



Audeo Corporation

SAFETY PLAN

SY 2020 - 2021

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) for responding to an emergency affecting any facility operated by Sweetwater Secondary School.

A “Incident Commander” (and alternate) is assigned to be the point of contact for this plan. During emergencies, the Incident Commander is the point of coordination for all operations. An Incident Command Team is in place to address key issues during emergency operations. The team works as directed by the Incident Commander. Each team member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Incident Commander and their Incident Command Team are assigned to maintain and implement their Emergency Plan. The Safety Coordinator will assist with emergency preparedness, disaster planning, and will be responsible for updating the underlying Emergency Plan Template. As a component of the Comprehensive Safe Schools Plan document, the Safety Coordinator will review this emergency plan on an annual basis to determine the Emergency Plan Template is compliant with Federal, State, and local laws.

The Incident Commander will coordinate training for all new staff (paid and volunteer) assigned to this RC. The Incident Commander, coordinating with the Safety Coordinator, will conduct scheduled exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This format allows staff to understand basic roles and responsibilities regardless of where in the school they may be working.

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

SECTION TWO
Sweetwater Secondary School Office/Resource Centers
Information and Street Map

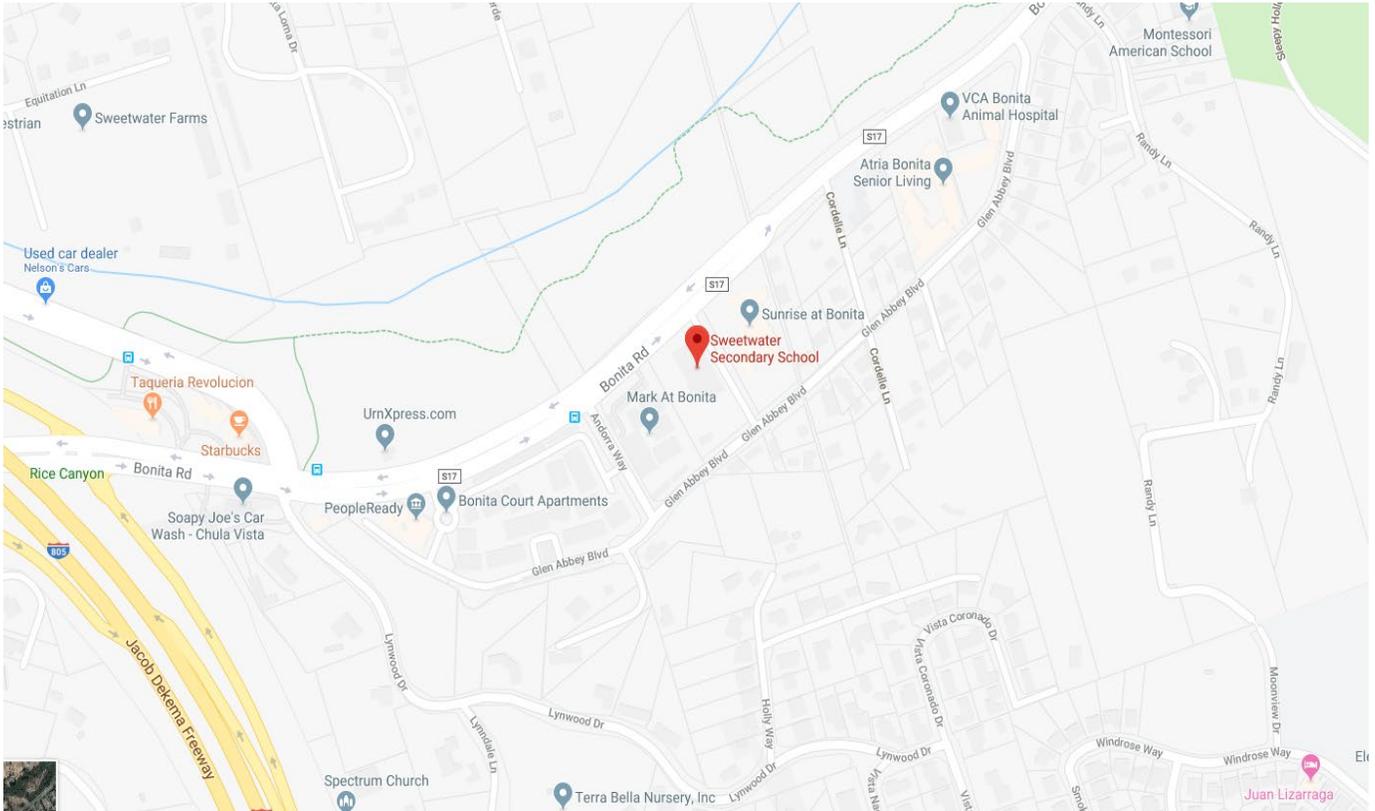
Location

Office Name: **Bonita Training Center**

Office Address: 3252 Bonita Road, CA 91910

Office Public Phone Number: 858-678-2020

Office Fax Number: 619-476-0276



Bonita Aerial Map



Location

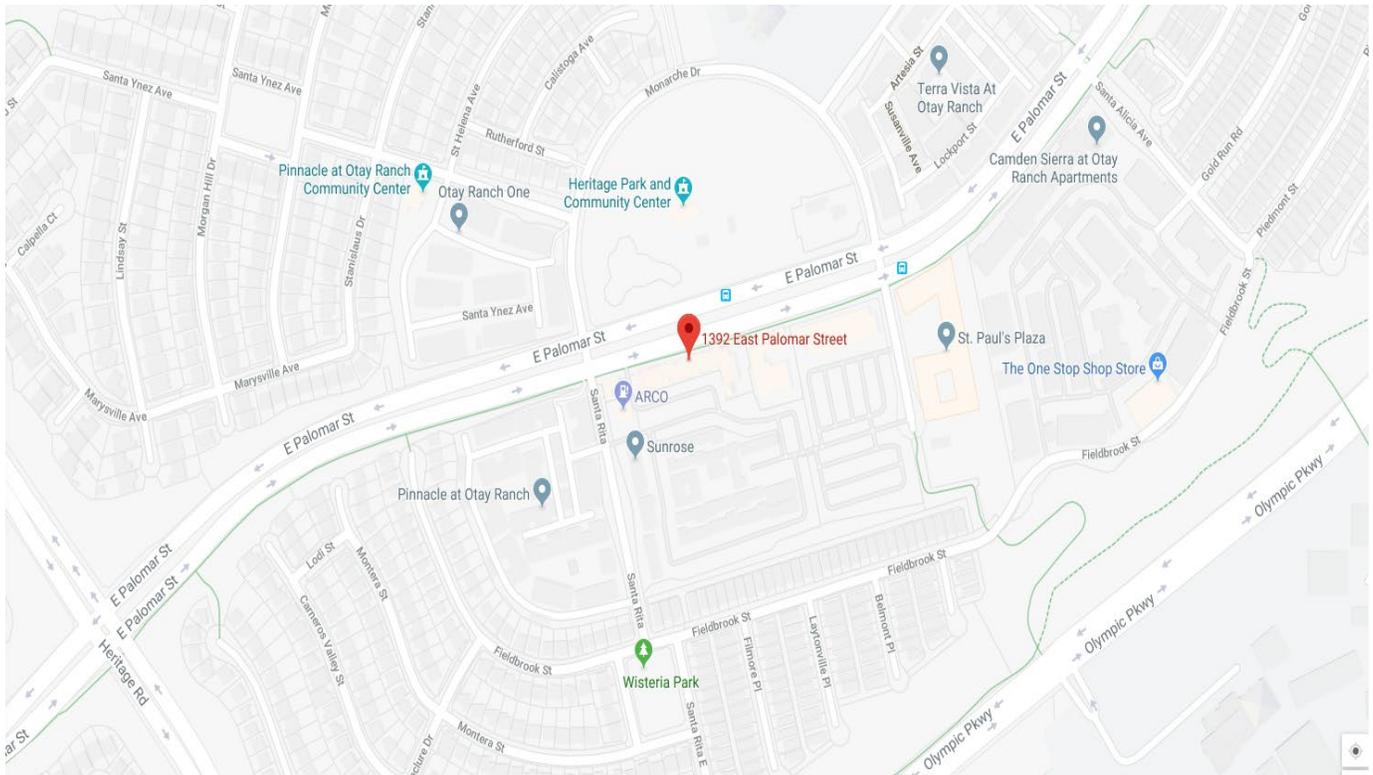
Resource Center (RC) Name: **Heritage Plaza (Otay Ranch)**

RC Address: 1392 E. Palomar St., # 202, Chula Vista, CA 91913

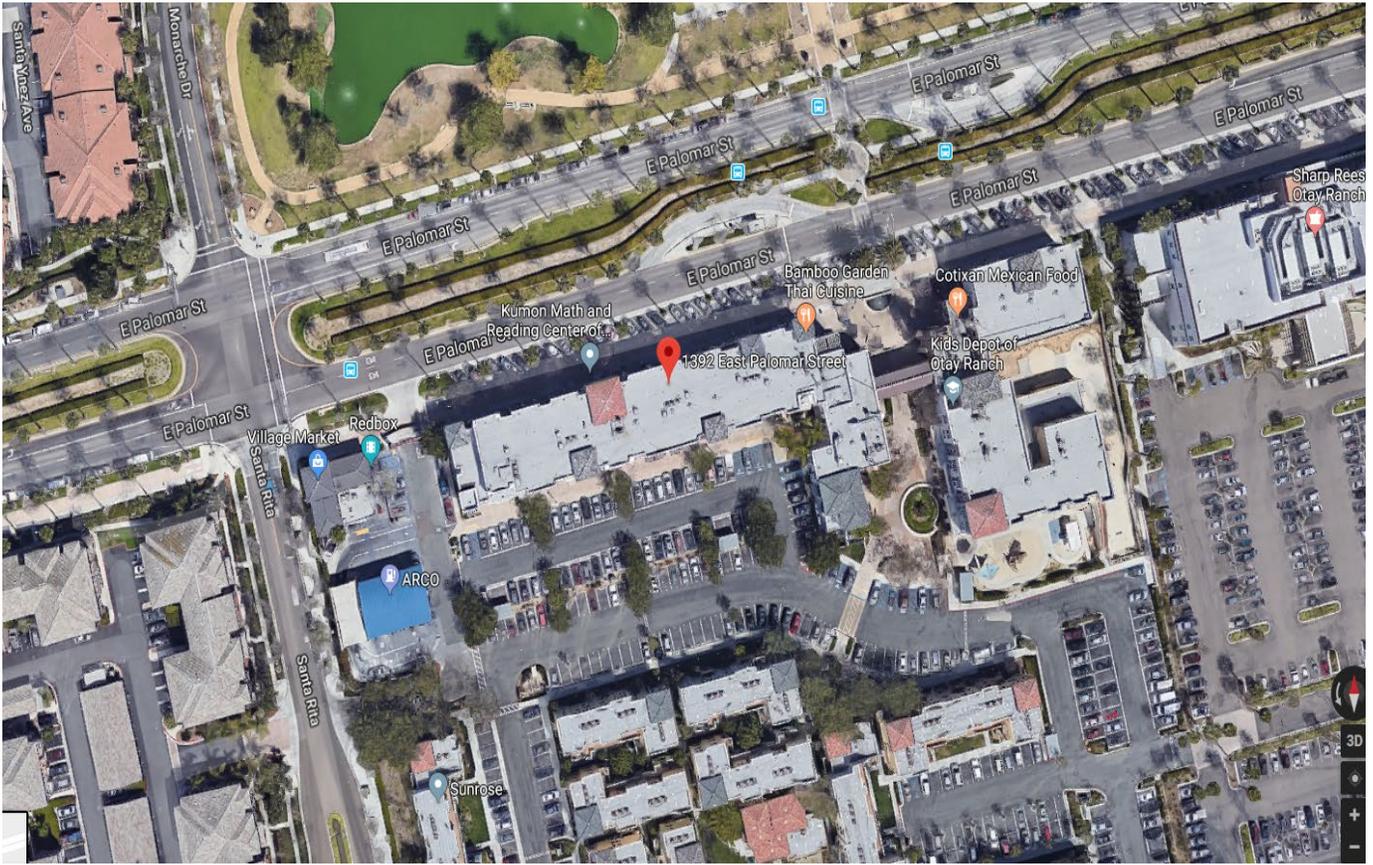
RC Public Phone Number: 858-678-2020

RC Direct Phone Number: 619-207-0276

RC Fax Number: 619-476-0276



Heritage Plaza (Otay Ranch) Aerial Map



Location

Resource Center (RC) Name: Plaza Bonita

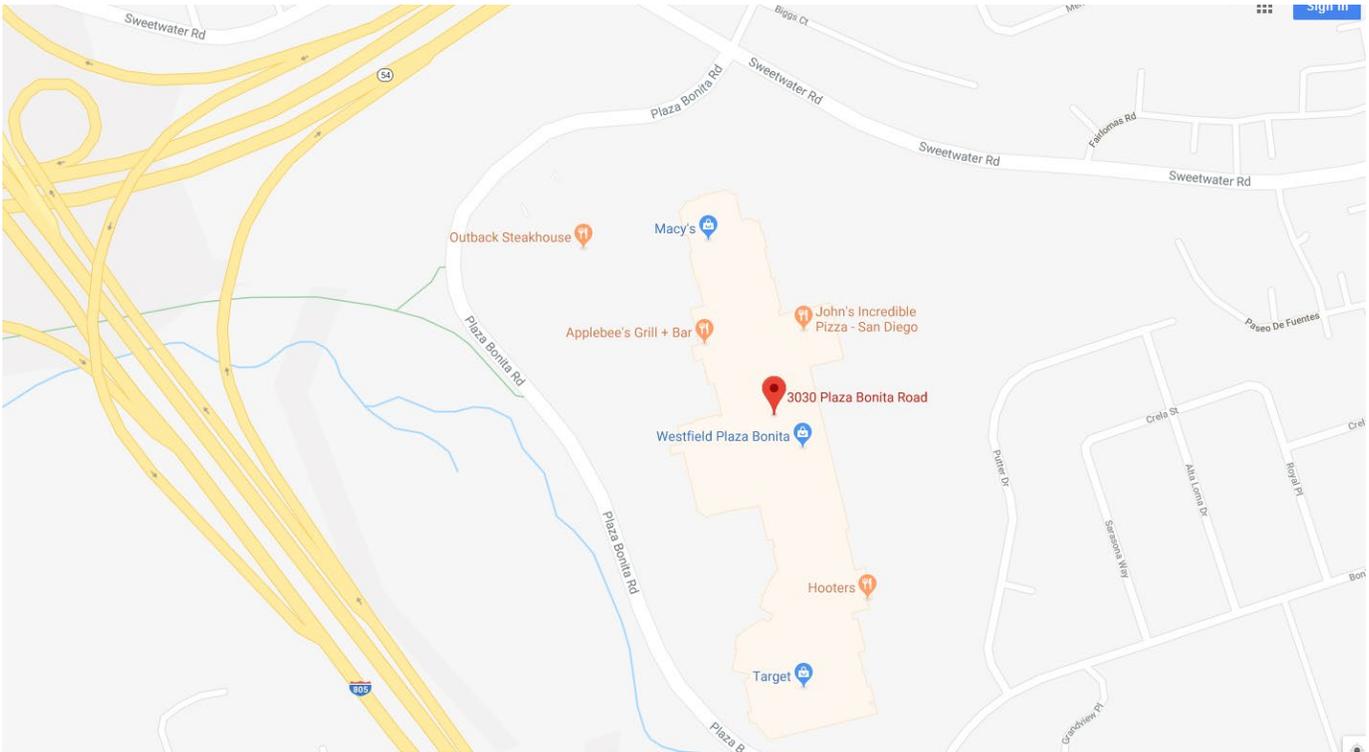
RC Address: Westfield Shopping Mall-3030 Plaza Bonita Road, Ste.1000, National City, CA 91950

Enter the Macy's wing on first floor, destination is on the left side

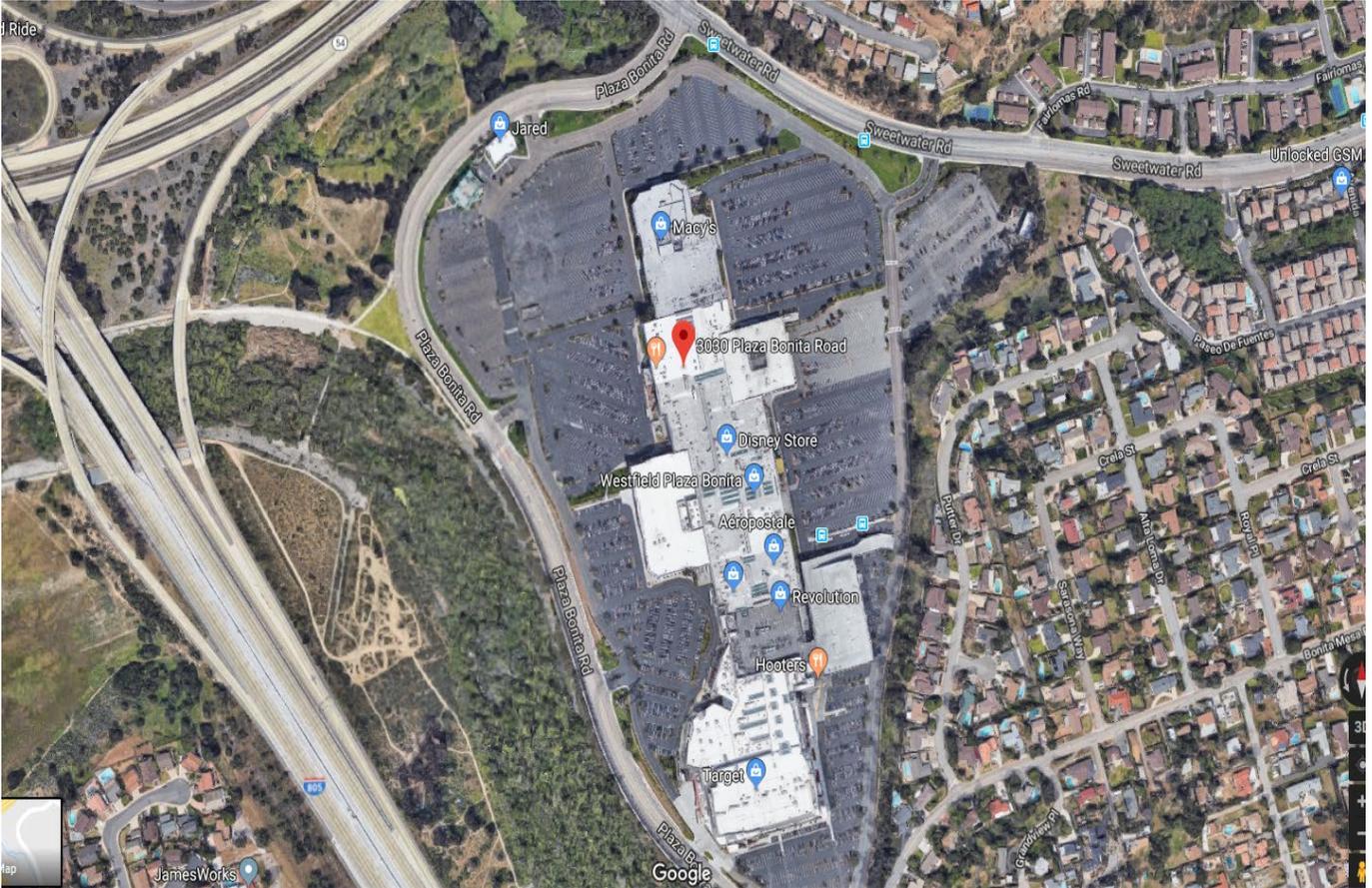
RC Public Phone Number: 858-678-2020

RC Direct Phone Number: 619-479-0567

RC Fax Number: 619-476-0276



Plaza Bonita Aerial Map



Location

Resource Center (RC) Name: **Sommerset (Chula Vista)**

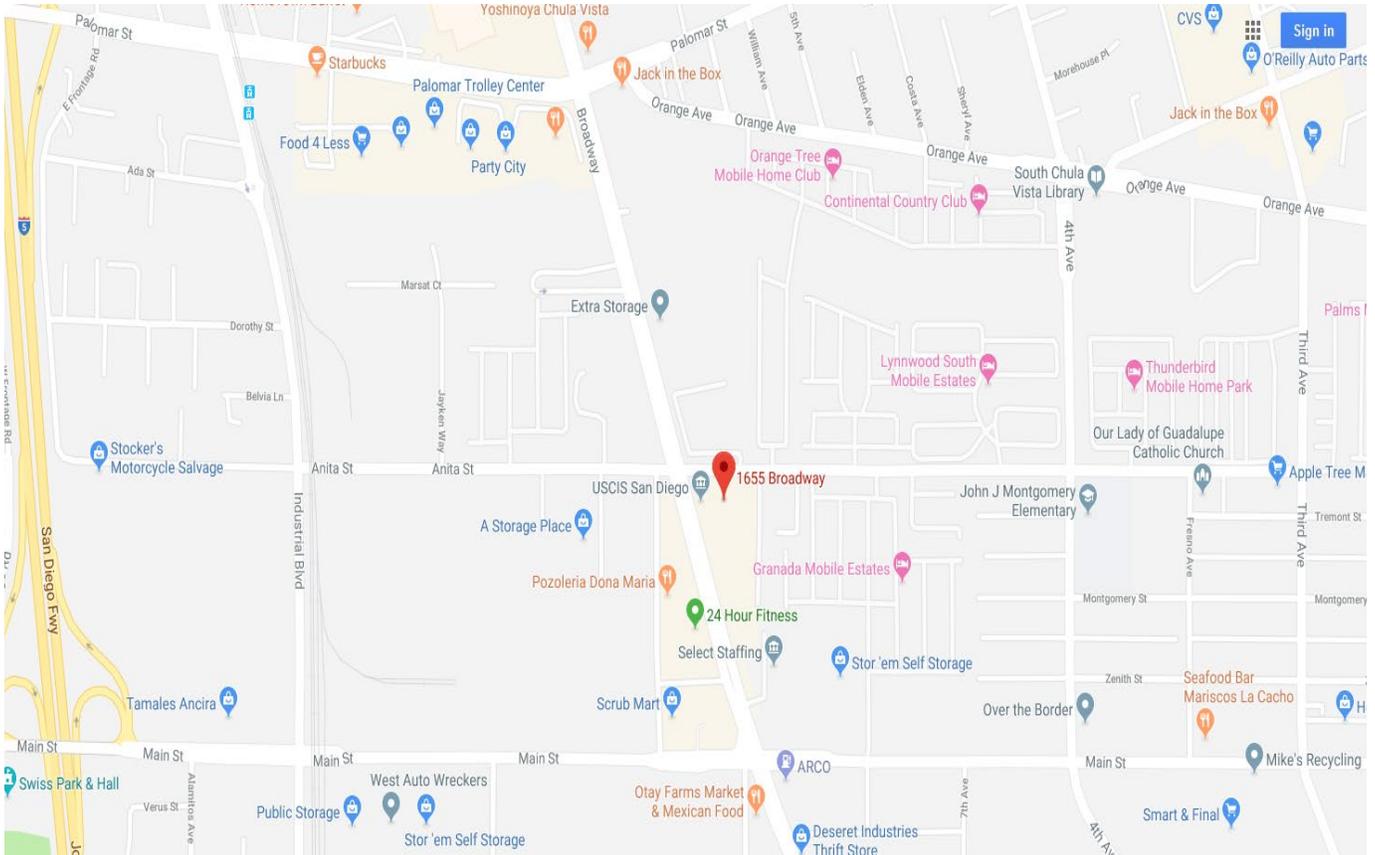
RC Address: 1655 Broadway, Suites 13 & 14, Chula Vista, CA 91911

