Aspire Public Schools

Alexander Twilight Secondary Academy

Comprehensive School Safety Plan

2023-2024

Prepared By:

EMERGENCY SERVICES

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Emergency Contact Numbers

Emergency Numbers	
Emergency	**Call 9-1-1**
Cell Phone Emergency	916-874-5111
Local Agencies: Non-Emergency Numbers	
Police Department: Non-Emergency	916-874-5115
Fire Department Dispatch	916-859-4300
Local Fire Station	Station # 106
Federal Emergency Management Agency	Sacramento Office: 916-808-1740
County Dept. of Human Services	916-874-3100
City/County Mental Health Department	916-654-3890
City/County Health Department	916-874-5881
City/County Animal Welfare	916-808-7387
Poison Control Center	800-222-1222
Electric	SMUD: 888-742-7683
Gas	Sacramento Utilities: 916-808-5454
Water	Suburban Water District: 916-972-7171
Hospital	Kaiser Sacramento: 916-973-5000
Key Contacts:	
Administrator:	Merceddes Macumber: 916-223-5835
Region Operations Manager:	Carol Jimenez: 209-662-9644
Landlord:	Aspire Public Schools: 510-434-5000

Emergency Procedures At-A-Glance

Calling 9-1-1	Emergency Numbers
Address: 2360 El Camino Ave. 　　　　　Sacramento, CA 95821 Cross Street: El Camino and Bell Notify Main Office: 916-591-6196 *Main Office to Notify School Leadership*	Non-Emergency Police: Sacramento Sheriff, 916-874-5115 Child Abuse Hotline: 800-522-3511 Poison Control: 800-222-1222

Fire	Earthquake
1. Line up students 2. Turn radio to Channel 2 3. Grab emergency folder 4. Turn off lights 5. Close doors (unlocked) 6. Evacuate to assembly area	1. DUCK, COVER, & HOLD 2. Turn away from glass 3. Stay covered until shaking stops 4. Turn radio to Channel 2 5. Grab emergency folder 6. Turn off lights 7. Close doors (unlocked) 8. Evacuate to assembly area

Allergic Reactions	Shelter-In-Place (Environmental)
1. Notify administration 2. Monitor students for 30 minutes 3. If reaction subsides, return to class and continue to monitor 4. If epipen is administered or there is no improvement, call 9-1-1	1. Gather students in rooms 2. Turn radio to Channel 2 3. Close and seal doors, windows, & vents 4. Listen for instructions 5. Pass out N95 or KN95 masks (if needed)

Secure Campus	Lockdown
1. Gather everyone in a room 2. Turn radio to Channel 2 3. Close and lock doors and windows 4. No outdoor activities 5. Restrict movement between rooms & buildings 6. Listen for further instruction	1. Gather everyone in a room 2. Turn radio to Channel 2 , volume off 3. Lock doors, turn off lights, cover windows. 4. Get low to the floor, stay silent, & remain out of sight 5. Turn cell phones off or on silent - not vibrate 6. Remain in Lockdown until cleared by law enforcement

Introduction and Overview

Purpose

This Comprehensive School Safety Plan (CSSP) covers Aspire's policies and expectations regarding the practices of each school in maintaining a safe and secure campus for all of its pupils and staff . It has been created specifically for use in California schools, in accordance with applicable laws, guidelines, and regulations.

Plan Development and Maintenance

Development

The CSSP will be written, developed, and maintained by the School Site Council (SSC) operating at each school, or by the safety planning committee if one exists. More information regarding the composition, activities, and scope of the Safety Planning Committee   is available in The Safety Planning Committee (CSSP-1). Whenever practical, Safety Planning Committees are encouraged to collaborate and coordinate with those of other SSCs, including at the regional level. Additionally, SSCs and associated Safety Planning Committees are required to consult with a representative from a law enforcement agency, fire department, and/or other applicable public safety agencies when drafting the initial plan.

Amendments

Amendments are changes to the CSSP that significantly impact or alter components, procedures, or content. The CSSP will be reviewed annually by the School Site Council (SSC) or designated Safety Planning Committee by March 1st of each year, to determine if amendments are needed. Proposed amendments must be submitted by the SSC and approved by appointed Aspire personnel prior to incorporation in the distributed version of the CSSP. Once finalized, amendments will be recorded in the CSSP Record of Change (CSSP-3) and the amended CSSP will be provided to the appropriate public safety organizations. The amended CSSP will then be redistributed to staff and all prior versions of the CSSP will be replaced.

Updates

Updates include changes that do not significantly change the content or procedures contained within the plan. These updates should be made as often as is necessary throughout the school year. If updates are made in critical areas such as key personnel (administrators, etc.) or contact information (utility company, public safety agencies, etc.), staff will be advised of the changes. All updates will be recorded in the CSSP Record of Change (CSSP-3). Updates to the CSSP will be shared with the SSC by the Safety Planning Committee at the next scheduled meeting.

Opportunities for Public Comment

Prior to the adoption of the CSSP each year, a public meeting will be held to allow for concerned individuals to comment on aspects of the CSSP. This meeting will be planned in such a way as to allow access for public comment, preferably through the incorporation of the CSSP adoption as a board meeting agenda item. Notice of the opportunity for public comment will be sent in advance to the following individuals as appropriate and available:

- Mayor
- Representatives of local certificated and classified employee organizations
- Representatives of parents or parent organizations
- Student body government representatives
- Representatives of local churches
- Local civic leaders
- Local businesses and/or organizations

Distribution and Review of the CSSP

By Public Safety Agencies (PSAs)
<u>Each school will submit a copy of the completed CSSP to relevant public safety agencies no later than October 15th of the applicable school year.</u> The appropriate agencies may vary by site, but could include police and fire departments. Lists of applicable public safety agencies, and contact information are included in the CSSP-4. If changes or amendments are requested by the agency representative, the requests should be documented using the PSA Change Request Form (CSSP-5) and presented to the SSC at the next meeting for review.

By Staff
All staff will be made aware of the policies, procedures, and expectations contained within the CSSP. Instruction in, and/or review of, the CSSP will occur during the following times:
- Upon initial hiring (Orientation)
- During annual training (Staff Development)
- Following amendments and updates

Upon completion of the instruction and/or review, staff will sign the CSSP Instruction and Review Log (CSSP-6). The CSSP Instruction and Review Log records the date and time of the training, the names and signatures of attending personnel, and the training type. This log will be maintained by the school administrator, SSC, or designated appointee.

By Parents and Guardians
Parents and guardians will receive the Overview of Comprehensive Safety Plan for Parents and Guardians (CSSP-7), which outlines the role of parents and guardians during an emergency, summarizes critical components of the CSSP, and explains how to access public segments of the CSSP. The Overview of Comprehensive Safety Plan for Parents and Guardians will be disseminated during the following times:
- Upon initial enrollment
- During annual start-of-school communications
- Following amendments that require a correction in previously provided information

Storage, Availability, and Accessibility

Staff
A copy of this plan is available for review by staff at any time. Electronic copies are available via the employee portals or other internal data systems, and printed copies are available in the classroom emergency kits.

Parents, Guardians, and Members of the Public
Sensitive information that may compromise safety and security initiatives, also known as "tactical procedures", are not considered approved segments for public release. However, these sections are few in number and their status as "tactical procedures" is indicated below the heading. Electronic copies of approved segments and related materials are also available via the parent portals or school websites. Parents and guardians may request printed and/or translated copies of approved segments of the CSSP, which will be provided within five business days of the request.

The Safety Planning Committee
School Site Councils (SSCs) are engaged in a number of vital activities on campus, including the development and maintenance of the CSSP. An important component of the SSC is the Safety Planning Committee, which is formed to undertake planning and preparedness activities such as identifying hazards and developing emergency plans. There are three components of the Safety Planning Committee that are key to success: diversity of membership, dedication of time, and empowerment. Additionally, as After School Directors are expected to serve on the site Safety Planning Committee, sites are responsible for ensuring that coverage is provided to facilitate attendance and participation. More information, including membership requirements, suggested actions, and annual calendars are included in "The Safety Planning Committee" (CSSP-1).

Current School Crime Status Assessment
This assessment provides an overview of the current status of crimes committed at the school or during school-related functions. This information is designed to inform safety planning and preparedness activities, as well as guide amendments to existing procedures and development of new response strategies. Overall, crime at Aspire Schools is low, thanks to the shared commitment of all community members to a safe and secure learning environment.

Data Reviewed

Data from the following sources was considered when creating this status assessment:
- Office referrals
- Attendance rates/School Attendance Review Board
- Suspension/expulsion data
- California Healthy Kids Survey
- School Improvement Plan
- Property damage data

During the data review process, care was taken to protect the privacy of individuals involved in accordance with applicable laws, regulations, and Aspire policies.

Key Analysis Points

Following a careful review of applicable data, several key analysis points were identified:
- The Aspire School will use social/emotional learning practices that are tailored to the students' behavior that will increase the safety at the Aspire School.
- The Aspire School will encourage students to speak up and provide resources so that students can submit anonymous reports in order to increase the safety at the Aspire School.
- The Aspire School will increase the capacity of students so that they can recognize and respond appropriately to unsafe situations including, but not limited to: smoking/vaping/marijuana products, bullying, cyberbullying, child abuse, and digital abuse.
- The Aspire School will empower and educate their students to identify and communicate safety concerns with Aspire Teachers and Staff.
- The Aspire Administrators will support Teachers and Staff to enhance the capacity of all teammates to better protect students.
- Aspire Administrators will enhance the capacity of parents/guardians to protect their children and their Aspire Student Classmates and provide for their safety.

This information, as well as any recommended responses and procedural updates, will be considered via the SSC and Safety Planning Committee processes.

Emergency Equipment and Supplies

Classroom Emergency Kits

Classroom Emergency Kits (CEKs), also referred to as "emergency backpacks," provide staff members with the supplies needed for effective short-term emergency response, as well as the student information needed for all response types. The contents of CEKs will be stored in backpacks or other bags that are durable, water-resistant, and easily portable. All CEK supplies will be inventoried at least annually, with replacement materials made readily available. Additionally, CEK informational and student-specific materials (rosters, medications, etc.) will be updated whenever changes occur, such as new enrollments. The full Checklist List of CEK Contents (CSSP-23) can be found in the Forms section, but critical components include:

- First aid supplies
- Copies of emergency contact information
- "Confidential" medical information folder
- Emergency medication supplies and information
- Copies of Individual Emergency Response Plans (IERPs)
- Additional Emergency Response Supplies

Additional Emergency Response Supplies

Additional emergency response supplies include those supplies needed to provide food, water, shelter, and comfort to students during short- and long-term emergency responses. This also includes the specialized supplies needed for members of the Incident Command System (ICS) teams. Some of these materials may be stored in classrooms, but most will be located in designated supply areas due to their size, volume, and shared usage. Supplies will be accessible to designated staff, stored in cool, dry areas, and kept in crush-resistant containers. A Checklist of Additional Emergency Response Supplies (CSSP-24), including their storage locations, is available in the Forms section, but critical components include:

- Communication equipment and batteries
- Shelter materials and sanitation equipment
- Emergency food and water
- Signage for reunification
- Safety equipment for responders

Emergency Drills

In order to improve emergency preparedness, staff and students will participate in drills to practice and review the procedures outlined in the CSSP. Drill types and frequency include, but are not limited to:

1. Fire and evacuation drill - Once per month
2. Earthquake drill - Once per quarter
3. Campus Movement Restriction drills - Once per quarter with drills rotating

Detailed procedures for each drill type are outlined in Emergency Drill Procedures and Instructions (CSSP-25). Appropriate classroom instruction will aid students in the successful completion of emergency procedures and drills. Additionally, drills will be conducted with a variety of staff and at different times of the day. A calendar of scheduled and completed drills will be maintained by the school Administrator or designated appointee using the Annual Schedule of Emergency Drills (CSSP-26).

Campus Safety and Security

Each school and its staff members will maintain policies, practices and procedures so that the campus is secure and safe.

Prevention of Child Abuse Policy

Any teacher, or other staff member, who suspects that a student has been subjected to physical injuries, neglect, sexual abuse or emotional maltreatment, is mandated by the Child Abuse Reporting Law to notify the proper authorities. For additional information about California's child abuse reporting requirements for teachers and other school staff, please see Aspire Public Schools Prevention of Child Abuse Policy (CSSP-9).

Arrival and Departure

Management of Entry Points

A single-point-of-entry strategy is used as frequently as possible, with all other exits designated as emergency exits only. This does not include entrances and exits that open into a fully enclosed area, such as a playground or field. Doors are not to be propped open without active monitoring by staff at any time. Staff will also lock interior doors that are not in use whenever possible, including during school hours. A facility map designating points of entry is available in CSSP-10 ("Points of Entry Maps"). If changes must be made to entry-points, administrators or members of the Safety Planning Committee must submit the Entry Point Change Form (CSSP-11) and follow CSSP update procedures.

Safe Ingress and Egress

Ingress and egress traffic patterns and pedestrian walkways are established to ensure a safe and orderly arrival and departure. Traffic plans are designed to avoid congestion of the parking lot and local streets, as well as prevent students from crossing traffic unnecessarily. A detailed description of site-specific arrival and departure procedures, as well as safety programs including crossing guards, safe routes, etc. is provided in the Ingress and Egress Safety Plan (CSSP-12). These procedures should be reviewed each year and changes are considered an amendment to the CSSP.

Unauthorized Entry During Non-School Hours

School facilities must be secured against unauthorized entry during non-school hours. Individuals are required to lock the school building and/or grounds when not in use or when departing, Additionally, building managers will periodically test the security alarm system in accordance with the manufacturer or vendor instructions at least once each semester and once during the summer.

Policy for Release of Students

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the
regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the school office.

Early Release

Aspire employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school. In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school Principal, Principal's designee or Aspire counsel before releasing the student.

Students that are released before the normal end of the school day should be signed out at the school office. The identity and authorization of the adult picking up the student will be verified and compared to the authorized release list provided by the student's parent(s) or legal guardian(s). Once approved, students will depart from the school office accompanied by the authorized adult. If exceptions are made for high school students, especially student drivers, the specific policy is provided in CSSP-13 ("Special Early Release Policy").

Visitor Policy

ALL visitors should proceed immediately to the school office. Visitors will be directed to the correct location with signage on the exterior and interior of the school, and visitor policies will be posted outside of campus, online, and in relevant handbooks. **All visitors must register at the school office immediately upon entering any school building or grounds, unless exempted within the policy.** Aspire's full visitors policy, with exemptions, is available in CSSP-14 ("Aspire Visitor Policy"). This

visitor/outsider policy is also subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy (CSSP-16).

Refusing Visitor Access

In accordance with Penal Code 627.4, the Principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would:

- disrupt the school, students, or employees,
- result in damage to property, or
- result in the distribution or use of a controlled substance.

The Principal or designee may also request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

Fingerprinting Policy

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases. More information is provided in the Aspire Fingerprinting Policy FAQs (CSSP-17).

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, Principals and their designees will respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

Additionally, parents and guardians will be informed annually about the existence of Aspire's Registered Sex Offender Policy. Aspire staff will also cooperate to the fullest extent possible with local law enforcement for receiving, communicating, and disseminating information concerning registered sex offenders. The full policy, which includes detailed instructions regarding the annual notices, notification of staff, and parents or guardians who are registered sex offenders can be found in CSSP-16 ("Aspire's Registered Sex Offender Policy").

