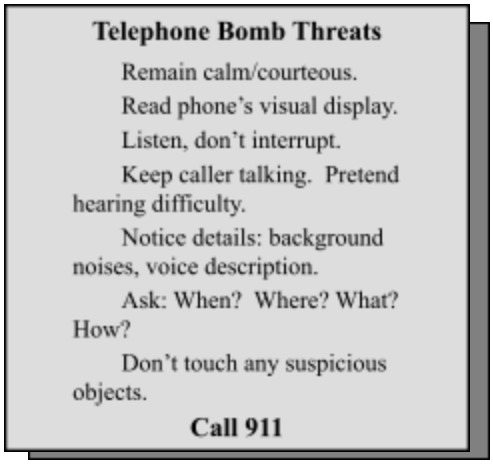
Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL STEPS FOR THE SCHOOL:

-
-
-

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:



Listen. Do not interrupt caller.

Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*

Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.

Notify site administrator immediately after completing the call.

Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

Note the manner in which the threat was delivered, where it was found and who found it.

Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.

Caution students against picking up or touching any strange objects or packages.

Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

Call 911.

If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
If it is necessary to evacuate the entire school, use the fire alarm.
Notify the LEA Superintendent of the situation.
Direct a search team to look for suspicious packages, boxes or foreign objects.
Do not return to the school building until it has been inspected and determined safe by proper authorities.
Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

Use a systematic, rapid and thorough approach to search the building and surrounding areas.
Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

Evacuate students as quickly as possible, using primary or alternate routes.
Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

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

If a bomb threat is received by phone:

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

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

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

**** Refer to your local bomb threat emergency response plan for evacuation criteria***

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov

V2

BOMB THREAT CHECKLIST

DATE: **TIME:**

TIME CALLER HUNG UP: **PHONE NUMBER WHERE CALL RECEIVED:**

Ask Caller:

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

Exact Words of Threat:

Information About Caller:

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

Caller's Voice	Background Sounds	Threat Language
☐ **Female**	☐ Animal noises	☐ Incoherent
☐ **Male**	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking Voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

Turn off power, ignition and headlights. Use safety lights, as appropriate.

Evaluate the need for evacuation.

Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

Call 911, if warranted.

Notify principal.

Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.

Move all uninjured students to a safe distance from the accident.

Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify law enforcement.

Notify parents/guardians of all students on the bus as soon as accurate information is available.

Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.

Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

Issue DUCK, COVER and HOLD ON instruction.

Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.

Set brake, turn off ignition and wait for shaking to stop.

Check for injuries and provide first aid, as appropriate.

Contact the school administrator and bus dispatch to report location and condition of students and the bus.

Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

If instructed to continue route,

Enroute to school, continue to pick up students.

Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.

If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.

Remain with students until further instructions are received from site administrator.

Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

Do not drive through flooded streets and/or roads.

Take an alternate route or wait for public safety personnel to determine safe route.

If the bus is disabled, stay in place until help arrives

Contact the school administrator and bus dispatch to report location and condition of students and the bus.

Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.

Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

Alert others in immediate area to leave the area.

Close doors and restrict access to affected area.

Notify principal/site administrator.

DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify Fire Department and the Department of Public Health. Provide the following information:

- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released
- Characteristics of spill (color, smell, visible gases)
- Name of substance, if known
- Injuries, if any

Notify Maintenance/Building and Grounds Manager.

Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.

Post a notice on the school office door stating location of alternate school site.

Notify LEA Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

If **SHELTER-IN-PLACE,** close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.

If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.

If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.

Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

Alert others in immediate area to leave the area.

Close windows and doors and restrict access to affected area.

Notify principal/site administrator.

DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify Fire Department and the Department of Public Health. Provide the following information:

- School name and address, including nearest cross street(s)
- Location of the spill and/or materials released; name of substance, if known
- Characteristics of spill (color, smell, visible gases)
- Injuries, if any
- Your name and telephone number

Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.

If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.

Post a notice on the school office door stating location of alternate school site.

Notify LEA Superintendent of school status and location of alternate site.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.

Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.

Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.

Do not return to the building until emergency response personnel have determined it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

Report disruptive circumstances to principal/site administrator.

Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.

Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.

Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the school building.

Set up a communication exchange with the students, staff and principal. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.

Cancel all outside activities.

Maintain an accurate record of events, conversations and actions.

Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE DEATH of a STUDENT

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Verify the death and obtain as much information about it as possible.

Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.

Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.

Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.

Determine whether additional resources are needed and make appropriate requests.

Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.

Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.

Go to each of the student's classes and notify his/her classmates in person.

Prepare a parent/guardian information letter and distribute it to students at the end of the day.

Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.

Make arrangements with the family to remove the student's personal belongings from the school.

Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.

Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.

If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.

Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.

Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.

Determine whether additional resources are needed and make appropriate requests.

Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.

Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.

Facilitate classroom and small group discussions for students.

Prepare a parent/guardian information letter and distribute it to students at the end of the day.

Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.

Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.

Thank all those who assisted.

Continue to monitor staff and students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.

Call 911. Provide location and nature of the emergency and school actions taken.

Set up a decontamination station where students and staff may shower or wash with soap and water.

Prepare a list of those who are in the affected area to provide to emergency response personnel.

Turn on a battery-powered commercial radio and listen for instructions.

Notify the LEA Superintendent of the situation.

Arrange for medical attention for those injured by the explosion.

Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.

Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.

Avoid touching any objects thrown off by the explosion—they might be radioactive.

Follow standard student assembly, accounting and reporting procedures.

Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90%

of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.

Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.

Move to central location where windows and doors can be sealed with duct tape.

Call 911. Provide location and nature of the emergency and school actions taken.

Turn on a battery-powered commercial radio and listen for instructions.

Notify the LEA Superintendent of the situation.

Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

Keep students calm. Instruct students to **DUCK and COVER**.

Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.

Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify LEA Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks

- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows.
- If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines
- Do NOT re-enter building until it is determined to be safe.
- Follow instructions of principal/site administrator.

During non-school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- Confer with LEA Superintendent if damage is apparent to determine the advisability of closing the school.
- Notify fire department and utility company of suspected breaks in utility lines or pipes.
- If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- Notify LEA Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE EXPLOSION

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the LEA Superintendent of school status.

  Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

Initiate **DROP, COVER AND HOLD ON**.

If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

Check to be sure all students have left the school site. Remain with students throughout evacuation process.

Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

Render first aid as necessary.

Do not return to the building until the emergency response personnel determine it is safe to do so.

If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

EMERGENCY RESPONSE FIRE (offsite)

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Determine if **EVACUATION** of school site is necessary.

Contact local fire department (call 911) to determine the correct action for your school site.

If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION**.

Direct inspection of premises to assure that all students and personnel have left the building.

Notify the school LEA where the school has relocated and post a notice on the office door stating the temporary new location.

Monitor radio station for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.

Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.

Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE FIRE (onsite)

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Sound the fire alarm to implement **EVACUATION** of the building.

Immediately **EVACUATE** the school using the primary or alternate fire routes.

Notify the Fire Department (call 911).

Direct search and rescue team to be sure all students and personnel have left the building.

Ensure that access roads are kept open for emergency vehicles.

Notify the Front Office of the situation.

Notify the appropriate utility company of suspected breaks in utility lines or pipes.

If needed, notify bus dispatch for **OFF-SITE EVACUATION**.

Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

EVACUATE students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.

Take attendance. Report missing students to the Principal/designee and emergency response personnel.

Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.

Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Issue **STAND BY** instruction. Determine if evacuation is required.

Notify the local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.

Delegate a search team to assure that all students have been evacuated.

Issue **Off Site Evacuation** instruction if students will be evacuated to a safer location by means of buses and cars.

Post a notice on the office door stating where the school has relocated and inform the LEA Office.

Monitor AM radio weather station _____ for flood information.

Notify the LEA Superintendent of school status and action taken.

Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.

Remain with students throughout the evacuation process.

Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.

Do not return to the school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

EMERGENCY RESPONSE GAS ODOR/LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

Notify the principal.

Move students from the immediate vicinity of danger.

Do not turn on any electrical devices such as lights, computers, fans, etc.

If the odor is severe, leave the area immediately.

If the building is evacuated, take student attendance and report any missing students to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

If a gas leak is internal, evacuate the building immediately.

Call 911.

Notify the utility company.

Determine whether to move to an alternate building location.

If extended stay outdoors in inclement weather, contact transportation to provide a bus to transport students to partner school or shelter students on buses.

Do not return to the building until it has been inspected and determined safe by proper authorities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE HAZARDOUS MATERIALS

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911, if necessary.

If there is a threat of airborne toxicity, shut-off the ventilation system in affected area.

Initiate **EVACUATION.** Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.

Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.

If time is available, initiate **Off Site Evacuation,** which may include the use of buses. Move students and staff away from the path of hazardous materials.

Notify LEA Superintendent.

Wait for instructions from emergency responders-- Health or Fire Department.

Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.

Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

Follow standard student assembly, accounting and reporting procedures.

Report names of missing students to the office.

Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE HOSTAGE SITUATION

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

Call 911. Provide all known essential details of the situation:

- Number of hostage takers and description
- Type of weapons being used
- Number and names of hostages
- Any demands or instructions the hostage taker has given
- Description of the area

Identify an assembly area for responding officers away from the hostage situation. Have the school liaison wait at assembly area for police to arrive.

Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.

Secure exterior doors from outside access.

When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.

Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.

Identify media staging area, if appropriate. Implement a hotline for parents.

Account for students as they are evacuated.

Provide recovery counseling for students and staff.

STAFF ACTIONS:

If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.

Alert the principal/site administrator.

Account for all students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE INTRUDER

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:00 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**
>
> **--** *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Initiate **LOCKDOWN**.

Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:

"What can we do to make this better?'
"I understand the problem, and I am concerned."
"We need to work together on this problem."

As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.

Keep the subject in view until police or law enforcement arrives.

Take measures to keep the subject away from students and building.

Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.

Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____
- _____
- _____

EMERGENCY RESPONSE IRRATIONAL BEHAVIOR

A risk to the life and safety of students and staff may exist if there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Keep the individual under continuous adult supervision.
Keep the individual on campus until the parent/guardian has been notified.
Arrange appropriate support services for necessary care of individual.
If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:

- Provide parents/guardian with the names and phone numbers of mental health resources
- Recommend that the parents make an immediate contact with a therapist.
- Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
Provide follow-up collaborative support for the student and parents (as indicated) within the school
Develop a safety plan prior to the student's return to school.
Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
Notify principal/site administrator.
Notify school nurse, school psychologist, counselor or social worker.
Protect individual from injury.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Verify information with the source of the abduction report.

Contact law enforcement (call 911) for assistance.

Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).

Provide suspect information to the police, if known.

Contact the parents/guardian of the student involved and establish a communication plan with them.

Obtain the best possible witness information.

Conduct a thorough search of the school/campus/bus.

Relay current information to police, parents and essential school staff.

Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.

Advise the law enforcement dispatcher of the staff member key contact's name and number.

Provide the key contact with access to school records.

Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.

When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

Notify principal, providing essential details:

- Name and description of the student
- Description of the suspect
- Vehicle information

Move students away from the area of abduction.

ADDITIONAL STEPS FOR THE SCHOOL:

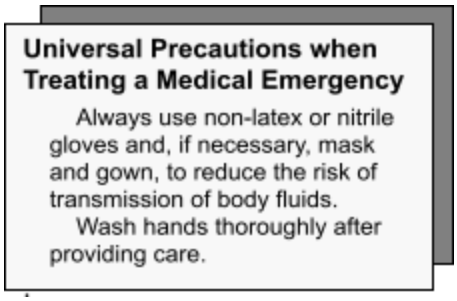
- _____
- _____
- _____
- _____

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Assess the victim (ABC – Airway, Breathing, Circulation). Call 911, if appropriate. Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller's name and phone number



Do not hang up until advised to do so by the dispatcher.
Assign staff member to meet rescue service and show medical responder where the injured person is.
Assemble emergency care and contact information of victim
Monitor medical status of victim, even if he or she is transported to the hospital.
Assign a staff member to remain with individual, even if he or she is transported to the hospital.
Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
Notify Principal/Site Administrator.
Stay calm. Keep individual warm with a coat or blanket.
Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911 and explain the situation.

Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.

Conduct an immediate search of the school campus/bus, as appropriate.

Gather information about student to provide to law enforcement authorities:

- photo
- home address
- parent contact numbers
- class schedule
- special activities
- bus route /walking information

Notify parents/guardians if the student is not found promptly.

If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.

Double-check circumstances:

- Did someone pick up the student?
- Could the student have walked home?
- Is he or she at a medical appointment or another activity?

Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.

Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.

Advise law enforcement dispatcher of the staff member key contact's name and number.

If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.

Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher

Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.

When the child is found, contact all appropriate parties as soon as possible.

Arrange for counseling of students, as needed.

STAFF ACTIONS:

Confirm that student attended school that day. Notify the Principal.

Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.

Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.

Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE MOTOR VEHICLE CRASH

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION,** or **OFF-SITE EVACUATION** which may include the use of busses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from the building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.

  Account for all building occupants and determine the extent of injuries.
- Notify LEA Superintendent.

STAFF ACTIONS:

- Notify the Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check the school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.

  Maintain control of the students a safe distance from the crash site.

  Care for the injured, if any.
- Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE PANDEMIC INFLUENZA

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

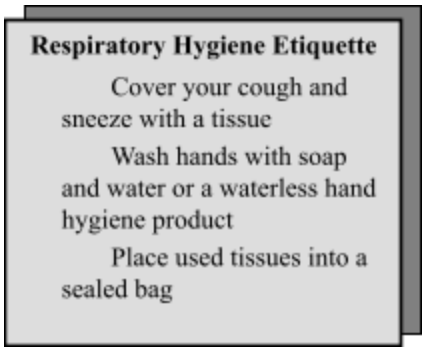
The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
Insure that students and staff members who are ill stay home.
Send sick students and staff home from school immediately.
Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
Monitor bulletins and alerts from the Department of Health and Human Services.
Keep staff informed of developing issues.
Assist the Department of Health and Human Services in monitoring outbreaks.
Respond to media inquiries regarding school attendance status.
Implement online education, if necessary, so that students can stay home.
Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
Practice “respiratory hygiene etiquette”.
Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
Implement online homework assignments so that students can stay home.



ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Provide a list of potentially affected students and staff to responding authorities.
- Provide staff with information on possible poisonous materials in the building.
- Notify the LEA Superintendent of the situation and number of students and staff affected.
- Confer with Department of Health and Human Services before the resumption of normal school activities.
- Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

Notify principal/site administrator.
Call the Poison Center Hotline 1-800-222-1222.
Administer first aid as directed by poison information center.
Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.
Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

EMERGENCY RESPONSE PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Obtain information on when, why and how many people are expected. Identify the spokesperson for the group

Contact the local police department for the school's jurisdiction and advise them of the situation.

Notify staff of the planned demonstration.

Develop an information letter to parents.

Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.

Designate a staff member to handle incoming calls during the demonstration.

Establish areas where demonstrators can set up without affecting the operation of the school

Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE SEXUAL ASSAULT

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 if the assault is physical.
- Close off the area to everyone.
  Assign a counselor/staff member to remain with the victim.
  Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
  Notify victim's family.
  If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
  The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
  Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
  Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

Determine if immediate medical attention is needed. If so, call 911.
Isolate the victim from activity related to the incident.
Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
Report to site by 6 a.m. to check for power outages, flooding, etc.
Determine whether school will be closed or remain open.
Notify superintendent of school status.
Assign staff to activate staff and parent phone trees
Post school status on school website.
Notify utility companies of any break or suspected break in utility lines.
Take appropriate action to safeguard school property.
Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Monitor weather forecasts to determine onset of storm conditions that may affect school operations
Notify utility companies of any break or suspected break in utility lines.
Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
Take appropriate action to safeguard school property.
Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
Take attendance. Report any missing students to principal/site administrator.
Close all blinds and curtains.
Avoid auditoriums, gymnasiums and other structures with large roof spans.
Remain with students near an inside wall or on lower floors of the building.
Make arrangements for special needs, snacks and quiet recreational activities.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE STUDENT RIOT

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult.
Do not retaliate or take unnecessary chances.
Move away from the area of agitation.
Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
Stay calm and reassure fellow students.
Assist teachers and staff in accounting for students.
Share all relevant information with law enforcement, teachers, and school staff.
Follow directions from school administrator or law enforcement directions about where to go.
Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
Control student ingress and egress from campus.
Identify why the disruption is occurring. If necessary, notify police to request assistance.
If disruption is non-violent, notify school resource officer or school education officer.
Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
Assign staff member to be responsible for media relations and for setting up a staging area for the media.
If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
Notify parents about the incident, as appropriate.
After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

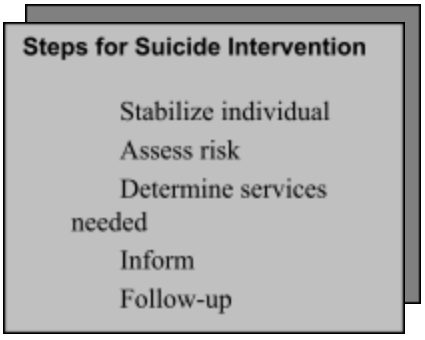
EMERGENCY RESPONSE SUICIDE ATTEMPT

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call ambulance in event of overdose or injury requiring medical attention.
Call 911 if immediate threat exists to the safety of the student or others.
Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
Cancel all outside activities.
Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:



Inform the Principal of what was written, drawn, spoken and/or threatened.
Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

EMERGENCY RESPONSE SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.
Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
Prevent others from coming into the area.
Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
If powder spills out, shut the ventilation system, heating system, or air
Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

Do not open package. Do not pass it around to show it to other people.
Do not bend, squeeze, shake or drop package.
Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
Leave the room promptly and prevent anyone from entering.
Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

Do not sniff, touch, taste, or look closely at the spilled contents.
Do *not* clean up the powder.
Put the package on a stable surface.
Leave the room promptly and prevent anyone from entering.
Wash hands thoroughly with soap and water.
Notify principal or Site Administrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE TERRORIST ATTACK / WAR

Thorough crisis planning will carry the school and LEA a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Move students to closest suitable shelter.
If the above is not advisable, remain in school building and initiate **Duck, Cover and Hold On**.

STAFF ACTIONS:

Keep students calm.
Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

Keep students calm.
Close all curtains and blinds.
Instruct students to DUCK AND COVER.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE HSA THREAT LEVEL RED

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Listen to radio and TV for current information and instructions.
Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER.**
Continue to monitor media for specific situation.
Be alert and immediately report suspicious activity to proper authorities.
If circumstances and time allow, move students to closest suitable shelter.
Location:

_____

Procedure for movement to shelter:

_____

If moving students is not advisable, remain in building as place of shelter.
Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

Require identification check for anyone entering school other than students, staff and faculty.
Escort visitors to location in school building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE THREATS / ASSAULTS

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  1) Is the individual moving towards violent action?
  2) Is there evidence to suggest movement from thought to action?
     - High violence potential qualifies for arrest or hospitalization.
     - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.

  Notify police (dial 911), if the safety of students or staff is endangered.
  Provide exact location and nature of incident and school response actions.
  Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
  Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
  If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
  Facilitate a meeting with student(s) and family to review expectations.
  Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
Remain with students until **ALL CLEAR** is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before

Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.

Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.

Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming

Monitor the NOAA Weather Radio Service for tsunami warnings: http://wcatwc.arh.noaa.gov/. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.

Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.

Notify superintendent of school status.

Remain on safe ground until local authorities advise it is safe to return.

After

Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.

Expect debris.

Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.

Determine whether school will be closed or remain open.

Notify superintendent of school status.

Assign staff to activate staff and parent phone trees

Post school status on school website.

Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.

Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.

Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.

When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.

Take attendance. Report any missing students to the principal/site administrator.

Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.

Return to school only if authorities advise it is safe to do so.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

Notify utility company. Provide the following information:

- Affected areas of the school site
- Type of problem or outage
- Expected duration of the outage, if known

Determine length of time service will be interrupted.

Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.

If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

Use messengers with oral or written word as an alternate means of faculty notification.

Notify LEA Office of loss of service.

Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: Use portable bathrooms when possible (AEACMS). If outage will be longer than 90 minutes, implement early dismissal process. Emergency safety kits in classrooms contain portable bathroom baskets as well.

Drinking Water: If outage will be longer than 90 minutes, implement early dismissal process. Bottled water can be supplemented in the interim prior to dismissal.

Food Service: If outage will be longer than 90 minutes, implement early dismissal process.

Fire Suppression: Fire extinguishers located throughout campus for emergency use.

B. Plan for Loss of Electricity

Ventilation: All classrooms have accessibility to open windows for ventilation and will utilize such when needed.

Emergency Light: If outage will be longer than 60 minutes, implement early dismissal process. Use natural light in the interim through classroom windows.

Computers: Backup generators to power only essential computers until power restored.

C. Plan for Loss of Natural Gas

Heat: If outage will be longer than 60 minutes, implement early dismissal procedures.

Food Service: If outage will be longer than 90 minutes, implement early dismissal procedures.

C. Suspension & Expulsion Policies

Educational Board Approved Policies

A2: Suspension and Expulsion Policy

Board Policy Approved and Adopted: February 9, 2021

As part of the educational mission of Albert Einstein Academies (hereafter AEA), AEA administrators, faculty, and staff are responsible to ensure that AEA is a safe and secure environment. Consequently, administrators, faculty, and staff are tasked with watching out for the health, safety, and emotional welfare of all students.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the AEA. In creating this policy, the AEA has reviewed Education Code Section 48900 *et seq.* which describes the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows closely mirrors the language of Education Code Section 48900 *et seq*. The AEA is committed to annual review of policies and procedures surrounding suspensions, involuntary removals, and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension, involuntary removal, or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as AEA's policy and procedures for student suspension, involuntary removal, and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements.

AEA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student

Handbook[MB1] and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AEA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Superintendent's office.
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform the student, the student's parent/guardian, or educational rights holder of the basis for which the student is being involuntarily removed and the student's parent, guardian, or

educational rights holder's right to request a hearing to challenge the involuntary removal. If a student's parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.[MB2] Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

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

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

c. Unlawfully possessed, used, [MB3] or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e. Committed or attempted to commit robbery or extortion.

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

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

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

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

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

k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school

personnel engaged in the performance of their duties. This section shall only apply to students in any of grades 9-12, inclusive.

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

m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

q. Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property

damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

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

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

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

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

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

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

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

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

i. A message, text, sound, or image.

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

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

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

iii. An act of cyber sexual bullying.

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

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

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

v. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aide and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).

w. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

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

b. Brandished a knife at another person.

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

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

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

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

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

c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e. Committed or attempted to commit robbery or extortion.

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

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

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

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

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

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

l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

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

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

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

q. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or

offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

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

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

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

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

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

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

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

i. A message, text, sound, or image.

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

a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

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

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

iii. An act of cyber sexual bullying

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

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

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

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

v. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the

item from a certificated school employee, with the Superintendent or designee's concurrence.

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

a. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
b. Brandished a knife at another person[MB4] .
c. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
d. Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the AEA Expulsion Review Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

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

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

A principal or designee (hereafter principal/designee) may order formal suspension from school. Suspension shall be preceded, if possible, by a conference conducted by the Superintendent or the Superintendent’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or AEA employee who referred the student to the Superintendent or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school

days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with AEA officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If AEA officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Superintendent or Superintendent's 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 Superintendent or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4.Homework Assignments During Suspension[MB5]

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

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

D. Authority to Expel

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

A student may be expelled following a hearing before the neutral and impartial AEA Expulsion Review Panel to be assigned by the Board of Directors as needed.

The AEA Expulsion Review Panel consists of at least three members who are certificated (including retired), such as counselors, teachers, vice principals or principals, who are not employed at AEA. the Panel shall include neither a teacher of the student nor a member of the Charter School Board of Directors. The AEA Expulsion Panel may recommend expulsion of any student found to have committed an expellable offense, and the Board of Directors shall make the final determination.[MB6]

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Superintendent or designee determines that the Pupil has committed an expellable offense.

In the event an AEA Expulsion Review Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of AEA's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at AEA to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. The Stipulation Process

A stipulated agreement is made when a student's parent or guardian agrees that the student did commit an act included in the grounds for suspension and expulsion and is being recommended for expulsion. As part of reaching a stipulated agreement, the student and a parent or guardian will meet with the Principal or Superintendent to review the evidence gathered in the investigation of the incident leading to the expulsion recommendation. At that time, if the parent or guardian agrees to a stipulated decision, the student, parent or guardian and the Principal or Superintendent must all initial and agree upon the following:

1. They have been informed of and understand the right to due process with regard to the expulsion recommendation.
2. They have had the opportunity to review the reasons for the recommendation for expulsion and to discuss them with AEA personnel.
3. They agree to the facts as stated in the expulsion recommendation.

As part of a stipulated agreement, the student's parent or guardian waives a number of rights:

1. The right to an expulsion hearing.
2. All notices and timelines required by policy or law.
3. The right to be represented by an attorney at the expulsion hearing.
4. The right to inspect and have copies of the documents which would have been used at the hearing.
5. The right to confront and question all witnesses who would have testified at the hearing.
6. The right to question all written evidence presented.
7. The right to present witnesses and evidence on the student's behalf.
8. The right to appeal to the Board of Trustees if the stipulated expulsion is approved by the Board of Trustees as agreed upon.

A student's parent or guardian may consult with an attorney about the stipulated expulsion process. The Board of Trustees must still vote to approve a stipulated expulsion agreement.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

AEA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm.

Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by AEA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

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

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

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

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

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

7. If one or both of the support persons is also a witness, AEA must present evidence that the witness' presence is both desired by the witness and will be helpful to AEA. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way.

Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

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

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

H. Record of Hearing

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

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the AEA Expulsion Review Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or AEA Expulsion Review Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as

defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

J. Expulsion Decision

The decision of the AEA Expulsion Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the AEA Expulsion Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, [MB7] the pupil shall immediately be returned to his/her educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. [MB8] During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

K. Written Notice to Expel

The Superintendent or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with AEA.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

L. Disciplinary Records

AEA shall maintain records of all student suspensions and expulsions at AEA. Such records shall be made available to the authorizer upon request.

M. Expelled Pupils/Alternative Education

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

N. Rehabilitation Plans

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

O. Readmission or Admission of Previously Expelled Student

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

P. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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

1. Notification of SELPA

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

2. Services during Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum.

Although, in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; 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.

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that AEA 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 AEA agree to a change of placement as part of the modification of the behavioral intervention plan.

If AEA, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then AEA may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or AEA believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or AEA, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and AEA agree otherwise.

5. Special Circumstances

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

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

6. Interim Alternative Educational Setting

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

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

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

AEA 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 AEA 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 AEA personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other AEA supervisory personnel.

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

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

BOARD APPROVED POLICY

Approved and Adopted: February 9, 2021

D. Procedures for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. Albert Einstein Academies has incorporated this notification into the existing “Attendance Reporting screen”. On the daily attendance report, when a student is suspended, will show an “*” next to the 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**, 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.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of Albert Einstein Academies regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student’s teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student’s counselor.

E. Discrimination & Harassment Policy

AEA Community Board Approved Policies

C1: Comprehensive Complaint Policy

INTERNAL COMPLAINT REVIEW

The purpose of the "Internal Complaint Review Policy" is to afford all employees of the Albert Einstein Academies ("the School") the opportunity to seek internal resolution of their work-related concerns. All employees have free access to the Principal, Superintendent, or Board of Trustees to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination, and retaliation are addressed under the School's "Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy."

Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Principal or designee:

1. The complainant will bring the matter to the attention of the Principal or designee as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and

2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Principal or designee will then investigate the facts and provide a solution or explanation;

3. If the complaint is about the Principal, the complainant may submit their complaint to the Superintendent. If the complaint is against the Superintendent, the complainant may file his or her complaint in a signed writing to the Chair of the Board of Trustees of the School, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee's satisfaction. However, the School values each employee's ability to express concerns and the need for resolution without fear of adverse consequence to employment.

Policy for Complaints Against Employees

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Principal, the Superintendent (if the complaint concerns the Principal), or Board President (if the complaint concerns the Superintendent) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, Principal (or designee) shall abide by the following process:

1. The Principal or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.

2. In the event that the Principal (or designee) finds that a complaint against an employee is valid, the Principal (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Principal (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

3. The Principal's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Trustees of the Charter School. The decision of the Board of Trustees shall be final.

General Requirements

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

3. Resolution: The Board (if a complaint is about the Superintendent), the Superintendent (if a complaint is about the Principal), or the Principal or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

_____

List any witnesses that were present: _____

_____

Where did the incident(s) occur?

_____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize Albert Einstein Academies to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by School:

Received by: _____ Date: _____

B. TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

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

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

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

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

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

Cathy Montes – Operations Manager
458 26th Street
San Diego, California 92102
cmontes@aeacs.org
619-780-0400

Definitions

Prohibited Unlawful Harassment

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

Prohibited Unlawful Harassment under Title IX

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

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

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

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults.
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.

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

- Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
- Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting a student or employee to unwelcome sexual attention or conduct or intentionally making the student's or employee's performance more difficult because of the student's or the employee's sex.

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

- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the work or educational environment.
- Reading publicly or otherwise publicizing in the work or educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic.
- Displaying signs or other materials purporting to segregate an individual by sex in an area of the work or educational environment (other than restrooms or similar rooms).

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

Prohibited Bullying

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

1. Placing a reasonable student [1] or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on the student's physical or mental health.
3. Causing a reasonable student to experience a substantial interference with the student's academic performance.
4. Causing a reasonable student to experience a substantial interference with the student's ability to participate in or benefit from the services, activities, or privileges provided by AEA.

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

another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
    1. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above.
    2. Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
    3. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:

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

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

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

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

Respondent means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

Bullying and Cyberbullying Prevention Procedures

AEA has adopted the following procedures for preventing acts of bullying, including cyberbullying.

1. **Cyberbullying Prevention Procedures**

AEA advises students:

a. To never share passwords, personal data, or private photos online.

b. To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.

c. That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.

d. To consider how it would feel receiving such comments before making comments about others online.