Broadway cor. Anita St., same complex as USCIS-Chula Vista

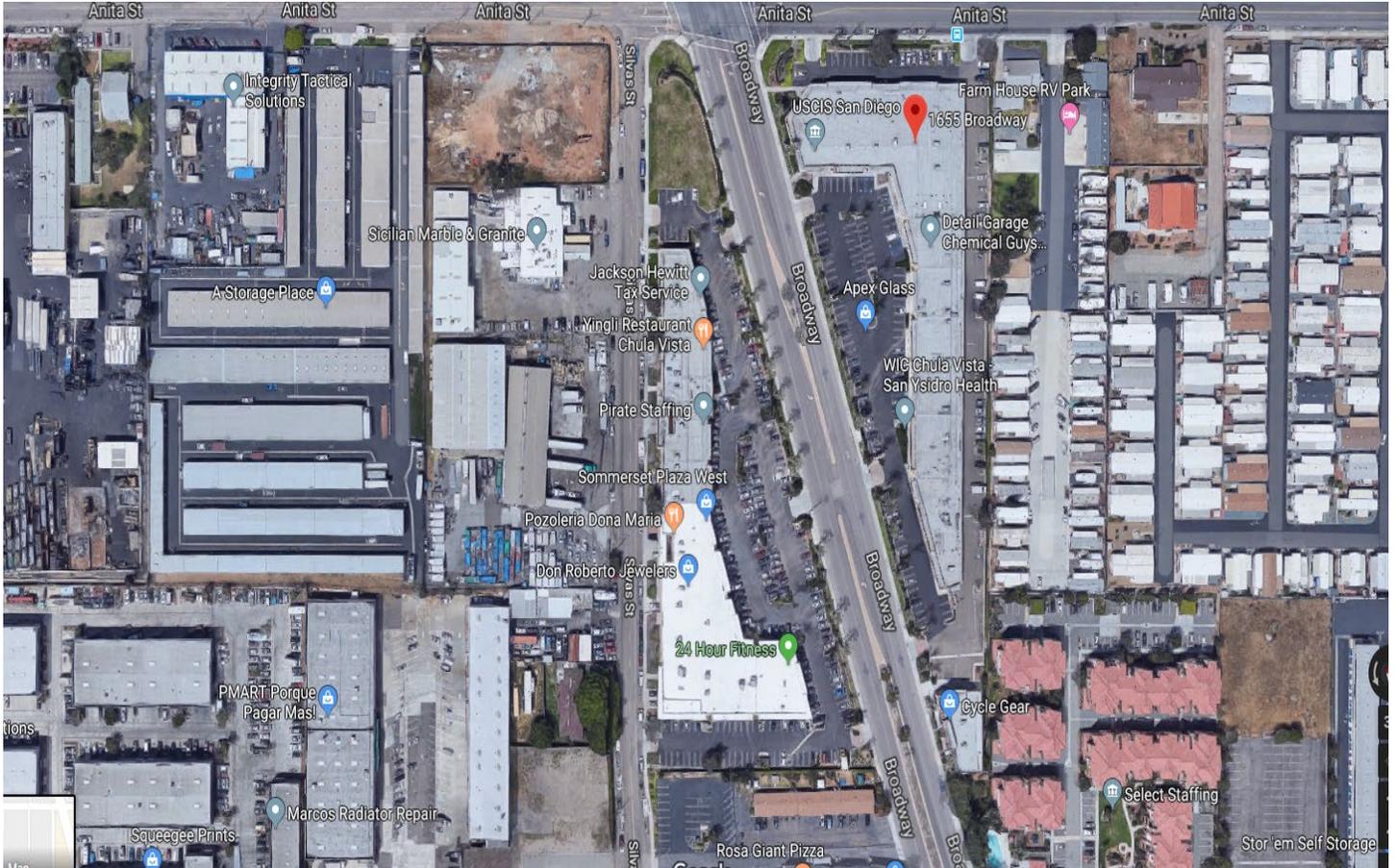
RC Public Phone Number: 858-678-2020

RC Direct Phone Number: 619-425-5030

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



Sommerset Aerial Map



LOCATION HAZARD ASSESSMENT SUMMARY

Disaster Response Plan

Emergency Operations Team

The Emergency Operations Team is comprised of several leaders from Sweetwater Secondary School. This team is responsible for planning, training and implementation in the event of a disaster. The team is composed of the following individuals:

President	<i>Responsible for external communications. She will call on community resources to assist the school RCs and coordinate mutual aid requests.</i>
Chief Financial Officer	<i>Assists the President with external communications and community resource coordination to support school community needs. She is also responsible for acquisition of fiscal and business services. She will initiate acquisitions of services and materials associated with emergency operations.</i>
Director of Operations & Technology	<i>Responsible for internal communications with our RCs, staff, and the team in collaboration with the School Coordinator.</i>
School Coordinator	<i>Responsible for parent and community communications. Provides trauma-counseling support to students/parents/staff, as well as, central contact for student data. Responsible for coordinating support to students brought to central location.</i>

Operational Overview

Due to the unique design and small setting, the staff will be trained to implement components of the disaster procedures. These components will include:

- Evacuation of Students/Emergency Assembly
- Communication
- Reunion Procedures
- Public Information
- Sweep and Rescue
- Security
- First Aid and CPR

Emergency Operation Center

The Emergency Operations Team (EOT) will be responsible to coordinate and manage all operations in the event of a crisis. Sweetwater Secondary School defines crisis as

any incident that disrupts the educational program and/or affects the emotional stability of students or staff.

All public employees are declared by law to be disaster services workers (Government Code §3100). They are subject to such disaster services as may be assigned to them by their supervisors or by law upon the declaration of an appropriate state of emergency. The extent to which school employees function as disaster service workers depends in large measure upon the decisions of the various resource centers and their supervisory personnel.

In the event of a crisis, Sweetwater Secondary School will respond as follows:

Level 1 Natural Disaster Community Wide/Neighborhood Crisis

(Example: earthquake, flood, fire, plane crash, riot, police action, high levels of fatalities and injuries, nuclear or biological disaster.)

Response: EOT in coordination with Civil Defense and/or resources.

Level 2 Singular or Multiple Locations

Immediate, life threatening or critical urgency

(Example: weapons, group confrontation, bomb threat, hostage, fire, explosion.)

Response: EOT in coordination with local law enforcement and/or government agencies

Level 3 RC Specific

(Example: discipline, health-physical/mental/CPS, utility failure, fight, angry parent.)

Response: School Coordinator according to responsibility.

Responsibilities for Situation Levels 1 and 2

1. Assess situation (to evacuate or secure RC)
2. Call 911
3. Contact EOT: Communicate essential information
Example: Describe the situation – clearly and calmly.
Who is involved?
Who’s present/at the RC –staff/students/community?
Have the police been called? Have they arrived?
Who else has been notified?
What have you done so far?
Is anyone hurt? Describe injury.
4. Gather essential information – keep emergency supplies in one area

- Student emergency binder
 - Student roster
 - Emergency procedure binder
 - Today's sign in sheet
 - Backpack, First Aid Kit, Blood borne Pathogen Kit
 - Keys
5. Reassess situation and roll call
Triage – prioritize needs; define who is injured. Look for potential dangers (i.e., gas leaks, building structure damage.)
 6. Give students appraisal of situation
Tell them what to do and what is expected.
 7. Re-contact EOT
 8. Release students as appropriate to authorized individuals.
 9. Contain remaining students in designated safe area.
 10. Wait until crisis has passed
 11. Notify corporate office
 12. Remaining students will be brought to safe area designated by EOT
 13. Staff will then be released by EOT

Resource Center Preparedness Activities

Training programs for staff:

- Disaster preparedness and scene management classes
- Mock disaster drill
- Evacuation/earthquake drills
- Blood borne Pathogens
- CPR and First Aid
- HIV Awareness

Educational activities:

- Basic earthquake education
- Parent meetings, home preparedness and orientation to RC plan

Equipment and supplies:

- Trauma/first aid kits
- Bodily fluid cleanup kit
- Backpacks for sweep and rescue team

Aftermath plan:

- Return school/community to normal
- Provide safe place to process event
- Plan for resumption of normal activities

*Drills are scheduled at least three times per year

Communications

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

<u>Emergency RC Call to Central</u>	
	RC contact Central or Able
	Remember 6 Key points –
◆ RC	Identify your location
◆ Number	Approximate number of participants
◆ Code	Red (Life-threatening) 911
	Orange (Serious)
	Yellow (Potential – advisement)
◆ Description	Briefly describe incident
◆ Location	In class, outside front/back door, alley
◆ Listen	Answer central’s questions succinctly

Procedure

- President will declare need for emergency action.
- President, manager and any designated support staff prepare Blackboard Connect/Alert Now telephone message and E-mail message.
- President notifies Sweetwater Secondary School Board of Directors.
- Designated managers activate telephone tree, using prepared message; each designated manager will be responsible for their group and informing the backup caller.
- When schools are not in session, it may be necessary to call employees at home.
- Callers must report to the President office by e-mail (mbixby@audeocharterschool.net) the names of the employee’s they were unable to reach.
- Share all information on the operation of the telephone tree with support staff at your RC.
- Make copies of the tree information and give to appropriate staff.
- It is possible that a test of the telephone tree will occur on a weekend, since the tree is designed to be used to relay information to managers and employee’s regardless of the

day of the week or the time of day or evening. It is important that employees who are to make calls and their backups have copies of the tree information and the telephone numbers both at school and home.

Sample Emergency Call

Resource Center	This is a code Orange. There are approximately 6 male students assembled on the South side of Westminster Blvd., across the resource center. They are shouting and threatening one of our students who are here in the resource center. Our student is belligerent and wants to go out and face them. I have five other students with the resource center associate and me. We have locked the doors and directed students to move to the back of the resource center away from the window.
Central	I am dispatching the police immediately. Have your CTR with the other students. Be sure none of them leave or open the door. Stay with your students and try to calm him. Do not go out to confront the group. Assistance should be there shortly. Keep us posted of any change.

Resource Center

- ◆ Remember, speak calmly and slowly.
- ◆ Tend to the business at hand and keep Central informed. **STAY CALM.**
- ◆ If the problem is resolved. Call Central back immediately. Remember someone is streaking across the city to get to you. Call in and say, **“Situation secured”**. **This officially closes down the incident. Central logs the time.**

BlackBoard Connect/AlertNow System

In the event of an emergency the President or designee may activate the school-wide BlackBoard Connect/AlertNow. BlackBoard Connect/AlertNow allows Sweetwater Secondary School administrators and staff to send out voice calls, email messages or SMS messages to students, parents and staff. BlackBoard Connect/AlertNow allows Sweetwater Secondary School to establish a reliable channel for communicating and sharing information effectively and efficiently. In time-sensitive situations, parents and guardians will receive information and details directly from the school. Not just for emergencies, BlackBoard Connect/AlertNow is beneficial in sending out routine school messages, such as attendance reports, and event and meeting reminders.

Our first responsibility is to the health and safety of our students.

- Do not aggressively confront any individual or group.
- **We want no heroes – just mature, reasonable individuals who take control of a situation and manage it.**
- **Do not place yourself, or others, in an unnecessarily dangerous situation. Your backups are not far away.**

1. Receive Communication.

Be sure caller identifies RC. Confirm that you read the transmission and acknowledge the RC name. If necessary, calm the caller. Set the tone by using a confident and firm tone of voice.

If necessary, lead the caller through the 6 elements/key points of a Sweetwater Secondary School emergency call. **Resource Center, Number, Code, Description, Location, Listen.** It is preferable that you speak directly to the teacher whenever possible.



2. Ascertain the level of emergency and degree of danger.

Prescribe action. If there is a close judgment call--- err on the side of caution.

Code Red: Optional Action

The teacher contacts 911 immediately.

Tell the teacher you will contact 911.

Tell RC staff to deal with emergency until help arrives. Give them some specific tasks.

Tell teacher you will call in report and will get right back to him/her. Talk staff through emergency if necessary. Ask if they have locked down the RC, drawn the blinds, etc.

After you place call for help, coordinate with other central managers to see who is closest to RC and can arrive in the shortest amount of time.

Contact the Sweetwater Secondary School Administrative Office to alert them to the emergency.

3. Assist in the implementation of the action plan worked out with the RC.

Be conscious that the School must protect the anonymity and privacy of each student. No staff should discuss the incident with press. Refer them to a manager.

4. Log call.

Note approximate start and end time of incident. A brief narrative describing the incident is due to the Central Office before the end of the day. This report could become part of a court case, so immediate transcription is advisable to assure more accurate recall. The report may become a part of the body of information needed for further investigation.

Suspension and Expulsion Policy

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

When the policy is violated, it may be necessary to suspend or expel a student. This policy shall serve as Sweetwater Secondary School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Sweetwater Secondary School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This policy and its procedures will be printed and distributed as part of the student handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Sweetwater Secondary School 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 the policy and procedures are available on request at the School Coordinator's office.

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

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

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, sold 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.
- g) Stole or attempted to steal school property or private property.
- 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.
 - (1) Except as provided in Education Code Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in this subdivision.
- l) Knowingly received stolen school property or private property.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r) 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.
- s) 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.
- t) 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.
- u) Intentionally harassed, threatened or intimidated 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.

- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the RC, 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 Website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Website 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. 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.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.
2. **Non-Discretionary Suspension Offenses:** Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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 School Coordinator or designee's concurrence.
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, sold 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.
 - g) Stole or attempted to steal school property or private property.

- 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.
- 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) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made 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 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 one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school premises, 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. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Coordinator or designee's concurrence.

4. **Non-Discretionary Expellable Offenses:** Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object 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 School Coordinator or designee's concurrence.

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

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

firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the School Coordinator or designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Sweetwater Secondary School employee who referred the student to the School Coordinator or designee.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within 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 Sweetwater Secondary School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Sweetwater Secondary School officials wish to ask the parent/guardian to confer regarding

matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

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

D. Authority to Expel

A student may be expelled either by the Sweetwater Secondary School Board of Directors following a hearing before it, or by the Sweetwater Secondary School Board of Directors upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Sweetwater Secondary School Board of Directors. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

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

In the event an Administrative Panel hears the case, it will make a recommendation to the Sweetwater Secondary School 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 in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Sweetwater Secondary School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at Sweetwater Secondary School 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. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Sweetwater Secondary School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the 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, Sweetwater Secondary School must present evidence that the witness' presence is both desired by the witness and will be helpful to Sweetwater Secondary School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the

complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

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

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

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

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The School Coordinator or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and 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 Sweetwater Secondary School.

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

J. Disciplinary Records

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

K. No Right to Appeal

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

L. Expelled Pupils/Alternative Education

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

M. Rehabilitation Plans

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

N. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or Sweetwater Secondary School shall be in the sole discretion of the Board following a meeting with the School Coordinator 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 School Coordinator or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon Sweetwater Secondary School's capacity at the time the student seeks readmission.

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

1. Notification of SELPA

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Sweetwater Secondary School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 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 Sweetwater Secondary School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

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

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

of placement as part of the modification of the behavioral intervention plan.

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Sweetwater Secondary School, the hearing officer shall determine whether 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 Sweetwater Secondary School agree otherwise.

5. Special Circumstances

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

The School Coordinator or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) 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 Sweetwater Secondary School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if Sweetwater Secondary School had knowledge that the student was disabled before the behavior occurred.

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

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Sweetwater Secondary School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Sweetwater Secondary School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Sweetwater Secondary School supervisory personnel.

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

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

Sweetwater Secondary School 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.

Notification to Staff of Dangerous Students

- a. The administration will inform the School Coordinator of information received from the court and the Probation Department. The Sweetwater Secondary School School Coordinator shall disseminate the information to those teachers directly supervising or reporting on the behavior or progress of the student for the purpose of working with the student in an appropriate fashion, to avoid being needlessly vulnerable or to protect other persons from needless vulnerability.
- b. Any information received by a teacher and administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.
- c. Any information received from the court shall be kept in a separate confidential file at the school of attendance and shall be transferred to the student's subsequent schools of attendance and maintained until the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, whichever occurs first.
- d. After the student graduates from high school, is released from juvenile court jurisdiction, or reaches the age of 18, the confidential record shall be destroyed.

Anti-Discrimination and Harassment Policy

Sweetwater Secondary School is committed to equal opportunity for all individuals in education. School programs and activities shall be free from discrimination based on sex, race, color, religion, sexual orientation, national origin, physical or mental disability or any other unlawful consideration. Sweetwater Secondary School shall promote programs which ensure that discriminatory practices are eliminated in all school activities and will take steps to assure that the lack of English language proficiency will not be a barrier to admission and participation in school programs.

Any student who engages in discrimination of another student or anyone from Sweetwater Secondary School may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in discrimination may be subject to disciplinary action up to and including dismissal.

Any student or parent who feels that discrimination has occurred should immediately contact a teacher or the School Coordinator at (858) 678-3908 for resolution. If not resolved, contact: The Board President, 10170 Huennekens Street, San Diego, CA 92121; (858) 678-2020.

School-Wide Dress Code

In order to establish and maintain a safe and productive environment, students are expected to wear appropriate clothing and footwear to school. Students who are not wearing appropriate clothing, parents/guardians will be notified, and students will be asked to change or sent home. Unacceptable dress includes, in part, the following:

- ❑ Pants sagging below the waist
- ❑ Beachwear or sleepwear, including bedroom slippers
- ❑ Shorts/skirts that are above mid-thigh
- ❑ Tube tops, backless shirts, see-through garments, shirts that show the midriff, muscle tank tops, and clothing that would be considered revealing and/or a distraction to the learning environment
- ❑ Visible undergarments (including boxer shorts, bras, etc.)
- ❑ Clothing that promotes alcohol, drugs, tobacco, or other controlled substances
- ❑ Clothing that uses vulgar/profane language and/or images
- ❑ Head coverings such as, hats, bandanas, beanies, or do-rags

LOITERING LAW COMPLIANCE:

SY 2020-2021

Daytime Loitering of Students in Public Places on School Days

Students who are subject to compulsory education must comply with the daytime loitering laws of their community. General guidelines are below, however, may differ slightly among communities.

- On days and times when schools are open (generally between 8:30 a.m. and 2:30 p.m.) students are not permitted to be in a public place unless accompanied by a parent or responsible adult guardian.
- On scheduled school days, students may travel to and from school without parental or guardian accompaniment.
- Students who do not comply with the local ordinances may be issued a citation or be subject to more severe consequences if multiple violations occur.

Responsibility of parents, guardians, etc. It is unlawful for the parent, guardian or other adult person having the care and custody of a juvenile to knowingly permit or by insufficient control allow the juvenile to be in violation local loitering laws.

Law Enforcement Procedures may include:

- Upon violation of the loitering ordinance, a peace officer may issue a citation to the juvenile and may transport the juvenile home or to the school from which the juvenile is absent. If cited, the juvenile and a parent may appear in court as directed in the citation. The parents will be warned of their responsibility and liability as the juvenile's parents/guardians.
- If a parent/guardian has been previously warned, a peace officer may issue a citation for an infraction to the parent/guardian to appear in court.
- When a parent/guardian has previously been issued a citation for an infraction, upon any subsequent violation by a parent, a peace officer may issue a citation for a misdemeanor to the parent to appear in court.

Exceptions may include:

- A minor who is accompanied by his or her parent, legal guardian, or other adult person having care or custody of the minor.
- Students who have permission to leave school campus for school related activity and have in their possession a valid school-issued written notice by a school official, but only for a reasonable period of time necessary for the activity.
- A minor who is going to or coming from his or her gainful place of employment or medical or dental appointment with verification of said employment or appointment.
- A minor who is upon an emergency errand directed by his/her parents, guardian or other adult person having the care and custody of the minor.

- A minor who is going directly to or from a school sponsored event or activity such as a sporting event, field trip, or other such school activity.

Definitions

- “Adult” means any person twenty-one (21) years of age and older.
- “Emergency” includes but is not limited to fire, natural disaster, automobile accident, or requirement for immediate medical care for another person.
- “Establishment” means any privately-owned place of business operated for a profit to which the public is invited, including but not limited to any place of amusement or entertainment.
- “Juvenile” means any person under eighteen (18) years of age.
- “Parent” means a person who is the natural or adoptive parent of a person. “Parent” includes a court-appointed guardian or other person eighteen (18) years or age or older authorized by the parent, by a court order, or by a court appointed guardian to have the care and custody of the person.
- “Public place” means any place to which the public or a substantial group of the public has access and includes, but is not limited to, streets, highways, and the common areas of schools, hospitals, office buildings, transport facilities, shopping centers, stores, and malls.
- “Scheduled school days” are Monday through Friday excluding school holidays. “School hours” are generally 8:30 a.m. to 2:30 p.m. (in some communities 1:30 p.m.) NOT the student’s appointment times at the Resource Center.

I have read and understand this notice. My student and I will obey the laws.

Student: _____

Date: _____

Parent: _____

Date: _____

Going to and From School Safely

Everyday millions of children take to the streets and roadways to get to and from school. They walk, ride their bicycles, take buses, and arrive in vehicles with one purpose — getting to and from school safely. It is important for Sweetwater Secondary School students to understand safety guidelines and tips to follow to ensure their safety to and from the resource center. The following safety tips are reviewed annually with Sweetwater Secondary School students and parents to help prepare all Sweetwater Secondary School students for a safer journey.

1. Every Sweetwater Secondary School student will have a set schedule for arrival and departure from the resource center. When a student fails to arrive for his appointment, and has not notified the school or the absence, his or her teacher will call home to ensure the student is safe.
2. Every student, parent or guest is required to sign-in and out each time he/she arrives and departs the resource center. Students, parents, and guests will have designated staff members to sign-in and out with.
3. All students will be given an official school issued photo identification card annually. Students will be required to keep the identification card on their person each time they travel to and from the resource center.
4. Students will be encouraged to always TAKE A FRIEND when walking or riding his or her bike to and from the resource center. Students should walk and ride in well-lit areas, and never take shortcuts. When walking and biking students should stay aware of their surroundings and observe all traffic rules in place to more safely share the roads and sidewalks with others.
5. Parents will be encouraged to walk the route to and from school with their children pointing out landmarks and safe places to go if they're being followed or need help. Making a map with their students and showing acceptable routes to the resource center, using main roads, and avoiding shortcuts and isolated areas is encouraged. A map will be a good guide for students who may need help finding their way.
6. If a student takes public transportation (i.e. city bus) to and from the resource center, parents will be encouraged to visit the bus stop with their student and learn the bus number. This will avoid confusion for the student about knowing which bus to ride.
7. In the event anyone bothers a student while going to or from the resource center, students will be taught to get away from that person, and **TELL** a school staff member, parent, or another trusted adult. If an adult approaches a student for help or directions, students will be trained that grownups needing help should not ask children for help; they should ask other adults.
8. Students will be directed that if anyone they don't know or a person who confuses, scares, or makes them feel uncomfortable offers a ride, say NO. Students should never

hitchhike. Also, students should never accept a ride from anyone unless a parent has told them it is OK to do so in each instance.

9. Students will be directed that if anyone follows them on foot to get away from him or her as quickly as possible. If anyone follows them in a vehicle they should turn around, go in the other direction, and try to quickly get to a spot where a trusted adult may help them. Students will be advised to **TELL** a school staff member, parent, or another trusted adult what happened.
10. Students will be taught that if anyone tries to take them somewhere, they should quickly get away and yell, "This person is trying to take me away" or "This person is not my father/mother/guardian." If anyone tries to grab them, they will be taught to make a scene and every effort to get away by kicking, screaming, and resisting.
11. Students will be taught to never leave the resource center with anyone they don't know. They should always **CHECK FIRST** with a school staff member, parent, or another trusted adult. If anyone tells them there is an emergency and they want the student to go with them, the students should always **CHECK FIRST** before doing anything. Students will be taught to make sure they understand to **TELL** a trusted adult if they notice anyone they don't know hanging around the resource center.
12. Parents are encouraged to practice these safety tips with their student to make certain they really know and understand them. Make the walk to and from school a "teachable moment" and chance to put their skills to the test.