Procedures for Notifying Teachers of Dangerous Pupils

Principals must promptly notify relevant teachers of the reason(s) a student has been suspended. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

De-Escalation

De-escalation includes a series of actions and approaches that can be used to reduce the likelihood that a conflict or behavior incident will become an emergency. Not all situations are appropriate for de-escalation. The basic principles of de-escalation include practicing effective awareness and applying intentional actions and communication techniques in order to lower the threat level. Not all situations are appropriate for de-escalation. **If an individual is severely agitated or enraged, or the behavior poses an imminent threat, call 9-1-1.** More information regarding de-escalation strategies is provided in CSSP-28 ("De-escalation Philosophy and Strategy").

Threat and Crisis Assessments

Threat and crisis assessments are crucial in the mitigation efforts of schools as they provide valuable information that helps prevent, prepare for, and respond to potential emergencies. When used effectively, these assessments may also help to identify risks or support needs before a situation becomes an emergency. However, there are instances where immediate emergency response is necessary. If there is an imminent threat to the safety of an individual, a group of individuals, or the larger school community, immediate emergency response protocols should be initiated and the appropriate public safety agencies should be notified (law enforcement, emergency medical, fire department, etc.). **Assessments cannot and should not replace immediate emergency actions in high-risk situations.**

In order to be completed correctly and implemented effectively, these assessments must be completed by professionals with the appropriate training. Common members of each assessment team are included in the segments describing each assessment type. Additional resource suggestions to guide the work of trained professionals during the assessment processes are listed in CSSP-29 ("Threat and Crisis Assessment Resources"). If these professionals are not available, school staff should take immediate actions to protect the safety of the student and school community until such time when an assessment can be completed appropriately. **School leaders are instrumental in the development of individualized, immediate response strategies until the assessment is complete.**

Threat Assessments

A threat assessment is used to identify students who may pose a threat to the safety of the school community or other individuals within the school. It involves determining the credibility and seriousness of a threat made against others, and the likelihood that it will be carried out. The data obtained during a threat assessment is used to create a specialized safety plan which may include school-wide or limited safety measures, individual interventions, and follow-up monitoring.

A threat assessment team often includes school resource officers/security and safety personnel, school counselors and/or psychologists, and school administrators. In some instances, local law enforcement or mental health professionals might also be involved, particularly if the threat is severe.

Crisis Assessments

A crisis assessment is utilized when a student is in a state of severe distress or presents an immediate threat to the safety of themselves or others. Crisis assessments are most often conducted in schools when a risk of suicide is presented or suspected. A crisis assessment helps staff and other caregivers to make informed decisions about immediate interventions and long-term plans to mitigate such crises in the future.

Crisis assessments should be performed by individuals with specialized knowledge or training in how to complete the assessment correctly. Some School Leaders may fit this description, but crisis assessments are most often completed by school counselors or psychologists, as well as external mental health professionals. If school counselors or psychologists are not available to a school within a short timeframe, schools should have relationships with external mental health professionals or facilities in order to make a timely referral for a crisis assessment. Taking appropriate action quickly is essential for schools in fulfilling their duty to protect the safety of students and staff. More information on caring for a student who is at risk of suicide is outlined in CSSP-38 ["Incident Response Procedures (Alphabetical Order)"].

Campus Environment

The policies and procedures outlined in this section play a key role in the maintenance of a safe and orderly environment that is conducive to learning.

Notice of Rules and Procedures

The Aspire School's administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This outlines expectations for student behavior, procedures for managing student behavior, and consequences for not adhering to expectations. Students and families receive this information as part of the annual notifications that are sent at the beginning of the school year.

Discrimination and Harassment

Aspire does not tolerate discrimination or harassment against any individual on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Aspire's "Discrimination Harassment Policy" or who wish to file a discrimination or harassment complaint should complete Aspire's "Community Complaint Form", (CSSP-18) and should contact the Principal at the school or the Chief Operating Officer of Aspire at (510) 434-5000. More information on Aspire's Community Complaint and Discrimination Harassment procedures is available in CSSP-19 ("Aspire Anti-Discrimination and Anti-Harassment Policy").

Schoolwide Dress Code

A safe and orderly environment is one that is based upon respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school. The school's uniform policy outlines requirements for uniform condition, fit, and styling, as well as prohibits the wearing of gang-related clothing or accessories. The full uniform policy for this school can be found in CSSP-20 ("Aspire Dress Code").

Behavior Management

Expectations

Each school will be a safe and orderly place for students to receive a quality education. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. Behavior expectations for students are outlined in CSSP-21 ("Student Behavior Expectations").

Philosophy and Strategies

The staff will be responsible for positive reinforcement, consistency, and modeling appropriate behavior as the first approach to behavior management. If discipline is necessary, staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes, but is not limited to:

- Advising and conferring with students
- Conferring with parents/guardians
- Detention during and after school hours
- Use of alternative educational environments
- Suspension and expulsion.

Prohibition of Corporal Punishment

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. Corporal punishment does not include a staff member's use of force that is reasonable and necessary to protect the students, staff or other persons or to prevent damage to school property.

Suspension and Expulsion Policies and Procedures

Aspire strives to provide positive behavioral support to all students in order to reduce the need for disciplinary exclusion from the school community. However, there are instances in which suspension and expulsion may be necessary, in which

case Aspire will comply with all requirements as outlined in applicable California Education Code. The policies and procedures governing suspension and expulsion, as well as the list of offenses requiring suspension or expulsion, will be reviewed periodically.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. Suspension may be discretionary or mandatory based on the offense in accordance with California Education Code. A full list of discretionary and mandatory suspension offenses is available in CSSP-22 ("Aspire Suspension and Expulsion Policy"). Suspended students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. Students who come to school during the term of their suspension may incur further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, administrators may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior.

Procedures for disciplinary infractions involving suspensions follow a five-step process: incident investigation, determination of length of suspension, legal notifications, suspension conference, and notice of suspension. The full details of the suspension process, as well as suspension alternatives, are provided in Aspire Suspension and Expulsion Policy. Suspensions may be appealed by the student or the student's parents or guardians. The appeals process is also outlined in Aspire Suspension and Expulsion Policy.

Expulsion

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct. Except for single acts of a grave nature, expulsion should only be used when:
- There is a history of misconduct,
- Other forms of discipline (including suspension) have failed to bring about proper conduct,
- When, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Under Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing process, as well as those offenses for which discretionary or mandatory expulsion may be warranted, are provided in CSSP-22 ("Aspire Suspension and Expulsion Policy").

Expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of expulsion. Students who come to school during the term of their expulsion may incur further disciplinary action.

Special Procedure for Students with Disabilities

Additional guidelines, rules and considerations apply to the suspension and expulsion of students with disabilities. Students with disabilities may be suspended for less than 10 days as long as the removal does not constitute a change of placement. Disciplinary removals lasting 10 days or more are automatically considered a change of placement and a Manifestation Determination meeting is required within 10 days of the removal decision. The purpose of the Manifestation Determination meeting is to determine whether or not the conduct was caused by or had a direct relationship with the student's disability or a failure to implement the Individualized Education Plan (IEP) or 504 Plan. Details for the Manifestation Meeting process, as well as actions based on the determination, are included in CSSP-22 ("Aspire Suspension and Expulsion Policy").

Prohibited Items

Searches

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a Principal or a Principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug
paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. Illegally possessed items shall be confiscated and may be turned over to the police.

Possession of Weapons or Dangerous Objects

It is a violation of state law and Aspire Public School policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Students in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

Drugs, Alcohol, and Tobacco

Aspire Public Schools recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Aspire buildings, facilities and vehicles. Aspire Public Schools supports abstinence from alcohol, tobacco, and other drugs.

Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offenses will result in items being taken away and not returned until the end of the school year.

Disaster and Emergency Response

Response plans in this section provide a description of each response, when it might be utilized, and the response objectives. Actions that should be taken by all staff members are also included. Specific actions for teachers, students, administrators, and Incident Command Team members are included in the appendix for each procedure or incident type.

Evacuation

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

Evacuation may not be necessary for every emergency situation. In some cases, an administrator may decide to call for an evacuation, and in other cases, the decision whether or not to evacuate may fall to the classroom teachers. If given no directives in a situation, assess if it would be safer for everyone to remain in the current location or to move to another area. If the environment seems precarious, the fire alarm sounds, or if so directed, proceed with the evacuation. Evacuation maps for on-site (includes routes) and off-site locations are provided in CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"].

General Evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation practices are as follows:

- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

Controlled Evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom. Areas or classrooms closest to the threat are evacuated first. Staff and students are directed to evacuate away from the threat.

Evacuation of Individuals Requiring Additional Support

An Individual Emergency Response plan should be formulated for each student or staff member on campus who may require assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs, be they temporary or permanent. In the event that the need for assistance results from the emergency or the IERP is not available, the following options can be utilized:

- Carrying student
- Adult and student waiting for the fire department in the prearranged area
- Staff person assigned to a specific student(s) to assist students during an evacuation

Off-site evacuation

In certain situations, it may be unsafe to remain on the school grounds and Incident Command will inform faculty and staff members that the entire school community will be moving to an off-site location. If the school site needs to be evacuated, all students and adults will walk to the designated off-site location. Maps and walking directions to the off-site evacuation location are included in CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"].

Reverse Evacuation

Though highly unlikely to occur, a reverse evacuation is called after an evacuation when it is decided that seeking shelter is the safer course of action than moving away from buildings or campus. It should be assumed that the reason for the reverse evacuation is a dangerous threat on campus and should be followed by Lockdown procedures unless noted otherwise.

Campus Movement Restrictions

Campus Movement Restrictions are a series of procedures that are designed to limit movement to and from campus. The types of Campus Movement Restrictions include Lockdown, Secure Campus, and Shelter-in-Place. A Lockdown is called when an imminent security threat is present in or on campus. Secure Campus is utilized when the security threat is near campus but not on it. Shelter-in-Place is activated when a hazard exists that is not a security threat but makes it dangerous for individuals to be outside. More details for each of these procedures, including announcements, is available in the appendix.

Lockdown - Tactical Response

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

The purpose of a Lockdown is to provide a means for alerting staff and students to an emergency situation in the school that requires all movement on school grounds to be eliminated for a period of time. Lockdown is used when there is a direct threat on campus including:

1. There is a threat/hazard within the building
2. There is an active assailant
3. A weapon has been reported and/or found in the building

These three situations pose the greatest threat to students and staff and require the highest level of movement restriction.

Secure Campus - Tactical Response

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

Secure Campus is used when a threat or hazard has been identified or occurred outside of the building. In general, no adults or children will be permitted to leave or come onto campus. Some exceptions may apply with approval from the administrator. Secure Campus is used when there is a threat nearby campus, including:

- Police activity in the surrounding neighborhood that could move onto campus
- Unknown individual loitering near campus or trying to gain access to campus
- Lockdown in place at a neighboring school
- Civil disturbances, riots, or public demonstrations
- Missing student
- Dangerous wildlife identified in the area

Shelter-In-Place

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

The goal of Shelter-In-Place is to move all individuals from outside into an inside area. Additional precautions may be needed to respond to the hazard, such as closing ventilation or wearing masks.. Shelter-in-Place is used when there is a non-human threat, or environmental hazard, that could cause harm. Some examples include:

- Unhealthy air quality
- Chemical Spill
- Wild animal within building/campus
- Severe weather

Reunification

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

Reunification is an orderly and efficient process of reuniting children with their parents or guardians when an emergency disrupts or prevents the normal dismissal process. Reunification may take place either on or off campus depending on the emergency. Families will receive information about the reunification process annually. The off-site reunification location(s) will also be communicated to families in advance. A diagram to guide the set-up of reunification stations, including maps, is provided in CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]..

Individual Emergency Response Plans (IERPs)

An Individual Emergency Response Plan (IERP) is a valuable tool that is meant to ensure the safety and well-being of students with disabilities or special needs during an emergency situation. IERPs are an important part of a site's mitigation strategies as they can reduce the impact of emergencies on individuals with disabilities or special needs who may otherwise be disproportionately affected. In order to be effective, the IERP should contain the following information:

- Student information and emergency contact information
- Student medical information
- Special instructions for different types of emergencies
- Evacuation procedures
- Communication strategies
- Post-emergency care instructions

- Dates of reviews and updates

IERPs should be developed collaboratively, involving input from the student (if appropriate), their parents or caregivers, relevant healthcare professionals, and school staff. All individuals involved in implementing the IERP, including teachers, school leaders, and other staff members, should be familiar with its contents and trained in any specific procedures it includes. A template and instructions for completing an IERP is provided in CSSP-30 ("Individual Emergency Response Plan").

Utility Shut-Offs

Knowing when and how to deactivate critical utilities is an important part of any school mitigation strategy. While utilities such as power, water, and gas allow support normal operations, they pose serious risks to health and safety following emergencies such as natural disasters. For example, natural gas is a common cause of fires following a disaster, and piped-in water can become contaminated as well as cause property damage if a structure is impacted. Although it is safest to call the service providers directly when utilities need to be shut-off, service providers can be inundated with requests following an emergency and responses may be delayed. Thus, it is critical for designated staff to understand when to deactivate utilities and how to do so. Detailed instructions, as well as maps and photographs of utility shut-offs, are available in CSSP-31 ("Utility Shut-Off Maps").

Public Agency Use of Facilities and Equipment During an Emergency

During certain declared emergencies, public agencies, including the American Red Cross, may use school facilities and equipment for the purpose of emergency response. Such activities may include, but are not limited to:

- Mass care of members of the general public and the school community
- Establishment of welfare shelters
- Designation as a staging area for off-campus or extended response activities.

Under such circumstances, Aspire will work with the relevant agencies to coordinate any services deemed necessary to protect community health and welfare.

Although it may be difficult to anticipate when access to facilities and equipment may be necessary, individual sites are encouraged to work with local public safety agencies for the purposes of advanced planning and cooperation.

Incident Command System (ICS)

The ICS is a leadership and management system that is used during emergency response to provide overall direction and coordination. ICS can also improve how schools work together with public agencies during emergencies. The goal of incident command structure within schools is to respond and manage an emergency situation until professional emergency responders arrive to assist. Additional information outlining roles, responsibilities, supplies and so on, is located in Appendix D.

Activating ICS

ICS is activated whenever the Incident Commander (school leadership) deems an emergency response is needed. This can be something like an earthquake or fire. Not all incidents require activating the Incident Command System. Additionally, the ICS members and teams that are mobilized may change depending on the situation. For small-scale incidents, only the Incident Commander may be assigned, whereas larger incidents such as a reunification scenario may activate all sections. Command of an incident would likely transfer to the senior on-scene officer of the responding public agency when emergency services arrive on the scene. Command transfers back to the school when the public agency departs.

ICS Roles

All school staff members are part of ICS. Many times, a staff member's role within ICS is based on their routine responsibilities and the skills they use in normal operations. For example, a teacher may be part of the Community Care Team, whose role is to ensure that students are safe and comfortable after an emergency. Additional information for each role, including responsibilities and checklists is provided in CSSP-32 ("ICS Roles and Responsibilities"). The Incident Command Chart with role assignments is provided in CSSP-33 ("ICS Chart").

ICS Training

Training is a critical part of successfully developing and utilizing the ICS structure. ICS members will meet regularly to review supplies, go over roles and responsibilities, and practice using tabletops and scenarios.

ICS Across Aspire Organizations

The goal of ICS is to provide a standardized management structure for emergency response. By nature, ICS facilitates the effective collaboration of different levels within an organization. The following guidelines provide information on how the ICS of each organizational level might interact during an emergency. ICS may be activated at any time based on the nature of the emergency or situation, which may not meet any or all of the criteria outlined below.

Home Office

Home Office has the overall responsibility for management of emergency response across the organization, including the creation of objectives and approval of all incident action plans. Examples of responsibilities carried out by Home Office during an emergency include:

- Generate organization-wide, or approve Region Office, action plans as needed.
- Communicate with the ICS of Region Offices and school sites.
- Ensure ICS alignment with organization-wide plan.
- Assist with troubleshooting of major issues.
- Liaise with external stakeholders as needed.