AEA informs Charter School employees, students, and parents/guardians of AEA's policies regarding the use of technology in and out of the classroom. AEA encourages parents/guardians to discuss these policies with their children to ensure their children understand and comply with such policies.

2. **Education**

AEA employees cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. AEA advises students that hateful and/or demeaning behavior is inappropriate and unacceptable in our society and at AEA and encourages students to practice compassion and respect each other.

Charter School educates students to accept all student peers regardless of protected characteristics (including but not limited to actual or perceived sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, religion, and immigration status) and about the negative impact of bullying other students based on protected characteristics.

AEA's bullying prevention education also discusses the differences between appropriate and inappropriate behaviors and includes sample situations to help students learn and practice appropriate behavior and to develop techniques and strategies to respond in a non-aggressive way to bullying-type behaviors. Students will also develop confidence and learn how to advocate for themselves and others, and when to go to an adult for help.

AEA informs AEA employees, students, and parents/guardians of this Policy and encourages parents/guardians to discuss this Policy with their children to ensure their children understand and comply with this Policy.

3. **Professional Development**

AEA annually makes available the online training module developed by the California Department of Education pursuant Education Code section 32283.5(a) to its certificated employees and all other AEA employees who have regular interaction with students.

AEA informs certificated employees about the common signs that a student is a target of bullying including:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Charter School also informs certificated employees about the groups of students determined by AEA, and available research, to be at elevated risk for bullying. These groups include but are not limited to:

- Students who are lesbian, gay, bisexual, transgender, or questioning youth ("LGBTQ") and those youth perceived as LGBTQ; and
- Students with physical or learning disabilities.

AEA encourages its employees to demonstrate effective problem-solving, anger management, and self-confidence skills for AEA's students.

Grievance Procedures

1. Scope of Grievance Procedures

AEA will comply with its Uniform Complaint Procedures ("UCP") policy when investigating and responding to complaints alleging unlawful harassment, discrimination, intimidation or bullying against a protected group or on the basis of a person's association with a person or group with one or more of the protected characteristics set forth in the UCP that:

a. Are written and signed;

b. Filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying, or by one who believes any specific class of individuals has been subjected to discrimination, harassment, intimidation or bullying prohibited by this part, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying; and

c. Submitted to the AEA UCP Compliance Officer not later than six (6) months from the date the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying.

The following grievance procedures shall be utilized for reports of misconduct prohibited by this Policy that do not comply with the writing, timeline, or other formal filing requirements of a uniform complaint.

For formal complaints of sexual harassment, AEA will utilize the following grievance procedures in addition to its UCP when applicable.

2. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene when safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Cathy Montes – Operations Manager
458 26th Street
San Diego, California 92102
cmontes@aeacs.org
619-780-0400

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights. Civil law remedies, including, but not limited to, injunctions, restraining orders, or other remedies or orders may also be available to complainants.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. AEA will investigate and respond to all oral and written reports of misconduct prohibited by this Policy in a manner that is not deliberately indifferent. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels they are a target of such behavior should immediately contact a teacher, counselor, the Superintendent, Coordinator, a staff person or a family member so that the student can get assistance in resolving the issue in a manner that is consistent with this Policy.

AEA acknowledges and respects every individual's right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process to the greatest extent possible. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to comply with the law, carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

AEA prohibits any form of retaliation against any individual who files a report or complaint, testifies, assists, participates, or refuses to participate in any investigation or proceeding related to misconduct prohibited by this Policy. Such participation or lack of participation shall not in any way affect the status, grades, or work assignments of the individual. Individuals alleging retaliation in violation of this Policy may file a grievance using the procedures set forth in this Policy. Knowingly making false statements or knowingly submitting false information during the grievance process is prohibited and may result in disciplinary action.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff, and any individual designated as a coordinator, investigator or decision-maker will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

3. Supportive Measures

Upon the receipt of an informal or formal complaint of sexual harassment, the Coordinator will promptly contact the complainant to discuss the availability of supportive measures. The Coordinator will consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint of sexual harassment, and explain the process for filing a formal complaint of sexual harassment.

Supportive measures are non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the filing of a formal complaint of sexual harassment or where no formal complaint of sexual harassment has been filed. Such measures are designed to restore or preserve equal access to AEA's education program or activity without unreasonably burdening the other party, including measures designed to protect the safety of all parties or AEA's educational environment, or deter sexual harassment. Supportive measures available to complainants and respondents may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures. AEA will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality would not impair the ability of AEA to provide the supportive measures.

4. Investigation and Response

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of AEA, the Coordinator (or administrative designee) will promptly initiate an investigation. In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the Coordinator (or administrative designee) determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the Coordinator (or administrative designee) will inform the complainant of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator (or administrative designee) will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, the Coordinator (or administrative designee) will not reveal confidential information related to other students or employees.

For investigations of and responses to formal complaints of sexual harassment, the following grievance procedures will apply:

- **Notice of the Allegations**

- Upon receipt of a formal complaint of sexual harassment, the Coordinator will give all known parties written notice of its grievance process, including any voluntary informal resolution process. The notice will include:
  - A description of the allegations of sexual harassment at issue and to the extent known, the identities of the parties involved in the incident, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident;
  - A statement that the respondent is presumed not responsible for the alleged conduct until a final decision is reached;
  - A statement that the parties may have an advisor of their choice, who may be an attorney, and may inspect and review evidence; and
  - A statement that AEA prohibits an individual from knowingly making false statements or knowingly submitting false information during the grievance process.

- **Emergency Removal**
  - AEA may place a non-student employee respondent on administrative leave during the pendency of a formal complaint of sexual harassment grievance process in accordance with AEA's policies.
  - AEA may remove a respondent from AEA's education program or activity on an emergency basis, in accordance with AEA's policies, provided that AEA undertakes an individualized safety and risk analysis, determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and provides the respondent with notice and an opportunity to challenge the decision immediately following the removal.
  - This provision may not be construed to modify any rights under the IDEA, Section 504, or the ADA.
- **Informal Resolution**
  - If a formal complaint of sexual harassment is filed, AEA may offer a voluntary informal resolution process, such as mediation, to the parties at any time prior to reaching a determination regarding responsibility. If AEA offers such a process, it will do the following:
    - Provide the parties with advance written notice of:
      - The allegations;
      - The requirements of the voluntary informal resolution process including the circumstances under which the parties are precluded from resuming a formal complaint of sexual harassment arising from the same allegations;
      - The parties' right to withdraw from the voluntary informal resolution process and resume the grievance process at any time prior to agreeing to a resolution; and
      - Any consequences resulting from participating in the voluntary informal resolution process, including the records that will be maintained or could be shared; and
    - Obtain the parties' advance voluntary, written consent to the informal resolution process.
  - AEA will not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.

- **Investigation Process**

  - The decision-maker will not be the same person(s) as the Coordinator or the investigator. AEA shall ensure that all decision-makers and investigators do not have a conflict of interest or bias for or against complainants or respondents.
  - In most cases, a thorough investigation will take no more than twenty-five (25) school days. If the investigator determines that an investigation will take longer than twenty-five (25) school days and needs to be delayed or extended due to good cause, the investigator will inform the complainant and any respondents in writing of the reasons for the delay or extension and provide an approximate date when the investigation will be complete.
  - The parties will be provided with an equal opportunity to present witnesses, to inspect and review any evidence obtained that is directly related to the allegations raised, and to have an advisor present during any investigative meeting or interview.
  - The parties will not be prohibited from discussing the allegations under investigation or to gather and present relevant evidence.
  - A party whose participation is invited or expected at an investigative meeting or interview will receive written notice of the date, time, location, participants, and purpose of the meeting or interview with sufficient time for the party to prepare to participate.
  - Prior to completion of the investigative report, AEA will send to each party and the party's advisor, if any, a copy of the evidence subject to inspection and review, and the parties will have at least ten (10) days to submit a written response for the investigator's consideration prior to the completion of the investigation report.
  - The investigator will complete an investigation report that fairly summarizes all relevant evidence and send a copy of the report to each party and the party's advisor, if any, at least ten (10) days prior to the determination of responsibility.

- **Dismissal of a Formal Complaint of Sexual Harassment**

  - If the investigation reveals that the alleged harassment did not occur in AEA's educational program in the United States or would not constitute sexual harassment even if proved, the formal complaint with regard to that conduct must be dismissed. However, such a dismissal does not preclude action under another applicable AEA policy.
  - AEA may dismiss a formal complaint of sexual harassment if:
    - The complainant provides a written withdrawal of the complaint to the Coordinator;
    - The respondent is no longer employed or enrolled at AEA; or
    - The specific circumstances prevent AEA from gathering evidence sufficient to reach a decision on the formal complaint or the allegations therein.
  - If a formal complaint of sexual harassment or any of the claims therein are dismissed, AEA will promptly send written notice of the dismissal and the reason(s) for the dismissal simultaneously to the parties.

- **Determination of Responsibility**

  - The standard of evidence used to determine responsibility is the preponderance of the evidence standard.

- Determinations will be based on an objective evaluation of all relevant evidence and credibility determinations will not be based on a person's status as a complainant, respondent, or witness.
- AEA will send a written decision on the formal complaint to the complainant and respondent simultaneously that describes:
  - § The allegations in the formal complaint of sexual harassment;
  - § All procedural steps taken including any notifications to the parties, interviews with parties and witnesses, site visits, and methods used to gather other evidence;
  - § The findings of facts supporting the determination;
  - § The conclusions about the application of AEA's code of conduct to the facts;
  - § The decision and rationale for each allegation;
  - § Any disciplinary sanctions the recipient imposes on the respondent, and whether remedies designed to restore or preserve equal access to the education program or activity will be provided to the complainant; and
  - § The procedures and permissible bases for appeals.

5. Consequences

Students or employees who engage in misconduct prohibited by this Policy, knowingly make false statements or knowingly submit false information during the grievance process may be subject to disciplinary action up to and including expulsion from AEA or termination of employment. The Coordinator is responsible for effective implementation of any remedies ordered by AEA in response to a formal complaint of sexual harassment.