Safe Ingress and Egress Procedures

All Sweetwater Secondary School staff and students shall review RC evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and actions to take as posted at the RC. If there is a need for evacuation from the RC, the following procedures are as follows:

- Students and staff calmly evacuate the building to designated assembly area (alternate route if primary area is closed) as displayed on posted RC evacuation plan
- Designated staff take along emergency release binder, class sign-in sheets, emergency materials specified in disaster preparedness plan
- Using class sign-sheets, staff verifies presence of all students and staff
- Staff contacts appropriate emergency units
- Staff keeps students in assembly area until further instructions are received from the EOT. No one shall reenter the building for any reason until official ALL CLEAR signal is given
- Once the ALL CLEAR is given, the School Coordinator or designee reenters building to ensure that it is safe and secure
- Staff and students reenter building and resume instructional/administrative activities

If the building is not safe to reenter, the reunification procedures are required:

- Staff will notify parent/guardians regarding emergency situation and procedures for verification and release of students
- When parent/guardian or designee arrives, staff will verify identity of parent/guardian or designee based on emergency release forms
- Parent/Guardian will sign form verifying that student is being released to them
- Staff will maintain documentation to ensure accountability of all students

Ensuring a Safe and Orderly Environment

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

Sweetwater Secondary School staff believes that a positive climate is required if effective teaching and learning is to take place. We expect students, assisted by their parents, to meet the appointments agreed to on the Master Agreement. We expect students to complete high-quality work at the rate of one credit per month. We will make every effort to keep parents informed about the student's progress and behavior.

Discipline Procedures

All parents and students are asked to carefully read and sign the positive school discipline plan upon enrolling:

SCHOOL RULES/DISCIPLINE

- Attend school according to the schedule on the master agreement, arrive on time and return directly home after each weekly appointment.
- Complete ALL assignments as scheduled.
- Respect the authority of ALL ADULTS at Sweetwater Secondary School.

SEVERE CLAUSE BYPASSES

A majority of students at Sweetwater Secondary School will maintain acceptable standards, but a small percentage will find it difficult to follow our procedures. The following offenses will require immediate action:

Fighting/open rebellion	Possession or use of drugs or alcohol
Defiance/unprovoked attack	Smoking
Stealing	Vandalism
Profanity, Vulgarity, or Obscene Acts	Severely inappropriate behavior

PARENT RESPONSIBILITIES

Attendance

- Ensure that students get to their scheduled weekly appointment on time. Contact teacher if this is not possible to arrange an alternate time.
- Follow up to make sure your student is doing high quality work according to scheduled dates.
- Arrange for your student to attend appropriate tutoring sessions, seminars and field trips.
- Meet with staff when requested.

PARENTS' ROLE IN DISCIPLINE AND BEHAVIOR

Parents are expected to cooperate with school staff in maintaining and encouraging proper standards of behavior for their children. The following points may prove helpful:

- Instill in your child a sense of responsibility for what he/she says and does.
- Help him/her to solve conflicts in a peaceful manner.
- Review your own attitude about discipline and behavior.
- Make sure you communicate with the school to learn necessary facts and expected behavior.
- As a role model for your child, show respect for learning and the necessity for completing an education.

Zero Tolerance

Sweetwater Secondary School subscribes to the Zero Tolerance Policy which mandates expulsion of students who come to school with any sort of weapon or anything which can be used as a weapon, who causes serious fights, or who offer drugs for sale on or near the campus. In addition to discipline if a student is found to have violated the law, he or she may be arrested and taken to a juvenile detention facility.

The Zero Tolerance Policy is designed to make school a safe and supportive learning environment for staff and students. There can be no acceptable reason for violating these rules. In accordance with this policy, students who possess weapons, are involved in an act of violence, or are found in possession of drugs, alcohol, or tobacco are grounds for expulsion.

Expulsion from the School will result in loss of your privileges to attend school.

- A weapon is defined as a firearm, pistol replica, starter pistol, stun-gun, BB gun or pellet gun, a knife of any size or type, a dirk, dagger, razor, slingshot, or any explosives or fireworks. Any object used in a dangerous manner will also be considered a weapon. Use or possession of a weapon will result in expulsion.
- Attempting to commit or committing a sexual assault and committing a sexual battery will result in expulsion.
- Bullying, cyber-bullying, or harassment or other activity that interferes with or disrupts other students' rights to attend school will result in expulsion.
- Incidents of fighting, violent acts, or causing serious injury to another person will result in expulsion.
- Selling or furnishing controlled/prohibited substances will result in expulsion.
- Tagging and/or defacing school property will result in expulsion.
- In addition to discipline, students who have violated the law may be arrested and taken to a juvenile detention facility or county jail.

CHILD ABUSE REPORTING PROCEDURES

All Sweetwater Secondary School certificated teachers, classified employees, and administrators are required to report suspected child abuse. An in-service, which provides awareness and training, will be given annually to Sweetwater Secondary School employees.

As stated in the California Penal Code, Section 11164-11174.3, "Mandated reporters shall make an initial report to the agency immediately or as soon as is practicably possible by telephone and the mandated reporter shall prepare and send, fax, or electronically submit a written follow-up report thereof within 36 hours of receiving the information concerning the incident."

A report may be done for any reason. The criterion is that a **reasonable** suspicion of an abuse/neglect situation either has occurred and/or exists. Each staff is a mandated reporter. A report may not receive immediate action if it is a non-emergency situation. However, it will add to the documentation should other events occur.

Discuss **ALL** situations at the time of occurrence with the School Coordinator or designee.

If it is unsafe for the student to leave/go home, please call the local police department for further assistance and instructions.

If the staff and/or student(s) are threatened or in danger, call 911.

Instructions for filing a Suspected Child Abuse Report

1. Call the **Child Abuse Hotline first (1-800-344-6000)** to make a **verbal report** to the agency immediately or as soon as is practicably possible by telephone. Please be sure to get the name of the hotline worker. Within 36 hours after providing verbal report, follow up with a **written or faxed report**.
2. The correct form for either the written or fax report is **DOJ SS8572**. This form may be downloaded from the California Attorney General's Web site at www.ag.ca.gov/childabuse/pdf/ss_8572.pdf or obtain a copy from the School Nurse or School Coordinator.
3. Please complete every space on the SS8572 form. If you do not know certain requested information, write unknown.
4. Please type or print legibly in black ink to avoid a time-consuming callback.
5. "Narrative" -Please give detailed information. If you have additional information beyond what you have given by phone, please indicate this on the written report. If necessary, please

continue your narrative on an additional sheet of paper, identifying the minor and indicating it is page 2 of the referral.

DISTRIBUTION OF FAX SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

Note: the fax machines are only available from 8:00 a.m. until 5:00 p.m., Monday through Friday.

- 1. Fax form to Child Abuse Hotline (858) 467-0412**
- 2. Send the original to School Coordinator to place in a confidential locked file.**

OR

DISTRIBUTION OF WRITTEN SS8572 FORM AFTER HOTLINE CALL HAS BEEN PLACED:

- 1. Original to Child Abuse Hotline, 6950 Levant St., San Diego, CA 92111**
- 2. Send a copy to the School Coordinator to place in a confidential locked file.**

NOTE: Suspected Child Abuse Reports are never placed in the student's cumulative record or documented in the student's health record.

I. REPORTING RESPONSIBILITIES

- No child care custodian or health practitioner reporting a suspected instance of child abuse in good faith shall be civilly or criminally liable for any report required or authorized by this article (California Penal Code Article 2.5). Any other person reporting an instance of child abuse shall not incur civil or criminal liability as a result of any report authorized by this section unless it can be proved that a false report was made, and the person knew or should have known that the report was false.
- Any child care custodian, health practitioner, or employee of the child protective agency (CPS) who has knowledge of or has observed a child in his or her professional capacity or within the scope of his other employment whom he or she reasonably suspects has been the victim of child abuse shall report such suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report or fax report thereof within 36 hours of receiving the information concerning the incident.
- Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or its emotional well-being is endangered in any other way, may report such suspected instances of child abuse to a child protective agency. Infliction of willful and unjustifiable mental suffering must be reported.

II. DEFINITIONS

- “Child care custodian” means a teacher, administrative officer, supervisor of child welfare and attendance, or certificated pupil personnel employee of any public or private school; an administrator of a public or private day camp; a licensee, and administrator, or an employee of a community care facility licensed to care for children; head start teacher, a licensing worker or licensing evaluator, public assistance worker; an employee of a child care institution including, but not limited to foster parents, group home personnel and personnel or residential care facilities; a social worker or a probation officer or any person who is an administrator or presenter or, or a counselor in, a child abuse presentation program in any public or private school.
- “Health practitioner” means a physician and surgeon, psychiatrist, psychologist, dentist, resident, intern, podiatrist, chiropractor, licensed nurse, dental hygienist, marriage, family, and child counselor, or any other person who is currently licensed under Division 2 (commencing with Section 500) of the Business and Professions Code, any emergency medical technician I or II, paramedic, a person certified pursuant to Division 2.5 (commencing with Section 1797) of the Health and Safety Code, a psychological assistant registered pursuant to Section 2913 of the Business and Professions Code, a marriage, family and child counselor trainee, as defined in subdivision (c) of Section 49803 of the Business and Professions Code and unlicensed marriage, family and child counselor intern registered under Section 4980.44 of the Business and Professions Code, a state or county public health employee who treats a minor for venereal disease or any other condition, a coroner, or a religious practitioner who diagnoses, examines, or treats children.
- “Child protective agency” (CPA) means a police or sheriff’s department, a county probation department, or a county welfare department.

For more information on the Child Abuse Reporting laws, the link is www.leginfo.ca.gov

EMERGENCY NOTIFICATION INFORMATION

Often, the first action to occur as an emergency incident is unfolding is the need to alert or warn others. The primary or alternate Incident Commander should notify the Police. Once notified, the Police will begin dispatching public safety services to assist the Incident Commander, pursuant to their procedures.

The very next action to occur is the need to alert or warn school staff. Methods for notifying staff include: Telephone – Landline and/or cellular, Radio, Runners – staff and/or students, or Handheld Air Horns or Bull Horns.

The method utilized will depend upon the circumstances of the emergency and the resources available at this RC.

The police will conduct an initial assessment based on available information. The police will advise the Incident Commander of the recommended actions to be taken.

As services are being dispatched to assist, the Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

ALWAYS USE A HARD-WIRED PHONE IN AN EMERGENCY

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Chula Vista Police	911	619-691-5151
National City Police	911	619-336-4411
San Diego County Sheriff (for Spring Valley)	911	619-463-9993
SD County Office of Emergency Services		858-565-3490
San Diego Gas & Electric		1-800-611-7343

INTERNAL CONTACTS FOR SWEETWATER SECONDARY SCHOOL:

CONTACT	EMERGENCY	NON-EMERGENCY
Sweetwater Secondary School Safety Coordinator	619-757-0028	858-678-2045 Business Office
Sweetwater Secondary School Coordinator	949-280-9499	858-678-3908
Facilities Emergency Maintenance	619-757-0028	858-678-2045 Business Office
Communications Office	858-678-4811	

EMERGENCY RESOURCE INFORMATION

Emergency Disaster Kit

This resource center maintains one kit. The kit(s) are located: Janitorial Closet

The Emergency Disaster Kit stores necessary resources for an RC incident command. This kit should not be confused with the Crisis Response Box, which is carried out of the RC to a Public Safety Incident Command Post. School personnel should use the items contained within the kit to manage their incident command. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – recommend a minimum of five (Incident Commander & Chiefs)
 - Bull Horn – recommend a minimum of one
 - Batteries – recommend a minimum of two sets for bull horn, flashlights, emergency radios and walkie- talkies)
 - Flashlights – recommend one per Incident Command Team member (17) (Search & Rescue Team and First Aid and Medical Team requirements listed separately.
 - Walkie-Talkies – recommend a minimum of five (Incident Commander & Chiefs)
 - Duct Tape – recommend a minimum of two rolls used for marking blank vests.
 - Rosters - recommend a minimum of one set per room sorted by alphabet
 - Steno Pads (5x7) – recommend one per Incident Command Team member (17)
 - Pencils & Pens - recommend one each per Incident Command Team member (34)
 - Copies of Forms
 - Chalk - recommend twenty-five sticks, red in color
 - 3x5 Cards – recommend one hundred
 - Department or Placards
 - First Aid & Medical Team Supplies
 - Search and Rescue Team Supplies
 - Vests for Key Personnel – recommend a total of 17 for Incident Command Team members
- All Emergency Disaster Kits and their contents are the responsibility of the Incident Commander. The Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the RC. The responsibility to delegate the transport the Emergency Disaster Kit to an activated RC Command Post belongs to the following individuals:

Primary: Incident Commander
Alternate: Operations Chief

Crisis Response Boxes

This resource center maintains 1 Crisis Response Box.

The Crisis Response Boxes are located: Janitorial Closet and each Safety Team Member

The Crisis Response Boxes are a file folder- type boxes. The boxes are clearly labeled and contain vital information needed by the Incident Command Team and Public Safety Incident Commander (in the event a public safety incident command post is established). The following information is stored inside each box:

- ☑ Current copy of the Emergency Plan which should include RC evacuation procedures, including staging locations. Also included should be an aerial photo including all **new** structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, resource center numbers, gate openings for vehicles/pedestrians and all fire hydrants that have been added to accommodate these new structures.
- ☑ Current map of resource center layout. Map must show **all** buildings, RC numbers, and evacuation routes.
- ☑ Most current blueprint (architectural drawings).
- ☑ Current roster of students and staff assigned to the RC, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- ☑ A list of the RC's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- ☑ If available, current student photos on CD-ROM or most recent yearbook.
- ☑ Telephone numbers listed in numerical order for each RC/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Incident Commander. The responsibility to inspect and replace information belongs to the RC.

The responsibility to carry the box to an activated Public Safety Incident Command Post belongs to the following individuals:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Emergency Quick Reference Guide

This document, often referred to as the “Emergency Quick Reference Guide” is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. Each resource center and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All staff should familiarize themselves with the content annually.

EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain at the school to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an Incident Command Team position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Assembly Area (also known as the "Evacuation Area"), where the students will be reassigned to another teacher. The teacher will then carry out their assigned Incident Command Team responsibilities.

Plan Maintenance

The Incident Commander is responsible for the maintenance of this plan. The Emergency Plan is Criterion 2 of California's mandated Comprehensive Safe Schools Plan. The School Safety team is responsible for annual plan review. The Emergency Plan will be maintained on a secured intranet with "read only" access to the Incident Command Team and revision access to the School Safety Team.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Incident Commander will coordinate annual training for all staff on the basic emergency procedures of this plan. All new staff assigned to the RC will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Incident Command Team will receive additional training specific to their duties every year by the School Safety Team.

The Incident Commander will coordinate annual exercises for all staff as outlined in the Emergency Procedures section.

INCIDENT COMMAND TEAM OVERVIEW

According to ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases, one individual may be able to fill more than one “position”. (Example: in a small incident the School Principal oftentimes serves as the Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed. To that extent, the Incident Commanders have been encouraged to “cluster” certain same-section positions, if the workload allows. The Incident Commander could assume the Safety Officer, Public Information Officer, and Liaison Officer duties. The Planning & Intelligence Chief could assume the Documentation and Situation Analysis duties.

Incident Command Team Assignments

Key staff will be pre-assigned to the Incident Command Team and have specific duties during emergencies. These duties include:

- **Incident Commander** – responsible for overseeing emergency operations. Typically, also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the RC in an emergency situation, until the Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the school.
- **Operations Chief** – manages direct response to the RC emergency
 - **Resource Center Check & Security** – controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to Incident Commander
 - **Search & Rescue Leader and Team** – checks RC for damage, rescues victims, and reports RC conditions
 - **First Aid & Medical Leader and Team** – provides medical response including CISM (Critical Incident Stress Management)
 - **Student/Parent Reunification**
 - **Assembly Area** – ensures the care and safety of all students at the RC (except those in the Medical Treatment Area)
 - **Request Gate** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
 - **Documentation** – collects, evaluates, and documents event

- **Situation Analysis** – assesses the overall incident
- **Logistics Chief** – provides facilities, services, personnel, equipment and materials to support response – includes food and transportation services
 - **Supplies, Facilities, & Staffing** – provides supplies, equipment and staffing to support response
- **Finance & Administration Chief** – tracks purchases, staff hours, costs, and student accountability

In the event of an emergency, a Command Post will be established by the Incident Commander. Incident Command Team members will be informed of the location upon activation.

The Emergency Roles and Responsibilities Section (Section Four) of this plan provides checklists for each of the above assignments. The Incident Command Team will report to the Incident Commander at the Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

It's important that the Incident Command Team refer to both the School Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE EMERGENCY PROCEDURES

RESOURCE CENTER EVACUATION PROCEDURE

Notification

The Incident Commander is responsible to notify the Incident Command Team when an evacuation is necessary.

If evacuation is required, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by announcement, telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Incident Commander is responsible for ensuring that staff and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each resource center has developed plans for ensuring that all staff/students receive evacuation notification and are moved to a pre-designated evacuation location. All staff will be trained to conduct rapid visual and verbal “sweeps” of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

Primary: **Incident Commander**
Alternate: **Operations Chief**

Evacuation Locations

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

Altus Training, Research and Development Center (Bonita): 3252 Bonita Road, Chula Vista, CA 91910

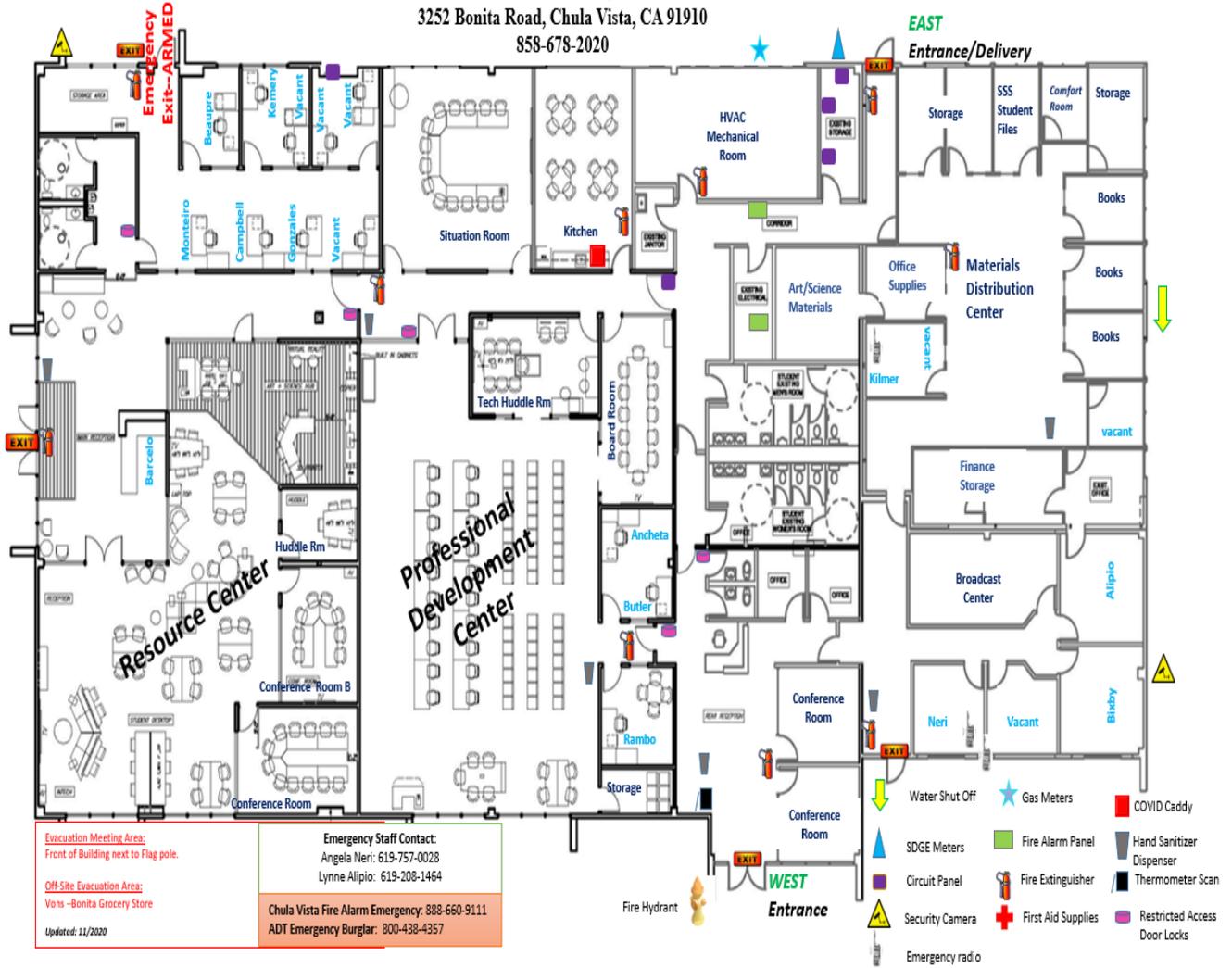
Cross Street: Andorra Way

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



Bonita Plan

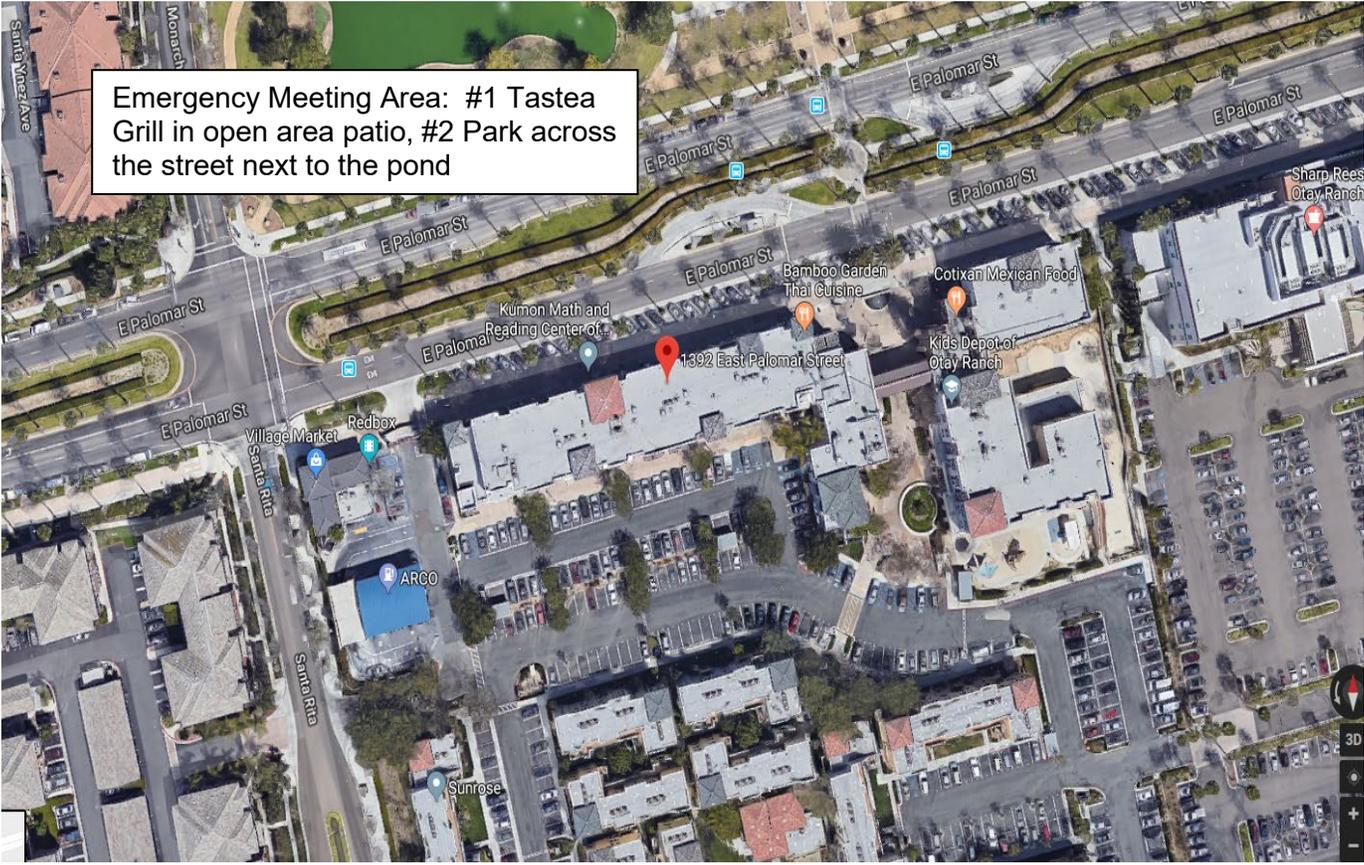
Sweetwater Secondary School
 3252 Bonita Road, Chula Vista, CA 91910
 858-678-2020