The ICS of the Home Office may be activated when:

- Emergencies are impacting multiple regions
- Substantial resources are need or must be reallocated across regions
- Situation is likely to attract significant media attention
- Situation requires coordination with high-level external stakeholders, including state-wide or national emergency management organizations or government agencies
- Emergency may disrupt operations of the organization as a whole
- Extensive guidance is needed for Region Office ICS.
- Response requirements exceed the capacity of the Region Office(s).

Region Office

Region offices are responsible for managing emergency responses within the region, based on objectives set by the Home Office. This responsibility includes the management of multiple incidents if multiple school sites are impacted. Examples of responsibilities carried out by Region Offices during an emergency include:

- Generate regional, or approve site, action plans as needed.
- Communicate with the ICS of Home Office and school sites.
- Ensure responses at all school sites are coordinated.
- Coordinate resources distribution to school sites and reallocation of resources between sites.
- Generate reports and updates at the request of the Main Office.

The ICS of the Region Office may be activated when:

- Emergencies are impacting multiple school sites within the region.
- Substantial resources are needed or must be reallocated across sites.
- Situation requires coordination with region-level external stakeholders, including county or local emergency management organizations or government agencies.
- Emergency may disrupt operations of the whole region.
- Extensive guidance is needed for school site ICS.
- Response requirements exceed the capacity of the school site(s).

School Sites

School sites are responsible for the management of the immediate response to the emergency. School sites are usually the first to respond and have the most familiarity with the specific circumstances of their site. Examples of responsibilities carried out by schools during an emergency include:

- Ensure the safety of all individuals on site.
- Generate site action plans as needed.
- Communicate primarily with the ICS of the Region Office, as well as the Home Office when needed.
- Provide updates and reports to the Region Office.

The ICS of the School Site may be activated when:comma

- There is an immediate threat to the safety of students, staff, or visitors.
- The emergency disrupts normal school operations.
- Resources are needed beyond those available at the school site.
- Coordination is required with local first responders or emergency services.
- Response or emergency is likely to last for an extended period.

Emergency Communications

Public Notification Systems

The Department of Homeland Security and the California Office of Emergency Services collaborate to provide information and warning notifications during an emergency. These messages are sent via the Emergency Alert System (EAS) is a national public warning system that allows for immediate nationwide broadcasting across most communication devices.. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. EAS also includes a system of sirens strategically positioned throughout the school's area that can serve as a warning of impending disaster. Announcements made via the EAS include:

- This is a Test
- Severe Thunderstorm Warning
- Tornado Warning
- Hurricane Preparations Ordered
- Evacuation Ordered
- Shelter-in-Place for a Security Incident
- Shelter-in-Place for a Hazardous Material Incident
- All Clear

Reverse 9-1-1 is a relatively new method of public emergency communication, in which local authorities can send out emergency messages that target specific geographic areas via phone. Messages received via Reverse 9-1-1 should be responded to based on the message instructions and Aspire procedures.

Contacting 9-1-1

All Aspire staff should contact 9-1-1 immediately when they feel the need to do so, without having to wait for prior approval from a supervisor or other staff. 9-1-1 should be contacted when:

- There is a threat to life
- Staff members witness a crime in progress
- When there is an immediate threat of property damage

If in doubt as to whether or not emergency assistance is needed, staff should contact 9-1-1. Dispatchers will notify the staff member if emergency assistance is required. The best way to contact 9-1-1 is via office or classroom telephones, but cell phones may also be used. Staff should be prepared to share the following information with dispatchers:

- Address (can be found on the At-A-Glance Procedures posted in each classroom and work space)
- Your Name
- Type of emergency
- Call back number
- Additional details relevant to the emergency

If it is not safe for staff to call 9-1-1, text messaging can be used with certain limitations. Text messages to 9-1-1 do not have network priority over other types of messages, so it may be slower than calling directly. Additionally, 9-1-1 can only respond to texts in English. To send a text message to 9-1-1, follow these steps:

1. Open the messaging app and type 9-1-1 in the "To" field
2. In the message, send the location of emergency (including city) and type of help needed (fire, police, medical)
3. Keep messages short and do not use abbreviations
4. Stay with the phone
5. Answer any additional questions sent by the dispatcher

If possible, staff should assign a colleague to notify a supervisor or member of the leadership team while they contact 9-1-1. After contacting 9-1-1, staff should immediately notify a supervisor or member of the leadership team, whose numbers can

be located in the Emergency Contact segment of this CSSP or on the At-A-Glance procedures posted in each classroom and work space.

Activating the Fire Alarm

Aspire facilities are equipped with automated fire alarm systems, smoke detectors, and carbon monoxide detectors. Fire alarms will remain active during a power outage for up to 24 hours on stand-by and five minutes when sounding. To sound the fire alarm in the event that the system fails to activate automatically, pull the nearest fire alarm lever and follow evacuation protocols. After evacuating the building, contact 9-1-1 to report the fire and notify a member of the leadership team.

Initiating School-Wide Emergency Announcements

Emergency announcements, including the activation of Shelter-In-Place, Lockdown, or evacuation, should be made when a responding staff member observes a threat or hazard warranting the response, or when notified to do so by city, county, or state public safety personnel. All emergency announcements should follow the standard format outlined in CSSP-40 ("Emergency Announcements Script").

Staff members initiating an emergency announcement should utilize a four-step process:
1. Make the announcement via the PA or All Call feature of classroom telephones
2. Make the announcement via radio
3. Make the announcement via text message email
4. Notify a member of leadership team to report emergency

Internal Communications

Effective communication is a critical component of successful emergency response. In all scenarios but a Lockdown, staff should prepare to receive additional information via telephone, radio, and email. After an emergency announcement, staff should turn their radios to Channel 2 . If the announcement was a Lockdown, radio volume should be turned off to maintain silence. Additional details as to when to communicate during a Lockdown are included in the Lockdown procedures outlined in CSSP-37.

Emergency communications are brief, clear, and based on fact or reasonable deductions. As such, communication traffic should be limited to immediately useful information in order to minimize cross-talk, and should not include speculative information or rumors. Additionally, unless urgent or critical, sensitive and distressing information should be relayed via non-verbal methods of communication when possible.

External Communications

Parents and guardians will be notified of emergencies via Aspire's emergency notification system (ENS). During most responses, the school office or leadership team will be responsible for sending timely, accurate, and useful information to parents and guardians. However, circumstances may arise in which other staff members may need to send emergency notifications. All staff should use the Emergency Communications Templates (CSSP-41) when sending notifications to parents and guardians.

Responding to Parent / Guardian and Media Inquiries

Parents and guardians will be reminded not to contact the school following an emergency and asked to await further updates and instructions via the ENS. Nevertheless, an increase in the volume of incoming calls is normal following an emergency. Staff are not required to answer phone calls during an emergency response if doing so would hinder the following of response procedures. Individuals responsible for handling inbound phone calls and messages will be designated by the school leadership team or the activation of the Incident Command System's Communication team.

If non-designated staff do answer phone calls following an emergency, all sensitive communications, such as relaying student injuries or response details, should be referred to a member of the leadership team or the Communications Officer. Likewise, staff will not respond to media inquiries, but will instead direct all requests to the leadership team or the Communications Officer.

Aspire Public Schools

Alexander Twilight Secondary Academy

Comprehensive School Safety Plan :

Appendices

Prepared By:

CSSP 1 - Safety Planning Committee

Determining Membership

Regular Members
Safety Planning Committee members should represent the different groups within the school community:
- Administrators or designees
- Classified employees
- Teachers
- Parents of children enrolled at the school
- Other certificated staff such as school counselors and nurses
- After School Directors

Special Guests
When appropriate, students and external agencies (non-profits, public safety agencies, etc.) should also be invited to participate during selected Safety Planning Committee meetings. Students can serve as representatives, assist in safety inspections, and lead student-facing safety education activities. Their unique perspective can add a level of relevancy to committee activities and strengthen buy-in among their peers. External agencies can lend their expertise during planning activities and contribute resources to committee initiatives.

Dedicating Time

Time should be set aside for regular meetings, preparation of materials, program development, and activities. Time is a limited resource for all schools, so providing sufficient time for engagement indicates value to the community while increasing the overall impact.

Time Commitment
Safety Planning Committee members should plan to spend 3 hours per month on related activities, although more time may be needed during certain phases such as CSSP review and training events. The typical Safety Planning Committee annual cycle includes a review of emergency plans and training calendar in February, updates and finalizations to plans in March, and leading faculty professional development in August and January. The Safety Planning Committee calendar also includes regular meetings during the school year, periodic drills, training with dedicated safety or ICS teams, and at least an annual safety audit or walk-through.

Annual Calendar

Date	Time	Description of Meeting
Monday, August 7th, 2023	11:30 am	Check emergency supplies Safety objectives and planning Review CSSP and annual survey of school crime
Tuesday, December, 5th 2023	9:00 am	Mid-year review objectives/plan Suggested amendments/updates CSSP Review PSA change requests to CSSP
February	TBD	Finalize amendments/updates to CSSP Complete annual summary of school crime
April	TBD	End-of-Year review objectives/plan Set objectives/plans for upcoming year

Meeting Planning

Meetings should be arranged with sufficient notice for committee members to attend, with particular attention paid to teachers who may need to secure class coverage. Additionally, the meeting venue and method (in-person vs. online) should be accessible and convenient to support attendance. If the meetings are to be recorded, participants should receive advance notice and a protocol should be developed for maintaining and using the meeting footage.

Recordkeeping

Prior to the meeting, agendas should be provided, with time allotted for the committee to raise new issues and engage in discussion. It is best if detailed notes are taken during the meeting, and even better if notes are taken by a designated individual who is not a committee member. The notes should be made available with the meeting agenda to the committee in advance to be reviewed and ratified during the next meeting.

Empowering the Safety Planning Committee

Scope of Work

In order to be effective, the Safety Planning Committee needs a defined scope of work. The basic scope of work includes:
- Conducting safety assessments: a walk-through or inspection of school facilities, equipment, and grounds to identify potential safety hazards or concerns.
- Creating the annual assessment of school crime: a review of annual data related to crimes committed at the school or at school-related activities.
- Developing safety plans and policies: proposing mitigation strategies for safety concerns identified during assessments or raised during committee meetings.
- Updating emergency plans: engaging in annual or semi-annual review of safety plans and suggesting updates based on staffing changes, lessons learned, new safety research, or expert recommendations.
- Leading safety training and education: organizing and developing training for various audiences on a wide variety of safety-related topics.
- Sponsoring safety awareness activities: planning and promoting activities and campaigns that increase understanding and adoption of safety principles.

Methods of Action

The actions available to the Safety Planning Committee will depend on a number of factors, including available resources, school organization structure, existing policies and procedures, and severity of the safety risk. In general, here are possible ways that Safety Planning Committee can work in conjunction with School Site Councils to address concerns:
- Investigations: members of the committee can be assigned by the SSC to conduct investigations into the circumstances and prevalence of an identified hazard.
- Mitigations: create and oversee the placement of equipment or procedural changes designed to reduce the safety risk.
- Surveys and focus groups: create, process, and present the results of surveys and focus groups evaluating the school safety climate, culture, and efficacy of programs.
- Presentations: data, proposals, and status reports can be shared with school leadership, governing boards, and stakeholder groups.
- Escalation: when safety risks are identified that require immediate action, members of the Safety Planning Committee can be provided a pathway of access to decision-makers within school or organizational leadership.
- Provision of resources: School Site Councils can also be allocated a portion of the budget to be used by the Safety Planning Committee for the purpose of funding improvements and education initiatives.
- Engagement with external agencies: drafting Memorandum of Understanding with public safety agencies, seeking consulting partnerships, and participating in the vendor bidding process are important means of action for Safety Planning Committees.
- Education: programs and initiatives can be developed for a wide-range of audiences to build safety awareness and compliance.

CSSP 2 - Sample Safety Planning Committee Agenda

Meeting Details
Meeting Date and Time: Monday, August 7th 2023 @ 11:30 am
Meeting Format and Venue: ATCPA Conference Room
Meeting Recorded? Yes / No
Note-Taker: Isabelle McDaniel
Attendees: Isabelle McDaniel, Pamela Shabazz, Merceddes Macumber

Introductory Items
1. Introduction of committee members and/or Icebreaker
2. Review of scope of work and general goals
3. Review of available mitigation strategies and action options

Action Items
1. Review of critical documents: EOPs, SOPs, Assessments, Safety Surveys
    a. Review objectives
    b. Document list
    c. Document location and access methods
2. Creation of annual calendar
    a. Meeting dates
    b. Training types and dates
    c. Drill types and dates
    d. Ongoing or continuing initiatives
    e. Upcoming events

Open Discussion
1. Discussion of new or existing safety concerns

Look-Ahead
1. Election of Officers
2. Review of critical documents
3. Ratification and adoption of calendar
4. Adoption of agenda and meeting notes

CSSP 3 - Record of Change

Use this form to record all changes and updates to the Comprehensive School Safety Plan (CSSP).

Change No.	Page(s)	Description of Change	Date Entered

CSSP 4 - Public Safety Agencies

Sheriff's Office

Name and Station Number-Sacramento County Sheriff's Office

Non-Emergency Number- 916-874-5115

Station Address-4510 Orange Grove Ave, Sacramento, CA 95841

PD Point of Contact and Title James Hicks

PD Point of Contact Number and Email-*jahicks@sacsheriff.com*

Fire Department

Name and Station Number - Sacramento Metro Fire District Station 101

Non-Emergency Number- 916-859-4300 Station Address-3000 Fulton Ave, Sacramento, CA 95821

FD Point of Contact and Title-Brenda Briggs

FD Point of Contact Number and Email-*communityservices@metrofire.ca.gov*

Emergency Medical Service (EMS) Company

Federal Emergency Management Agency

Region #, 1-800-621-3362

Sacramento County Emergency Medical Service Agency

916-875-9753

9616 Micron Ave Suite 960, Sacramento, CA

Police Department

Name and Station Number-Sacramento Police Department

Non-Emergency Number- 916-808-6401

Station Address-3550 marysville blvd

PD Point of Contact and Title

PD Point of Contact Number and Email (916) 808-5471.

CSSP 5 - Public Safety Agencies CSSP Change Request Form

Use this form to record all changes and updates to the Comprehensive School Safety Plan (CSSP) that are requested by public safety agencies or their representatives.

Section Name and Page	Description of Change	Explanation/Reasoning	Requestor and Agency

CSSP 6 - CSSP Instruction and Review Log

Use this form to record staff training on and review of the Emergency Preparedness Plan. Training reasons include Orientation, Annual PD, etc.

Date	Instructor	Training Reason	Supervising Staff Name	Sup. Staff Signature

CSSP 7 - Overview of Comprehensive Safety Plan for Parents and Guardians

Subject: Aspire Overview for Families: CSSP - Comprehensive School Safety Plan

Dear Parents and Guardians,

Welcome to a new school year! We hope this message finds you and your families well. As we commence this academic year, the safety and security of our students remains our top priority. To that end, we would like to provide you with an overview of our Comprehensive School Safety Plan, also known as the CSSP.

Firstly, let me share that our dedicated staff will continue to undergo specialized training designed to equip them with the knowledge and skills to respond effectively to potential emergency situations. This training includes first aid and CPR certification, as well as professional development on crisis intervention and emergency response procedures.

Regular drills will continue to be a standard part of our safety protocols. These drills will include, but not be limited to, fire, earthquake, and lockdown procedures. Some drills, particularly those surrounding lockdown or other campus movement restrictions, will be planned for times when students are not present. By incorporating these practices into our school routine, we ensure that both our staff and students are familiar with the steps necessary to maintain safety during potential emergencies.