6. Right of Appeal

Should the reporting individual find AEA's resolution unsatisfactory, the reporting individual may, within five (5) business days of notice of AEA's decision or resolution, submit a written appeal to the Chair of the AEA Board, who will review the investigation and render a final decision.

The following appeal rights and procedures will also apply to formal complaints of sexual harassment:

- The complainant and the respondent shall have the same appeal rights and AEA will implement appeal procedures equally for both parties.
- AEA will notify the other party in writing when an appeal is filed.
- The decision-maker for the appeal will give both parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome; issue a written decision describing the result of the appeal and the rationale for the result; and provide the written decision simultaneously to both parties.

7. Recordkeeping

All records related to any investigation of complaints under this Policy are maintained in a secure location.

AEA will maintain the following records for at least seven (7) years:

- Records of each sexual harassment investigation, including any determination of responsibility; any audio or audiovisual recording or transcript; any disciplinary sanctions imposed on the respondent; and any remedies provided to the complainant.
- Records of any appeal of a formal sexual harassment complaint and the results of that appeal.
- Records of any informal resolution of a sexual harassment complaint and the results of that informal resolution.
- All materials used to train Title IX coordinators, investigators, decision-makers, and any person who facilitates an informal resolution process.
- Records of any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment.

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING COMPLAINT FORM

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e., specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

_____

_____

_____

_____

I hereby authorize AEA to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand that providing false information in this regard could result in disciplinary action up to and including termination.

_____ Date: _____

Signature of Complainant

_____

Print Name

To be completed by the Charter School:

Received by: _____ Date: _____

Follow up Meeting with Complainant held on: _____

C. UNIFORM COMPLAINT POLICY AND PROCEDURES

Albert Einstein Academies ("AEA" or "Charter School") complies with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for compliance and/or conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate.

Scope

This complaint procedure is adopted to provide a uniform system of complaint processing ("UCP") for the following types of complaints:

1. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying against any protected group on the basis of the actual or perceived, characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, citizenship, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity;

2. Complaints alleging a violation of state or federal law or regulation governing the following programs:

- Accommodations for Pregnant, Parenting or Lactating Students;
- Adult Education;
- Career Technical and Technical Education;
- Career Technical and Technical Training;
- Child Care and Development Programs;
- Consolidated Categorical Aid;
- Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a public school, Migratory Children and Children of Military Families;
- Every Student Succeeds Act;
- Migrant Education Programs;
- Regional Occupational Centers and Programs; and/or
- School Safety Plans.

3. Complaints alleging that a student enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.

a. "Educational activity" means an activity offered by the charter school that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

b. "Pupil fee" means a fee, deposit or other charge imposed on students, or a student's parents/guardians, in violation of Education Code section 49011 and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all students without regard to their families' ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:

§ A fee charged to a student as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular

activity, regardless of whether the class or activity is elective or compulsory or is for credit.

§ A security deposit, or other payment, that a student is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.

§ A purchase that a student is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.

c. A pupil fees complaint and complaints regarding local control and accountability plans ("LCAP") only, may be filed anonymously (without an identifying signature), if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with Education Code sections 52060 - 52077, including an allegation of a violation of Education Code sections 47606.5 or 47607.3, as referenced in Education Code section 52075, regarding local control and accountability plans.

d. If AEA finds merit in a pupil fees complaint, or the California Department of Education ("CDE") finds merit in an appeal, AEA shall provide a remedy to all affected students, parents/guardians that, where applicable, includes reasonable efforts by AEA to ensure full reimbursement to all affected students and parents/guardians, subject to procedures established through regulations adopted by the state board.

e. Nothing in this Policy shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or AEA and other entities from providing student prizes or other recognition for voluntarily participating in fundraising activities.

4. Complaints alleging noncompliance with the requirements governing the Local Control Funding Formula ("LCFF") or LCAP under Education Code sections 47606.5 and 47607.3, as applicable. If AEA adopts a School Plan for Student Achievement in addition to its LCAP, complaints of noncompliance with the requirements of the School Plan for Student Achievement under Education Code sections 64000, 64001, 65000, and 65001 shall also fall under this Policy.

Complaints alleging noncompliance regarding child nutrition programs established pursuant to Education Code sections 49490-49590 are governed by Title 7, Code of Federal Regulations ("C.F.R.") sections 210.19(a)(4), 215.1(a), 220.13(c), 225.11(b), 226.6(n), and 250.15(d) and Title 5, California Code of Regulations ("C.C.R.") sections 15580 - 15584.

Complaints alleging noncompliance regarding special education programs established pursuant to Education Code sections 56000-56865 and 59000-59300 are governed by the procedures set forth in 5 C.C.R. sections 3200-3205 and 34 C.F.R. sections 300.151-300.153.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible and as permitted by law) confidentiality of the parties, including but not limited to the identity of the complainant, and maintains the integrity of the process.

Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, AEA will attempt to do so as appropriate. AEA may find it necessary to disclose information regarding the complaint/complainant to the extent required by law or necessary to carry out the investigation or proceedings, as determined by the Principal or designee on a case-by-case basis. AEA shall ensure that complainants are protected from retaliation.

Compliance Officer

The Board of Trustees designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

Greta Bouterse – Elementary School Principal
3035 Ash Street
San Diego, California 92102
gbouterse@aeacs.org
619-795-1190

Andreas Trakas – Middle School Principal
458 26th Street
San Diego, California 92102
atrakas@aeacs.org
619-780-0400

The Superintendent or designee shall ensure that the compliance officer(s) designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. The compliance officer may have access to legal counsel as determined by the Superintendent or designee.

Should a complaint be filed against the Principal, the compliance officer for that case shall be the Superintendent. Should a complaint be filed against the Superintendent, the compliance officer for that case shall be the Chair of the AEA Board of Trustees.

Notifications

The Principal or designee shall make available copies of this Policy free of charge. The annual notice of this Policy may be made available on AEA's website.

AEA shall annually provide written notification of AEA's UCP to employees, students, parents/guardians, advisory committees, private school officials or representatives, and other interested parties as applicable.

The annual notice shall be in English. When necessary under Education Code section 48985, if fifteen (15) percent or more of the students enrolled in AEA speak a single primary language other than English, this annual notice will also be provided to the parent/guardian of any such students in their primary language.

The annual notice shall include the following:

1. A list of the types of complaints that fall under the scope of the UCP and the state and federal provisions that govern complaints regarding child nutrition programs and special education programs.

2. A statement clearly identifying any California State preschool programs that AEA is operating as exempt from licensing pursuant to Health and Safety Code section 1596.792(o) and corresponding Title 5 health and safety regulations, and any California State preschool programs that AEA is operating pursuant to Title 22 licensing requirements.

3. A statement that AEA is primarily responsible for compliance with federal and state laws and regulations.

4. A statement that a student enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.

5. A statement identifying the title of the compliance officer, and the identity(ies) of the person(s) currently occupying that position, if known.

6. A statement that if a UCP complaint is filed directly with the CDE and the CDE determines that it merits direct intervention, the CDE shall complete an investigation and provide a written decision to the complainant within sixty (60) calendar days of receipt of the complaint, unless the parties have agreed to extend the timeline or the CDE documents exceptional circumstances and informs the complainant.

7. A statement that the complainant has a right to appeal AEA's decision to the CDE by filing a written appeal within thirty (30) calendar days of the date of AEA's decision, except if AEA has used its UCP to address a complaint that is not subject to the UCP requirements.

8. A statement that a complainant who appeals AEA's decision on a UCP complaint to the CDE shall receive a written appeal decision within sixty (60) calendar days of the CDE's receipt of the appeal, unless extended by written agreement with the complainant or the CDE documents exceptional circumstances and informs the complainant.

9. A statement that if AEA finds merit in a UCP complaint, or the CDE finds merit in an appeal, AEA shall take corrective actions consistent with the requirements of existing law that will provide a remedy to the affected student and/or parent/guardian as applicable.

10. A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code section 262.3.

11. A statement that copies of AEA's UCP shall be available free of charge.

Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations enumerated in the "Scope" section above. The compliance officer shall maintain a record of each complaint and subsequent related actions for at least three (3) calendar years.

All parties named shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- **Step 1: Filing of Complaint**

Any individual, including a person's duly authorized representative or an interested third party, public agency, or organization may file a written complaint of alleged noncompliance or unlawful discrimination, harassment, intimidation or bullying pursuant to this Policy.

A complaint of unlawful discrimination, harassment, intimidation or bullying may be filed by an individual who alleges that that individual has personally suffered unlawful discrimination, harassment, intimidation or bullying or by one who believes any specific class of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying, or by a duly authorized representative who alleges that an individual student has been subjected to discrimination, harassment, intimidation, or bullying. An investigation of alleged unlawful discrimination, harassment, intimidation or bullying shall be initiated by filing a complaint no later than six (6) months from the date the alleged discrimination, harassment, intimidation or bullying occurred, or the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation or bullying unless the time for filing is extended by the Principal or designee, upon written request by the complainant setting forth the reasons for the extension. Such extension by the Principal or designee shall be made in writing. The period for filing may be extended by the Principal or designee for good cause for a period not to exceed ninety (90) calendar days following the expiration of the six-month time period. The Principal or designee shall respond immediately upon a receipt of a request for extension.

All other complaints under this Policy shall be filed not later than one (1) year from the date the alleged violation occurred. For complaints relating to the LCAP, the date of the alleged violation is the date on which the AEA Board of Trustees approved the LCAP or the annual update was adopted by AEA.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

Complaints filed pursuant to this Policy must be in writing and signed. A signature may be handwritten, typed (including in an email) or electronically generated. Only complaints regarding pupil fees or LCAP compliance may be filed anonymously as set forth in this Policy. If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, Charter School staff shall assist the complainant in the filing of the complaint.

- **Step 2: Mediation**

Within three (3) business days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation, or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the complaint to the satisfaction of the complainant, the compliance officer shall proceed with the investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- **Step 3: Investigation of Complaint**

The compliance officer is encouraged to hold an investigative meeting within five (5) business days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or the complainant's representative to repeat the complaint orally.