Heritage Plaza (Otay Ranch): 1392 E. Palomar St., #202, Chula Vista, CA 91913

Cross Street: Santa Rita Street

Emergency Meeting Area: #1 Tastea Grill in open area patio, #2 Park across the street next to the pond



Heritage Plaza (Otay Ranch) Plan

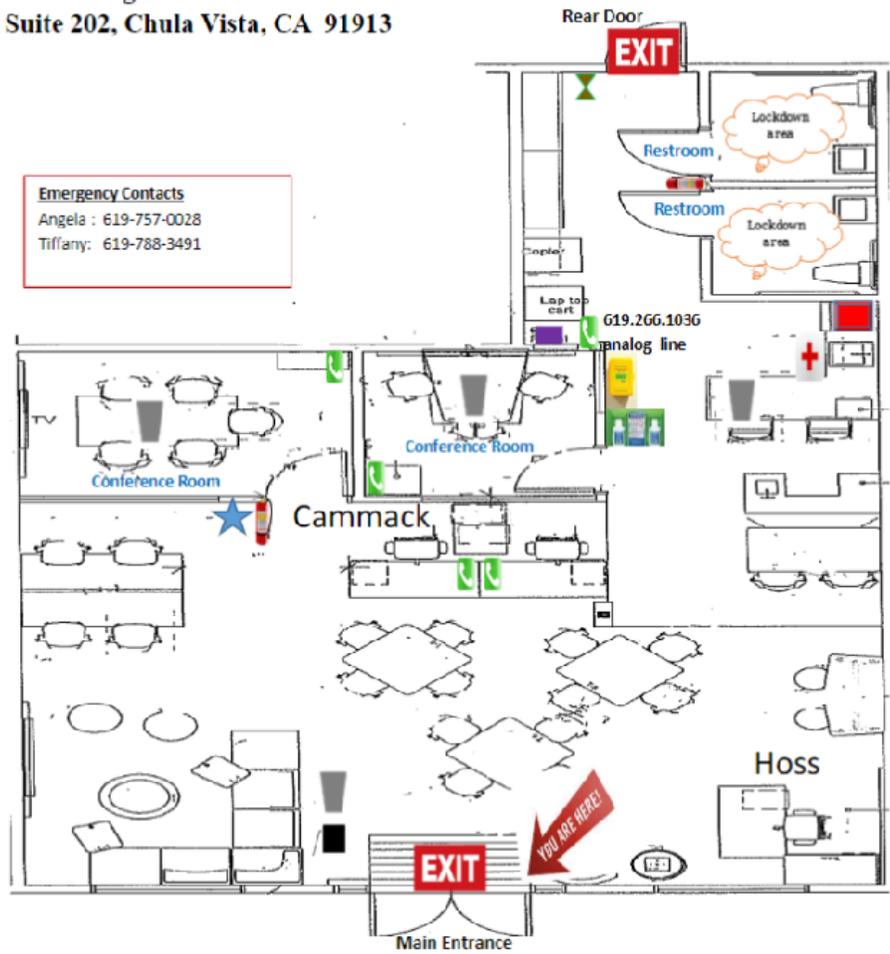
Sweetwater Secondary School – Heritage Plaza Resource Center 1392 East Palomar Street, Suite 202, Chula Vista, CA 91913

1st Emergency Meeting Area
Exit main door, turn left and walk down sidewalk and meet in front of Tastea Grill in open area of patio.

2nd Emergency Meeting Area
Exit main door, cross street using cross walk. Meet at the Park across the street next to the Pond.

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

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



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

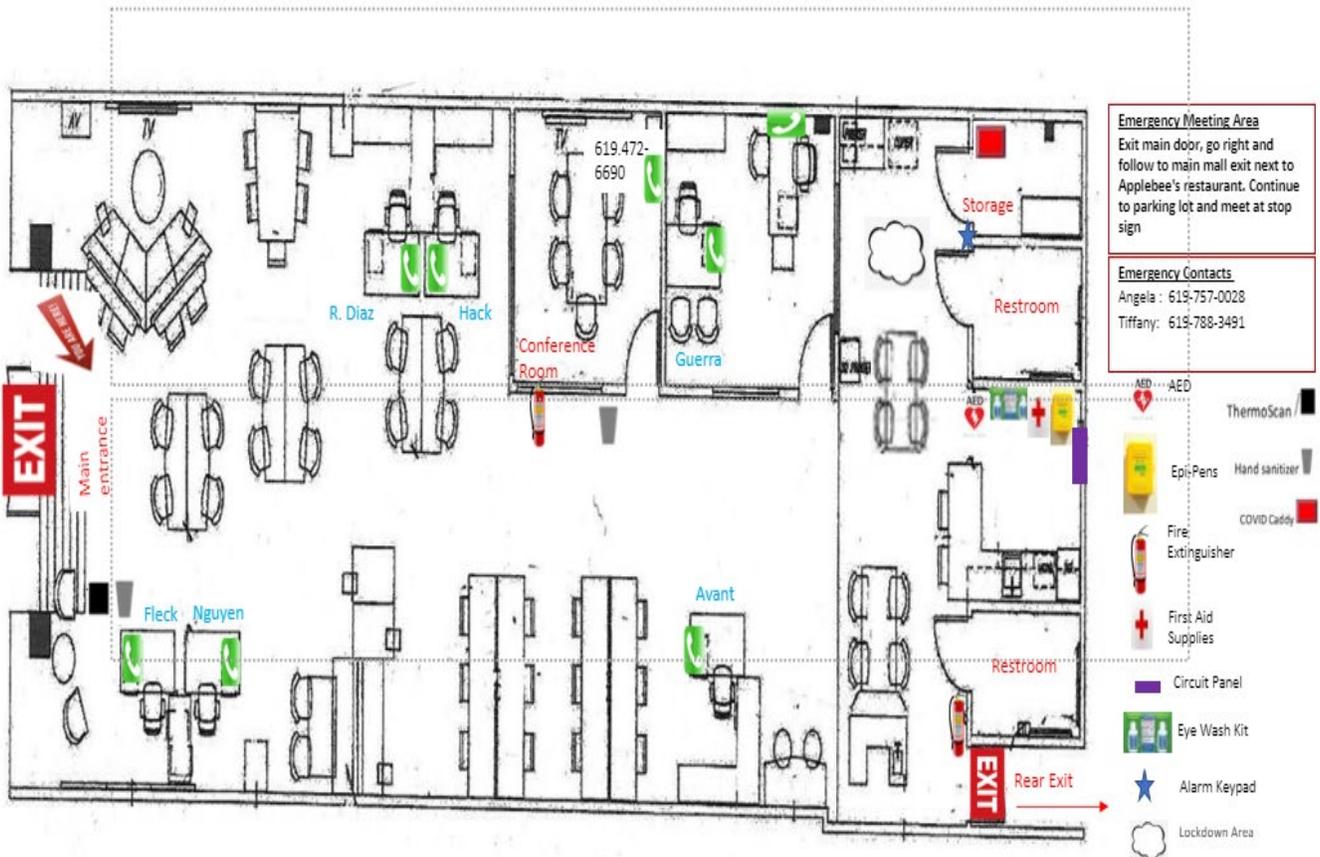
Cross Street: Sweetwater Road

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



Plaza Bonita Plan

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



Sommerset (Chula Vista): 1655 Broadway, Suites 13&14, Chula Vista, CA 91911

Cross Street: Anita St.

Emergency Meeting Area: Parking lot by marquee then corner of Anita and Broadway Streets



Sommerset Plan

Sweetwater Secondary School
 Sommerset-Chula Vista Resource Center
 1655 Broadway, Suite 14
 Chula Vista, CA 91911
 858-214-2506

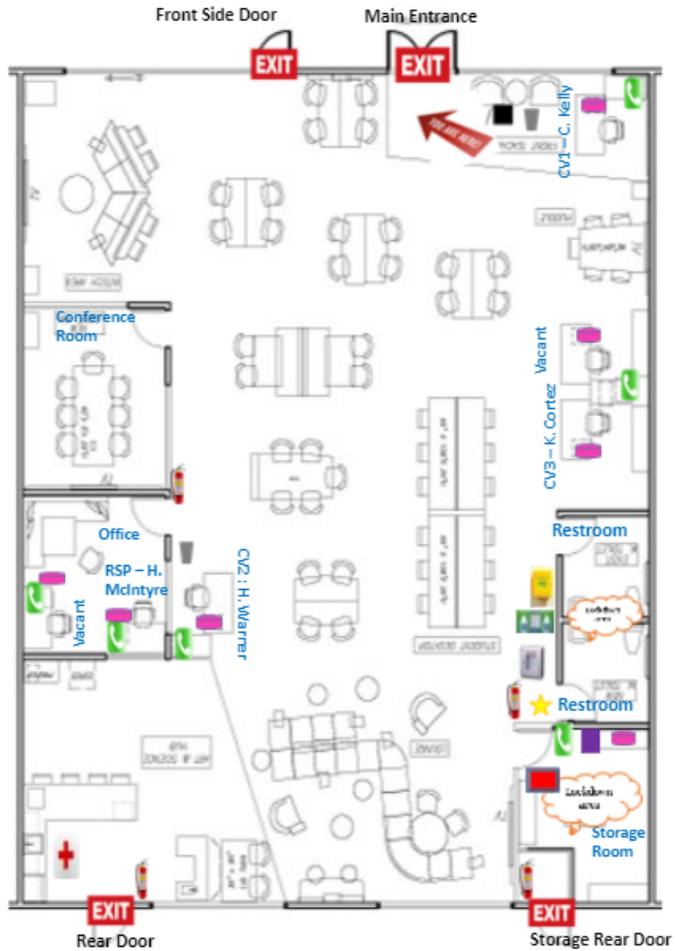
1st Emergency Meeting Area
 Exit main door, veer left and meet in parking lot by marquee sign.

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

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

ThermoScan 
 Hand sanitizer 
 COVID Caddy 

-  Epi-Pens
-  Fire Extinguisher
-  First Aid Supplies
-  Circuit Panel
-  Eye Wash Kit
-  Alarm Keypad
-  AED
-  Hardwire button for door lock



Persons with Disabilities

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. The Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with disabilities or other staff who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time.

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for evacuation and reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**

Alternate: **Operations Chief**

Return to Resource Center

The Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the resource center.

Emergency Lockdown Procedures

If an emergency situation near a Sweetwater Secondary School RC endangers student or staff safety,

Lockdown the Resource Center.

FIRST: Follow the below lockdown procedures and notify a Safety Committee Member immediately.

During a lockdown, several security measures will take place:

1. A teacher or designee will declare “**this is a lockdown**” alerting staff and students in a calm manner.
2. All students and staff remain in their RC or offices.
3. All RC doors and windows are to be closed and locked.
4. All window blinds should be drawn or closed.
5. A staff member will activate “STAY” function on ADT/Protection One Security Alarm Panel.
6. Safety Ambassador or designee will call/email Executive Safety Committee.
7. A staff member will take a head count of ALL persons in RC/building
8. A staff member will use the attached Sign In sheet for ALL persons on location.
9. All lights should be turned off (as needed)
10. A member of the Sweetwater Secondary School Safety Committee will communicate and work directly with the Resource Center Safety Ambassador and/or designee.
ONE TO ONE COMMUNICATION. NOT EVERYONE NEEDS TO CALL.
11. *No one is permitted to leave and no one, including a parent, is allowed in the RC.*
12. Students and staff will remain quiet and calm.
13. All individuals should seek immediate cover under desks or tables and remain low to the ground and away from windows or doors as needed.
14. First aid will be rendered by staff as necessary.
15. Resource Center staff should defer media statements to the Communications Department.

Only a member of the Sweetwater Secondary School Safety Committee may lift a lockdown.

Persons who may activate a RC lockdown:

- Any member of a school staff or community safety support (Police, Fire, Mall Management, etc.) may declare a lockdown.

Conditions in which to activate a school-wide or RC specific lockdown may include, but not limited to:

- Authorities inform the school or RC of a dangerous situation in close proximity to the facility.
- The immediate pursuit of a dangerous suspect.
- The execution of a high-risk search or arrest warrant.
- A large-scale enforcement operation involving potentially dangerous suspects.

- Someone with a weapon is en route to a RC.
- Gunshots are heard nearby.
- An act of terrorism.

BEST PRACTICE: enroll your work email on local media news alerts for your area.

Should a lockdown occur, parents should be aware of the following:

- Remain calm as school and local authorities manage the situation.
- If a lockdown lasts for an extended period of time, or goes beyond dismissal time, students will not be allowed to leave until recommended by the appropriate authorities. School staff will attempt to notify parents by phone.
- Parents may be required to pick up children from the RC or another designated staging area, once it is determined to be safe to do so.
- Parents will be required to present identification.
- The reunification location will be given to parents over the phone, if possible.
- Students and parents are reminded that during an emergency situation, cellular locations may be overwhelmed due to a high volume of calls. It is critical that text messaging and cell phone use be kept to a minimum so that emergency services have priority to assist the students and staff at the RC.

Following Lockdown:

- The Safety Ambassador for the RC will fill out and submit to Angela Neri within 24 hours:
 - Lockdown Incident Report Form
 - Emergency Sign-In Report
 - Emergency Student Sign Out Report
- The Safety Committee will convene within 72 hours to debrief
- The Safety Ambassador Coordinator will keep a record of all occurrences.

LOCKDOWN INCIDENT REPORT

Resource Center/Building:	Duration of Lockdown: Beginning time: End Time:
Date of Incident:	Report Prepared by:
Name of Executive Safety Lead Notified:	

1. Type of Incident/Brief Explanation:

2. Who declared the lockdown?

3. How did you hear about the need for a lockdown?

4. Where there any First Aid or Health matters during the lockdown? If so, please explain.

5. Is there a need for follow up to any students/parents?

6. Did you have enough communication, information, and resources during your lockdown?

7. Are there any recommendations:

***Attach this report to the Sign in Sheets and the Sign Out report.
Return entire Lockdown packet to Angela Neri within 24 hours.**

Signature: _____ Date: _____

Date Report Received: _____

SWEETWATER SECONDARY SCHOOL EMERGENCY LOCKDOWN SIGN IN SHEET (ALL persons in RC/building sign in) *When the Safety Team lifts the lockdown please use the attached Emergency Release Record to sign students out.*

Date/Time of lockdown:	RC/Building:	Name of Safety Ambassador Notified:
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Use the below sign in sheet for **ALL** persons in the lock down area.

NO ONE is to leave OR enter the RC/building.

	Last Name	First Name	Position/Role	Signature
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				

Page of _____

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 1 of

Date:	Time of lockdown:	Safety Ambassador lifted lockdown:
RC/Building:	Time lockdown lifted:	Location of students at Lift:

PLEASE PRINT

1.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

2.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

3.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

4.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 2 of __

5.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

6.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

7.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

8.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

9.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 3 of __

10.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

11.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

12.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

13.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

14.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 4 of __

15.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

16.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

17.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

18.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

19.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

PAGE 5 of __

20.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

21.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

22.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

23.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

24.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

EMERGENCY RELEASE SIGN OUT RECORD

25.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

26.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

27.	Student Last Name:	Student First Name:	Student Signature:
	Released To:	Relationship to Student:	Date/Time Released:
	Signature of Parent/Guardian:	Form of ID:	Checked By:

PARENT NOTIFICATION & REUNIFICATION PROCEDURE

Following a lockdown or other emergency action, there may be a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following procedure was developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notification

In the event the School Coordinator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify the Director of Operations & Technology. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the school's student database.

Reunification

Reunification will generally occur from the location pre-identified as the meeting evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Incident Command Team members will use school attendance and emergency card information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this RC:

Primary: **Incident Commander**
Alternate: **Operations Chief**

EARTHQUAKE PROCEDURE

Earthquakes often occur without notice and generally have after-shocks which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this RC.

Notification

Give the command to “Drop, Cover, and Hold” at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your evacuation procedures after confirming the path and destination are safe.

Do not return to the inside of any building until emergency personnel has checked the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise School Coordinator of the situation. Contact the Director of Operations & Technology at (619) 778-3491.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

FIRE PROCEDURE

Fires often occur without notice and can spread quickly if not addressed. Building evacuation will generally occur following a fire notification due to potential dangers of burns and smoke inhalation. The following fire information pertains to this RC.

Notification

Notify your School Coordinator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and students of the fire location and condition – activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the Fire Department (“9-1-1”) or notify Director of Operations & Technology by calling 619-778-3491. The Director of Operations & Technology will handle notifying the proper emergency and communications personnel.

Render first aid as needed. Be sure to notify the Director of Operations & Technology of injuries.

Activate specific components of your emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the assembly area until the situation is under control.

Have some staff standing by the entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the RC or arrange for an early dismissal.

Best Practice Considerations for Schools in Active Shooter and Other Armed Assailant Drills

The National Association of School Psychologists and the National Association of School Resource Officers have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative and the ALiCE Training Institute. This document provides guidance on the important factors schools must take into account when considering and conducting armed assailant drills.

OVERVIEW

- A. Response to armed assailants has focused on implementing a school lockdown. Recently, discussion has emphasized options-based approaches, which sometimes include the “Run, Hide, Fight” model.
- B. Armed assailant drills have both benefits and concerns associated with their implementation.
 - Armed assailants in schools account for only 1% of homicides among school-age youth; schools must balance costs and benefits when allocating crisis preparedness resources.
 - Such drills have the potential to empower staff and save lives, but without proper caution, they can risk causing harm to participants.
 - Available research supports the effectiveness of lockdown drills carried out according to best practices, but research is still needed on the effectiveness of armed assailant drills.

DRILL APPROACHES AND PLANNING

- A. Traditional lockdowns should remain the foundation of an options-based approach to active assailant training, which allows participants to make independent decisions in evolving situations.
- B. Exercises should be considered in a hierarchy with simple discussion-based exercises before complex operations-based drills are practiced.
- C. Schools should keep simulation techniques appropriate to the participants’ developmental maturity.
 - Inform participants of the use and purpose of props and simulation aids prior to the drill.
 - Using Airsoft guns as simulation aids requires careful safety measures and opt-out opportunities.
- D. Regular practice helps participants develop readiness and quickly access and apply knowledge.

DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

- A. Children model their reactions on adult behavior, so effective drills should result in staff who inspire calm and confidence in students.
- B. It is critical that participation in drills be appropriate to individual development levels, and take into consideration prior traumatic experiences, special needs, and personalities.
- C. School-employed mental health professionals should be involved in every stage of preparation.
 - Prior to the drill, staff should be trained to recognize common trauma reactions.
 - Adults should monitor participants during the drill and remove anyone exhibiting signs of trauma.
 - After completion, staff and students should have access to mental health support, if needed.
- D. Participation should never be mandatory, and parental consent should be required for all students.
- E. If staff chooses to opt-out of intense drills, they should receive comparable, less intense instruction.

STEPS FOR CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team (including an administrator, a school mental health professional, a school nurse; security personnel, teachers, and parents) that also coordinates with local law enforcement and emergency responders.
2. Conduct a needs assessment of the school community.
3. Implement a cost-benefit analysis that considers all emergency preparedness needs and options.
4. Tailor drills to the context of the school environment.
5. Create a plan of progression that builds from simplest, lowest-cost training; identifies obstacles and goals; and establishes a timeline.
6. Prepare for drill logistics that ensure physical and psychological safety as well as skills and knowledge acquisition.
7. Develop a communications plan that gives all participants advance warning and the ability to opt out and/or provide feedback.
8. Establish a long-term follow-up plan to support sustainability that includes assessing ongoing and/or changing preparedness training needs.

Active Shooter and Other Armed Assailant Drills

INTRODUCTION

The National Association of School Psychologists (NASP) and the National Association of School Resource Officers (NASRO) represent key members of school safety and crisis teams. We are committed to supporting school communities' understanding and implementation of best practices related to school safety, school mental health, and crisis prevention and response. We have partnered to provide this guidance on armed assailant training, with input from Safe and Sound: A Sandy Hook Initiative, a nonprofit organization of parents, educators, and other members of the school community, and the ALiCE Training Institute, a for-profit company that provides active shooter training.

Critical elements to effective crisis preparedness and response of any kind are a common understanding of purpose and procedures among all participants, a respect for each other's roles and perspectives, and a shared commitment to ensure the safety and well-being of all members of the school community. Our common goals in this document are to provide best practice information to help schools determine to what extent they need armed assailant training and to conduct trainings that make best use of resources, maximize effectiveness, and minimize physical and psychological risks. Importantly, this document is not intended to provide specific guidance on *how* to conduct active assailant drills but rather to provide guidance on many of the issues that must be considered when planning for and implementing such training. The specifics of any training should be determined at the local level by appropriately trained school leadership, school safety and mental health personnel, and law enforcement.

Please note that the appendices in this document contain very important decision-making information. They are referenced within and at the end of the document.

PART I: OVERVIEW

Schools have a responsibility to protect the physical and psychological well-being of their students and staff. This includes creating positive school climates, preventing negative behaviors such as bullying and harassment, and being prepared to respond to potential threats such as weather emergencies, fires, and acts of violence. Effective crisis planning, prevention, response, and recovery capabilities are essential for schools to meet this responsibility (Cowan, Vaillancourt, Rossen, & Pollitt, 2013). Although situations involving an active, armed assailant on school property are extremely rare, schools are increasingly considering how to best prepare for and respond to this type of event.

According to the U.S. Department of Homeland Security (2008) and the Federal Bureau of Investigation (Blair & Schweit, 2014) an *armed assailant* is defined as an armed person who attempts to use deadly force on others, typically in a confined and populated area. The term *active shooter* refers to those assailants who use firearms, as opposed to knives or other weapons. Some U.S. states have mandated active shooter drills for schools but have offered little to no guidance on proper implementation.

Schools should plan for the rare possibility of an armed assailant as part of a comprehensive crisis/emergency preparedness effort; however, the nature and extent of those preparedness activities should be based upon a risk assessment of the crisis events a given school is most likely to confront.

How this training is conducted must carefully account for students' developmental levels, school culture and climate, and features specific to each school community (such as geography, weather, crime, and environment). While one of the primary goals of crisis preparedness is to develop a sense of empowerment and control, armed assailant drills not conducted appropriately may cause physical and psychological harm to students, staff, and the overall learning environment. It is critical that administrators, school-employed mental health professionals, school resource and police officers, and crisis team members work closely together to carefully develop a staff and student training protocol that follows the best practice considerations outlined below.