In the event of an emergency, it is crucial that we maintain clear and consistent communication with you. To that end, we are asking all parents and guardians to ensure that all emergency contact information is current in the parent portal. Please also enable text messaging as part of your communication preferences, if you haven't already done so. This will allow us to rapidly convey critical information in an emergency situation.

Your role during an emergency is also critical. We kindly request that you refrain from coming to the school during an emergency unless instructed to do so. Unplanned arrivals can create additional safety concerns and impede the work of emergency responders. Rest assured that we will communicate with you as soon and as often as possible during any emergency situation.

Finally, we invite you to talk with your children about the importance of following instructions during drills and real emergency situations. Your support in reinforcing these messages at home will go a long way toward ensuring that our safety procedures work as intended. If you are interested in learning more about our safety procedures, the CSSP is available for you to review at the main office and on our website in both English and Spanish.

As partners in your child's safety, we are confident that with your cooperation, we can make this school year a safe and productive one. Please feel free to contact us should you have any questions or concerns about our safety plan.

Thank you for your continued support and commitment to the safety of our school community.

Best regards,

Mercedes Macumber

Principal

916-979-1788

CSSP 8 - Current School Crime Status Data Tables

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CSSP 9 - Aspire Public Schools Prevention of Child Abuse Policy

Identification of Child Abuse and Neglect

Child abuse is more than bruises or broken bones. While physical abuse often leaves visible scars, not all child abuse is as obvious, but can do just as much harm. It is important that individuals working with and around children be able to know what constitutes child abuse or child neglect and know how to identify potential signs.

Child Abuse and/or Child Neglect Can Be Any of the Following:

- A physical injury inflicted on a child by another person other than by accidental means.
- The sexual abuse, assault, or exploitation of a child.
- The negligent treatment or maltreatment of a child by a person responsible for the child's welfare under circumstances indicating harm or threatened harm to the child's health or welfare. This is whether the harm or threatened harm is from acts or omissions on the part of the responsible person.
- The willful harming or endangerment of the person or health of a child, any cruel or inhumane corporal punishment or any injury resulting in a traumatic condition.

One does not have to be physically present or witness the abuse to identify suspected cases of abuse, or even have definite proof that a child may be subject to child abuse or neglect. Rather, the law requires that a person have a "reasonable suspicion" that a child has been the subject of child abuse or neglect. Under the law, this means that it is reasonable for a person to entertain a suspicion of child abuse or neglect, based upon facts that could cause a reasonable person, in a like position, drawing, when appropriate, on his or her training and experience, to suspect child abuse or neglect.

Red flags for abuse and neglect are often identified by observing a child's behavior at school, recognizing physical signs, and observations of dynamics during routine interactions with certain adults. While the following signs are not proof that a child is the subject of abuse or neglect, they should prompt one to look further.

Warning Signs of Emotional Abuse in Children

- Excessively withdrawn, fearful, or anxious about doing something wrong.
- Shows extremes in behavior (extremely compliant or extremely demanding; extremely passive or extremely aggressive).
- Doesn't seem to be attached to the parent or caregiver.
- Acts either inappropriately adult-like (taking care of other children) or inappropriately infantile (rocking, thumb-sucking, throwing tantrums).

Warning Signs of Physical Abuse in Children

- Frequent injuries or unexplained bruises, welts, or cuts.
- Is always watchful and "on alert" as if waiting for something bad to happen.
- Injuries appear to have a pattern such as marks from a hand or belt.
- Shies away from touch, flinches at sudden movements, or seems afraid to go home.
- Wears inappropriate clothing to cover up injuries, such as long-sleeved shirts on hot days.

Warning Signs of Neglect in Children

- Clothes are ill-fitting, filthy, or inappropriate for the weather.
- Hygiene is consistently bad (unbathed, matted and unwashed hair, noticeable body odor).
- Untreated illnesses and physical injuries.
- Is frequently unsupervised or left alone or allowed to play in unsafe situations and environments.
- Is frequently late or missing from school.

Warning Signs of Sexual Abuse in Children

- Trouble walking or sitting.
- Displays knowledge or interest in sexual acts inappropriate to his or her age, or even seductive behavior.
- Makes strong efforts to avoid a specific person, without an obvious reason.
- Doesn't want to change clothes in front of others or participate in physical activities.
- A sexually transmitted disease (STD) or pregnancy, especially under the age of fourteen.
- Runs away from home.

Reporting Child Abuse or Neglect

Community members have an important role in protecting children from abuse and neglect. While not mandated by law to do so, if child abuse or neglect is suspected, a report should be filed with qualified and experienced agencies that will investigate the situation. Examples of these agencies are listed below. Parents and guardians of pupils have the right to file a complaint against anyone they suspect has engaged in abuse or neglect of a child. Community members do not need to provide their name when making a report of child abuse or neglect. Telephone numbers for each county's emergency response for child abuse reporting are located at California Emergency Response Child Abuse Reporting Telephone NumbersExternal link opens in new window or tab. (PDF).

School volunteers, while not mandated reporters, should also be encouraged to report any suspected cases of abuse and neglect. Additionally, school volunteers are highly encouraged by the law to have training in the identification and reporting of child abuse and neglect. The training offered online to mandated reporters, is equally available to school volunteers.

Obligations of Mandated Reporters

A list of persons whose profession qualifies them as "mandated reporters" of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. It includes all school/district employees, administrators, and athletic coaches. All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff's Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE). School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken.

These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency.

New Required Training for School Employees

Effective January 1, 2015, Assembly Bill 1432 (D-Gatto) requires all local educational agencies (LEAs) to train all employees each year on what they need to know in order to identify and report suspected cases of child abuse and neglect. "All employees" includes anybody working on the LEA's behalf, such as teachers, teacher's aides, classified employees, and any other employees whose duties bring them into direct contact and supervision of students. LEAs must also develop a process to provide proof that employees received training. An online training module has been developed specially for educators and is located at California Child Abuse Mandated Reporter TrainingExternal link opens in new window or tab.. Alternative training methods may be used but, if an LEA uses training other than the online training module, the LEA must report that fact to the CDE and inform the CDE of the training that was used. A form for this purpose is available at Reporting Form for LEAs Who Use Alternative Training For Mandatory Reporting(PDF).

Rights to Confidentiality and Immunity

Mandated reporters are required to give their names when making a report. However, the reporter's identity is kept confidential. Reports of suspected child abuse are also confidential. Mandated reporters have immunity from state criminal

or civil liability for reporting as required. This is true even if the mandated reporter acquired the knowledge, or suspicion of the abuse or neglect, outside his/her professional capacity or scope of employment.

Consequences of Failing to Report

A person who fails to make a required report is guilty of a misdemeanor punishable by up to six months in jail and/or up to a $1,000 fine (California Penal Code Section 11166[c]).

After the Report is Made

The local law enforcement agency is required to investigate all reports. Cases may also be investigated by Child Welfare Services when allegations involve abuse or neglect within families.

Child Protective Services

The Child Protective Services (CPS) is the major organization to intervene in child abuse and neglect cases in California. Existing law provides for services to abused and neglected children and their families. More information can be found at Child Protective Services.

CSSP 10 - Point of Entry Maps

Tactical Response

CSSP 11 - Entry Point Change Form

Site Name: _____

Name and Position of Individual Making Request: _____

Request Date: _____

Description of Entry Point Change Requested:

_____

_____

_____

_____

Reason for Change Request:

_____

_____

_____

_____

Approved/Denied: _____

Comments:

_____

_____

_____

_____

Review Name and Position: _____

Date of Review: _____

Date of Map Update and CSSP Change: _____

CSSP 12 - Ingress and Egress Safety Plan

Traffic Safety

Directional and Safety Signage
The school has the following directional signs to ensure that vehicle traffic follows the appropriate patterns:

- Painted arrows
- Posted signs
- Sandwich boards or other temporary signs

Physical Barriers
The school has the following physical barriers to ensure that vehicle traffic follows the appropriate patterns:

- Permanent cones
- Temporary cones
- Curbs, medians, or planters
- Gates or Fences

Personnel
The school has the following trained, equipped personnel tasked with directing vehicle traffic:

- Campus security / safety personnel
- Yard supervisors
- Other classified staff - specify
- Certificated staff - specify
- Law enforcement personnel
- Municipal workers
- CSSP - Special Early Release Policy

Pedestrian Safety

Directional and Safety Signage
The school has the following directional signs to ensure that pedestrian traffic follows the appropriate patterns:

- Crosswalks
- Painted arrows
- Posted signs
- Sandwich boards or other temporary signs

Physical Barriers
The school has the following physical barriers to ensure that pedestrian traffic follows the appropriate patterns:

- Sidewalks
- Permanent cones
- Temporary cones
- Curbs, medians, or planters
- Gates or Fences

Personnel
The school has the following trained, equipped personnel tasked with directing pedestrian traffic:

- Campus security / safety personnel
- Yard supervisors
- Other classified staff - specify
- Certificated staff - specify
- Law enforcement personnel
- Municipal workers
- Parents or volunteers

Vehicles and Bicycles

Staff Vehicle Policy
The following policy governs staff operation and parking of vehicles on campus:

Visitor/Parent Vehicle Policy
The following policy governs parent/visitor (including vendor) operation and parking of vehicles on campus:

Student Vehicle Policy
The following policy governs student operation and parking of vehicles on campus:

Student Bicycle Policy
The following policy governs student operation and parking of bicycles on campus:

Staff Bicycle Policy
The following policy governs staff operation and parking of bicycles on campus:

Visitor/Parent Bicycle Policy
The following policy governs visitor/parent operation and parking of bicycles on campus:

CSSP 13 - Special Early Release Policy

ATSA does not have a "Special Early Release" Policy.

CSSP 14 - Aspire Public School's Visitor Policy

ALL visitors should proceed immediately to the school office. Visitors will be directed to the correct location with signage on the exterior and interior of the school, and visitor policies will be posted outside of campus, online, and in relevant handbooks. **All visitors must register at the school office immediately upon entering any school building or grounds, unless exempted within the policy.** This visitor/outsider policy is also subject to the further terms and conditions contained in Aspire's Registered Sex Offender Policy

Members of the Community

Aspire encourages interested members of the community to visit our schools. Entry of visitors from the general community will be approved by the school administrator, in advance whenever possible, and school office staff will be notified of their intended arrival or appointment. Community members visiting Aspire schools will be escorted at all times when on campus.

Exemptions: Law enforcement or other public safety officials/responders invited onto campus by the administrator or responding to an emergency.

Exemption: Members of the general, limited public, attending a school event or other function where sign-in is waived by the administrator for all attendees.

Aspire Student Visitors

Students from other schools, as well as students who have ended their school day, are not to be on campus unless accompanied by parents/guardians or with the permission of the site administrator. Students from other schools who are granted access, including those who wish to use the school grounds for recreation during the school day, must follow the visitor policy. These students may be required to show ID, provide their current school of enrollment, age, or other information permitted by law, at sign-in. This information may be stored in the visitor log or a special log for visiting students.

Exemptions: Students participating in, or attending, official school activities under direct or indirect supervision of staff, such as athletic events.

Parents and Guardians

Parents and guardians visiting during the school day must also register in either the visitor log or a special log for parents. This applies to parents and guardians who are picking up a student early (e.g. for a medical reason) or dropping off a student late (e.g. tardy), as well as parents and guardians who are on campus to volunteer in their child's classroom. Parents shall be informed annually about the school's visitor policy.

Exemption: Parents or guardians who are in the appropriate campus locations during normal arrival or departure times to pick-up or drop-off a child, unless directed to sign-in by the school administrator or designee.

Exemption: Parents or guardians attending a school event or other function where sign-in is waived by the administrator for all attendees.

Aspire Employees and VIP Visitors

Aspire employees from school campuses and the Home Office are strongly encouraged to notify the office manager and Principal upon arrival, and should wear badges signifying that they are Aspire employees. However, formal visitor registration is at the discretion of the school Principal or designee.

VIP Visitors accompanied by any Aspire management team member (Vice-President level and above only) may be requested to register as a visitor at the discretion of the accompanying Aspire management team member.

Exemption: When waived by the administrator or accompanying Aspire management team member.

Refusing Visitor Access

In accordance with Penal Code 627.4, the Principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would:

- disrupt the school, students, or employees,
- result in damage to property, or
- result in the distribution or use of a controlled substance.

The Principal or designee may also request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Principal or designee may call the local police to enforce the departure of the visitor/outsider.   When a visitor/outsider is directed to leave, the Principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

CSSP 15 - Sample Annual Visitor Policy Letter to Families

Dear Families,

Below are our policy for monitoring and receiving Visitors onto our campus:

No outsider—which would include immigration-enforcement oęcers—shall enter or remain

on school grounds of Aspire Public Schools during school hours without having registered

with the principal or designee. If there are no exigent circumstances necessitating

immediate action, and if the immigration oęcer does not possess a judicial warrant or court

order that provides a basis for the visit, the oęcer must provide the following information

to the principal or designee:

● Name, address, occupation;

● Age, if less than 21;

● Purpose in entering school grounds;

● Proof of identity; and

● Any other information as required by law.

The Principal or designee will determine when a meeting with the individual making the

request can be scheduled.

Aspire Public Schools shall adopt measures for responding to outsiders that avoids

classroom interruptions, and preserves the peaceful conduct of the school's activities,

consistent with local circumstances and practices.

Aspire Public Schools shall post signs at the entrance of its school grounds to notify

outsiders of the hours and requirements for registration.

Aspire Public Schools personnel shall report entry by immigration-enforcement oęcers to

any on-site school police or other appropriate administrator as would be required for any

unexpected or unscheduled outside visitor coming on campus.

Thank you for your Support

Principal

CSSP 16 - Aspire Public School's Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, Principals and their designees should respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Aspire school, or otherwise may be likely to attempt to visit an Aspire school for any reason whatsoever.

In accordance with "Megan's Law", the Principal or designee shall notify parents/guardians annually of the availability of information related to registered sex offenders. Since 2004, the public has been able to view information on sex offenders required to register with local law enforcement under California's Megan's Law. Previously, the information was available only by personally visiting police stations and sheriff offices or by calling a 900 toll-free number. Now, information about registered sex offenders may be obtained from the California Attorney General's Megan's Law website, found at http://meganslaw.ca.gov, (Penal Code 290.4), subject to the disclaimer found on said website.

Aspire and its employees shall be immune from liability for the good faith dissemination of sex offender information so long as the dissemination is in the manner and to the extent authorized by law. (Penal Code 290).

When a school has received information about a registered sex offender from any source, the Principal or designee may, on a case-by-case basis, notify staff, including but not limited to, campus supervisors, bus drivers, staff who may be involved in visitor/outsider registration, and teachers. If the Principal or designee informs any staff member of the information about a registered sex offender, the Principal or designee shall also inform the staff member of the following:

a) Aspire schools will share public registered sex offender information with staff members of a particular school to assist in identifying a danger;
b) Any person who uses registered sex offender information to commit a felony will be subject to criminal penalties; and
c) Staff is not permitted to notify any parents or any other members of the community of any information received pursuant to this policy without the written permission of the Principal or designee.

If a suspected registered sex offender is seen on or nearby school grounds, and is not a parent or guardian of a pupil at the school, staff members shall immediately inform the Principal or designee. When the Principal or designee receives information that a suspected registered sex offender may be on or nearby school grounds or around any pupil, he or she will determine whether the suspected registered sex offender has received written permission for the entry onto school grounds, is a parent or guardian of a pupil at the school, and if possible, is actually a registered sex offender. Any such registered sex offender who does not have written permission for the entry onto school grounds or is not a parent or guardian of a pupil attending the school will be promptly directed to leave by the Principal, who will notify law enforcement immediately. Law enforcement will determine if the registered sex offender is in violation of parole or probation conditions.