The complainant and/or the complainant's representative shall have an opportunity to present evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the compliance officer with documents or other evidence related to the allegations in the complaint, or a complainant's failure or refusal to cooperate in the investigation or the complainant's engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.

The Charter School's refusal to provide the compliance officer with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- **Step 4: Final Written Decision**

AEA shall issue an investigation report (the "Decision") based on the evidence. AEA's Decision shall be in writing and sent to the complainant within sixty (60) calendar days of AEA's receipt unless the timeframe is extended with the written agreement of the complainant. AEA's Decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.

2. The conclusion providing a clear determination for each allegation as to whether AEA is in compliance with the relevant law.
3. Corrective actions, if AEA finds merit in the complaint and any are warranted or required by law.
4. Notice of the complainant's right to appeal the Charter School's decision within thirty (30) days to the CDE, except when AEA has used its UCP to address complaints that are not subject to the UCP requirements.
5. Procedures to be followed for initiating such an appeal.

If an employee is disciplined as a result of the complaint, the Decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The Decision shall not give any further information as to the nature of the disciplinary action, except as required by applicable law.

Appeals to the CDE

If dissatisfied with the Decision, the complainant may appeal in writing to the CDE within thirty (30) days of receiving the Decision. The appeal shall be accompanied by a copy of the complaint filed with AEA and a copy of the Decision. When appealing to the CDE, the complainant must specify and explain the basis for the appeal, including at least one of the following:

1. AEA failed to follow its complaint procedures.
2. Relative to the allegations of the complaint, AEA's Decision lacks material findings of fact necessary to reach a conclusion of law.
3. The material findings of fact in AEA's Decision are not supported by substantial evidence.
4. The legal conclusion in AEA's Decision is inconsistent with the law.
5. In a case in which AEA's Decision found noncompliance, the corrective actions fail to provide a proper remedy.

Upon notification by the CDE that the complainant has appealed the Decision, the Principal or designee shall forward the following documents to the CDE within ten (10) calendar days of the date of notification:

1. A copy of the original complaint.
2. A copy of the Decision.
3. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties or gathered by the investigator.
4. A report of any action taken to resolve the complaint.
5. A copy of the Charter School's complaint procedures.
6. Other relevant information requested by the CDE.

If the CDE determines the appeal raises issues not contained in the local complaint, the CDE will refer those new issues back to AEA for resolution as a new complaint. If the CDE notifies AEA that its Decision failed to address an allegation raised by the complaint and subject to the UCP process, AEA will investigate and address such allegation(s) in accordance with the UCP requirements and provide the CDE

and the appellant with an amended Decision addressing such allegation(s) within twenty (20) calendar days of the CDE's notification. The amended Decision will inform the appellant of the right to separately appeal the amended Decision with respect to the complaint allegation(s) not addressed in the original Decision.

Within thirty (30) calendar days of the date of the CDE's appeal Decision pursuant to 5 C.C.R. section 4633(f)(2) or (3), either party may request reconsideration by the State Superintendent of Public Instruction ("SSPI") or the SSPI's designee. The request for reconsideration shall specify and explain the reason(s) for contesting the findings of fact, conclusions of law, or corrective actions in the CDE's appeal Decision. The SSPI will not consider any information not previously submitted to the CDE by a party during the appeal unless such information was unknown to the party at the time of the appeal and, with due diligence, could not have become known to the party. Pending the SSPI's response to a request for reconsideration, the CDE appeal Decision remains in effect and enforceable, unless stayed by a court.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in 5 C.C.R. section 4650 exists, including but not limited to cases in which through no fault of the complainant, AEA has not taken action within sixty (60) calendar days of the date the complaint was filed with the Charter School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination complaints arising under state law, however, a complainant must wait until sixty (60) calendar days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of their right to file a complaint.

Uniform Complaint Procedure Form

Last Name: _____ First Name/MI: _____

Student Name (if applicable): _____ Grade: _____ Date of Birth: _____

Street Address/Apt. #: _____

City: _____ State: _____ Zip Code: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

School/Office of Alleged Violation: _____

For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:

Adult Education

Career Technical and Technical Education/Career Technical and Technical Training

Child Care and Development

Consolidated Categorical Aid Programs

Education of Students in Foster Care, Students who are Homeless, former Juvenile Court Students now enrolled in a Public School, Migratory Children and Children of Military Families

Every Student Succeeds Act

Local Control Funding Formula/ Local Control and Accountability Plan

Migrant Education Programs

Regional Occupational Centers and Programs

School Plans for School Achievement

School Safety Plan

Pupil Fees

Pregnant, Parenting or Lactating Students

For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying, described in your complaint, if applicable:

c Age

c Ancestry

c Color

c Disability (Mental or Physical)

c Ethnic Group Identification

c Gender / Gender Expression / Gender Identity

c Genetic Information

c Immigration Status/Citizenship

c Marital Status

c Medical Condition

c Nationality / National Origin

c Race or Ethnicity

c Religion

c Sex (Actual or Perceived)

c Sexual Orientation (Actual or Perceived)

c Based on association with a person or group with one or more of these actual or perceived characteristics

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

2. Have you discussed your complaint or brought your complaint to any School personnel? If you have, to whom did you take the complaint, and what was the result?

_____

_____

_____

_____

_____

_____

_____

3. Please provide copies of any written documents that may be relevant or supportive of your complaint. I have attached supporting documents. ☐ Yes ☐ No

Signature: _____ Date: _____

Mail complaint and any relevant documents to:

Albert Einstein Academies
Attention: Principals
3035 Ash St.
San Diego, CA 92102-1718
619-795-1190

BOARD APPROVED POLICY

Approved and Adopted: December 13, 2011

Revised:November 30, 2021

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

F. School-wide Dress Code Prohibiting Gang Attire

Note on Education Code Requirements for this section

This requirement comes from **32282(a)(2)(F). It reads:**

> *The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. Any schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.*

1. If the school does not have a dress code prohibiting gang attire, include a copy of the school dress code or student required attire if one exists.

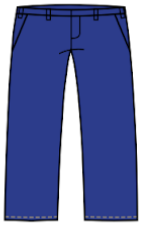
ALBERT EINSTEIN CHARTER Elementary

Required Uniform

The AEACES required uniform includes:



- ☐ Boys: Navy blue shorts or pants that fit at the waist and white or red long or short sleeve shirts with collar and AEA logo (polo shirts or Oxford shirts). Any visible undershirts must by school uniform colors and must be tucked in. Note: Cargo pants or baggy pants are not permitted.



- ☐ Girls: Navy blue shorts, pants, skirts, skorts, or jumpers that fit at the waist and white or red collar long or short sleeve shirts with AEA logo (polo shirts or Oxford shirts). Any visible undershirts must be school uniform colors and must be tucked in. Note: Skirts, skorts, and jumpers should not be higher than three inches above the knee. Biking-style shorts need be worn under the jumpers and skirts to ensure modesty. Make up is not permitted.

- ☐ Outerwear: Navy blue jackets or sweaters with the school logo. No sweatshirts with logos other than AEA will be permitted. In the event of extreme cold temperatures, allowances will be made for non-uniform winter jackets.



- ☐ Footwear: All students must wear closed toe shoes with non-skid soles. Sandals, boots and similar footwear are not allowed. Athletic shoes are the preferred choice of footwear. Socks and leggings must be in the uniform colors of red, white, or blue if visible.



- ☐ Accessories: Navy or red hats with the AEA logos are permitted outside fo the classroom. Students will not be permitted to wear accessories that distract from learning or that may be a safety issue. For example, long dangling earrings or necklaces, non-uniform hats, and fashion gloves are not permitted.

AEA uniforms are available from the following vendors:

French Toast
www.frenchtoast.com

Lands' End
www.landsend.com

Morgan's Monograms
www.morgansmonograms.com
(619) 589-0070
8219 La Mesa Blvd.
La Mesa, CA 91942
Office@MorgansMonograms.com

Uniform assistance available upon request

ALBERT EINSTEIN CHARTER Middle School

Required Uniform

v.052318

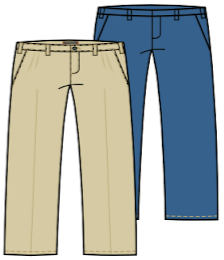
The AEACMS required uniform includes:



- ☐ Navy blue or white collared shirts bearing the AEA embroidered logo on top left

- ☐ Khaki or blue pants or shorts (skorts, skirts and plaid bottoms are allowed; no denim)

  At minimum, hem of shorts and skirts are at fist length when arms are resting at the sides.



- ☐ Official athletic uniform available through PE department

- ☐ Navy jackets, sweaters, sweatshirts bearing AEA logo on top left.

- ☐ Close-toe shoes only



- ☐ Beanie caps or baseball caps must be tan or navy and bear AEA logo (outdoor use only)



- ☐ Tights and leggings must be either white, tan, or navy. May be worn under skirts only.

AEA uniforms are available from the following vendors:

French Toast
frenchtoast.com

Lands' End
landsend.com

Morgan's Monograms
morgansmonograms.com
(619) 589-0070
8219 La Mesa Blvd,
La Mesa, CA 91942
Office@MorgansMonograms.com

Uniform assistance available upon request

G. Safe Ingress and Egress

The following materials and maps outline the procedures for safe ingress and egress from AEACES and AEACMS. Items marked with an * are considered to be “tactical information” that will be withheld from the public view version of this plan.

1. A map indicating student drop off and pick-up locations and the traffic flow patterns during arrival and dismissal from school.

2. A map indicating the supervision postings during arrival and dismissal from school.

3. A description of the procedures required for campus access by visitors (excluding the security measures considered to be tactical information).