A. Background

The 1999 shootings at Columbine High School ushered in heightened attention to the need for schools—and law enforcement—to be better prepared to respond to armed assailant situations. Subsequently, schools focused primarily on lockdown practices, while law enforcement focused on improving tactics to find and stop the assailant as quickly as possible. In 2013, the U.S. Department of Education recommended expanding the lockdown-only approach for schools (i.e., confining students and staff to their rooms) to an options-based approach that allows school staff to make more independent decisions about how to protect their students depending on evolving circumstances (e.g., evacuate the building rather than stay locked in a RC). These approaches include adapting the “Run, Hide, Fight” model that was originally developed for adults in response to workplace violence. This expansion has spurred a range of approaches to armed assailant training and an increase in the number of schools conducting drills with varying degrees of intensity and involvement of school staff and students. In some instances, drills are conducted with insufficient consideration of the potential psychological impact or appropriateness of a particular drill based on the developmental level or psychological risk factors of participants.

B. Benefits and Concerns Associated with Armed Assailant Drills

Costs versus benefits. School-associated homicides are extremely rare, accounting for less than 1% of all homicides among school-age youth (Robers, Kemp, Rathbun, & Morgan, 2014). While an attack by an armed assailant on school grounds is possible—and devastating if it happens—it is not as probable as other types of crisis events. Schools must consider the cost of some types of drills (e.g., full scale simulations), and whether investment in them will reduce resources available for other critical safety preparation activities such as first aid training, environmental design measures, and staff development focused on more comprehensive school safety preparedness.

Empowerment versus potential harm. The primary purposes of an armed assailant drill are to provide law enforcement and relevant school leadership and staff the opportunity to practice skills and protocols and to identify and correct areas of weakness in knowledge, communication, coordination, and decision-making. The goal is to empower participants and save lives and prepare professionals and staff for this role and responsibility. As the focus of such drills expands to include all staff and students, the potential for causing harm to participants expands as well. The level of drill intensity (e.g., use of loud gun fire and airsoft guns), extent of warning that a drill will occur, and whether participation is required or voluntary may affect reactions to the experience. Additionally, an individual's cognitive and developmental levels, personality, history of adverse or traumatic experiences, and psychological makeup are among the many factors that influence the potential for harm.

It is essential to include parents in discussions of their child's developmental level, education, and readiness for armed assailant drills. Highly sensorial armed assailant drills for students in preschool and elementary learning environments are not recommended. Any such drills should be conducted using age appropriate simulation stimuli (e.g., the sound of gunshots near a preschool room would not

be appropriate).

Available research. Practicing disaster response procedures has been found to increase the probability of adaptive behavior during a crisis (Jones & Randall, 1994; Miltenberger et al., 2005). Specifically, lockdown drills implemented according to best practices have been suggested to increase knowledge and skills of how to respond appropriately without elevating anxiety or perceived safety risk (Zhe & Nickerson, 2007). However, at present there is no empirical research regarding school-based armed assailant drills.

Potential lawsuits. The manner in which some armed assailant drills (e.g., unannounced) have been conducted in the workplace has led to lawsuits imposed on employers due to psychological and physical harm sustained by some participants (Frosch, 2014). Schools need to determine to what extent advanced armed assailant drills are necessary and carefully construct these drills to avoid physical and/or psychological harm. Regardless of the projected benefits and perceived concerns, the fact remains that armed assailant drills are uncharted territory for schools. Schools that decide to conduct a drill should use a multidisciplinary safety team (including parents) that educates and trains all participants in relevant curricula and protocols. With careful planning, data collection, and continual review of these programs, schools can begin to develop an approach that minimizes negative effects and improves preparedness.

PART II: DRILL APPROACHES AND PLANNING

A. Traditional Lockdown Versus Options-Based Drills

Lockdowns have been the standard approach for the school response to threatening situations for nearly two decades. Lockdowns involve locking the door, moving students out of sight, and requiring students to remain quiet within the room. Lockdowns should continue to be included in any options-based approach to active assailant training.

Options-based drills provide students and staff with a range of alternative strategies to save lives, and the permission to use them, depending on the situation. For instance, the nature of the threat, time of day, and the location of students interact to affect the best options. The premise of options-based drills is to allow participants to make independent decisions including when and whether to evacuate, barricade RC doors, or as a last resort, counter the attack of the armed assailant. As with other safety drills (e.g., fire or tornado), it is important that options-based drills take into account the developmental levels of students as well as the physical layout of the school campus (e.g., ease of access to outside doors and proximity of places to hide other than a resource center).

B. Hierarchy of Education and Training Activities

Crisis preparedness exercises and drills should be conducted in a progression of steps that begin with basic activities and progress to more advanced drills and exercises as needed (with advanced simulations being a more advanced type of crisis preparedness activity). Schools should start with simple, low-cost, discussion-based exercises (e.g., introductions to crisis responders, orientation activities, use of instructional media, or tabletop drills) and, if the school safety team determines it appropriate, work their way toward more complex and expensive, operations-based exercises (e.g., walk-throughs, specific emergency drills, and crisis simulations; NASP, 2013; U.S. Department of

Education, 2006a). ***Appendix 1 summarizes this hierarchy of activities and provides an example of how armed assailant preparation could occur at each level.***

C. Simulations and Simulation Techniques

Many schools are also using or considering simulation exercises. Simulations require that participants are provided with real time information and stimuli (e.g., simulated gunshots, PA announcements, and electronic communications) to determine the movements of an armed assailant in order to make the best decisions. It is important that simulation drills are preceded by extensive prior education and preparation, and consideration for individual readiness. For some participants, this intense exposure and practice may empower them with experience, options, and a sense of control. For others, this type of drill may be emotionally traumatic (Frosch, 2014).

If a school deems it necessary to simulate an armed assailant, safety teams should carefully consider the number of different strategies for simulation during a drill, taking into account developmental age and readiness of staff before determining what techniques are most appropriate.

Drills utilizing props and simulation aids. Props and other aids may be used to simulate a weapon, gunfire, or other desired circumstances that are associated with an armed assailant event. In advance of any drill, participants must be aware of the prop's purpose and potential presence, particularly when the purpose of the prop is not obvious. For example, the use of an air horn, or other prop to simulate gunfire, may traumatize participants if they have not been instructed on the prop's purpose in advance of the drill.

Airsoft as a simulation aid. Airsoft guns (simulated weapons that shoot plastic BBs) may be used as a simulation aid during armed assailant drills. Caution must be exercised to ensure the safety of all participants prior to any drill involving airsoft guns. The authors of these guidelines have received anecdotal reports from school professionals of armed assailant drill participants being physically harmed from the use of simulation aids. In addition, for those with trauma histories, involvement in a highly sensorial armed assailant drill could trigger strong psychological reactions. Thus, to mitigate potential physical or psychological harm, opt-out opportunities should be offered to all participants after being fully informed about the drill.

B. Considerations

Schools must carefully consider the decision-making protocol for people to engage in a strategy other than lockdown. For instance, run/escape may lead to safety for some, but it might inadvertently lead to danger for others as students unknowingly "escape" into the path of an unknown assailant, expose them to the sight of injured or dead classmates and teachers, or result in students trampling each other to get to the exit door. These concerns need to be addressed when planning and practicing active assailant drills. Students should be taught to first and foremost follow the direction of their teacher, and how to make decisions if that teacher is incapacitated. Helping students and staff understand the decision-making-criteria is crucial. It is also important to consider the special needs of students with disabilities, both in terms of a drill and the expectations for their functioning in the event of real emergency (U.S. Department of Education, 2006b).

C. Regular Practice

As part of the initial planning process for crisis preparedness, schools should identify how to integrate and reinforce the concepts taught during the drills. Introductions, orientations, walk-throughs, and tabletop exercises should continue to be integrated into yearly crisis preparation activities so learned skills are refreshed and rehearsed. Frequent and varied practice, training, and discussion activities aid the development of readiness, providing staff and students the means to quickly access and apply their knowledge.

PART III: DEVELOPMENTAL AND MENTAL HEALTH CONSIDERATIONS

A. Impact of Adult Behavior on Children’s Behavior

The behavior of an adult in an emergency directly affects the physical and psychological safety of students in crisis. Therefore, the effectiveness of armed assailant drills relies on educating and training adults carefully, responsibly, and continually. Students look to faculty and staff—the designated trusted adults—for direction and guidance. When adults are well-trained and stay calm, the students will follow and gain confidence and ability.

B. Developmental Levels of Safety Awareness

If schools opt to conduct an options-based or more advanced armed assailant training, it is critical that those planning and facilitating the training consider the cognitive and emotional development of all those involved. Safety and security professionals (e.g., SROs, police officers) often have a leadership role in conducting drills but must work collaboratively with school administration and school-employed mental health professionals in joint planning to ensure best practice guidelines are followed. Schools, educators, and parents are encouraged to adapt policies and training programs that consider their unique situations. Grade levels are not an absolute determinant. Individual levels may vary greatly due to cultural, educational level, and personal profiles within a community. It is also imperative that schools consider the individual psychological backgrounds, previous trauma experiences (including community trauma history), special needs, and personalities of students and staff. Regardless of training level, some individual personality types are better able to respond assertively than others in moments of crisis. Each level has a corresponding age range and examples of appropriate types of activities and instructions to provide general guidance when preparing for an armed assailant training.

C. Mental Health Support and Considerations

School-employed mental health professionals should be a part of all stages of armed assailant drill preparation.

Before an armed assailant drill or simulation. Drills may lead to stressful or traumatic reactions. If the drill will be a sensorial experience with, for example, simulated gunfire or individuals being tackled by the assailant, then participation should never be mandated for staff or students. Staff should also be taught to recognize common trauma reactions to help identify when a student, fellow staff member, or him/herself needs to be removed from the drill. Additionally, drills should be conducted early enough in the day to allow for debriefing participants afterward and assessing any adverse reaction.

During an armed assailant drill or simulation. Educators must monitor the reactions of themselves, each other, and students during the drill and have a means to quickly notify drill coordinators if a person exhibits physical (e.g., asthma or panic attack) or emotional (e.g., hysterical) reactions. Such reactions would necessitate removal from the drill and immediate support. School-employed health and mental health professionals must be present during the drill and available for assistance.

After an armed assailant drill or simulation. Emotional or physical reactions can be delayed following a highly intense simulation drill. School staff and students should have access to school-employed mental health professionals after the event to provide additional assistance if needed.

D. Parent Consent

Participation in an armed assailant drill should never be required for students or staff. Parent consent can come in the form of:

- Parent permission – parents return a permission slip allowing their child to participate.
- Passive consent – parents return a form only if they do NOT want their child to participate; no form returned implies permission.
- Parent notification – parents are notified, but no consent form is used; thus, schools assume participation is granted unless parents assertively state otherwise.

E. Balancing Staff Opt-Out with the Need for Universal Preparedness

It is important to have all staff operating with the same understanding in an emergency situation. In cases where staff opt-out of a more advanced armed assailant drill, schools should provide the essential information and training through additional, less sensorial training exercises, such as a tabletop activity, as outlined in the hierarchy of education and training activities.

PART IV: STEPS TO CONDUCTING SAFE, EFFECTIVE, AND APPROPRIATE DRILLS

1. Create a school safety team—ideally made up of an administrator; school mental health professional; school nurse; teachers; security personnel; parents; and students—that:
 - Identifies a lead person to coordinate school safety efforts, including drills;
 - Establishes and communicates the roles and responsibilities during drills and in real-life crisis situations;
 - Takes a lead in identifying the most appropriate preparedness activities for the school;
 - Provides ongoing professional development and training as needed; and
 - Ensures that the school’s policies are in compliance with state laws and school board policies.
2. Conduct an assessment of the school community to:
 - Identify the types of crisis events most likely to occur,
 - Determine the current school culture and climate,
 - Map existing resources and capacities of school personnel or school safety teams, and
 - Identify any related policies that should be considered in the planning of drills.
3. Implement a cost–benefit analysis that:
 - Considers financial costs in relation to the likelihood of a particular crisis;

- Identifies what resources, activities, or preparedness training must be replaced or postponed to engage in active shooter or other armed assailant drills;
 - Balances the need to empower school staff while minimizing potential harm (e.g., triggering stressful or traumatic reactions to live simulation drills);
 - Considers the current knowledge and identified needs of the staff; and
 - Considers legal requirements (e.g., state law) related to conducting active assailant drills and to what degree drills are required to be full-scale simulations versus other lower cost exercises.
4. Tailor drills to the context of the school environment, taking into consideration:
- The primary goal of the drill (e.g., training for law enforcement versus staff and/or students);
 - Age, cognitive, and developmental levels of awareness of students;
 - Students with physical, sensory, or other disabilities that may require unique instructions during a drill or real-life event;
 - The capacity, comfort level, and trust among staff;
 - Administrative support;
 - Optimal timing, including time of year, day of the week, and time of the day;
 - Relationships with external partners, law enforcement, and other first responders; and
 - The layout of the school building and campus.
5. Create a plan of progression that:
- Considers whether any previous activities have been conducted in the school;
 - Starts with simple, low-cost, discussion-based exercises;
 - Considers all available types of drills;
 - Identifies specific objectives and goals for the drills; and
 - Identifies a timeline and metrics to help determine whether more complex exercises are needed.
6. Prepare for logistics of the drill to ensure that:
- Previous traumatic experiences of those involved are considered;
 - School staff learn to recognize stressful reactions to drills;
 - Methods exist to opt out (for staff and students) or remove someone from a drill, including parental consent/permission if students are involved;
 - School-employed mental health professionals are available to provide support to those experiencing a negative reaction to the drill;
 - Adequate follow up is available for students or staff with questions; and
 - Appropriate methods to evaluate outcomes are implemented.
7. Develop a communications plan that:
- Informs members of the school community of planned drills and what will be entailed;
 - Facilitates open communications with families, including translated materials and the opportunity for family members to talk with relevant staff about concerns;
 - Provides opt-out options for staff and students; and
 - Encourages feedback and evaluation by participants after the fact.
8. Establish a long-term follow up plan to support sustainability that considers:
- What additional training is required;
 - How the drill integrates with other school safety and crisis prevention efforts;
 - How current and previous training and knowledge can be maintained and built upon; and
 - When follow-up should be conducted and how often.

CONCLUSION

Training exercises and drills to prepare for active shooters or other armed assailants should be based on the specific needs and context of each school and community. It is critical that schools recognize that this type of drill is just one specific component of comprehensive crisis preparedness and response that includes prevention, protection, mitigation, response, and recovery. Schools should consider the most cost-effective method of preparing students and staff for an active shooter situation while balancing the physical and psychological risks associated with such drills.



Altus Schools Plan for Reopening During COVID-19 Pandemic



Considerations for Re-Opening Resource Centers

Stakeholder Outreach

Pre-Resource Center Arrival Protocols

Resource Center Access Plan for Students + Instructional Procedures for Teachers

Social Emotional Learning and Mental Health Services

Supply List

Department Schedule Plans

Revised Resource Center Layout Plans

<p>Local Conditions</p>	<ul style="list-style-type: none"> • State/County/Local Public Health Clearance <ul style="list-style-type: none"> ○ Flexibility or lifting of Stay-Home Order to allow schools to physically re-open ○ Testing availability {consult with local public health} ○ Sufficient duration of decline or stability of confirmed cases ○ Sufficient surge capacity exists in local hospitals • Equipment Availability <ul style="list-style-type: none"> ○ Have sufficient Personal Protective Equipment {PPE} for staff and students ○ Have plan for ongoing supply of PPE {masks, disposable gloves} ○ Purchase no-touch thermal scan thermometers for symptom screening ○ Consider alternative PPE options for students with disabilities • Cleaning Supply Availability <ul style="list-style-type: none"> ○ Ability to continuously disinfect school site in accordance with CDPH guidance ○ Ensure sufficient supply: hand sanitizers, soap, handwashing stations, tissues, no-touch trash cans, and paper towels
<p>Plan to Address Positive COVID-19 Cases or Community Surges</p>	<ul style="list-style-type: none"> • Establish a plan to close schools again for physical attendance of students, if necessary, based on public health guidance and in coordination with local public health officials • Establish a plan for when a student, teacher, or staff member (or a member of their household) tests positive for COVID-19 and has exposed others at the school. CDPH guidance is as follows: <ul style="list-style-type: none"> ○ In consultation with the local public health officials, the appropriate school official may consider whether school closure is warranted and length of time based on the risk level within the specific community as determined by the local public health officer ○ In accordance with standard guidance for isolation at home after close contact, the classroom or office where the COVID-19-positive individual was based will typically need to close temporarily as students or staff isolate ○ Additional close contacts at school outside of a classroom should also isolate at home ○ Additional areas of the school visited by the COVID-19-positive individual may also need to be closed temporarily for cleaning and disinfection ○ Develop a plan for continuity of education, medical and social services, and meal programs and establish alternate mechanisms for these to continue • Designate a staff liaison responsible for responding to COVID-19 concerns

Planning and Training of Health and Safety Protocols	<ul style="list-style-type: none">• Develop plans and provide staff trainings on:<ul style="list-style-type: none">○ Disinfecting and sanitizing<ul style="list-style-type: none">■ Frequency, tools, and chemicals used in accordance with the Healthy Schools Act, CDPH guidance, and Cal/OSHA regulations. For staff who use hazardous chemicals for cleaning, specialized training is required○ Hygiene practices (frequency, duration, procedure)○ Physical distancing of staff and students○ Symptom screening, including temperature checks○ Updates to the Injury and Illness Prevention Program (IIPP)
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	<ul style="list-style-type: none"> ○ State and Local health standards and recommendations: <ul style="list-style-type: none"> ■ Proper use of protective equipment {including removal and washing of cloth face coverings} ■ Cough and sneeze etiquette ■ Keeping one's hands away from one's face ■ Frequent handwashing and proper technique ■ Confidentiality around health recording and reporting ○ Training for school health staff on clinical manifestations of COVID-19, pediatric presentations, and CDC transmission-based precautions ○ Training on trauma-informed practices and suicide prevention ● Provide training for students through a lesson (MS and HS) that addresses the following topics: <ul style="list-style-type: none"> ○ Hygiene Practices {hand washing - procedure, frequency, duration} ○ Protective Equipment {face coverings - use, removal, and washing} ○ Physical Distancing ● Post current information regarding COVID-19 signs and symptoms at school sites and on school website (update as needed)
Injury and Illness Prevention Program (IIPP)	<ul style="list-style-type: none"> ● Update IIPP to address unique circumstances during COVID-19 crisis and make updates accessible to employees and parents
Resource Center (RC) Access Plan	<ul style="list-style-type: none"> ● Establish a Resource Center Access Plan that addresses the following: <ul style="list-style-type: none"> ○ Excluding any student, parent, caregiver, visitor, or staff showing symptoms of COVID-19 ○ Plan to protect and support staff who are at a higher risk for severe illness ○ Monitoring of staff and students throughout the day for signs of illness ○ <u>Procedures for students upon arrival at the Resource Center</u> <ul style="list-style-type: none"> ■ Passive Screening at home {temperature/symptoms assessment} ■ Active Screening at RC {temperature/symptoms assessment} ■ Hands sanitization ○ <u>Protocols for if a student is symptomatic upon arrival or during their RC appointment:</u> <ul style="list-style-type: none"> ■ Immediate separation, preferably isolated in separate room ■ Immediately wear a face covering in isolation area ■ Student remains in isolation with continued supervision and care until picked up by an authorized adult ■ Advise guardians of sick students that students are not to return until they have met CDC criteria to discontinue home isolation ○ <u>Procedures for staff upon arrival at the Resource Center</u> <ul style="list-style-type: none"> ■ Passive Screening at home {temperature/symptoms assessment} ■ Active Screening at RC {temperature/symptoms assessment} ■ Hands sanitization ■ Exclude employees from workplace who are exhibiting symptoms ○ <u>Procedures for Physical Distancing</u> <ul style="list-style-type: none"> ■ Determine maximum student capacity per classroom with 6-foot apart physical distancing and minimize face-to-face contact ■ Avoid grouping/gathering of staff - conduct trainings virtually ■ Limit RC access for parents and other visitors ■ Adjust staff schedules to accommodate physical distancing strategies ■ Consider food distribution process

	<ul style="list-style-type: none">○ <u>Procedures for Cleaning and Disinfecting</u><ul style="list-style-type: none">■ Frequency, tools, chemicals■ Avoid sharing of electronic devices■ Products approved for use against COVID-19■ Allow for airing out of space after cleaning; increase ventilation systems and increase circulation of outdoor air■ Wait 24 hours before cleaning/disinfecting area used by sick person○ <u>Procedures for Hygiene</u><ul style="list-style-type: none">■ Handwashing (frequency, duration, procedure)
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Stakeholder Outreach

Communication with Students, Parents, Employees, Public Health Officials, and the Community

- **School leaders engage stakeholders to formulate/implement re-opening plans**
- **Communication to staff, students, and parents about new COVID-19 related protocols**
 - Proper use of PPE
 - Cleanliness and disinfection
 - Transmission prevention
 - Guidelines for families about when to keep students home from school
 - Systems for self-reporting symptoms
 - Criteria and plan to close schools again for physical attendance of students
- **Target communication for vulnerable members of the school community**
- **Create a communications plan if a school has a positive COVID-19 case**
 - Address the school's role in documenting, reporting, tracking, and tracing infections in coordination with public health officials
 - Notify staff and families immediately of any possible cases of COVID-19. Review legal responsibilities and privacy rights for communicating about cases of the virus.
 - Provide guidance to parents, teachers, and staff reminding them of the importance of community physical distancing measures while a school is closed, including discouraging students or staff from gathering elsewhere
 - Provide information to parents regarding labor laws, Disability Insurance, Paid Family Leave, and Unemployment Insurance
 - Advise sick staff members and children not to return until they have met CDC criteria to discontinue home isolation
 - Inform those who have had close contact with a person diagnosed with COVID-19 to stay home and self-monitor for symptoms and to follow CDC guidance if symptoms develop. If a person does not have symptoms, follow appropriate CDC guidance for home isolation.

<p>At Home, and prior to attending each Resource Center appointment</p>	<p>STUDENTS:</p>
	<ul style="list-style-type: none"> • Students review curriculum lessons on RC required hygiene protocols • Students complete passive screening at home {temperature/symptoms assessment}. If student has a temperature above 100 degrees, they may not attend the RC until they are free from fever for more than 24 hours without medication. • Students will bring their own masks when feasible • No other family member may come with a student to the RC unless approved by a staff member ahead of time.
	<p>RESOURCE CENTER STAFF:</p>
	<ul style="list-style-type: none"> • Staff complete passive screening at home {temperature/symptoms assessment}. If staff member has a temperature above 100 degrees, they may not attend the RC until they are free from fever for more than 24 hours without medication.