If a school learns or is notified that a registered sex offender is a parent / guardian of one or more pupils who attend the school, the Principal or designee should attempt to schedule a meeting with the parent / guardian for the following purposes:

a) To establish a positive, cooperative working relationship to the extent possible;
b) To discuss the incident(s) leading to the registration requirement, (Aspire recognizes that the parent / guardian is not required to discuss any criminal or personal history with representatives of Aspire);
c) To explain the limitations placed upon the parent's/guardian's participation in school programs, activities or visits, as specified in this policy;
d) To advise the parent / guardian that the regulations limiting his/her access to children at school will be strictly enforced with the assistance of law enforcement personnel, if required;
e) To develop joint strategies with the parent / guardian for "normalizing" the educational experience of his/her children to the fullest extent possible; and
f) To be advised of any judicial restraining orders or conditions of probation or parole that may limit the parent's/guardian's ability to participate in school activities.

This meeting shall be held on school grounds unless there is a concern for the safety or welfare of pupils or staff, and in that event, it may be held at a location within the Principal's or designee's discretion. If this meeting with the parent is not held, the Principal or designee shall notify the parent / guardian in writing of the information contained in this policy. Aspire recognizes the following rights of the parent / guardian to participate in his/her child's education:

a) To transport his/her child to and from school;
b) To attend regularly scheduled parent conferences with the teacher, Principal or other school official; and

c)   To attend a regularly scheduled school program or activity in which their child is a participant.

The parent / guardian may not extend their presence at school beyond what is reasonable to exercise the aforesaid parental rights, and to that end, a registered sex offender shall not:

a)   Serve as a school or class volunteer;
b)   Act as a chaperone on a school field trip;
c)   Be in the presence of children for any reason other than for the parent rights stated herein; and
d)   Make individual contact with any student other than his/her own while at school or during a school activity.

Staff shall provide observation and/or supervision of a parent / guardian registered sex offender who is visiting a school or participating in a school activity defined herein.

When a parent / guardian is a registered sex offender, the school will make an effort to preserve the confidentiality of information obtained pursuant to the Megan's Law notification process to the fullest degree possible. School officials may share relevant information with employees as needed but will not share the information with unauthorized employees, other parents or with the community at large. In order to avoid a breach of confidentiality, copies of forms, materials or information distributed or used in connection with the implementation of this policy should be collected and/or destroyed. Under no circumstances is it appropriate to post notices, photographs, or the identity of a parent / guardian registered sex offender on school bulletin boards.

All schools shall inform parents annually about the existence of this policy regarding registered sex offenders. All schools shall cooperate to the fullest extent possible with local law enforcement for receiving, communicating and disseminating information concerning registered sex offenders.

NOTE: Pursuant to California Penal Code 290.45(e)(1), any person who uses registered sex offender information to commit a felony will receive a five-year state prison term; pursuant to California Penal Code 290.45(e)(2), any person who uses registered sex offender information to commit a misdemeanor will be fined at least $500 and not more than $1000.

CSSP 17 - Aspire Fingerprinting FAQs

For the protection of students, California State law requires criminal background checks for all public school employees, as well as any individual working alone with minors in a school setting. In most cases, fingerprinting is completed with a "Live Scan" machine which takes an electronic picture of the fingerprints (rather than using an ink pad). The fingerprints are then compared to the Federal Bureau of Investigations (FBI) and/or Department of Justice (DOJ) databases.

Who should be fingerprinted?

All new school site employees must be fingerprinted and cleared <u>before they begin work</u>. Individuals who were previously fingerprinted when they worked in another school district must be fingerprinted again to ensure that Aspire is notified if the person subsequently commits a felony or misdemeanor.

In addition, any volunteers who have the occasion to be alone with an Aspire pupil while not in the presence of a credentialed Aspire employee must receive fingerprint clearance <u>prior to volunteering on campus</u>. Volunteers do not have to be fingerprinted only if they are working under the direct and continual supervision of a credentialed school employee in the same room, and will have no occasion to be alone with an Aspire pupil. This policy also applies to parents/guardians of Aspire students who volunteer at the school and may have the occasion to be alone with an Aspire pupil other than their own child.

The actual background check depends on the individual's residency history. If the individual has resided in the state of California for more than 5 years, only DOJ check is required. If the individual has resided in the state of California for less than 5 years, DOJ and FBI checks are both required.

Note that most DOJ background checks take less than seven days, sometimes more. FBI background checks take considerably longer. Individuals who wish to work or volunteer at Aspire schools should plan to get fingerprinted as quickly as possible to avoid delays in commencing work or volunteer activities.

Who pays for fingerprinting?

Aspire pays for Live Scan (fingerprinting) services for employees, using school general funds. Volunteers are requested to cover the cost of their own fingerprinting. If a potential volunteer is not able to pay for such fingerprinting, then the cost of the fingerprinting may be paid by the school's booster club. If that entity does not have funds available, the cost will be paid by Aspire Home Office.

Please see complete Fingerprinting Policy & Procedure for specific details about how to get fingerprinted.

CSSP 18 - Community Complaint Form

Online Community Complaint Form and Policy:
https://tate.aspirepublicschools.org/wp-content/uploads/sites/15/2017/10/uniform_complaint_process__procedimientos_para_reclamos-3.pdf

Uniform Complaint Process And Procedures

The following procedures shall be used to address all complaints that allege that Aspire has violated Federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint as required.

- Complaint: A complaint shall be presented in writing by way of an Aspire Community Complaint Form and the complaint must be initiated no later than six (6) months from the date when the alleged discrimination occurred or when the complainant first obtained knowledge of the facts of the alleged discrimination, unless the CEO or CEO's designee grants an extension of time.
- Mediation: Within five (5) days of receiving the complaint, the compliance officer or designee shall informally discuss with the complainant the possibility of using non-binding mediation, and if the informal mediation does not resolve the problem within the parameters of the law, the compliance officer or designee shall proceed with his or her investigation of the complaint.

Investigation Of Complaint

The compliance officer or designee shall hold an investigative meeting within ten (10) days of receiving the complaint or an unsuccessful attempt to informally mediate the complaint. The investigative meeting shall provide an opportunity for the complainant and/or his or her representative to repeat the complaint orally. The complainant and/or his or her representative shall have an opportunity to present information relevant to the complaint. Parties to the complaint may discuss the complaint and question each other or each other's witnesses.

Response/Resolution

An investigation shall be completed, resolved and decision rendered within sixty (60) days after receiving a request for direct intervention or an appeal request, unless the complainant agrees in writing to an extension of time. The complaint officer or designee shall prepare and send to the complainant a written report of the investigation and decision. The written report shall contain: Findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal with Aspire's Student Services Office. The Area Superintendent for Student Services or designee will complete an additional investigation and prepare and send to the complainant a written report of his or her investigation and decision. The Area Superintendent for Student Services's written report shall contain findings and disposition of the complaint; corrective actions (if any); rationale for such disposition; and procedures for initiating an appeal within fifteen (15) days of receiving the written report to the California Department of Education or to the Achievement School District in Tennessee, as applicable. With regards to issues concerning pupil fees, if there is a finding of merit then a remedy shall be provided to all affected pupils, parents, and guardians, including reasonable efforts for full reimbursement.

Special Education

An individual may file a complaint alleging that the school is not in compliance with IDEA policies and procedures. An individual may file the complaint by contacting the Aspire Regional Office Director of Special Education, either verbally or in writing. If the complaint is made verbally, the receiving staff should request to have the complaint in writing, and assist the parent to put the complaint in writing, if needed. Within 15 calendar days of receipt of the complaint (tolled for school breaks in excess of 5 days), the parent will be contacted and provided with a copy of Special Education Parent's Procedural Safeguards. The Regional Director of Special Education will investigate the nature of the complaint by interviewing the parent, school site team and reviewing the student's special education and cumulative file. If an Individual Education Plan meeting is appropriate to address the complaint, it will be scheduled within 30 calendar days (tolled for school breaks in excess of 5 days) of receipt of the complaint.

If the complaint is not resolved by the Regional Office, the individual may contact the Senior Director of Special Education at the Aspire Home Office. The Senior Director of Special Education will review the measures taken to address the complaint by the Regional Office, and contact the parent within 5 days of receipt of their complaint (tolled for school breaks in excess of 5 days). The Senior Director of Special Education will discuss the Parent's Procedural Safeguards with the parent which include the Informal Dispute Resolution process, state complaint procedures and due process procedures, as appropriate.

Civil Law Remedies

Nothing in this policy precludes a complainant from pursuing available civil law remedies outside of Aspire's complaint procedures. Such remedies may include mediation centers, public/private interest attorneys, injunctions, restraining orders,

etc. For discrimination complaints in California, however, a complainant must wait until sixty (60) days has elapsed from the filing of an appeal with the California Department of Education before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if Aspire has appropriately, and in a timely manner, apprised the complainant of his or her right to file a complaint. All forms may be mailed or delivered to: In California: Aspire Public Schools ATTN: Community Complaint Officer 1001 – 22nd Avenue, Suite 100 Oakland, CA 94606 In Tennessee: Aspire Public Schools ATTN: Executive Director 516 Tennessee St., Ste. 406 Memphis, TN 38103 Aspire reserves the right to modify locations for receipt of forms as necessary.

ASPIRE
PUBLIC SCHOOLS
College for Certain

COMMUNITY COMPLAINT FORM

Name _____

Name of Student_____

Address _____

Telephone _____(day)   _____(evening)

School Site_____

1   Specific Person (if any) you are filing a complaint against:

_____

2   If a school employee, has this been discussed with him/her? Y ____N _____   Date:

3   Has the complaint been discussed with the principal or supervisor? Y ____N _____   Date:

4   Has the complaint been discussed with the Aspire Regional Office? Y ____N _____   Date:

DescriptionofComplaint: Please include all important information such as location, names, dates, who was present, and to whom it was reported. Please use additional paper if more space is needed.
_____
_____
_____
_____
_____
_____
_____
_____
_____

What remedy or action do you suggest?
_____
_____
_____
_____

Signature_____

Date_____

Date received by Aspire Home Office _____

CSSP 19 - Aspire Anti-Bullying and Anti-Harassment Policy

Harassment and Bullying Policy

Aspire Public Schools is committed to providing a learning environment that is free from discrimination, sexual harassment, harassment, intimidation, or bullying of any kind. Harassment, sexual harassment, discrimination, intimidation, or bullying of any student by another student, employee, or teacher is prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. This policy is inclusive of instances that occur on any area of the school campus, at school- sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on a person's actual or perceived race, color, ancestry, nationality/national origin, immigration status, ethnic group identification/ethnicity, age, religion, marital status/ pregnancy/ parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression, genetic information, medical information or association with a person or group with one of more of these actual or perceived characteristics.

In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

REFERENCE: Board Policy 8018 Anti-discrimination, Harassment, Intimidation, And Bullying

Response to Hate Crimes and Bullying

Adopting and Publicizing Anti-Bullying and Anti-Harassment Policy

- Aspire Public Schools shall adopt and publicize policies that prohibit discrimination, harassment, intimidation, and bullying on the basis of a student's actual or perceived nationality, ethnicity, or immigration status. Those policies must be translated in the student's primary language if at least 15 percent of the students enrolled in the school speak a single primary language other than English.
- Aspire Public Schools shall notify parents and guardians of their children's right to a free public education, regardless of immigration status or religious beliefs.
- This information shall include information related to the "Know Your Rights" immigration enforcement established by the Attorney General
- Aspire Public Schools shall inform students who are victims of hate crimes of their right to report such crimes.

Processing Complaints of Harassment and Bullying

Aspire Public Schools shall adopt a process for receiving complaints of and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the following actual or perceived characteristics:

- Disability
- Gender
- Gender Identity
- Gender Expression
- Nationality
- Race or Ethnicity
- Religion
- Sexual Orientation
- Association with a person or group with one or more of the aforementioned characteristics ●
- Immigration status
- The complaint process must include, but is not limited to, the following steps:
    - A requirement that, if school personnel witness an act of discrimination, harassment, intimidation, or bullying, they shall take immediate steps to intervene when safe to do so; o
    - A timeline to investigate and resolve complaints of discrimination, harassment, intimidation, or bullying that shall be followed by all schools under the jurisdiction of the local educational agency; and o
    - An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint.
    - Aspire Public Schools shall ensure that complaint procedures contain confidentiality safeguards for immigration status information.
    - Aspire Public Schools shall prohibit retaliation against a person who submits a complaint of discrimination, harassment, intimidation, or bullying.

- Aspire Public Schools shall educate students about the negative impact of bullying other students based on their actual or perceived immigration status or their religious beliefs or customs.
- Aspire Public Schools shall also train teachers, staff, and personnel to ensure that they are aware of their legal duty to take reasonable steps to eliminate a hostile environment and respond to any incidents of harassment based on the actual or perceived characteristics noted above. Such training should, at minimum, provide agency personnel with the skills to do the following:
  - Discuss the varying immigration experiences among members of the student body and school community;
  - Discuss bullying-prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims;
  - Identify the signs of bullying or harassing behavior;
  - Take immediate corrective action when bullying is observed; and
  - Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior.

Sexual Harassment Title IX Policy for Sexual Harassment

Aspire Public Schools ("Aspire") is committed to maintaining a safe and respectful school environment that is free from discrimination and harassment. Title IX of the Education Amendment Act of 1972 ("Title IX") prohibits discrimination on the basis of sex, including sexual harassment, in Aspire's education programs and activities.

This Title IX Policy for Sexual Harassment ("Policy") details Aspire's commitment to maintain a learning environment that is free from sexual harassment and provides a grievance process for allegations of sexual harassment as defined under Title IX. Any individual can report sexual harassment at Aspire to Aspire staff (e.g., Principal, Assistant Principal, teacher, etc.), and Aspire will take appropriate action in accordance with this Policy.

Sexual harassment is a form of gender discrimination in that it constitutes differential treatment on the basis of gender, gender identity or expression, or sexual orientation, and, 2022–23 Student and Family Handbook Page 90 for that reason, is a violation of state and federal laws and a violation of this Policy. Aspire considers sexual harassment to be a major offense which can result in discipline of students and termination of employees.

Definition of Sexual Harassment Under California Law

California Education Code § 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment.
- Submission to, or rejection of, the conduct by the individual is used as the basis for any decisions affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

Sexual harassment may include, but is not limited to:

- Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
- Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
- Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement, assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
- Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

Under Education Code § 230, harassment and other discrimination on the basis of sex include, but are not limited to, the following: exclusion of a person or persons from participation in, denial of the benefits of, or subjection to harassment or other discrimination in, any academic, extracurricular, research, occupational training, or other program or activity; and exclusion from participation in, or denial of equivalent opportunity in, athletic programs.

The full definition of discrimination and harassment based on sex from Education Code § 230 can be found here: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum =230.

The definition of sexual harassment under California law and the definition of Sexual Harassment under Title IX overlap in some areas. Complaints alleging unlawful discrimination, harassment, intimidation, or bullying based on gender, sex, gender identity or expression, or sexual orientation are eligible to be investigated pursuant to Aspire's Uniform Complaint Procedures. However, if any complaints alleging sexual harassment constitute Sexual Harassment as defined under Title IX (see below), the complaints shall be investigated under the Title IX Grievance Procedures for Sexual Harassment. Aspire prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process.

Sex Equity in Education Act Statement

Students have all the rights set forth in Education Code § 221.8 (as applicable to Aspire's programs). This includes the right to fair and equitable treatment, the right to a school environment without discrimination on the basis of sex, and right to be provided with an equitable opportunity to participate in all academic extracurricular activities.

The description of all rights set forth in Education Code § 221.8 can be found here: http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC§ionNum =221.8.