AEACES - Safe Ingress and Egress

Drop-off/Pick-up Procedures

Drop Off:

[redacted]

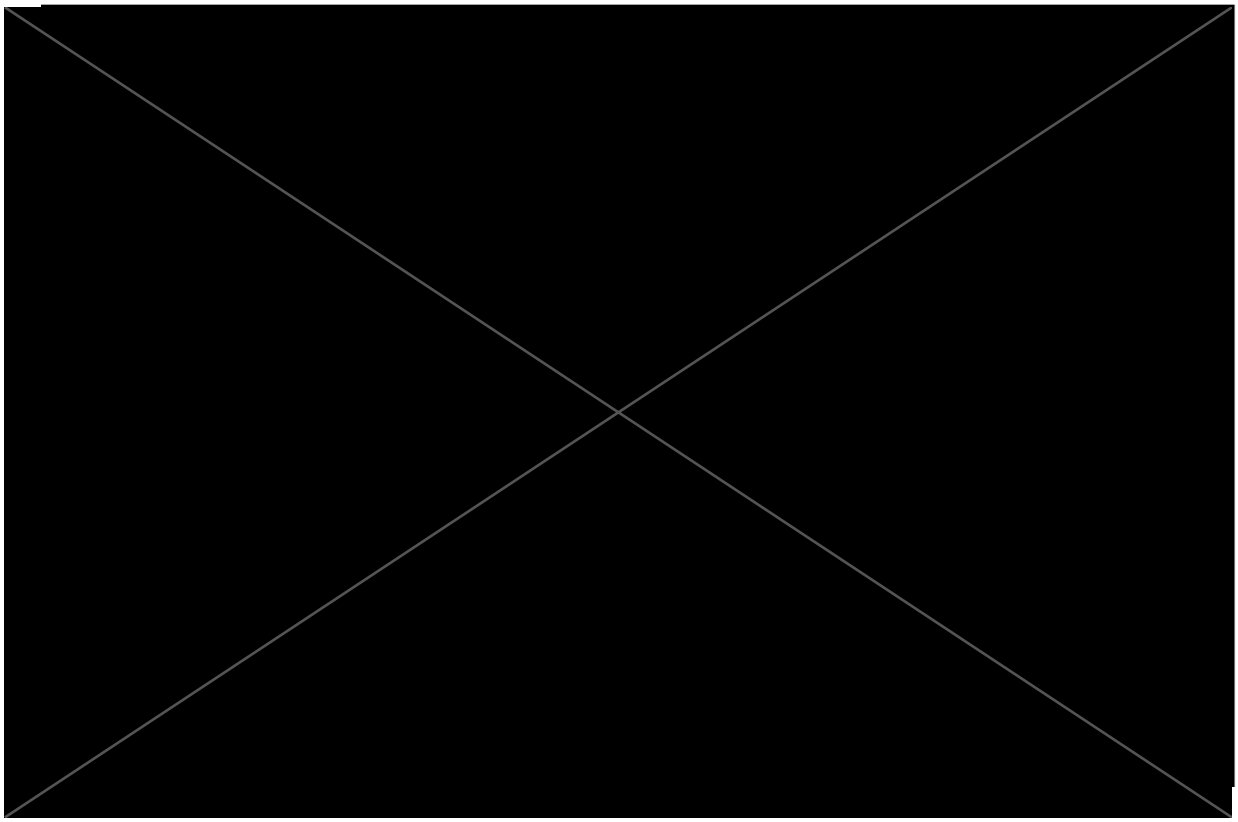
Pick-up:

[redacted]

AEACES - Safe Ingress and Egress

ALBERT EINSTEIN CHARTER Elementary

Student Pick Up Route



AEACMS - Safe Ingress and Egress

Morning Arrival

[redacted]

After School Dismissal

[redacted]

Pick up locations:

[redacted]

AEACS Safe Ingress and Egress - Visitation Policy

Educational Board Approved Policies

A1: Conditions for Classroom and School Visitation, Communication, and Removal Policy

The Albert Einstein Academies encourages parents/guardians and interested members of the community to visit our Schools and view the educational programs. AEA values parents and community members as partners, and is committed to balancing an accessible campus with the rights of all students, teachers, and staff to a safe and orderly learning and working environment. To achieve these desired goals, the Board hereby adopts this visitor and communication policy to be implemented at all AEA school campuses.

A. Visitors

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, AEA has established the following procedures to facilitate visits, including parent visits, during regular school hours:

1. Visits during school hours should first be arranged with the teacher and/or principal or designee, at least one (1) school day in advance of the school visit. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least one (1) school day in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher. Requesting a conference, school visit, or classroom visit at least one (1) school day in advance does not guarantee parents/visitors requested date. The teacher and/or the principal/designee may identify a different date or time based upon the educational program and schedule for the teacher, students, and/or principal. When multiple classroom visits are requested or there are concerns with disruption to the educational program, AEA may require the written permission of the teacher and the principal/designee prior to the visit.

2. All visitors shall utilize AEA's automated sign in immediately upon entering any school building or grounds during regular school hours. When registering, the visitor is required to provide his/her name and the purpose for entering school grounds. For purposes of school safety and security, the principal or designee may design a visible means of identification for visitors while on school premises and require additional information, such as address, age, and/or proof of identity. In the event that the automated system is not functioning, all visitors will be required to sign in at the front office.

3. A principal or designee may refuse to register a visitor if it is believed that the presence of the visitor would cause a threat of disruption or physical injury to teachers, other employees, or students.

4. A principal or designee may withdraw consent to be on campus even if the visitor otherwise has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt the school's orderly operation. If consent is withdrawn by someone other than the principal, the principal may reinstate consent for the visitor if the principal believes that the person's presence will not constitute a disruption or substantial and material threat to the school's orderly operation. Consent cannot be withdrawn for more than fourteen (14) days. AEA can implement visitation restrictions, as needed, to ensure a safe school environment that is free from disruption.

5. The principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.

6. The principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

B. Communication

AEA encourages parents to communicate via email. School staff and administration will generally respond to emails within forty-eight (48) hours, not including weekends or holidays. While email communication is encouraged, emailing staff and administration is a privilege, not a right. Parents or guardians who send excessive emails or emails that contain threatening language, foul language or curse words, harassing language, or otherwise inappropriate language, may be required to meet with administration and agree to alternative methods of communication.

The same caution is advised when using the telephone, written notes or letters, or student planners for communication. Parents who abuse these forms of communication by including threatening language, foul language or curse words, harassing language, or otherwise inappropriate language, may be required to meet with administration and agree to alternative methods of communication. For concerns or complaints, parents are encouraged to meet with administration and/or follow complaint policies.

C. Removal

If a visitor, including a parent or guardian, does not leave after being asked or returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime which is punishable by a fine of up to $1,000.00 or imprisonment in the County jail for a period of up to six (6) months or both. Additionally, further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

BOARD APPROVED POLICY

Approved and Adopted: March 11, 2014

Revised:

H. Rules and Procedures on School Discipline

* Additional rules and procedures may be found in the AEA Suspension and Expulsion Policy on page 126

ALBERT EINSTEIN ACADEMIES

Student Handbook
Middle School
2021-2022

458 26th Street
San Diego, CA 92102
Phone: (619) 780-0400
Fax: (619) 780-0986

www.aeacs.org

This Student Planner Belongs to:

NAME: ……..……..……..

ADDRESS: ……..……..……

CITY: ……..…..…… ZIP CODE: ……

PHONE: ……..….

GRADE:……..

*If this planner is lost, a replacement fee of $10.00 will be charged.

Back-to-School Principal's Message

Dear Student,

Welcome to the 2021-2022 school year. All the teachers and staff at Albert Einstein Academies (AEA) are eager to support you in doing your very best this upcoming year. Together we will challenge you to work hard in your academics, but we will also assist you in becoming a well-rounded, caring person who represents what it means to be an International Baccalaureate AEA student. Please remember to always act with integrity and make good choices. Take risks and try new things that will help you grow. Use kind words that make people feel good and want to be around you. Be honest even when that means admitting mistakes. Make sure everyone feels included. Take action to make the world a better place.

All of us at AEA will support you, but you have responsibilities as well. You are expected to come to school each day on time and ready to learn. You are expected to try hard and put forth your best effort in classwork and homework. You are expected to follow all school rules. In order to stay organized for school, you are expected to use this planner daily. You will use it to record assignments, take important notes, and to stay in communication with your teachers. Please share this planner with your parents and teachers so we can all work together to ensure you have a great year.

Sincerely,

Principal Trakas

Our School's Mission

Teaching our children today to advance our shared humanity tomorrow.

Being an IB student at Albert Einstein Academies means embracing the **IB Learner Profile.**





OPEN-MINDED

As IB Learners we strive to:

- Appreciate our own cultures and personal histories, as well as the traditions and values of others
- Seek and evaluate a range of points of view
- Grow from our experiences



CARING

As IB Learners we strive to:

- Show empathy, compassion and respect
- Commit to service learning
- Act to make a positive difference in the lives of others and in the world



RISK-TAKERS

As IB Learners we strive to:

- Work independently and cooperatively to explore new ideas
- Develop innovative strategies
- Be resourceful and resilient in the face of challenge, change and uncertainty



BALANCED

As IB Learners we strive to:

- Balance different aspects of our lives - intellectual, physical, and emotional
- Create well-being for ourselves and others
- Recognize our interdependence with other people and the world in which we all live



REFLECTIVE

As IB Learners we strive to:

- Consider the world, our own ideas and our experiences thoughtfully
- Understand our strengths and weaknesses in order to support our learning and personal development

Daily Schedule

Regular Bell Schedule

School Hours

Monday, Tuesday, Thursday, and Friday:
8:00am - 3:00pm

8th Grade

PER 1	PER 2	**Lunch**	PER 3	PER 4	PER 5
8:00 (start)	9:25	**10:50**	11:30	12:25	1:50
9:20 (end)	10:45	**11:25**	12:20	1:45	3:00

7th Grade

PER 1	PER 2	PER 3	**Lunch**	PER 4	PER 5
8:00 (start)	9:15	10:45	**11:40**	12:15	1:40
9:10 (end)	10:40	11:35	**12:10**	1:35	2:57

6th Grade

PER 1	PER 2	PER 3	**Lunch**	PER 4	PER 5
8:00 (start)	9:20	10:45	**12:20**	12:55	1:45
9:10 (end)	10:40	12:15	**12:50**	1:40	2:55