Resource Center Access Plan + Instructional Procedures

<p>Entering the Resource Center</p>	<p>STUDENTS:</p> <ul style="list-style-type: none"> • Students enter the Resource Center one at a time. Resource Center staff {CTR or Teacher) will check-in one student at a time to enter the RC • Students maintain 6 feet physical distancing while completing arrival protocols • Students will review signage on RC protocol guidance • Students are required to wear a face covering upon entering the RC • Students complete symptoms assessment and visual wellness check • Students complete temperature check at the provided station upon entering RC • Students sanitize hands at the provided station <p>RESOURCE CENTER STAFF:</p> <ul style="list-style-type: none"> • Resource Center staff will complete an active screening at RC {temperature/symptoms assessment) • Resource Center staff are required to wear a face covering upon entering the RC • Resource Center staff sanitize hands at the provided station • Resource Center staff will distribute laptop to students as necessary from laptop cart located at the front of the RC
<p>Sign-In Process</p>	<ul style="list-style-type: none"> • Student stands behind designated line to check in with teacher and maintain 6 feet physical distancing • Teacher notates the student name/arrival time on the sign-in sheet • Student is given seat assignment
<p>Health and Safety: COVID-19 Symptom Protocols</p>	
<p>Protocols for Student Demonstrating COVID-19 Symptoms at the RC</p>	<p>If upon arrival or during the RC appointment, a student has a temperature and/or demonstrates COVID-19 symptoms:</p> <ul style="list-style-type: none"> • Student immediately self-isolates in designated area {conference room or secluded area at front of RC) • Student must wear a face covering in isolation area • Teacher notifies guardian/authorized adult for immediate pick up of student • Student remains in isolation with continued supervision and care until picked up by authorized adult. If student is unable to be picked up by an authorized adult in a timely manner, the teacher will discuss with the parent/authorized adult alternative ways to return home • Teacher notifies School Nurse • School Nurse contacts guardian and advises that sick students are not to return until they have met CDC criteria to discontinue home isolation
<p>Health and Safety: Physical Distancing</p>	
<p>Resource Center Seating</p>	<ul style="list-style-type: none"> • Physical distancing of 6 feet is maintained at all times by staff and students • Students follow floor markings in place to direct foot-traffic flow • Students sit only at designated seats to maintain physical distancing requirements
<p>Guardians + Other Guests</p>	<ul style="list-style-type: none"> • Guardians/other guests are prohibited from entering the RC during student hours • Guardians may schedule virtual conferences with the teacher • In-person meetings to discuss supports and services may be scheduled on an individual basis with precautions in place

Student Appointment Schedules	<ul style="list-style-type: none"> Teachers collaborate on student appointment schedules to ensure only the designated seats are occupied Student appointment schedule includes a 30-minute transition between each group to ensure social distancing practices and sanitization of shared spaces
Small Group Instruction	<ul style="list-style-type: none"> Small group tutoring sessions continue to take place virtually through online platforms
Submission of Coursework	<ul style="list-style-type: none"> Students are encouraged to continue to submit coursework electronically via Edgenuity, OneDrive, or teacher email Paper lessons can be submitted in the RC in the designated tray
Nutrition Breaks	<ul style="list-style-type: none"> Resource Center staff will place nutrition program items in designated area in the morning for students to have throughout the day Student can participate in a nutrition break in a designated area one at a time Students will immediately wash their hands after their break Students will maintain 6 foot distance from others during the break
Professional Development	<ul style="list-style-type: none"> Professional development sessions continue to take place virtually Teachers complete trainings on new COVID-19 related protocols prior to re-opening Students complete a school-provided lesson that addresses new COVID-19 related protocols
Health and Safety: Hygiene Practices	
Maintaining Cleanliness	<ul style="list-style-type: none"> Teachers and students follow proper handwashing techniques and frequency guidance. It is recommended to wash hands every two hours. Teachers and students will access the sanitization stations in the RC frequently. Resource Center staff will wipe down or spray used areas after each student use
Health and Safety: Cleaning & Sanitizing	
Disinfecting Common Areas	STUDENTS:
	<ul style="list-style-type: none"> Students wipe down table, chair, and device with disinfectant wipes after use Students encouraged to bring school-issued laptop from home to utilize in the RC
	RESOURCE CENTER STAFF:
	<ul style="list-style-type: none"> Teachers disinfect surfaces such as tables, chairs, door handles, sink handles, restroom surfaces, and technology equipment between each appointment group
Posted Information	<ul style="list-style-type: none"> Health and safety procedures/reminders posted throughout the RC Teachers ensure that all individuals in the RC follow posted procedures Health Department provides updated documents to post as applicable
Resource Center (RC) Exit Protocols	
Student Exiting Procedures	STUDENTS:
	<ul style="list-style-type: none"> Students who are ready to leave the RC from their appointment will do so by raising their hand to get their teachers attention Student will wipe down their laptop with a disinfectant wipe and turn their laptop into their teacher Students will exit the RC thru the designated exit doors one at a time
	RESOURCE CENTER STAFF:

- | | |
|--|--|
| | <ul style="list-style-type: none">• Resource Center staff will sign-out a student when they leave their appointment• Resource Center staff will return the laptops to the laptop carts after student wipes down |
|--|--|

1. Altus School Social Work Program: Altus Schools will expand social work services. Altus has partnered with San Diego State University to provide supervision of a School Social work Intern who will, with the School Social Worker, provide individual counseling to students, connect families to resources and supports, and work within the multi-tiered system of support to provide intensive intervention for high risk students.
2. Altus School Social Work Program Manual: This document will be updated to reflect the increased need for comprehensive social-emotional services and supports due to Covid-19.
3. Professional Development for Staff:
 - a. Trauma Informed Practices trainings for all staff
 - b. Youth Mental Health First Aid certification for new teachers,
 - c. Signs of Suicide refresher training at Altus Symposium
 - d. Check your Bias training at Altus Symposium
4. Social-Emotional Learning {SEL} for Students: School-provided Resilience In Students and Education {RISE} sessions based on SEL standards and focused on mental health during COVID 19 will continue to take place bi- monthly to support all Altus students.
5. Family Learning Series {Parent University}: School-provided informational sessions for parents regarding mental health, services, and supports will continue to take place on a regular basis to support all Altus parents and families.
6. Curriculum Integration: Social-Emotional Learning Edgenuity curriculum will be integrated into core course curriculum in modules or assigned independently to further support students' mental health and social emotional needs.

Supply List

The Safety Committee will take the lead on ordering supplies needed for resource centers and offices during the COVID- 19 Pandemic. The Safety Committee will meet regularly to discuss and consensus on ordering needs. The Operations Department will facilitate supplies to the RCs through each Safety Ambassador.

Supply Item	June Order	July Order	August Order	September Order	October Order	November Order	December Order
ThermoScanners							
Infection Contactless Thermometers							
AAA Batteries, 2 count per Thermometers							
Hand Sanitizer {individual}							
Hand Sanitizer {stand replacement}							
Latex gloves {Medium}							
Latex gloves {Large}							
Disposable Masks							
Surface Disinfectant Wipes							
Social Distancing Signs							
Re-usable Cloth Face Coverings							
Blue Tape							
Paper Towels {Janitorial}							



Department Schedule Plans



During the COVID-19 Pandemic, the following departments will have their office staff members work in staggered shifts to promote social distancing:

- Instruction
- Student Services Center
- Finance
- Operations
- Human Resources
- Health
- Data and Assessment
- Communications

All regular work hour schedules will be maintained whether an employee is working at the office or from home. The following charts are the specific schedules by department.



2020-2021 Return to Office
Schedule

Health Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Eleanor Pe	8:30-4:30	NON WORK DAY	8:30-1:30	Remote	8:30-4:30	NON WORK DAY
LeeAnn Adan	7:30-3:30	7:30-3:30	Remote	7:30-3:30	Remote	7:30-3:30
Rose Mooney	9:00-5:00	9:00-5:00	9:00-5:00	9:00-5:00	9:00-5:00	Remote
Lisa Chapman	7:30-3:30	Remote	Remote	7:30-3:30	Remote	7:30-3:30



**2020-2021 Return to Office
Schedule**

Data and Assessment Departments						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Greg Sorber	7:30-4:00pm	Remote/Moreno Valley Sorrento Mesa as needed				
Norma Guerrero	7:30-4:00pm	7:30-4:00pm	Remote	7:30-4:00pm	Remote	7:30-4:00pm/Remote Odd
Daniela Lara	7:30-4:00pm	Remote	7:30-4:00pm	Remote	7:30-4:00pm	7:30-4:00pm/Remote Odd
Irene Thai	8:00-4:30pm	Remote	8:00-4:30pm	Remote	8:00-4:30pm	8:00-4:30pm
Masako Nguyen	6:30-3:00pm	6:30-3:00pm	Remote	Remote	Remote	Remote
Sakhone Yin	7:30-4:00pm	7:30-4:00pm	Remote	7:30-4:00pm	Remote	7:30-4:00pm/Remote Even



2020-2021 Return to Office
Schedule

Communications Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Marissa Garcia	7:30 a.m.-4 p.m.	7:30 a.m.-4 p.m.	7:30 a.m.-4 p.m.	7:30 a.m.-11:30 a.m./ Remote	Remote	Remote
Alina Nuno	9 a.m.-5:30 p.m.	Remote	Remote	Remote/ 12:30 p.m.-5:30 p.m.	9 a.m.-5:30 p.m.	9 a.m.-5:30 p.m.



2020-2021 Return to Office
Schedule

Human Resources Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Maria Cabello	8:30am-5:00pm	8:30am-5:00pm	Remote	8:30am-5:00pm	Remote	8:30am-5:00pm/Remote
Jaime Garcia	8:30am-5:00pm	8:30am-5:00pm	Remote	8:30am-5:00pm	Remote	8:30am-5:00pm/Remote
Theresa Nguyen	7:30am-4:00pm	Remote	7:30am-4:00pm	Remote	7:30am-4:00pm	7:30am-4:00pm/Remote
Mary Trueblood-Fall	6:30am-3:00pm	Remote	6:30am-3:00pm	Remote	6:30am-3:00pm	OFF



**2020-2021 Return to Office
Schedule**

Finance Division						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Luke Evans	7:30 - 4:00pm	Remote	7:30 - 4:00pm	7:30 - 4:00pm	Remote	7:30 - 4:00pm/Remote Even
Veneeta Chan	8:00 - 4:30pm	Remote	8:00 - 4:30pm	Remote	8:00 - 4:30pm	8:00 - 4:30pm/Remote Odd
Amy Law	8:00 - 4:30pm	8:00 - 4:30pm	Remote	8:00 - 4:30pm	Remote	8:00 - 4:30pm/Remote Odd
Nelia Malihan	8:30 - 5:00pm	8:30 - 5:00pm	Remote	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Even
Andy Tecson	8:00 - 4:30pm	8:00 - 4:30pm	Remote	Remote	8:00 - 4:30pm	8:00 - 4:30pm/Remote Even
Elgin Salagubang	7:30 - 4:00pm	7:30 - 4:00pm	Remote	7:30 - 4:00pm	Remote	7:30 - 4:00pm/Remote Even
Andrew Buechele	8:30 - 5:00pm	Remote	8:30 - 5:00pm	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Odd
Susan Martinez	8:30 - 5:00pm	8:30 - 5:00pm	Remote	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Odd
Juliet Da Silva	8:30 - 5:00pm	8:30 - 5:00pm	Remote	8:30 - 5:00pm	Remote	8:30 - 5:00pm/Remote Odd
Aira Nucup	8:30 - 5:00pm	Remote	8:30 - 5:00pm	Remote	8:30 - 5:00pm	8:30 - 5:00pm/Remote Even

**Payroll team will be present for Monthly & bi-monthly payroll*

**AP May be present for special circumstance and urgent payments*



**2020-2021 Return to Office
Schedule**

Operations Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Matt Rose	7am - 3:30pm (times change depending on off site projects)	AM in Sorrento Mesa PM Remote				
Aida Garcia	8:30 - 5:00pm	Sorrento Mesa	Remote	Remote	Sorrento Mesa	Sorrento Mesa
Danielle Saguil	7:30am - 4pm (times change depending on off site projects)	RCs/Remote	Sorrento Mesa	RCs/Remote	Sorrento Mesa	RCs/Remote
Elizabeth Short	8:00-4:30 (August to touch back on work location)	Remote	Remote	Remote	Remote	Remote
Steven Gloria	7am - 3:30pm (times change depending on off site projects)	Sorrento Mesa	Sorrento Mesa/ Mission Valley	Sorrento Mesa/Bonita	Sorrento Mesa/ Mission Valley	Sorrento Mesa/ Bonita
William Kilmer	7am - 3:30pm (times change depending on off site projects)	Bonita	Bonita	Bonita	Bonita	Bonita



**2020-2021 Return to Office
Schedule**

Student Services Center Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Natasha Dunnells (SM)	7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00	Sorrento 7:30-4:00
Damesha Holiday (SM)	9:00-5:30	Remote	Sorrento 9:00-5:30	Sorrento 9:00-5:30	Sorrento 9:00-5:30	Remote
Miriam Gallardo (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Esli Algandar (OT)	7:30-4:00	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00(every other Friday remote)
Paloma Samano (OT)	7:30-4:00	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00 (every other Friday remote)
Priscilla Villarreal (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Jessica Andrecht (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Christian Rodriguez (OT)	7:30-4:00	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00 (every other Friday remote)
Jessica Andrecht (OT)	7:30-4:00	Remote	Old Town 7:30-4:00	Remote	Old Town 7:30-4:00	Old Town 7:30-4:00 (every other Friday remote)
Rosan Duenas (MV)	7:30-4:00	MV 7:30-4:00	Remote	MV 7:30-4:00	Remote	MV 7:30-4:00 (every other Friday remote)
Jennifer Nieves (MV)	7:30-4:00	Remote	MV 7:30-4:00	Remote	MV 7:30-4:00	MV 7:30-4:00 (every other Friday remote)
Chelsea Cullum (EC)	7:30-4:00	El Cajon 7:30-4:00	El Cajon 7:30-4:00	El Cajon 7:30-4:00	Remote	Remote
Jasmine Moedano (NC)	7:30-4:00	Remote	NC 7:30-4:00	NC 7:30-4:00	NC 7:30-4:00	Remote
Bronwen Campbell (BT)	7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00
Betty Barcelo (BT)	7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00	Bonita 7:30-4:00
Gemini Gonzales (BT)	7:30-4:00	Bonita 7:30-4:00	Remote	Bonita 7:30-4:00	Remote	Bonita 7:30-4:00 (every other Friday remote)
Vielsy Monteiro (BT)	7:30-4:00	Remote	Bonita 7:30-4:00	Remote	Bonita 7:30-4:00	Bonita 7:30-4:00 (every other Friday remote)
Karen Miranda (TZ)	8:00-4:30	Topaz 8:00-4:30	Remote	Topaz 8:00-4:30	Remote	Topaz 8:00-4:30 (every other Friday remote)



**2020-2021 Return to Office
Schedule**

Student Services Center Department						
Staff	Hours	Monday	Tuesday	Wednesday	Thursday	Friday
Katie Zamani (SM)	7:30-3:30	Remote	RC's/SM Office	Remote	RC's/SM Office	RC's/SM office (every other Friday remote)
Alaura Dorociak (OT)	**maternity leave 6/18 through early Sept	RC's/OT office	Remote	RC's/OT office	Remote	RC's/OT office (every other Friday remote)
Steve Sutherland (MV)	8:00-4:00	Remote	RC's/MV Office	Remote	RC's/MV Office	RC's/MV office (every other Friday remote)
Meghann Kemery (BT)	7:30 - 3:30	RC's/BT office	Remote	RC's/BT office	Remote	RC's/BT office (every other Friday remote)
Sarah Lemler (NC)	8:00-4:00	Remote	RC's/Office	Remote	RC's/Office	RC's/Office (every other Friday remote)
Sharnita Moore (MRV)	8:00-4:00	Moreno Valley RC	Remote	Moreno Valley RC	Remote	Moreno Valley RC
Michael Fagan (PV)	8:00-4:00	RC's/PV Office	Remote	RC's/PV office	Remote	RC's/PV office (every other Friday remote)
Alex Carrillo (TZ)	8:00-4:00	Remote	RC's/Office	Remote	RC's/Office	RC's/Topaz Office (every other Friday remote)



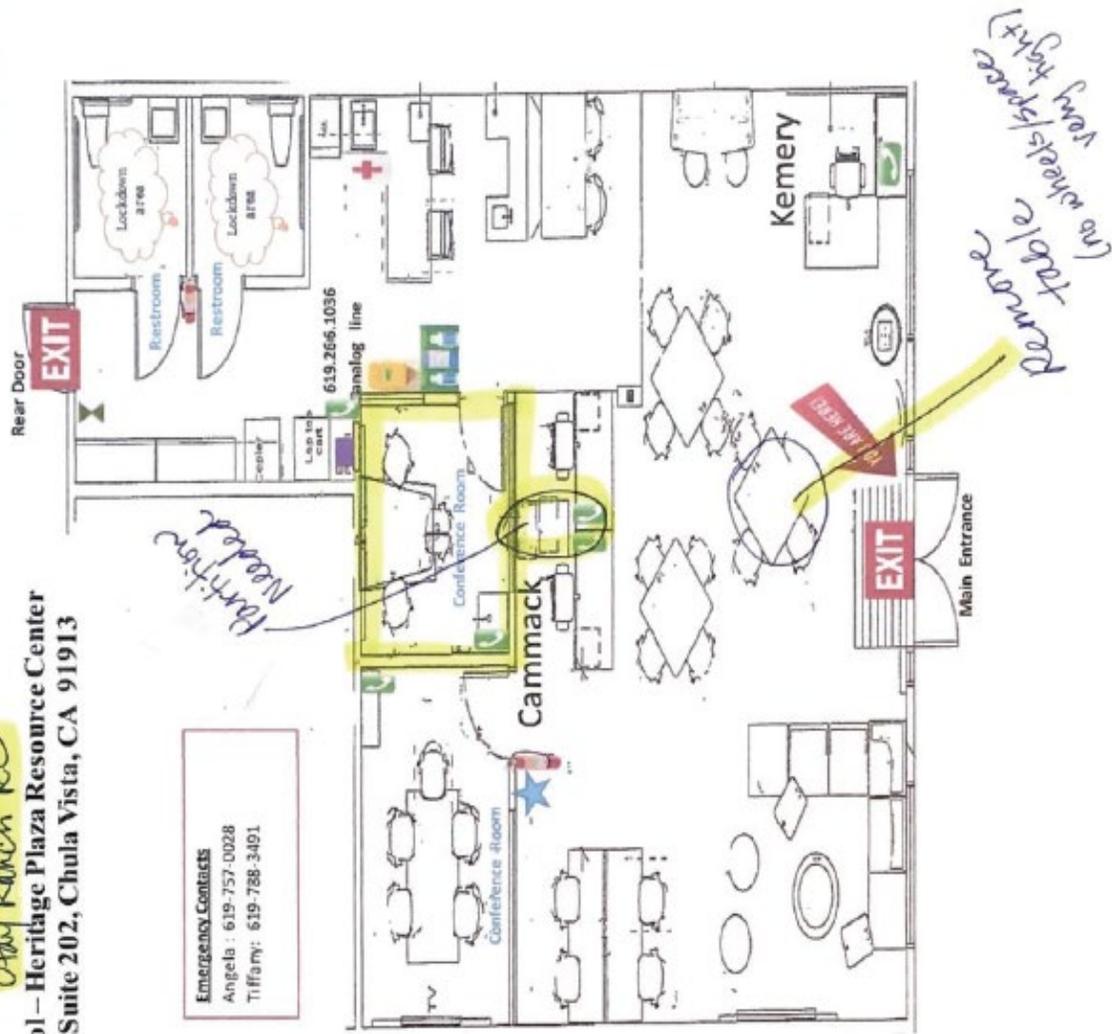
Revised Resource Center Layout Plans

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

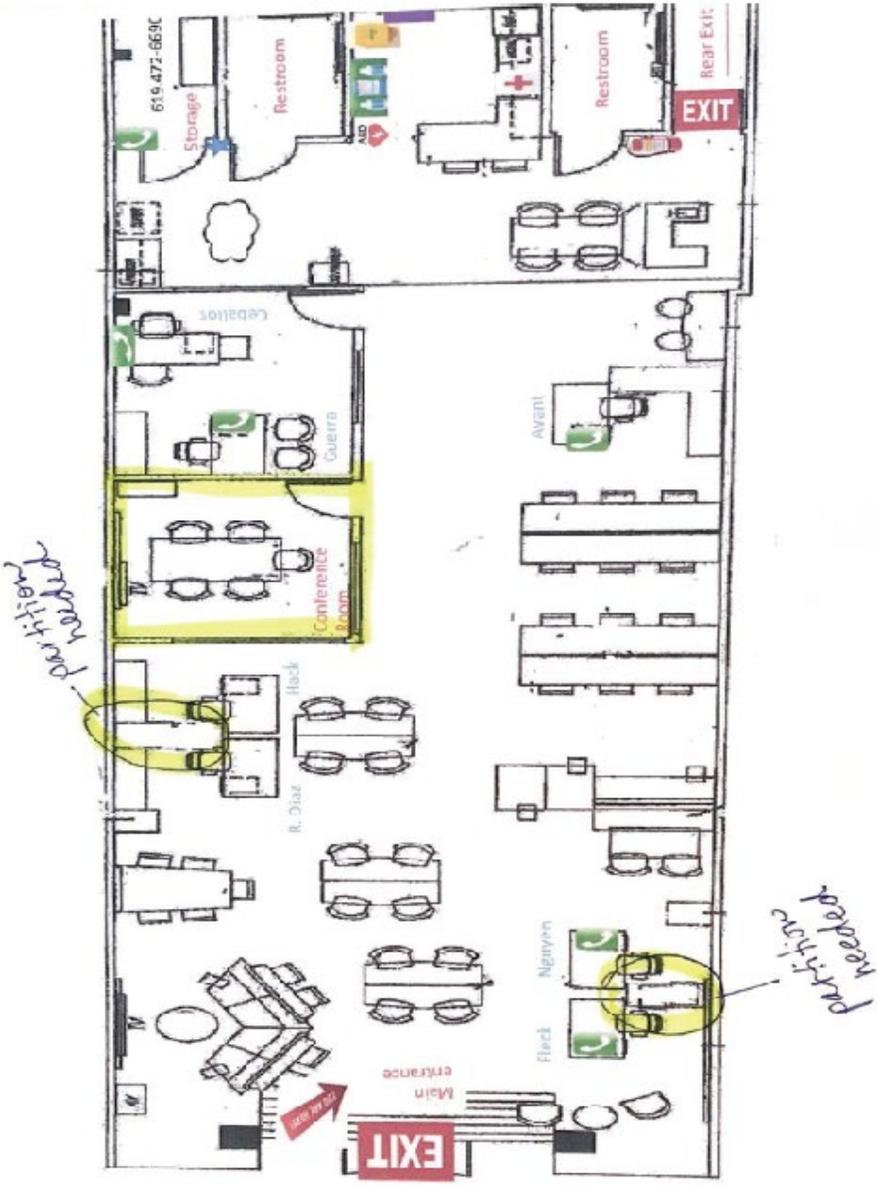
1st Emergency Meeting Area
 Exit main door, turn left and walk down sidewalk and meet in front of Tastera Grill in open area of patio.

2nd Emergency Meeting Area
 Exit main door, cross street using cross walk. Meet at the Park across the street next to the Pond.

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



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



POSTERS, DECALS & SIGNAGES

Entrance Poster

We want you to be safe and feel safe.
We're in this **TOGETHER.**

Are you experiencing any of the following?

- Cough
- Shortness of Breath
- Difficulty Breathing
- Fever
- Chills
- Muscle Aches
- Sore Throat
- New Loss of Taste or Smell

Let us know!

Have you been in close contact with anyone who may have COVID-19?
(Within 6 feet for 15 or more minutes with a person diagnosed with COVID-19)

STEP ONE


STEP TWO

SANITIZER

STEP THREE


Help us by doing your part!

DO the 5

Wash & Sanitize your hands often.

Cover your Cough & Sneeze with a tissue or into your elbow.

AVOID touching your face.

Keep a *Safe Distance* from others.

Limit Sharing of objects and equipment.



TO ENSURE 6 FOOT SOCIAL
DISTANCING,
THIS SEAT IS CURRENTLY
UNAVAILABLE.

Thank you for your cooperation.



SIDEWALK – Exterior Floor Decal Leading to Front Doors
Size – 12” Circles
Exterior Vinyl



ENTRYWAY– Interior Floor Decals Upon Entering
Size – 15” Circles
Removable Vinyl that doesn’t damage floor/carpet



DIRECTIONAL— Arrow Carpet Decals (Throughout RC)

Size – 8” Circles

Removable Vinyl that doesn't damage floor/carpet



NOTICE – Storefront Window Cling Decal

Size – 12” Square
Installed inside of glass facing out

**Our Students and Staff remain
our TOP PRIORITY.**

NOTICE:

We are enforcing Health & Safety Measures
to protect our students, staff, and guests.