For more information about Gender Equity/Title IX, please visit the following CDE website: https://www.cde.ca.gov/re/di/eo/genequitytitleix.asp.

Title IX Grievance Procedures for Sexual Harassment

Scope and Jurisdiction

This Policy's Title IX grievance procedures apply only to conduct that falls within the definition of "Sexual Harassment" under Title IX. Aspire employees or students may submit formal complaints of Sexual Harassment for investigation under this Policy. Sexual Harassment under Title IX means conduct on the basis of sex that falls within one or more of the following categories:

1. An Aspire employee conditioning the provision of a school aid, benefit, or service on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to Aspire's education program or activity.
3. Sexual assault, dating violence, domestic violence, or stalking (as those terms are defined in 34 CFR section 106.30(a)(3)).

Title IX Personnel

Aspire has designated the following individuals as its Title IX Coordinators to coordinate the investigation and resolution of Sexual Harassment formal complaints as outlined in this Policy:

Bay Area schools:
Title: Regional Director of Student Services
Bay Area Region Address: 1001 22nd Ave Oakland, CA 94606
Phone: 510-434-5000 Email: BA_TitleIX@aspirepublicschools.org

Central Valley schools:
Title: Regional Director of Student Services
Central Valley Region Address: 3311 E. Morada Lane Stockton, CA 95212
Phone: 209-647-3047
Email: CV_TitleIX@aspirepublicschools.org

Los Angeles schools:
Title: Regional Director of Student Services
Los Angeles Region Address: 5901 E. Slauson Avenue Commerce, CA 90040
Phone: 323-837-9920
Email: LA_TitleIX@aspirepublicschools.org

The Title IX Coordinators may designate other individual(s) to fulfill all or part of their duties. In addition to the Title IX Coordinators, the following Title IX Personnel are involved in the grievance process to address formal complaints:

- Investigator: The individual responsible for gathering all evidence related to the formal complaint. This individual will create an "Investigation Report" which will summarize the relevant evidence.
- Decision-Maker: The individual responsible for evaluating evidence in order to make a determination regarding the formal complaint. The Decision-Maker submits a written determination of findings to the parties. The Decision-Maker cannot be a Title IX Coordinator, the Investigator, or any individual involved in the investigation of the formal complaint.
- Title IX Appeals Officer: If applicable, this individual is responsible for evaluating an appeal of the final determination. The Title IX Appeals Officer cannot be a Title IX Coordinator, Investigator, Decision-Maker, or any individual involved in the investigation of the formal complaint.

All Title IX Personnel (i.e., Title IX Coordinators, Investigator(s), Decision-Maker(s), Appeals Officer(s), and any person who facilitates an informal resolution process) will receive training in accordance with Title IX requirements. The Title IX Coordinators must ensure individuals responsible for investigating a formal complaint are neutral.

Reporting Allegations of Sexual Harassment
Any individual (e.g., a student or employee who is alleged to be a victim of Sexual Harassment or a parent / guardian of a student who is alleged to be a victim of Sexual Harassment), may report Sexual Harassment directly to one of the Aspire Title IX Coordinators, or to any other available Aspire employee who shall immediately inform a Title IX Coordinator. Reports of Sexual Harassment can be made in-person, by mail, by telephone, by electronic mail, or by any other means that result in a Title IX Coordinator receiving the person's verbal or written report.

Aspire's Initial Response to a Report of Sexual Harassment
Upon receipt of any report of Sexual Harassment, the Title IX Coordinator for the region where the report originated or designee will take the following steps. These steps are offered regardless of whether the complainant submits a formal written complaint:

- Contact Complainant and Determine Need for Supportive Measures: The Title IX Coordinator will contact the complainant and respondent1 to discuss the availability of supportive measures to stop the harassment, protect students, and ensure access to the educational program. If a formal complaint was not filed, the Title IX Coordinator shall explain to the complainant the right to file a formal complaint and the process for filing a formal complaint. A formal complaint is one that contains the complainant's physical or digital signature, and it may be filed at any time with the Title IX Coordinator in person, by mail, or by email. A complainant may use the attached Title IX form to submit a formal complaint to the Title IX Coordinator.
    - Supportive measures are nondisciplinary and non punitive and shall be available at any point during the Title IX investigation. Supportive measures may include, but are not limited to: wellness check-ins, counseling services, extension of deadlines or course-related adjustments, modifications of work or class schedules, changes in work locations, or leaves of absences. The Title IX Coordinator is responsible for implementing the supportive measures.
- Determine Need for Emergency Removal: The Title IX Coordinator will review the facts to determine whether the respondent (either student or staff) may need to be removed from the educational program or activity to prevent any further sexual harassment and/or maintain the safety of students and staff.
    - Aspire may determine that removal from the educational program or activity is justified due to an immediate threat to the physical health or safety of any student or other individual arising from the allegations. Aspire will conduct an individualized safety and risk analysis before the removal. Aspire shall provide the respondent with notice and an opportunity to challenge the decision immediately following the removal.
        - i. Challenges to the decision will be discussed with and reviewed by the Executive Director for the region who will provide a final decision on the emergency removal. A written notice of their decision will be sent within 5 business days of the respondent's challenge.
    - b. If the respondent is a student, Aspire is subject to applicable laws and school policies regarding involuntary removals, suspensions, and expulsions.
    - c. If the respondent is an employee, the employee may be placed on administrative leave during the formal complaint investigation.
- Consider Use of Informal Resolution Process: At any time after an informal or formal complaint has been filed, but before reaching a determination regarding the allegation, Aspire may offer an informal resolution process (such as a mediation) to the complainant and respondent. However, the informal resolution process is not available where the complainant alleges that an employee sexually harassed a student.

Initial Review of Formal Complaint
If a formal complaint is filed, the Title IX Coordinator for the region where the complaint originated will review the complaint to determine whether it raises allegations that fall within the definition of Sexual Harassment under Title IX as described

above. Aspire may consolidate multiple formal complaints where the allegations of Sexual Harassment arise out of the same facts or circumstances.

If it does, the Title IX Coordinator will follow this Policy's grievance procedures for formal complaints. If it does not, the Title IX Coordinator will determine whether the complaint should be dismissed (as explained below) and/or investigated pursuant to another applicable Aspire policy (e.g., Uniform Complaint Procedures).

Mandatory or Permissive Dismissal of Formal Complaint
Under certain circumstances, a complaint must or should be dismissed by the Title IX Coordinator. The Title IX Coordinator will endeavor to make this determination no more than ten (10) calendar days from the date they receive the formal complaint.

- Mandatory Dismissal: The Title IX Coordinator must dismiss the formal complaint if they determine any of the following:
    - The alleged conduct would not constitute Sexual Harassment as defined under Title IX even if proved;
    - The alleged conduct did not occur in Aspire's education program or activity; or
    - The alleged conduct did not occur against an individual in the United States.
- Permissive Dismissal: The Title IX Coordinator may dismiss a formal complaint if they determine any of the following:
    - The complainant has notified Aspire, in writing, that they would like to withdraw the complaint or any allegations in the complaint;
    - The respondent is no longer enrolled in, or employed by, Aspire; or
    - Specific circumstances prevent Aspire from gathering evidence to reach a determination with regard to the complaint.

Written Notice of Dismissal
If the Title IX Coordinator dismisses the complaint, they must send written notice of the dismissal simultaneously to both parties (complainant and respondent) as follows:

- The written notice should state the reason(s) for the dismissal and inform the parties of their right to appeal in accordance with the procedures described in the "Appeals" section below.
- If the Title IX Coordinator determines another Aspire grievance procedure (e.g., Uniform Complaint Procedures) is the appropriate grievance procedure for the complainant's allegation(s), the written notice shall inform the parties (complainant and respondent) of Aspire's intent to investigate the complaint through that grievance procedure.

Title IX Grievance Procedures
If the Title IX Coordinator does not dismiss the formal complaint, Aspire will initiate the following Title IX Grievance Procedures and issue a Written Decision. Aspire will endeavor to complete its investigation and issue a Written Decision within sixty (60) calendar days of receipt of the formal complaint.

1. Send Written Notice of Formal Complaint
The Title IX Coordinator must provide the parties (complainant and respondent) with a Notice of Formal Complaint. The Title IX Coordinator will endeavor to provide this Notice within ten (10) calendar days of receipt of the formal complaint. The notice shall include: (1) a copy of this Policy; (2) a description of the allegations potentially constituting Sexual Harassment with sufficient details known at the time; (3) a statement that the respondent is presumed not responsible for conduct and that a determination regarding responsibility is made at the conclusion of the grievance 2022–23 Student and Family Handbook Page 96 process; (4) a statement informing the parties of the opportunity to have an advisor of their choice throughout the grievance process and the ability to inspect and review evidence; and (5) a statement informing the parties that they must not knowingly make false statements or submit false information.

2. Investigator Conducts Investigation
The Investigator will gather and review evidence related to the allegations. This can include, but is not limited to, interviewing parties or witnesses, as well as reviewing relevant evidence. The Investigator will not require, request, or rely upon any information protected under a legally recognized privilege, unless the person holding such privilege has waived it.

Written notice of all investigative interviews or other meetings must be provided to any individual whose participation is invited or expected to be provided with sufficient time for the individual to prepare to participate. Notice must include the date, time, location, participants, and purpose of the meeting. Attendees of such meetings will have the right to be accompanied by an advisor of their choice.

3. Investigator Provides Parties Equal Opportunity to Review Gathered Evidence

The Investigator will provide both the complainant and respondent with an equal opportunity to review the evidence that is directly related to the allegations raised in the formal complaint. The parties will have a period of at least 10 calendar days before the Investigative Report is provided to the parties to review the evidence, ask the Investigator additional questions, and provide or suggest additional evidence to be considered by the Investigator.

4. Investigator Prepares and Shares Investigative Report
The Investigator will prepare an Investigative Report summarizing the relevant evidence. The Investigative Report is not Aspire's final Written Decision. The Investigator will send the Investigative Report to the parties and their advisors, if any, for their review and written response at least 10 calendar days before issuance of the Written Decision. Aspire will inform the parties in writing that they may submit to the Decision-Maker written, relevant questions that the parties want asked of any party or witness. The Decision-Maker is responsible for providing the responses (if any) to these questions to both parties.

5. Decision-Maker Issues Written Decision
The Decision-Maker will endeavor to issue the Written Decision within sixty (60) calendar days from the receipt of the formal complaint. The Decision-Maker will issue a Written Decision to both parties simultaneously. The Decision-Maker uses the "preponderance of evidence" standard (i.e., it is more likely than not that the respondent committed the alleged conduct). The Written Decision will include all of the following:

> a. Identification of the allegations potentially constituting Sexual Harassment.

> b. A description of the procedural steps taken by Aspire during the investigation process (e.g., notifications to the parties, interviews with the parties and witnesses, site visits, or methods used to gather other evidence).

> c. Findings of fact supporting the determination.

> d. Conclusions regarding the application of Aspire's policies to the facts.

> e. A statement of, and rationale for, the result as to each allegation, including a decision regarding responsibility, any disciplinary sanctions Aspire imposes on the respondent, and whether remedies designed to restore or preserve equal access to Aspire's educational program will be provided by Aspire to the complainant.

> f. Aspire's procedures and permissible bases for either party to appeal the decision.

6. Remedies
If Aspire determines that the respondent engaged in Sexual Harassment, Aspire will provide remedies to the complainant, as appropriate. This may include supportive measures. Remedies may also include: transfer from a class; parent/student conference(s); positive behavior support; warnings; detention; and/or formal discipline, such as suspension and expulsion. When an employee is found to have committed Sexual Harassment, Aspire will take appropriate disciplinary action, up to and including termination, in accordance with Aspire's policies and as permitted by law.

Appeals
Either party may appeal Aspire's Written Decision, or its dismissal of a formal complaint or any allegation in the complaint, within five (5) calendar days of the decision. An appeal may be made on any of the following grounds:

1. A procedural irregularity affected the outcome.
2. New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made that could affect the outcome of the matter.
3. The Title IX Coordinator, Investigator, or Decision-Maker had a conflict of interest or bias for or against complainant or respondent that affected the outcome of the matter.

Upon receipt of an appeal, Aspire will provide a written notification to the other party about the appeal that gives both parties a reasonable, equal opportunity to submit a written statement in support of/challenging the appeal.

The Title IX Appeals Officer (not Decision-Maker, Title IX Coordinator, or Investigator) shall issue a written decision of an appeal, including the rationale for the result, to both parties simultaneously. The Title IX Appeals Officer will endeavor to issue their decision within thirty (30) calendar days from the receipt of the appeal.

Record Keeping Aspire will maintain for a period of seven (7) years records pertaining to Title IX Sexual Harassment allegations in accordance with 34 CFR section 106.45(b)(10), as well as all material used to train Title IX Personnel.

Transgender Harassment

In accordance with Education Code § 221.5, Aspire Public Schools insures that transgender youth receive protection from harassment including

- The right to privacy in that no school staff will share a student's personal information with other students.
- The right to openly discuss and express their gender identity and expression, and to decide when, with whom, and how much information to share.
- All official school records must maintain the student's name and gender assigned at birth unless a legal court document is provided to the school.
- Students will be referred to by their name of preference in unofficial records and upon completion of the Gender Equity Form (available upon request). Parents may request students be enrolled under their preferred name and gender
- Staff and students will strive to properly address students with their preferred name and appropriate gender-based pronoun in all communication. Persistent failure to consistently refer to the student using appropriate name and gender-based pronoun will be interpreted as denial of a student's gender identity and a form of harassment.
- All students may use the bathroom that corresponds to their gender identity at school. Any student may use a gender neutral bathroom as well.
- If classes are gender specific, students will be placed in the section that corresponds to their gender identity.
- Participation in athletics will be governed by the rules and policies set forth in sponsoring organizations.
- Participation in all clubs and activities will be open to all students.
- Dress code is gender-neutral and transgender students may dress in accordance with their gender identity.

Bullying related to transgender identity will be quickly addressed and is considered a violation of Education Code § 48900(r) described above.

Gender Diverse Student Supports

Aspire is committed to providing a safe and supportive environment for all students and ensuring that all students have equal access to Aspire's educational programs and activities. Aspire requires that all schools and all personnel promote acceptance and respect among students and staff. Aspire is a place where each student's gender identity is accepted and valued as an important part of the whole child. If you are interested in discussing specific supports for your child, please contact your school's main office.

CSSP 20 - Aspire Dress Code

Learning deserves an environment of respect and freedom from distraction. Aspire Board policy requires that all students enrolled in Aspire Public Schools comply with the school's uniform policy. Students who are out of uniform will be subject to disciplinary action. All uniforms should be marked with the student's name. Uniforms (including shoes) are to be clean, maintained, appropriately sized, and worn as they are designed to be worn. The uniform reflects a positive pride in self and school.

Uniform Policy

The purpose of uniform dress at the school is:

- To focus students on school as a professional workplace
- To focus students away from clothing as a competition
- To symbolize our united effort on the road to college
- To develop and enhance a sense of school pride
- To enhance school safety

Outer garments must be appropriate for the comfort and normal activities of students while in school. All items must be worn in traditional and appropriate fashion. A top must cover a student's chest and midriff. Bottoms must cover a student's hips and buttocks. All clothing must be worn in the student's appropriate size.

Clothing must be in good condition and cannot be bleached, stained, ripped, torn, frayed, etc. If a color or item of clothing becomes a safety issue or a distraction from learning, the student may be asked to remove the article, or substitute with something more appropriate. This includes accessories such as shoes, shoelaces, hats, scrunches, etc. We reserve the right to update the dress code as needed at any time and provide a copy to families, students, and staff.