Wednesday Schedule
8:00am - 1:00pm

6th Grade

HR	PER 1	PER 2	PER 3	PER 4	LUNCH
8:00 (start)	8:45	9:45	10:40	11:40	12:45
8:40 (end)	9:40	10:35	11:35	12:45	1:00

7th Grade

HR	PER 1	PER 2	PER 3	PER 4	LUNCH
8:00 (start)	8:45	9:50	10:45	11:45	12:45
8:40 (end)	9:45	10:40	11:40	12:45	1:00

8th Grade

HR	PER 1	PER 2	PER 3	PER 4	LUNCH
8:00 (start)	8:50	9:55	10:50	11:50	12:45
8:45 (end)	9:50	10:45	11:45	12:45	1:00

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Who's Who at Albert Einstein Academies Charter Middle School

Superintendent: Dr. Sciarretta
dsciarretta@aeacs.org
Principal: Mr. Trakas
atrakas@aeacs.org
Assistant Principal: Mr. Diaz
jdiaz@aeacs.org
IB Coordinator: Mrs. Julius
cjulius@aeacs.org
Front Office Staff:
Maggie Riviera mrivera@aeacs.org
April Schaffer aschaffer@aeacs.org

School Psychologist: Mrs. Musisko
lmusisko@aeacs.org
School Counselor: Mrs. Solorio

mosolorio@aeacs.org

For contact information for all staff and faculty, please refer to our website:

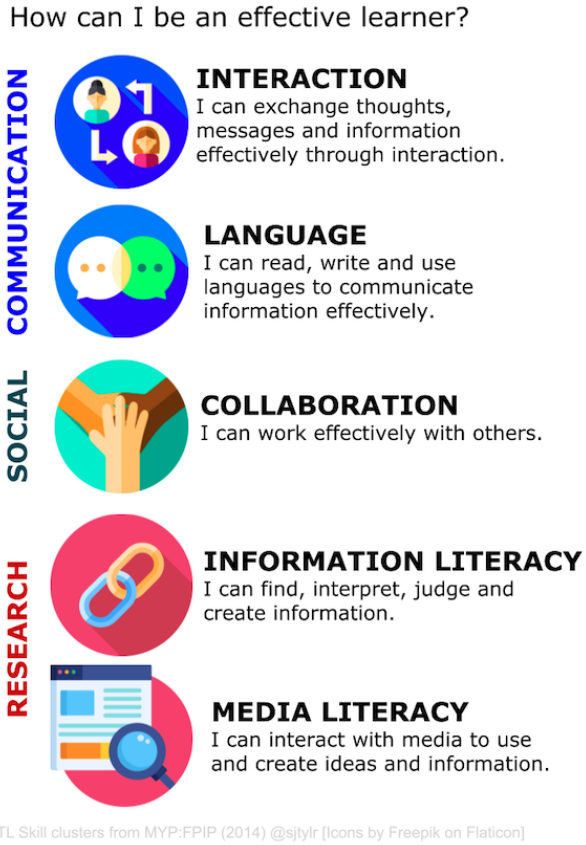
https://www.aeacms.org/directory/

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International Baccalaureate
International Baccalaureate (IB) provides a framework of learning that encourages students to become creative, critical and reflective thinkers. The Middle Years Program (MYP) emphasizes intellectual challenge, encouraging students to make connections between their studies in traditional subjects and the real world. It fosters the development of skills for communication, intercultural understanding and global engagement - essential qualities for young people who are becoming global leaders. The IB approach drives all aspects of student life at Albert Einstein Academy Charter Middle School: academics, behavioral, and extra-curricular.

Approaches to Learning (ATL)

Skills are sets of strategies and techniques that people use to achieve a specific purpose. Through ATL, you will develop skills that have relevance across the curriculum and help you "learn how to learn".



SELF-MANAGEMENT



AFFECTIVE SKILLS
I can manage my own state of mind, concentrate and be focused. I can learn from mistakes and problems.



ORGANIZATION SKILLS
I can manage my time and tasks effectively. I use technology well.



REFLECTION
I can (re)consider the process of learning. I can choose and use effective ATL skills.

THINKING



CRITICAL THINKING
I can analyse and evaluate issues and ideas.



CREATIVE THINKING
I can generate new ideas and perspectives.



TRANSFER
I can use knowledge and skills in new contexts.

Frequently Asked Questions

Where can I check my grades and see my assignments?
Course assignments and grades are accessible using the Canvas system.
https://aeacs.instructure.com/login/canvas

How do I get a hold of my teachers?
Email is the easiest and most efficient way to get a hold of teachers directly. All email addresses can be found on the school website:
http://www.aeacms.org/directory
You will also be able to contact teachers through canvas once enrolled in their course.

Will I use computers in class?
Students will have access to a Chromebook in every class. Respect of this technology will be firmly enforced per the AEACMS Technology Policy.

AEACMS Student Code of Conduct and Procedures

Morning Arrival
- Campus opens at 7:30AM. Students are not permitted on campus before 7:30AM and there is no supervision before this time.
- Classrooms open at 7:40AM and school begins at 8:00AM.

After School Dismissal
- Students are dismissed at 3:00PM and are expected to exit the campus immediately following dismissal.
- Students involved in afterschool activities must be in their designated areas/classrooms..
- Students will not be permitted to "hang out" after school. Any student not gone by 3:30 pm will be brought into the MPR to be supervised.

Behavior Befitting of an IB Student
All AEACMS students are expected to behave in a manner that is befitting of the IB Learner Profile. Any behavior that does not represent the AEACMS vision and mission will be addressed appropriately by all members of the school staff.

Passing Period Behavior
- Students are to walk inside at all times.
- Students are to use inside voices and behaviors.
- Students should only be on a floor where they have a class unless they have teacher permission.
- Students will follow teacher instructions at all times.

Nutrition Break and Gum
- No GUM on campus.
- No caffeine drinks, energy drinks or soda will be permitted: water, juice, and milk only.

Personal Technology Devices
- Students are not permitted to have their personal devices out at any time during the school day. This includes phones, ipads, ipods, mp3 players, Kindles, e-readers, personal gaming devices and computers.
- Personal devices are to be kept in backpacks as soon as they step on campus and until they step off campus.
- The only exception to this policy is if a teacher allows the use of a personal device for an instructional activity.
- If a student needs to make a phone call they are to go to the front desk.

Acceptable Use of School Technology
- Students are expected to treat school technology with the appropriate care at all times. If it is determined that school technology was damaged due to reckless or inappropriate behavior, parents may be required to pay for repair or replacement.
- Any student who accesses another student's account may lose technology privileges and may be subject to more serious consequences, including suspension or expulsion.
- If a student repeatedly misuses technology, does not follow the AEACMS Acceptable Use Policy, they may lose the privilege of using technology while on campus.
- Students may not listen to music in class unless approved by the teacher.

Stairs
- Never more than two people walking side-by-side on stairs.
- No skipping stairs.

- No trying to pass people.
- Main Staircase: Single file and stay to the right
- Stairwells:
    - Both stairwells are UP for first period ONLY.
    - After first period, the SOUTH stairwell is UP and NORTH is DOWN.
    - End of the day both stairwells are DOWN.

Lunch Time

- Pay for meals at mymealtime.com
- Students purchasing lunch form a single file line towards the changing rooms.
- Students with a sack lunch go straight to the lunch tables.
- All students must start lunch in the MPR.
- Students must be given permission before exiting the MPR for clubs or to go to the athletic courts.
- Students are expected to clean up their own lunch mess.

Uniforms

Students must be in uniform during the school day, Students out of uniform will be given a loaner or asked to put on their PE uniform. Students repeatedly out of uniform will have a meeting with the Principal with their parents present.

The AEACMS Uniform:

- Dockers/Dickies-type navy or khaki trousers or shorts (no denim or spandex blends).
- Skirts, skorts, and plaid bottoms are allowed.
- Tights and leggings must either be white, tan, or navy.
- White or blue polo-type shirt with logo.
- Navy Blue sweatshirt or jacket with logo.
- Students can wear AEA T-shirts on Fridays.
- Navy or tan beanie or baseball caps with logo (outside use only).
- Must wear PE uniform during PE

Academic Honesty Policy

Academic Honesty in IB is a set of values and skills that promote personal integrity and good practice in teaching, learning, and assessment" (IB, 2007).

Developing Skills in Academic Honesty

- Find information: organizing multiple sources, implementing intellectual property rights
- Interpret information: evaluating and verifying
- Judge information: analyzing for appropriateness and bias
- Create information: processing, synthesizing, reporting, and communicating

What is Academic Dishonesty?

Academic Dishonesty in IB specifically refers to plagiarism, collusion, and cheating. Cheating can take many forms, including duplication of work.

- Plagiarism: The representation of the ideas or work of another person as the student's own.
- Collusion: Supporting malpractice by another student, as in allowing one's work to be copied or submitted for assessment by another.
- Duplication of work: A form of cheating that is defined as the presentation of the same work for different assessment components.

Consequences of Academic Dishonesty

If a student is found to be intentionally academically dishonest, the student's guardians will be notified. The student will get the opportunity to redo their task in a way that demonstrates their ability to put into practice the AEACMS definition of academic honesty. However, student's scores on their Approaches to Learning Skills will be penalized in the areas of self management and work completion. For any subsequent incidents of academic dishonesty, the student's guardians will again be informed, and the case will be referred to the site principal for further action.

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Student Planner Guidelines

- Students are required to bring their planners to and from school each day
- Students are required to record homework assignments in planner each day
- Parents should review planners each evening with their child
- Parents and teachers are encouraged to use planners as vehicle for communication between school and home by writing notes of information and concern
- Students will be charged for the replacement costs of lost planners

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Albert Einstein Academy
Student Handbook Commitment

Please sign and date this form.

I have read and understood the information in this student handbook. (Parents, please read and discuss the student handbook with your child.)

I promise to respect all school policies and honor the Albert Einstein Academy Student Pledge (see Student Code of Conduct)

Student Signature: _____

Parent Signature: _____

Date: _____

I. Bullying Prevention Policies

[redacted]

Page 142