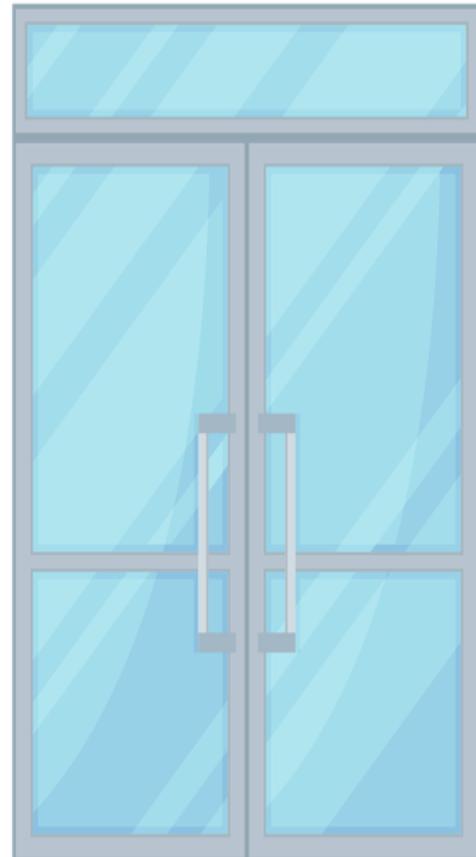
**Before entering, a face covering is
required for ALL (ages 2+) and must be
worn for the duration of your stay.**

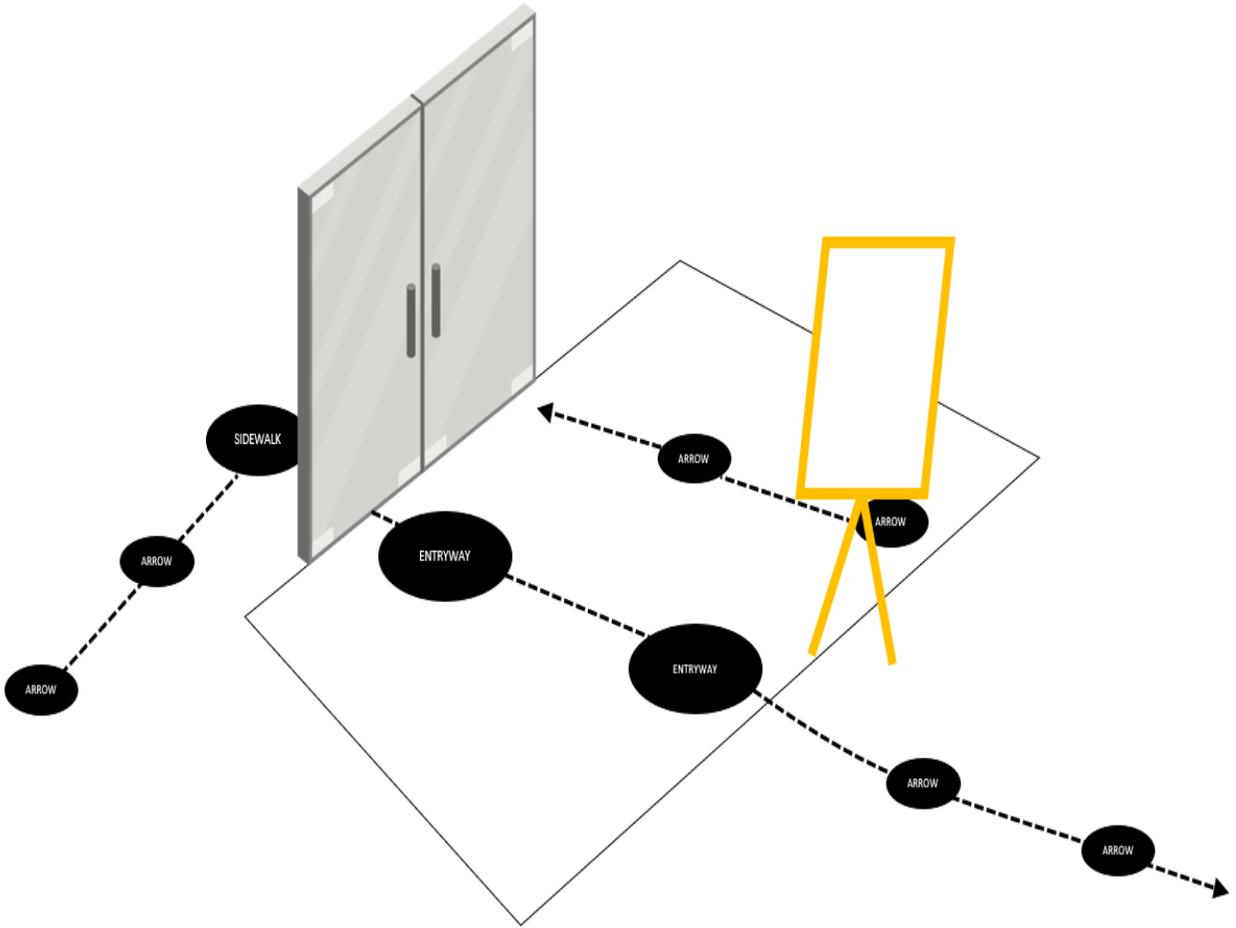
Disposable or reusable breathable material that
fully covers the nose and mouth, handsfree.

Thank you

 **Altus**
SCHOOLS

Knowing the difference between
Being SAFE & Feeling SAFE





According to the Center for Disease Control and Prevention (CDC), here are the following are recommendations regarding face masks/coverings. All masks must be at least 2 layers.

Important Reminders: Wash your hands frequently. Avoid touching your mask. Wash your mask regularly.

Please Note: Gaiters are acceptable if it is made with at least TWO layers. Face shield should be worn with a face mask.

DO choose masks that	DO NOT choose masks that	Caution: Gaiters & Face Shields
 <p>Have two or more layers of washable, breathable fabric</p>	 <p>Are made of fabric that makes it hard to breathe, for example, vinyl</p>	 <p>Evaluation is on-going but effectiveness is unknown at this time</p>
 <p>Completely cover your nose and mouth</p>	 <p>Have exhalation valves or vents, which allow virus particles to escape</p>	 <p>Evaluation is on-going but effectiveness is unknown at this time</p>
 <p>Fit snugly against the sides of your face and don't have gaps</p>	 <p>Are intended for healthcare workers, including N95 respirators or surgical masks</p>	<h3 data-bbox="1047 619 1388 661">Special Situations: Glasses</h3>  <p>If you wear glasses, find a mask that fits closely over your nose or one that has a nose wire to limit fogging</p>

How NOT to wear a mask

 <p>Around your neck</p>	 <p>On your forehead</p>	 <p>Under your nose</p>	 <p>Only on your nose</p>
 <p>On your chin</p>	 <p>Dangling from one ear</p>	 <p>On your arm</p>	

How to take off a mask

 <p>1</p>	 <p>2</p>	 <p>3</p>	 <p>4</p>
<p>Carefully, untie the strings behind your head or stretch the ear loops</p>	<p>Handle only by the ear loops or ties</p>	<p>Fold outside corners together</p>	<p>Be careful not to touch your eyes, nose, and mouth when removing and wash hands immediately after removing</p>

Reference: <https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/about-face-coverings.html>

All students and employees with *new* symptoms *similar to* COVID-19 should not report to the Resource Center or Offices (refer to #5 COVID-19 screening questions). If in doubt, do not report to school/work. Contact your RC Nurse immediately for screening and instructions.

Arrival to the Resource Center

1. **Social Distancing:** Staff member to ensure that students arrive at designated block times & maintain 6 feet social distancing upon check-in (including EACH staff & visitor).
2. **Face Mask/Covering** is required of every individual upon entry. Please contact your School Coordinator with any issues.
3. **Temperature Check** via ~~ThermoScan~~ or handheld contactless thermometer. If over 100°F, direct individual to have a seat at waiting area (near entrance) and re-check within 5-10 minutes to confirm.
4. **Apply Hand Sanitizer** located next to ~~ThermoScan~~.
5. **COVID-19 Screening Questions (Ask EACH day):**
 - a. **Symptoms:** Do I (student or anyone at home) have any symptoms of COVID-19 such as respiratory infection, such as a temperature equal to or over 100°F, cough, sore throat, shortness of breath, nausea, vomiting, diarrhea and/or new loss of taste or smell?
 - b. **Close Contact:** Have you or anyone at home been diagnosed with COVID-19?
 - c. **If STUDENT responds yes to question (a) and/or (b), student shall be directed to the seat near entrance to be picked up by parent/guardian as soon as possible. Parent to follow-up with health provider for instructions. Teacher to contact RC Nurse.**
 - d. **If STAFF answers yes to question (a) and/or (b), staff shall go home & follow-up with health provider for instructions. Teacher to contact RC Nurse to communicate additional guidance & follow-up.**

During Resource Center Appointment Time

- Staff & students to practice frequent handwashing (at least every two hours) & as needed.
- Staff & students to practice 6 feet social distancing & wear face covering/mask ~~at all times~~.
- Staff to ensure that student & staff nutrition breaks are staggered to safely social distance (6 feet). AVOID sharing food and utensils. Staff to ensure lunch area is disinfected between individual occupancy.
- Limit use of common area equipment (i.e. copy machine or play equipment). Avoid sharing materials between staff & students.
- If a student or staff member develops signs and symptoms of illness at the RC or Office, please refer to #5 of "Arrival to the Resource Center" and re-take individual's temperature, Teacher to contact RC Nurse for additional instructions.

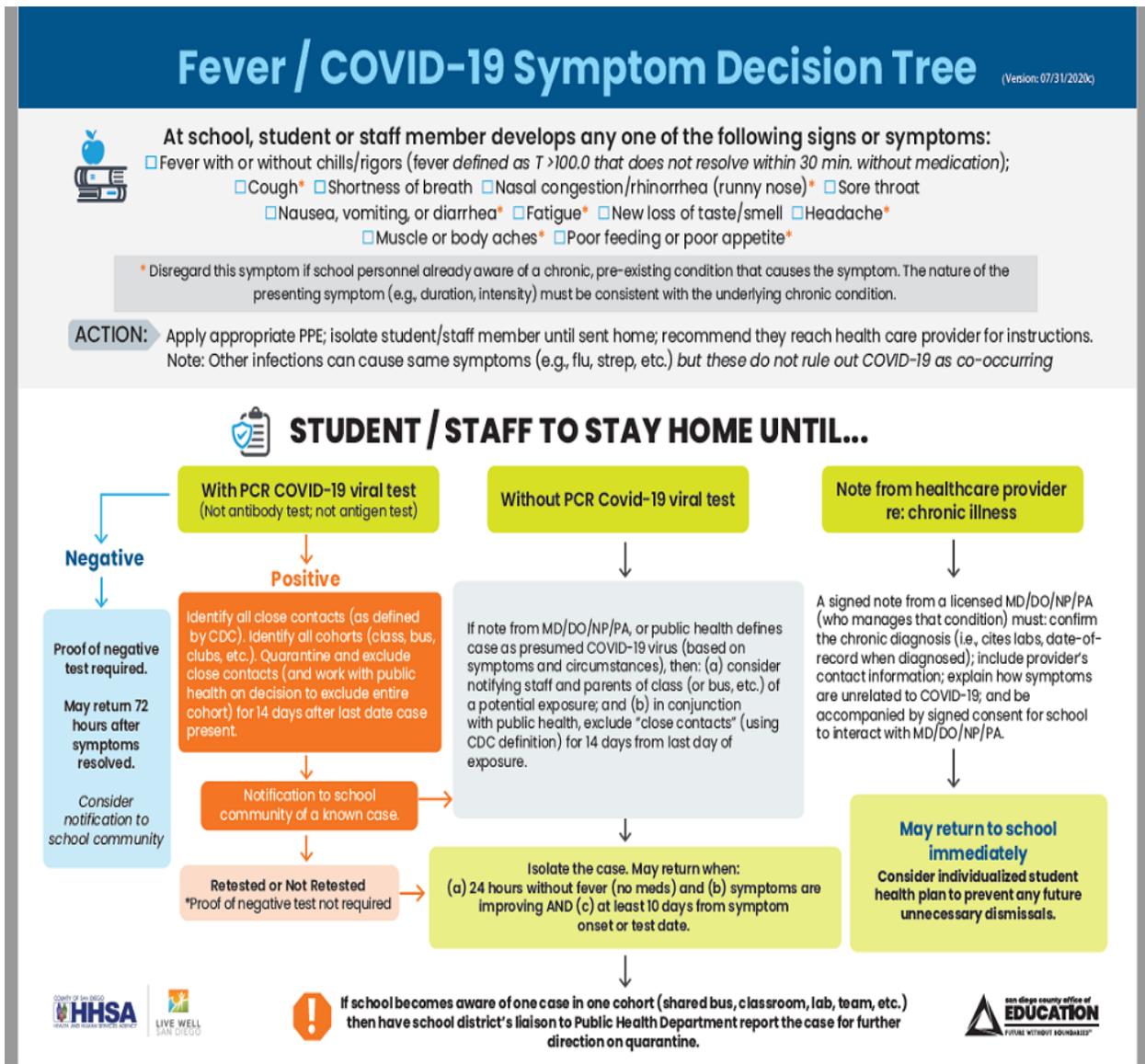
Departure and Disinfecting

- Student to leave electronic device(s) at the desk.
- Staff members to obtain COVID-19 Caddy supplies.
- Staff members to disinfect frequently touched surfaces beginning of the day, between student blocks, end of the day.
- Disinfect the following: **(wipe with disinfectant and leave device/area untouched for 10 mins)**
 - a. Common areas: door handles, light switches, tables, desks, sink handles & surfaces.
 - b. Student areas: desk and chairs.
 - c. Electronics: iPads, computer monitors and laptops. No not spray technology. Use disinfecting wipe only. Clean the keyboard, ~~mouse~~ and other plastic areas. Do not wipe monitor.
- Safety Ambassador to submit a Ticket via Altus Wave for PPE replenishment requests.

Considerations

- Janitorial services will be provided at the Resource Centers every evening. Please keep in mind they will disinfect areas *clear of all items*. If there are student projects or office supplies on the table, they will disinfect *around* those areas.
- Staff to remind students & RC Team to wash cloth face coverings/masks on a regular basis.
- Non-essential visitors and volunteers are not allowed at the RC.
- On-site parent meetings shall be limited to one parent.
- Monitor staff and students throughout the day for signs of illness. Send home students and staff with a fever of 100°F degrees or higher and or symptoms of COVID-19 (refer to list above). Contact your RC Nurse for screening & instructions.

- Monitor staff and students throughout the day for signs of illness. Send home students and staff with a fever of 100°F degrees or higher and or symptoms of COVID-19 (refer to list above).





October 15, 2020

Dear Parents/Guardians and Students,

In collaboration with the California Department of Public Health and response to the COVID-19 pandemic, we are re-opening our Resource Centers (RC) to in-person learning on October 26, 2020. With careful planning and preparation, we have established safety measures to ensure the safety of our students, teachers, and staff.

Please review the following COVID-19 Precautions and Guidelines:

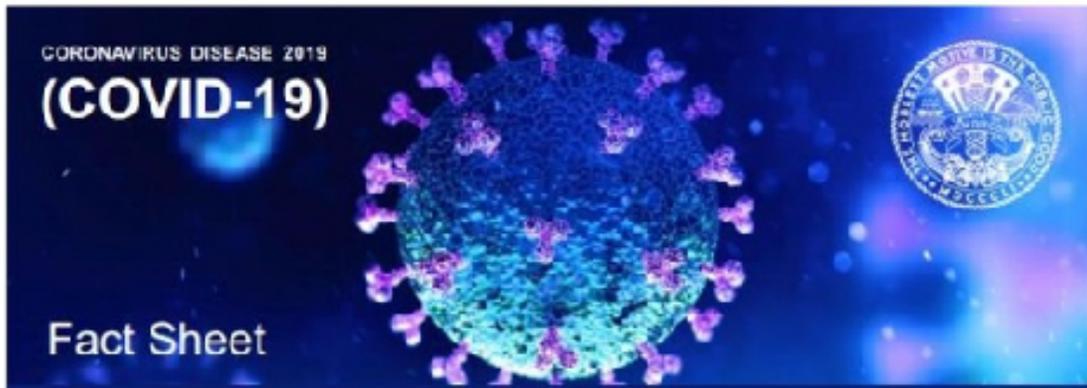
- **Temperature:** All students & staff will have their temperature checked upon arrival to ensure the reading is below 100°F.
- **COVID-19 Screening Questions:** Everyone will be asked two questions before entry into the Resource Center:
 - Are you experiencing any symptoms such as cough, shortness of breath, difficulty breathing, fever or feeling feverish, chills, muscle aches, sore throat, headaches, unexplained fatigue, loss of taste or smell, diarrhea, nausea or vomiting?
 - Have you been in close contact with anyone diagnosed or exposed to COVID-19? Close contact is defined as being within 6 feet or less for 15 minutes or more of someone diagnosed with COVID-19.
- **Follow-Up:** If student displays a temperature equal to or over 100°F, any symptoms or exposure to COVID-19, he or she will need to be picked up by the parent/guardian. Follow-up with a health care provider is strongly recommended.
- **Face Coverings/Masks:** Students are required to wear a face covering/mask during their school appointment time (with the exception of a nutrition or water break, as needed).
- **Hand Sanitizer:** This will be provided upon entry and as needed. Handwashing locations are also available at the Resource Center.
- **Seating:** Staff member will direct students to their assigned seats.
- **Social distancing:** Social distancing of 6 feet is required throughout the Resource Center at all times.
 - Avoid close contact interaction such as hugs, high-fives, etc.
 - Please avoid sharing of food, personal items or supplies in the RC.
- **Symptoms:** If a student begins to feel ill during the appointment time at the RC, the student will need to notify the teacher who will contact parent for pick-up.
- **Parent Meeting:** If a parent meeting is needed, we request only one parent to attend. For the health & safety of others at the RC, additional family members will not be allowed at this time.
- **Technology Use:** After each student uses a device/technology, staff will thoroughly disinfect.
- **Flu Season:** Please keep in mind that that flu season is around the corner. The CDC recommends all individuals over 6 months old to receive the flu vaccine. More info: <https://www.cdc.gov/flu/season/faq-flu-season-2020-2021.htm>

For additional information on COVID-19 or to access the COVID-19 Fact Sheet in other languages: https://www.sandiegocounty.gov/content/sdc/hhsa/programs/phs/community_epidemiology/dc/2019-nCoV/materials.html#fact

Please acknowledge that you understand the Altus Schools COVID-19 Precautions & Guidelines.

Student Name (Print & Sign): _____ Date: _____

Parent Name (Print & Sign): _____ Date: _____



What is coronavirus disease 2019 (COVID-19)?

COVID-19 is a new coronavirus not previously identified in humans. Coronaviruses are a category of viruses normally found in animals, but ~~some~~ evolve and infect humans. Coronaviruses can infect your nose, sinuses, or upper throat. This specific coronavirus was first identified as the cause of an outbreak of respiratory ~~illness~~ in Wuhan, China in December 2019 and was officially named COVID-19 on February 11, 2020 by the World Health ~~Organization~~ (WHO).

What are the symptoms of COVID-19?

People with COVID-19 can have no symptoms, mild symptoms, or severe illness. Symptoms of COVID-19 may include:

- Fever or chills
- Cough
- Difficulty breathing
- Fatigue
- New loss of taste or smell
- Body aches
- Runny nose
- Congestion
- Headache
- Sore throat

Symptoms may appear 2-14 days after exposure. Visit [CDC.gov/coronavirus](https://www.cdc.gov/coronavirus) for a complete list of symptoms and call your doctor if you are experiencing any symptoms.

Who is at risk for COVID-19?

Risk is based on exposure and a variety of factors that may vary, including the community in which you live, places you have visited, interactions you have had, and your line of work.

Anyone can get COVID-19. Illness in people infected with the virus has ranged from no illness to being mildly sick to being severely ill and dying.

Groups at higher risk for severe illness from COVID-19 if infected include:

- People 65 years old and older
- People who live in a nursing home or long-term care facility
- People of any age who have serious underlying medical conditions, especially if their medical conditions are not well controlled.

How is COVID-19 spread?

COVID-19 is thought to be spread mainly from person-to-person:

Between people who are in close contact with each other (within 6 feet/2 meters):

Through respiratory droplets produced when an infected person sneezes, coughs, or talks. These droplets can be breathed in by people nearby or land in their mouth, nose, or other surfaces.

It may be possible to get COVID-19 by touching an object or surface with the virus on it, then touching your mouth, nose, or eyes before washing your hands.

People can have COVID-19 and not have any symptoms or not yet be showing symptoms but are still able to spread the virus to others.



Rev 6/19/2020

How is COVID-19 treated?

Treatments for COVID-19 are being studied. Investigational medications may be recommended for those infected with COVID-19 depending on their individual condition. Following supportive care guidance, such as getting plenty of rest, staying hydrated, and taking over-the-counter medication for fever and pain can help relieve symptoms. There is currently no vaccine available to protect against COVID-19.

What should I do if I think I have been exposed to COVID-19?

If you have had close contact (within 6 feet/2 meters) with someone who is confirmed to have, or is being evaluated for COVID-19 infection, you should:

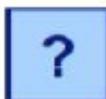
- Quarantine yourself in your home and away from others for 14 days, starting from the day you first had close contact with the infected person and continue for 14 days after you last had close contact with the person.
- Call your healthcare provider and follow their medical advice.
- Watch for symptoms and contact your healthcare provider if you develop any symptoms.



How can I protect myself?

The best way to prevent getting sick is to avoid being exposed to the virus. Actions that can help prevent the spread of COVID-19 include:

- Washing your hands with soap and water for at least 20 seconds; if soap and water are not available, use an alcohol-based hand sanitizer that contains at least 60% alcohol;
- Avoid touching your eyes, nose, and mouth with unwashed hands;
- Clean and disinfect frequently touched objects and surfaces often.
- Avoid close contact with people who are sick;
- Stay home and isolate yourself away from others if you are sick;
- Cover your cough or sneeze with a tissue, or your elbow, then throw the tissue in the trash;
- Practice social distancing (maintaining 6 feet of physical space between yourself and others);
- Wear a face cover when you are around individuals outside of your household.



If you have health-related questions or concerns, please contact your healthcare provider. For general questions about COVID-19 or information about community resources, please call 2-1-1.

Stay Informed About COVID-19

County of San Diego Epidemiology Unit – Coronavirus Disease 2019 (COVID-19)

www.coronavirus-sd.com

California Department of Public Health, Immunization Branch – COVID-19

www.cdph.ca.gov/Programs/CID/DCDC/Pages/Immunization/nCoV2019.aspx

Centers for Disease Control and Prevention – COVID-19

www.cdc.gov/coronavirus/2019-nCoV/index.html

World Health Organization – Coronavirus Disease (COVID-19) Outbreak

www.who.int/westernpacific/emergencies/cov-c-19



Altus Schools COVID-19 Prevention FAQs

Please note that FAQs will be updated as new information becomes available.

Teachers & Staff are an essential part of our students' lives during the pandemic. We hope this FAQ document will help answer most of your questions as we continue to support students. We value your commitment & patience through this whole process in making a smooth transition. Please let your Supervisor and/or RC Nurse if you have any additional questions or concerns. Thank you!

November 4, 2020

Should my students complete surveillance COVID testing?

There is no written requirement from the State Department of Health for students to participate in surveillance COVID testing. However, if the student is experiencing COVID or flu symptoms or if there is a concern of exposure (close contact), the RC Nurse will conduct screening questions and communicate instructions (which includes if COVID testing is recommended).

Do the teachers & staff need to wear a face mask at all times?

It is required that teachers and staff wear a face mask (at least 2 layers) *AT ALL TIMES*.

- ALL employee must wear a face mask *AT ALL TIMES* while working at any Altus Schools workspace (office or RC). This also includes when no one else is around. This is to prevent and reduce droplet transmission in the air and on surfaces.
- One's face mask may be removed during a nutrition break in the designated kitchen area or for a brief moment to drink water. The mask should be replaced as soon as you are done with your nutrition break. Nutrition area must be disinfected after use.