Casual/Free Dress Days

"Casual Dress" means non-uniform; however, students wishing to remain in uniform on non-uniform days may do so. Dress may be casual, but should still adhere to the Dress Code policy and reflect personal and school pride. Clothing should be neat, clean, un-torn, and appropriate for school. Any student in non-uniform must ensure that the choice of dress covers at least as much of the body as would the uniform. Students whose clothing is inappropriate may be sent home for the remainder of the day. The administration reserves the right to determine which clothing is inappropriate.

Alexander Twilight Secondary Academy Uniform Policy

BOTTOMS:
- Pants: Dockers Style pants are recommended (No Jeans, jeggings, or leggings)
- Shorts, Skorts, Skirts, Jumpers: Must not be any shorter than 3 inches above the knee.
- Color: Khaki or Navy Blue
- Size: Must fit students appropriately, not too tight, and not too big
    - If pants are not appropriate, i.e. sagging or too tight, parents will be contacted to provide an alternative.

SHIRTS:
- Only ATSA Polos which can be purchased for $10 at ATSA office.
- Uniform shirts must be worn at all times, even under approved outerwear.
- Purple Polo Shirts with the ATSA Logo for 6th – 8th Grade
- Black Polo Shirts with the ATSA Logo for 9th – 12th Grade
- Size: Must fit student appropriately, not too small, and not too big

UNDERSHIRTS/SOCKS/LEGGINGS:
- Style: Long or short sleeve t-shirts may be worn under a uniform shirt.
- Color: Plain White, Gray, or Black

    OUTERWEAR:
- ATSA Sweaters of different styles can be purchased in the office for $20 and worn at all times
- Other Styles: sweaters, cardigans, jackets and other outerwear with **NO LOGOS WORDS PICTURES DESINGS OR PATTERNS**.
- Color: Plain, solid colored gray, black, navy blue, white
- Hoods are not to be worn inside any buildings, and may be worn outside only during inclement weather

SHOES
- Style: Sneaker, Dress shoes, or Boots. No open-toed shoes, high heels, or wedges allowed

HEAD GEAR
- No head gear of any kind is allowed including hats, beanies, bandanas, ear muffs, scarves, or costume wear.
- Hair bands may be worn

- ## CSSP 21 - Student Behavior Expectations

Students are expected to:
- Be responsible, be respectful, and be safe by carrying themselves with respect and showing respect to others.
- Follow directions of staff at all times
- Use positive language. Teasing, bullying, profanity, or insults, etc. are not conducive to a safe and orderly learning environment.
- Abide by all Federal, State, County, and City Laws.
- Abstain from the possession, use, or distribution of drugs (illegal or prescription) or alcohol.
- Refrain from the possession, use, or distribution of tobacco products or cigarettes.
- Desist from the possession or use of firearms, weapons, explosives, fireworks, or any other item
- capable of harming any person or property (or any items that could create the impression of such
- harm).
- Keep away from gang-related activities, such as "throwing signs", as well as group intimidation or gang affiliation.
- Maintain a peaceful learning environment by avoiding fighting, horseplay, hitting, loud noise, or threats towards any person.
- Protect school property by not wasting, damaging, defacing, or destroying any school property or property belonging to another person. Graffiti is prohibited and includes writing on school buildings, grounds, or property.
- Respect the learning space by not littering on school property and keeping food, drinks, and gum out of classrooms and hallways. Students will eat only in approved areas and have only water in classrooms.
- Desist from carrying music devices, smart watches, and cell phones.
- Follow additional discipline procedures contained in the Student Family Handbook and as developed by the School Site Council or other body.
- Follow rules that apply to specific classes and subjects. These rules will be made known to students and parents, in writing, at the beginning of the school year.

CSSP 22 - Aspire Suspension and Expulsion Policy

The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary and based on California Education Code. The Charter School will notify the District of any expulsions within 30 days. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law. In accordance with Education Code §47605(d)(3), upon expulsion of any student, The Charter School shall notify the superintendent or superintendent designee of the district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including report cards or a transcript of grades, and health information.

This means that the Charter School shall be responsible for maintaining the educational access of students during and pending the completion of the Charter School's student expulsion process and shall facilitate this access through home and independent study. The Charter School is not required to maintain the enrollment of the expelled student until they find placement in another LEA.

The Charter School will facilitate placement of expelled students by communicating with the authorizer as soon as practical. In this communication, the Charter School will provide a copy of the findings from the expulsion hearing which includes the reason for the expulsion, terms of expulsion and terms of rehabilitation. The Charter School will also provide all academic and behavioral records to any LEA requesting the records for any expelled student within 10 school days per Education Code 49068.

Additionally, accommodations, modifications and other services protected under IEP or 504 plans for any particular student will be provided during and pending the completion of the Charter School's student expulsion process as required by law.

Discipline Foundation Policy

Aspire believes that all students have the right to learn in a safe, respectful and welcoming environment. The implementation of a school-wide behavior intervention and discipline plan is essential to the creation of this type of environment and the success of our students and teachers both behaviorally and academically.

Research shows that positive school climates increase student achievement, lower student suspensions and expulsions and increase graduation rates. This fits directly with Aspire's College for Certain model and Aspire has put additional resources behind creating and improving these systems for our individual schools and as an organization.

The Charter School believes in caring and authentic relationships among students and adults that support academic excellence, college readiness, lifelong learning, reflection and social consciousness. We believe that all students are scholars. We honor the community, culture and family background of our students.

The below details some of the overarching systems the Charter School employs to limit the number of students reaching suspension level behaviors and or provide systems for intervening through alternatives to suspension.

Positive Behavior Support Systems

Aspire is committed to supporting all students through the implementation of systems that build a positive school culture. This includes both overarching intervention frameworks as well as specific culture and positive behavior building programs. Some specific systems we use include:

- Multi-tiered Systems of Support (MTSS): MTSS is the next evolution of Response to Intervention, which focuses much more on the whole child and creating a tiered system of supports that takes into account not just academic or behavioral needs, but also the impact of environment on these needs.
- Positive Behavior Interventions and Supports (PBIS): PBIS is a problem-solving framework that supports schools in determining behavioral interventions and support at all tiers within an MTSS system.
- Restorative Practices ("RP"): RP promotes positive relationships and community building while providing meaningful opportunities for members of the school community to share the responsibility for making our schools a safe and nurturing environment. Restorative Practices are used throughout all tiers of support and intervention to create positive school culture, alternative discipline and change.

Social-Emotional Learning (SEL)

Our approach to Social and Emotional Learning (SEL) is to create a positive school climate and culture and foster the social and emotional growth of our scholars and teammates through adopting an intentional focus on the integration of SEL throughout our entire instructional pyramid and beyond. Aspire implemented an Aspire-wide TK-12 adoption and roll out of

SEL principles and programming in 2018-2019. Our Social and Emotional Learning Program is a key element in advancing our Equity efforts at Aspire, by ensuring each scholar is receiving the types and appropriate level of supports they need to reach their potential.

Aspire is committed to supporting our students' social and emotional development to be caring and productive citizens. We engage in culturally responsive and equitable practices in our communities of students, families, and teammates to cultivate the following lifelong skills in each Aspire scholar and educator:

- Managing emotions and behaviors
- Feeling and expressing empathy and compassion for others
- Making responsible decisions
- Setting and achieving positive goals

In addition to Aspire's overarching positive behavior and discipline policies (found in our student handbook), the Charter School utilizes a variety of interventions and school-specific policies. Some examples of specific alternatives to suspension include:

Alternatives to Suspension
- Parent Conference   - Personal Reflection   - Think Tank   - School and/or community service   - Adult-Student Relationship Building through specifically planned activities (Ex. Hiking)   - Behavior Daily Reports   - Mentoring   - Counseling   - Peer Mediations   - In-School Alternatives   - Restorative conversations, circles, conferences and classroom presentations   - Community building circles

In addition to more broad school-based interventions and school culture work, the Charter School's counseling team works across different tiers of intervention, not only providing school-based services, but also connecting parents and students to outside resources to help ameliorate other concerns that may impede a student's ability to learn or make it difficult for them to regulate behavior in school.

In addition to the work the Charter School has put in to their specific school climate, Aspire provides a variety of supports to our schools and school staff in implementing school-wide behavior interventions and discipline policies, eliciting community partnership and voice, improving student attendance and implementing alternatives to suspension.

In direct response to our need to focus on our non-academic indicators of success, Aspire assigns a Regional Manager or Regional Director of Student Services (RM or RDSS) specifically assigned to our schools. The RM/RDSS's role encompasses both school-specific and region-wide and includes, but is not limited to:

- Provides professional development and individualized coaching to Deans of Students, APs of Culture and other staff around areas related to student behavior and discipline, including, but not limited to:
  - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - Consult on student specific cases, including discussions of alternatives to suspension, interventions, etc.
  - Hold region-wide professional development to support cross-school collaboration and discussion, increase understanding of recent research in student support, etc.
- Provides professional development and individualized coaching to mental health counselors around areas related to student behavior and mental health, including, but not limited to:
  - Creation and use of behavior and discipline data, attendance data and other indicators to inform decision-making at various tiers of intervention
  - Professional development opportunities for mental health counselors

- ○ Coordination of crisis response protocols and regional response teams
- Provides consultation time with Principals and Regional Office Staff to discuss discipline data, attendance data and other non-academic student support needs.
  - ○ Creates and Updates Region Specific resource pages that include, but is not limited to, the following types of information:
  - ○ Professional Development topic pages. For example, resource pages dedicated to Restorative Practices in Schools
  - ○ Links to authorizer support resources around discipline and behavior interventions
  - ○ Family resource referrals for outside agencies and supports
- Collaborate with authorizer and outside agencies to craft and expand supports for our schools. Ex:
  - ○ The RM/RDSS works to keep abreast of authorizer and state recommendations and requirements around student support and communicate with our schools around that information.
  - ○ The RM/RDSS works with local universities to gain counseling interns in order to expand the services our schools can provide to our students with social-emotional and mental health needs, hopefully preventing and/or ameliorating many of the behavioral issues that occur because of SE needs.
  - ○ Regional Directors also engage more deeply in work with authorizers and directly supervise additional staff at the regional level.

In terms of the data necessary to determine the efficacy of our school's behavior system, all Aspire schools utilize OnCourse to track suspension and expulsion data, in order to allow school personnel (including administration) to get a better picture of their behavior landscape and build additional interventions as needed. Aspire has built a variety of data reports that allow administrators to easily access important data trends. Some examples include, but are not limited to:

- Most common behavior incidents by type
- Suspension rates for students
- Total suspension by month (with comparisons available month to month and by year)

In order to create a more robust system of data around interventions, Charter School will also implement the RyeCatcher student information system and SEL assessments in order to provide data on how well interventions are working for both individual students and the Charter School as a whole.

Part of the RM/RDSS's role is to routinely access this data and bring trends (positive and negative) to the attention of the admin team at the school site and the area superintendent.

Additionally, each RM/RDSS works as part of a larger team within Aspire to increase the knowledge-base and collaboration among different staff stakeholders such as Principals, APs, deans, counselors, office managers and teachers in order to increase effectiveness and student achievement. The focus of this work is on non-academic indicators and interventions and includes routinely analyzing non-academic data such as behavior incidents, suspension data, attendance data and other indicators. This team includes directors and managers of student services in other regions, regional special education and other staff, members of the student services team at Aspire and others. The position is supported by the Chief Schools Officer of Aspire Public Schools.

SUSPENSION

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons
Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students who come to school during the term of their suspension or expulsion may result in further disciplinary action.
Except in cases where suspension for a first offense is warranted in accordance with law, each school site shall consider suspension from school only when other means of correction have not been successful or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

Authority to Suspend
A teacher may suspend a student only from the teacher's classroom for the day of the suspension plus the following school day. The Principal or the Principal's designee may suspend a student from class, classes or the school campus for a period not to exceed five school days. The CEO or designee may extend a student's suspension pending final decision by the Aspire Administrative Panel on a recommendation for expulsion.

Jurisdiction

A student may be suspended for acts that are enumerated below and are related to attendance at school or a school activity that occur at any time, including any of the following:

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

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

a) related to an Aspire school activity;
b) occurs at the school of attendance or any Aspire school; or
c) occurs at an Aspire sponsored event.

Suspension Alternatives
For any student subject to discipline under this section, the school site Principal may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior. The Charter School promotes alternatives so that suspension be imposed only when other means of correction are documented and implemented but fail to bring about proper conduct. These alternatives include, but are not limited to: family conferencing, Student Success Team planning, referring for assessment, referring to skill building groups to teach prosocial behavior, creating positive behavior support plans with tiered interventions, utilizing logical consequences, involving student in school community service, and/or engaging in restorative practices.

Prior to Suspension
The school Principal or admin designee may suspend a student from school for any of the reasons enumerated below for no more than five consecutive schooldays. Suspension shall be preceded by an informal conference conducted by the Principal or admin designee between the student and, whenever practicable, the school staff member who referred the student for discipline. Every reasonable effort will also be made to contact the student's parent / guardian to engage in this suspension conference. At this conference, the student and their parent / guardian shall be informed of the reason for any disciplinary action and the evidence obtained. The student shall be given the opportunity to present their version of the incident and any evidence in their defense. The parent / guardian will be given the opportunity to advocate in their student's behalf. If, after discussion of the incident and any factors that impact same, the school Principal or admin designee determines suspension is in order, the parent / guardian shall be provided a written notice of this discipline action. Additionally, the parent / guardian will be provided as part of the written suspension notice the family's right to appeal along with the due process steps to follow if appealing the suspension.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

Grounds for Suspension

Enumerated Offenses: Discretionary Suspension Offenses
Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.

3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind. Exceptions to this section include:
    a. The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
    b. The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited   to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning 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.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean
    a. "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following:
        i. Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property.
        ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
        iii. Causing a reasonable student to experience substantial interference with their academic performance.
        iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school.
    b. "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, 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, video, or image.
        ii. A post on a social network Internet Web site for the purpose of having one or more of the effects listed in paragraph a. and including, but not limited to:
            1. Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above).
            2. Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated).

   3.   Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).

   iii.   An act of cyber sexual bullying.

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

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

   iv.   Notwithstanding subparagraphs i and ii 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.

17. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
18. Robbery or extortion.
19. Assault or battery, as defined by the Penal Code in §240 and §242, upon any school employee.

Discretionary Suspension Offenses applying only to students in any of grades 4 to 12 inclusive
Students in grades 4 or higher may be suspended for any of the following acts when it is determined the student:

1. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in th
2. e performance of their duties.
3. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct 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.
4. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
5. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
6. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars ($1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Mandatory Suspension Offenses
Students shall be suspended and recommended for expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).

4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Procedures in Cases Requiring Suspension

1. <u>Incident Investigation</u>- The school site administrator or teacher investigates the incident and determines whether or not it merits suspension.
2. <u>Determination of Length of Suspension-</u> The school site administrator determines the appropriate length of the suspension in conjunction with local school policy and school-specific disciplinary management plans (up to five consecutive school days).
3. <u>Legal Notifications</u>- Prior to the suspension or expulsion of any student, the Principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code 245. Upon reporting such an incident, the Principal or designee with secure a written copy of the police report and a copy of that report shall be placed in the private student files.

The Principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts that may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code 626.9 and 626.10.

Within one school day after a student's suspension or expulsion, the pPrincipal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code 48900(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind.

When the Principal or other school official releases a student to a peace officer for the purpose of removing the student from the school premises (after the release), the Principal or other school official shall take immediate steps to notify the parent, guardian, or responsible relative of the student regarding the release of the minor to the officer, and regarding the place to where the minor is reportedly being taken. Note: The responsibility to notify the parent, guardian, or other responsible relative concerning the release of a student does not apply to the release of a student who has been taken into custody as a victim of suspected child abuse.