Should vendors write their phone number on our sign-in sheet?

In the event a vendor needs to be contacted regarding COVID contact tracing, the Operations Department has their contact information for the RC Nurse to contact.

How often do teachers and staff complete COVID Testing?

At this time, Altus employees will cycle through COVID surveillance testing once every two months. The frequency may change according to the State requirement. If you choose to test more frequently, that is at your discretion and testing site's discretion if they are able to accommodate your request.

COVID-19 Testing Locations: It is ok if the employee chooses to test with one's health care provider or another

COVID-19 testing location not indicated below.

- **San Diego County**

- ❖ **Metro Region School Personnel Testing Site**

- Harold J. Ballard Parent Center (2375 Congress St., San Diego, CA 92110) Starting on Oct. 1, will operate Tuesday-Saturday from 11:30 a.m. to 7 p.m.

❖ **East County School Personnel Testing Site**

Mollison Complex (301 N. Mollison Ave., El Cajon, CA 92021)

Starting on Oct. 5, will operate Monday-Friday from 10:30 a.m. to 6 p.m.

❖ **North County School Personnel Testing Site**

Del Mar Fairgrounds (2260 Jimmy Durante Blvd., Del Mar, CA

92014) Starting on Oct. 2, will operate Monday-Friday from 10:30 a.m. to 6 p.m.

❖ **South County School Personnel Testing Site**

Sweetwater Special Services (660 L St., Chula Vista, CA 91911)

Starting on Oct. 1, will operate Monday-Friday from 10:30 a.m. to 6 p.m.

- **Hesperia County:** <https://www.cityofhesperia.us/1413/Coronavirus-Testing-Centers>

- **Orange County:** https://occovid19.ochealthinfo.com/sites/virus/files/2020-09/20OCH145_SchoolPersonnel-StudentsFlyer_F-ENGLISH.pdf

- **Riverside County:** <https://gettested.ruhealth.org/>

- **San Bernardino County:** <https://sbcovid19.com/testing-sites/>

- **State Run Testing Locations:**

a. Call (888)634-1123 to make an appointment.

b. Or, visit website lhi.care to search locations based on your zip code. (results may take 4-6 days to receive). You will be taken through a series of basic questions, enter your information to establish an account & be issued a patient ID number.

c. Bring your school badge & insurance card.

October 27, 2020

Who do I notify regarding completing COVID-19 Testing?

Please email Maria Cabello, Human Resources Technician that your COVID test has been completed.

If you tested positive for COVID-19, please contact your RC Nurse immediately for instructions.

Testing locations are listed at the bottom of the October 27, 2020 FAQs.

What other school identification can I bring to COVID Testing other than a school badge?

Individuals can bring any documentation that identifies their name and school name (i.e. pay stub, email, etc.).

Is employee COVID-19 Testing only for specific individuals?

Employee COVID-19 Testing is required for ALL Teachers and Staff regardless of work schedule and location.

Do the teachers & staff need to wear both mask and face shield, or just a mask, or just a shield? Is a face mask to be worn at specific times and/or locations?

It is required that teachers and staff wear a face mask (at least 2 layers) *at all times*.

- A face shield can be worn but it is to accompany a face mask. If you are sitting alone in an office, RC, or corner area (i.e. copy machine, kitchen, supply room, etc.), *a face mask is still required to be worn at all times*. This is important to reduce the spread potential virus and germs in our workplace. ‘
- One’s face mask may be removed during a nutrition break in the designated kitchen area or for a brief moment to drink water. The mask should be replaced as soon as you are done with your nutrition break. Nutrition area must be disinfected after use.

What are the recommendations for RC and Office kitchen use?

All students and staff should avoid sharing food and utensils. No common area utensils and condiments (i.e. bottled dressings, creamers, etc.) should be stored in the kitchens. *Kitchens are for day use only. Please keep your food securely enclosed in your lunch bag and take home at the end of the day. Please remember to disinfect your lunch seating/counter area and common kitchen appliance used (i.e. refrigerator, microwave, sink, faucet, etc.).*

For Special Education Services, will providers be allowed to sit next to student(s) as they work, or will they need to keep the plastic dividers between themselves and the student?

Staff and providers must maintain 6 feet social distancing. If student does need assistance and less than 6 feet distancing occurs, the need of plexiglass, face shield & face mask is needed. If hands on assistance/or brief contact to assist with mobility (i.e. occupational therapy, speech therapy, etc.), *gloves and/or necessary Personal Protective Equipment (PPE) are required*. The interactions should be limited & brief as possible. Each Staff and Service Provider should be diligent about using the available PPE supplies, as needed, with student services.

What do we do with our empty RC/Office hand sanitizer bottles?

We recommend that your Safety Ambassador send a Ticket through The Wave indicating that empty hand sanitizer bottles will be dropped off to the Sorrento Mesa Office for re-fill. Please label all your bottles with your RC name (with a Sharpie). *Please encourage students and staff to wash their hands frequently with soap and water.*

What is the update on our Nutrition Program?

We have continued the Nutrition Program (i.e. Grab and Go) at Mission Valley & Bonita, four days a week. We will maintain this service through January 2021 and an update will be provided then.

What is the update on our Bus Pass Program?

Eligible students will be able to obtain a bus pass. Please e-mail Amy Butler for assistance.

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COVID-19 testing location not indicated below.

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- **State Run Testing Locations:**
 - a. Call (888)634-1123 to make an appointment.*
 - b. Or, visit website lhi.care to search locations based on your zip code. (results may take 4-6 days to receive). You will be taken through a series of basic questions, enter your information to establish an account & be issued a patient ID number.*
 - c. Bring your school badge & insurance card.*

October 19, 2020

How do we ensure that student drop-off flows smoothly?

Suggestion: Stagger RC arrival time of students (10-minute intervals). Remind students 6 feet social distancing. Check in consists of temp check, hand sanitizer & 2-part question. Parent to drop off student but park outside to ensure student is cleared to attend. If student has an elevated temperature, re-take within 5 to 10 minutes. At or over 100F, student will sit in chair next to door for parent/guardian to pick up.

How do we safely eat at the Resource Center since facial coverings are removed during a nutrition break?

Please stagger staff & student nutrition breaks to ensure 6 feet social distancing. Individuals sitting at the kitchen for nutrition break is advised to wipe down area with disinfectant afterwards. Staff can also take the opportunity to eat their lunch outside as an option to enjoy the fresh air during one's lunch break.

How do we maintain restroom cleanliness?

Teachers to remind & encourage students and staff to frequently wash hands with soap & water; use paper towel to turn off faucet & open door upon exiting; disinfect commonly used areas in

restroom with disinfectant spray between scheduled student groups and as needed. Janitorial services are also scheduled every evening.

What communication re: Phase 1 Re-Opening to families will be provided?

A Re-Opening Letter, Video & Post-Test will be emailed teachers to send to parents and students who are on the teacher's Phase 1 roster. This communication will also give students & parents an opportunity to ask the teacher any questions.

Can teachers sign-in on behalf of students to avoid pen contamination and to maintain physical distancing protocols?

Yes, teachers can sign-in on behalf of students to avoid pen contamination. Please have every staff and visitor sign in & out on a separate sheet. *These sign-in sheets are essential in the event there is a safety drill and evacuation.*

Are conference rooms a safe setting to schedule meetings & SpEd Services (large enough, ventilation, etc.)?

HVAC with recommended MERV filtration has been installed in RCs and Conference Rooms (with routine maintenance). Conference rooms are available to schedule meetings. It is imperative that 6 feet social distancing is maintained. Depending on size of conference room, a maximum of two or three individuals allow for 6 feet social distancing. It is recommended that the door remain open to maintain airflow throughout RC.

If teachers wear a face shield, is a mask also required? Yes

CDC **does not currently recommend** use of face shields as a substitute for masks. If a face shield is preferred, there should be a gaiter or drape to wrap around the sides of the wearer's face and extend below the chin.

Masks with exhalation valves or vents: The purpose of masks is to keep respiratory droplets from reaching others to aid with source control. However, masks with one-way valves or vents allow air to be exhaled through a hole in the material, which can result in expelled respiratory droplets that can reach others. This type of mask does not prevent the person wearing the mask from transmitting COVID-19 to others. Therefore, CDC **does not recommend** using masks for source control if they have an exhalation valve or vent.

Can the signage outside the RC with directions to wear a facial covering include a visual? Teachers think most students/families will not read all the text (picture would be helpful).

The Thermoscan machines at your RC entrance will alert the student that a mask is required to be worn prior to entering the RC. Also, the RC Re-Opening Video & Letter will communicate this requirement as well.

Who do I contact if a student, staff, or myself is experiencing symptoms of or diagnosed with COVID or the flu?

Please contact your RC Nurse for screening & instructions.

If our RC is missing or low on COVID Caddy, BBP or 1st Aid Kit, supplies, who do we contact?

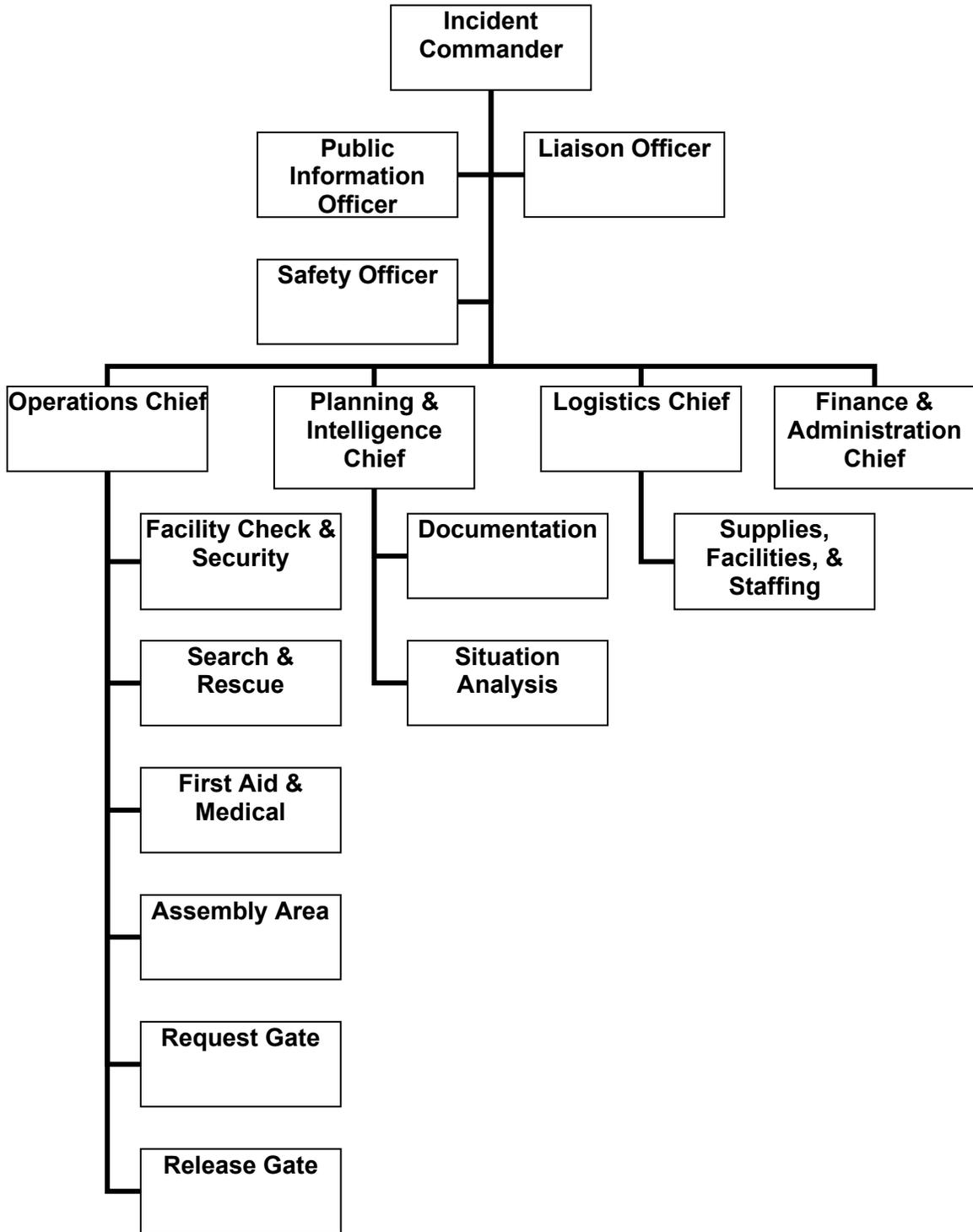
Please request your RC Safety Ambassador to submit a ticket through SharePoint -> AltusWave

SECTION FOUR

Emergency Plan Roles & Responsibilities

Emergency Plan Roles & Responsibilities

Incident Command Team Organizational Chart



INCIDENT COMMAND TEAM ASSIGNMENTS
(This assignment list identifies the names of individuals assigned to positions)

Primary	Position	Alternate
Mary Bixby	Incident Commander	Tim Tuter
Tim Tuter	Safety Officer	Angela Neri
Jackie Robertson	Public Information Officer (PIO)	Tiffany Yandell
Eleanor Pe	Liaison Officer	Jackie Robertson
Tim Tuter	Operations Chief	Hayley Beaupre
Angela Neri	Facility Check/Security	Hayley Beaupre
Safety Ambassador by Location	Search & Rescue Team Leader	Hayley Beaupre
Eleanor Pe	First Aid & Medical Team Leader	Designated per location
School Coordinator	Assembly Area	Hayley Beaupre
Safety Ambassadors (per location)	Request Point	Hayley Beaupre
Safety Ambassadors (per location)	Release Point	Hayley Beaupre
Hayley Beaupre	Planning Chief / Logistics Chief	Gail Levine
Angela Neri	Documentation	Aida Garcia
Tiffany Yandell	Situation Analysis	Angela Neri, Eleanor Pe
Tiffany Yandell	Supplies/Facilities/Staffing	Angela Neri, Aida Garcia
Lynne Alipio	Finance & Administration Chief	Tim Tuter

Position Activation Information

Equipment

Every position on the Incident Command Team will require the following equipment:

1. Identification vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklists.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Incident Commander at the Incident Command Post for a situation briefing.
3. Check in with your Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - a. Messages received
 - b. Actions taken
 - c. Decision justifications and documentation
 - d. Requests filled
 - e. Document missing staff

Position Deactivation

1. At the direction of the Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the Documentation Unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command

Position: Incident Commander

Responsibility: The Incident Commander is solely responsible for emergency and disaster operations and shall remain at the Command Post to observe and direct all operations. Ensures the safety of students, staff and others.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Emergency Plan
- Tables & chairs (if Command Post is outdoors)
- Job Description Clipboards
- Bull horn
- Staff rosters (2 sets)
- Copies of Forms

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement Emergency Plan and Emergency Procedures.
- Develop and communicate an Incident Action Plan with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation:
- View location map periodically for Search & Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**

- Release staff as appropriate. By law, during a disaster, the staff will become “Disaster Service Workers.”
- Remain on and in charge of your RC until the incident has been resolved.

After:

- Authorize deactivation of sections or units when they are no longer required.
- Deactivate the entire emergency response.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Section: Command

Position: Safety Officer

Reports To: Incident Commander

Staffing Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Special Equipment:

- Hard hat (if available)

During Event:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Section: Command

Position: Public Information Officer

Reports To: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school ***as soon as it is available.***

The Public Information Officer acts as the official spokesperson for the school in an emergency situation.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms:
 - Public Information Release Worksheet
 - School Accountability Report Card
- Scissors
- School map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible “news center” location as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “Public Information Officer” (vest, visor, sign, etc.)
- Assess situation and obtain statement from the Incident Commander. Tape-record, if possible.
- Advise arriving media that the school is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Incident Commander and should reflect:
 - Reassurance — EGBOK — “Everything’s Going To Be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Remind school/staff volunteers to refer all questions from media or waiting parents to the PIO.**
- Update information periodically with Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command

Position: Liaison Officer

Reports to: Incident Commander

Staffing

Characteristics: It is common for the Incident Commander to carry out these duties. A separate position checklist is here in the event the Incident Commander needs to assign the duties to another individual.

Responsibility: The Liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping Incident Commander informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives, as necessary.

Section: Operations

Position: Operations Chief

Reports to: Incident Commander

Staffing

Characteristics: The Operations Chief should be a staff member familiar with the school and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which can include Facility Check & Security Unit, Search & Rescue Unit, and First Aid & Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations, if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations

Position: Facility Check & Security

Reports to: Operations Chief

Staffing

Characteristics: Building Safety Supervisor or others familiar with the school's facilities.

Responsibility: Controls utilities, restricts access to unsafe areas and communicates damage to the Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage to the Command Post.*
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking***, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is “locked down” and report same to Incident Command Post.
- Advise Incident Command Post of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports situation to the Operations Chief.

Special Equipment:

Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

Position: Search & Rescue Team

Reports to: Search & Rescue Team Leader

Staffing

Characteristics: Trained in Search & Rescue

Responsibility: Check the RC for damage, rescues victims, reports situation to the Search & Rescue Team Leader.

Special Equipment:

Search & Rescue Team Member Backpack

Start-Up Activities:

- You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- Teams should be assigned based on available manpower.**

During Event:

- Buddy system: Minimum of 2 persons per team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to Command Post immediately upon discovery. Shut off gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen.
- When injured victim is located, team transmits location, number, and condition of injured to Command Post. Do not use names of students or staff. Follow directions from Command Post.

Section: Operations

First Aid & Medical Team Leader

Reports to: Operations Chief

Staffing

Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility: Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: Stretchers, Blankets, Vests (if available), Quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Given Form
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic tarps
 - Plastic trash bags
 - Stapler
 - Duct tape
 - 2" cloth tape

Start-Up Activities:

- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the Crisis Response Team for psychological staff and student needs
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up First Aid & Medical Treatment Area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry ("triage") into treatment area.
- Establish "immediate" and "delayed" treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the Crisis Response Team.

- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
- If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Command Post.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
 - As soon as possible, **notify Operations Chief**, who will notify the Command Post, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.
 - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations

Position: First Aid & Medical Team

Reports to: First Aid & Medical Team Leader

Staffing

Characteristics: Trained in first aid and CISM

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given Form, First Aid & Medical Treatment Victim Log
- Start-Up Activities:**
- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

- Administer appropriate first aid.
- Keep accurate records of care given.**
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid & Medical Team Leader.
- If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
- Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to Incident Command Post as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.

- Second member records information on triage tag and treatment records.
- Follow categories: Immediate, Delayed, Dead

After:

- Clean up First Aid & Medical Treatment Area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations

Position: Assembly Area

Reports to: Operations Chief

Staffing

Characteristic: Trained in managing large groups of students

Responsibility: Ensure the care and safety of all students (except those who are in the First Aid & Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form
 - Notice of First Aid Care Given Form

Start-Up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the students as they exit, to make sure that all students evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Assembly Area.
- Administer minor first aid as needed.
- Support the Release Gate Unit process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the assembly area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations

Position: Request Gate

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Gate. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Forms:
 - Student Release Form
 - Volunteer Assignment List

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents or guardians outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), register them at the Request Gate.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.

- Runner takes form(s) to the designated resource center.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

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

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.
- "**Missing**" if student was in school but now cannot be located.
- Runner takes Student Release Form to the Command Post.
- Command Post verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Command Post for verification.**

Section: Operations

Position: Release Gate

Reports to: Operations Chief

Staffing

Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or guardian at the Release Gate.

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Gate.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given Form, if applicable.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
- "**Absent**" if student was never in school that day.
- "**First Aid**" if student is in First Aid & Medical Treatment Area.
- "**Missing**" if student was in school but now cannot be located.
- Runner takes Student Release Form to Incident Command Post.
- Incident Command Post verifies student location if known and directs runner accordingly.

- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Incident Command Post for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to First Aid & Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Section: Planning & Intelligence
Position: Planning & Intelligence Chief/Logistic Chief

Reports to: Incident Commander

Staffing

Characteristics: Someone familiar with the school and its occupants

Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Forms:
 - Position Log

During Event:

- Assume the duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist the Incident Commander in writing Incident Action Plan

Section: Planning & Intelligence

Position: Documentation

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Collection, evaluation, documentation and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms:
 - Position Log

During:

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record verbal communication for basic content.
- Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and damage to the Incident Command Post.
- Report first aid needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Section: Planning & Intelligence

Position: Situation Analysis

Reports to: Planning Chief

Staffing

Characteristics: It is common for the Planning & Intelligence Chief to carry out these duties. A separate position checklist is here in the event the Planning & Intelligence Chief needs to assign the duties to another individual.

Responsibility: Analyzes the range of events impacting the school to provide the Incident Commander and the rest of the Incident Command Team with cumulative information about the incident.

**Special
Equipment:**

- Dry-erase pens and eraser
- File box(es)
- Map of local area

During:

Situation Status Map:

- Collect, organize and analyze situation information.
- Mark school map appropriately as related reports are received. This includes but is not limited to Search & Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Incident Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.**

Section: Logistics

Position: Logistics Chief

Reports to: Incident Commander

Staffing Characteristics: Administrative skills

Responsibility: The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Special Equipment:

- Cargo container or other storage facility with all emergency supplies stored.
- Forms:
 - Status Report
 - Volunteer Assignment List

Start-Up Activities:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- Ensure that the Incident Command Post and other facilities are setup as needed.

During Event:

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Logistics

Position: Supplies, Facilities, & Staffing

Reports to: Logistics Chief

Staffing

Characteristics: It is common for the Logistics Chief to carry out these duties. A separate position checklist is here in the event the Logistics Chief needs to assign the duties to another individual.

Responsibility: Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special

Equipment:

- Cargo container or other storage facility and all emergency supplies stored.

Start-Up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Incident Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, First Aid & Medical Treatment Area, and other facilities as needed.
- Coordinate with the Incident Commander on establishing the need for future work shifts and related staffing needs.

After:

- Secure all equipment and supplies.

Section: Finance & Administration

Position: Finance & Administration Chief

Reports to: Incident Commander

Staffing

Characteristics: Familiar with common financial record keeping standards.

Responsibility: Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, student accountability during emergencies, and recovering school records following an emergency.

Special

Equipment:

None

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases.
- Manage and analyze timekeeping records for emergency responders
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If school personnel not normally assigned to the RC are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Track student accountability records during emergencies. Missing and extra students should be reported to allow for accurate accounting of students.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather all pertinent documents and records.

Sweetwater Secondary School

RC/Facility Planning Teams Safety Ambassadors* 2020-2021

The designated Ambassadors are responsible for planning and implementation at the Resource Center (RC). Resource Center Representatives will meet with their colleagues to discuss all aspects of a safe and supportive learning environment, safety and trainings which will include:

Safe and Supportive Learning Environment:

- ✓ Number of students in RC – adhere to student scheduled hours
- ✓ Schedule CTR works hours – ensure there are two staff members when opening and closing the RC
- Share information at RC meetings - Discuss safety at monthly resource center meetings
- ✓ Meet with new resource center staff within 30 days
- ✓ Reach out to the Juvenile Community Officer, Community Resources and Community Police Sub-Stations
- ✓ Keep technology locked and secured

Instructional Support:

- ✓ Consistent RC rules among all staff – hats, phones, language use
- ✓ Ensure middle school students work together
- ✓ Instructional tables labeled by subject area
- ✓ Know your student needs – triggers
- ✓ Measuring threat levels
- ✓ CTR supporting the learning environment

Compliance:

- ✓ Safety Drills are mandated to be performed three (3) times per year
- ✓ Ensure safety supplies are located in designated area and replenished each time a drill is performed
- ✓ Confirm that the Emergency Radio works properly (Channel 1)
- ✓ Update Resource Center Emergency Exit Plan annually
- ✓ Review and sign off on monthly Fire Extinguisher, Epi-Pen and Eye wash Inspections

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