1. **Suspension Conference**- Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and the student's parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.
2. **Notice of Suspension-** The Principal or designee must complete an Aspire Notice of Suspension form. The parent will be given written notice of the suspension using this form. The Aspire Notice of Suspension serves as written notification of the student's suspension and indicates 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 the Charter School.

A copy of this form is also sent to the Aspire home office (Attention: Director of Student Services) and placed in the Principal's private student files – suspension notices should not be placed in the student's cumulative file.

Suspension Appeals Process
A student or the student's parents or guardians may appeal those disciplinary actions, other than expulsion, imposed upon a student for his or her school-related offenses. Expulsion appeals are brought directly to the Aspire Executive Committee.

1. Students, parents or guardians may submit an appeal in writing within five (5) school days of the suspension, and the appeal should be directed to the Regional Director of Student Services (RDSS). The RDSS will attempt to resolve the appeal with a written response within ten (10) school days. Based on the information submitted or requested, the RDSS may make one of the following decisions regarding the suspension:

A. Uphold the suspension
B. Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings. Charter School shall make arrangements to provide the student with classroom materials and assignments for the duration of the student's absence. Student will be provided the opportunity to make academic

progress, make up assignments, and earn credit missed. Notwithstanding the foregoing, the Charter School will maintain student records in accordance with Education Code Section 49602 and 5 CCR 16024.

2. After appeal at the regional level, if further appeal is desired, the appeal should be made to the Aspire Home Office and should be directed to the CEO or designee for resolution with a written response within fifteen (15) school days.

3. After appeal at the Aspire administrative level, if further review is desired, the appeal may be forwarded to the Aspire Executive Committee for resolution with a written response within twenty (20) school days.

4. If any appeal is denied, the parent may place a written rebuttal to the action in the student's file.

Expulsion

Expulsion is the involuntary removal of a student from all Aspire schools and Aspire programs for acts of specified misconduct.

Except for single acts of a grave nature, expulsion should only be used when:

- there is a history of misconduct,
- other forms of discipline (including suspension) have failed to bring about proper conduct,
- when, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Authority to Expel

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

A student may be expelled by a neutral and impartial Aspire Administrative Panel. The Administrative Panel will consist of at least three members who are certificated and neither a teacher or Principal of the pupil nor a member of the Aspire Board of Directors. The Aspire Administrative Panel may expel any student found to have committed a suspendable or expellable offense under the required timelines and provisions of California Education Code. An expulsion decision may be appealed to the Aspire Board of Directors.

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

While under expulsion, a student cannot enroll in another Aspire school without approval of the Aspire Board of Directors. At the conclusion of an expelled student's term of expulsion, a student cannot enroll in any Aspire school without approval of the Aspire Board of Directors through the readmission process. If readmitted, placement is made by the CEO or designee within the Aspire network of schools, but there is no guarantee of re-enrollment to the expelling school (or a partner school), even if a rehabilitation plan is met.

Approximately one month prior to the conclusion of the term of expulsion, the Aspire Registrar contacts the family to remind the student and family that they may apply to return to Aspire if they have met the terms of their expulsion. Families have two weeks from the time of that notification to apply for readmission to Aspire. At the time of application, evidence must be presented substantiating satisfaction of the conditions of the student's rehabilitation plan. If this information is not received within two weeks, the family is called by the Aspire Registrar to remind them of their opportunity to apply for readmission. If the family does not submit complete documentation or the documentation does not support completion of the rehabilitation plan during the specified readmission time period, the student may still return once the rehabilitation plan is satisfied, however, enrollment spots cannot be guaranteed and the student may be placed on the waiting list. All written communication is documented and sent via certified mail.

If a student has met all terms, the student's application for readmission is reviewed by the board for approval. If approved, the student is re-admitted and a re-entry conference with the Principal of their charter school is scheduled to promote a smooth transition.

The Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Expellable Offenses

Enumerated Offenses: Discretionary Expulsion Offenses
Students may be expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had written permission to reasonably possess the item from the Principal or the administrator designee.
3. Unlawfully possessed, used, otherwise furnished, or been under the influence of any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as listed in Chapter 2 of Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material while representing same as a controlled substance, alcoholic beverage, or intoxicant.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property (includes but is not limited to supplies, material goods, facilities, electronic files and databases) or private property.
7. Stole or attempted to steal school property or private property.
8. Possessed or used tobacco, or products containing tobacco or nicotine products, including but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit possession or use by a student of their own prescription products.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm meaning 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.
13. Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for purposes of preventing that student from being a witness and/or retaliating against that student for being a witness.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Engaged in or attempted to engage in hazing. For purposes of this section, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not same is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. "Hazing" as defined here does not include athletic events or school-sanctioned events.
16. Engaged in an act of bullying. For purposes of this section, the following terms mean: (A) "Bullying" is any severe or pervasive physical or verbal act or conduct and includes one or more acts committed which would be deemed harassment, intimidation, threats or hate violence, directed toward one or more students that can be reasonably predicted to have the effect of one or more of the following: (I) Placing a reasonable student (i.e., including but not limited to an exceptional needs student who exercises average care, skill, and judgment in conduct for a person of their age or for a person of their age with exceptional needs) in fear of harm to that student's person or property. (II) Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health. (III) Causing a reasonable student to experience substantial interference with their academic performance. (IV) Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the school. (B) "Physical or verbal act or conduct" may include communications made in writing or by means of an "electronic act" (i.e., creation and transmission originated on or off the school site, 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 for the purpose of having one or more of the effects listed in paragraph (A) and including, but not limited to: (a) Posting to or creating a "burn page" (i.e., an Internet Web site created with intent to cause impact as listed above). (b) Creating a "credible impersonation" (i.e., knowingly and without consent impersonate a student for the purpose of bullying such that another person would reasonably believe that the actual student is the one impersonated). (c) Creating a "false profile" (i.e., a profile of a fictitious student or by using the likeness or attributes of an actual student other than the student who created the false profile with intent to cause impact as listed above).
    i. An act of cyber sexual bullying.

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

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

ii. Notwithstanding subparagraphs i and ii 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.

iii. Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.

Discretionary Expulsion Offenses applying only to students in any of grades 4 to 12 inclusive
Students in grades 4 or higher may be expelled for any of the following acts when it is determined the student:

1. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
2. Committed sexual harassment as defined in Education Code §212.5. For purposes of this section, the conduct 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.
3. Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Education Code §233.
4. Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.
5. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any written or oral statement by a person who willfully threatens to commit a crime that would result in death, great bodily injury to another, property damage in excess of one thousand dollars ($1,000), with the specific intent that such statement is to be taken as a threat. This shall include such statements made even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Limited Discretion Expulsion Offenses – Must Recommend Expulsion (i.e., Refer for Expulsion Hearing before the Aspire Administrative Panel)
Unless the administrator determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, students shall be recommended for expulsion for any of the following incidents that occur on school campus or at a school activity off campus:

1. Causing serious physical injury to another person, except in self-defense. Ed Code §48915(a)(1)(A).
2. Possession of any knife or other dangerous object of no reasonable use to the student. Ed Code §48915(a)(1)(B).
3. Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code. Exceptions to this section include: (A) The first offense for possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis. (B) The possession of medication prescribed for the student by a physician or over-the-counter medication for use by the student as needed. Ed Code §48915(a)(1)(C).
4. Robbery or extortion. Ed Code §48915(a)(1)(D).
5. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee. Ed Code §48915(a)(1)(E).
6. **Note**: in the event the administrator determines that an alternative means of correction would address the misconduct, a multidisciplinary team meeting shall be held with the parent / guardian and student if age appropriate.

The alternative means of correction (i.e., any interventions, supports, services, logical consequences, restrictions recommended as appropriate) shall be documented via an "In Lieu of Expulsion" form.

Findings Needed for Expulsion Under Discretionary as well as Limited Discretion
A decision to expel a student for any of those acts above as listed under all Discretionary Expulsion Offenses and Limited Discretion Expulsion Offenses requires two findings of fact. The offense must be proven to have occurred as a first finding. Additionally, a second finding of fact must be shown and shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Mandatory Expulsion Offenses
Students shall be expelled for any of the following incidents that occur on school campus or at a school activity off campus:

1. Possessing, selling, or otherwise furnishing a firearm as verified via administration's investigation. Ed Code §48915(c)(1).
2. Brandishing (e.g., display in threatening manner) a knife at another person. For the purposes of this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade longer than 3.5", a folding knife with a blade that locks into place, or a razor with an unguarded blade. Ed Code §48915(c)(2).
3. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code. Ed Code §48915(c)(3).
4. Committing or attempting to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committing a sexual battery as defined in Section 243.4 of the Penal Code. Ed Code §48915(c)(4).
5. Possession of an explosive. For the purposes of this section, "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code. Ed Code §48915(c)(5).

Findings Needed for Expulsion under Mandatory Expulsion Offenses
A decision to expel a student for any of those acts above as listed under Mandatory Expulsion Offenses requires only one finding of fact. The offense must be proven to have occurred. Given the nature of the offenses, a second finding of fact is not required.

Special Procedure For Discipline Of Students With Disabilities

1. Disciplinary Removals of Less than 10 days:
The Charter School may remove a student with a disability who violates a code of student conduct from his/her current placement to an appropriate interim alternative educational setting, another setting or suspension, as long as the removal does not constitute a change of placement (34 CFR 300.536).

2. Disciplinary Removals of 10 Days or More:
If a student's removal from his/her current placement exceeds ten days in an academic school year, the removals qualify as a change in placement and the LEA shall conduct a Manifestation Determination ("MD") meeting within ten days of the decision to change the student's placement.

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, the Aspire School's Principal or designee, the parent, and relevant members of the IEP/504 Plan 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:

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

If the manifestation determination team makes the determination that the conduct was a manifestation of the child's disability or was the direct failure of the LEA to implement the IEP/504 plan, the child will return to the placement from which they were removed and the the IEP/504 Team shall convene to address the following:

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

> b)If a behavioral intervention plan has previously been developed,
>> i. review the behavioral intervention plan,
>> ii.and modify it, as necessary, to address the behavior

4. Expulsion of Students with Disabilities:

If the manifestation determination meeting participants 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 the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

Notification of District of Residence

Aspire Public Schools shall immediately notify the expelled student's District of Residence and coordinate the procedures in this policy with said District for any student with a disability or student who is currently undergoing assessment for a possible disability. Aspire Public Schools is responsible for ensuring that students with known disabilities are provided educational services during and following expulsion proceedings until they enroll in a different LEA.

Services Pending a Recommendation for Expulsion

Students pending an expulsion hearing or following expulsion until enrollment in a different LEA 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.

Due Process Appeals

In situations where the parent of an Aspire student with a disability disagrees with any decision regarding placement or the results of a manifestation determination hearing, or Aspire Public Schools believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings to resolve the disagreement.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Aspire Public Schools, 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 Aspire Public Schools agree otherwise.

Special Circumstances

Aspire Public School administrators, the CEO or designee (Senior Director of Special Education) 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 CEO or designee (Senior Director of Special Education) 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:

- 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;
- 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
- 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.

After the student's removal, the LEA shall conduct a Manifestation Determination meeting.

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/ADA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Aspire school had knowledge that the student was disabled before the behavior occurred.

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

1) The parent / guardian has expressed concern in writing, or orally if the parent / guardian does not know how to write or has a disability that prevents a written statement, to the Aspire school's administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2) The parent has requested an evaluation of the child.
3) The child's teacher, or other Aspire 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 Aspire administrative personnel.

If Aspire Public Schools 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/ADA-eligible children with disabilities, including the right to stay-put.

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

If Aspire Public Schools had no basis for knowledge of the student's disability, the Charter School shall proceed with the proposed discipline. If parents request a special education evaluation at the time of the disciplinary action and the Charter School did not have a basis of knowledge for the disability, Aspire Public Schools shall conduct an expedited special education evaluation.The Aspire school may put the disciplinary proceeding on hold pending the outcome of the evaluation. Upon completion of the evaluation, an IEP team will meet to determine eligibility. If the student is found eligible for special education, a manifestation determination meeting shall be conducted to determine whether the incident that occurred was a manifestation of the student's identified disability.

CSSP 23 - Checklist of Classroom Emergency Kit Contents

Classroom Evacuation Bag:
- ☐ Class Rosters for Current School Year
- ☐ Printed Emergency Contact Information or Reunification Information for Current School Year
- ☐ Emergency Preparedness Instructions (Quick Guide or Relevant Sections of CSSP)
- ☐ Clipboard with Pens / Markers
- ☐ Name Tag with Location of Pack
- ☐ Comfort items; such as playing cards, books, games, etc.
- ☐ Green/Red/Yellow Status Cards (Laminated)
- ☐ First Aid Kit
- ☐ Flashlight and Batteries
- ☐ 12 Hr. Light Stick
- ☐ 5 N 1 Whistle
- ☐ Leather Palm Gloves (1 Pair)
- ☐ Two-Way Radio (Walkie-Talkie)
- ☐ AM/FM Radio with Batteries
- ☐ Safety Vest
- ☐ Classroom Number/Name Card (Laminated)

Additional Recommended Supplies for Evacuation Bag:
- ☐ Pouches of Water
- ☐ Emergency Food Bars
- ☐ Ponchos
- ☐ Solar Blankets
- ☐ Dust Masks
- ☐ 50' Nylon Cord
- ☐ 2 Person Tent
- ☐ Water Purification Tablets
- ☐ Waterproof Matches
- ☐ Utility Knife
- ☐ Hardhat

Classroom Lockdown Kit:
- ☐ Emergency Food - 1 Day per Person (2400-3600 kCal)
- ☐ Drinking Water - 1 Gallon per Day per Person
- ☐ Portable Toilet
- ☐ Standard Rolls of Toilet Paper
- ☐ Toilet Disinfectant
- ☐ Moist Towelettes
- ☐ Hand Sanitizer
- ☐ Toilet Liners
- ☐ Roll of Duct Tape
- ☐ Large Mylar Blanket

Note: Supplies that would be duplicated by the evacuation/classroom emergency bag are not included. Both items should be stored in the same location.

CSSP 24 - Checklist of Additional Emergency Response Supplies

Command Team

Incident Commander
- ❏ ID vest
- ❏ Campus two-way radio
- ❏ Battery-operated AM/FM radio
- ❏ Master keys
- ❏ Tables and chairs (if CP is outdoors)
- ❏ Command Post tray with paper, pencils, and pens
- ❏ Bullhorn
- ❏ Duplicate staff and student rosters
- ❏ Job descriptions
- ❏ Emergency operations plan
- ❏ Site emergency plan
- ❏ Campus map

Communications
- ❏ Battery-operated AM/FM radio
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Binder with job descriptions
- ❏ Paper, pencils, and pens
- ❏ Table and chairs
- ❏ File boxes
- ❏ Hard hat, if available
- ❏ Tray for outgoing messages
- ❏ Site Status Report
- ❏ Emergency Time, Situation, and Response Report

Public Information Officer
- ❏ ID vest
- ❏ Campus two-way radio
- ❏ Battery-operated AM/FM radio
- ❏ Clipboard, paper, pencils, pens, tape, and scissors
- ❏ School site maps and area maps
- ❏ Laminated poster board for display
- ❏ Hard hat, if available
- ❏ Public Information Release Worksheet

Situational Analysis
- ❏ Campus two-way radio
- ❏ Vest or position identifier
- ❏ Binder with job descriptions
- ❏ Paper, pencils, and pens
- ❏ Dry-erase pens and tissues
- ❏ File Boxes
- ❏ Large site map of campus, laminated
- ❏ Map of county or local area
- ❏ Hard hat, if available

Liaison
- ❏ ID vest
- ❏ Campus two-way radio
- ❏ Binder with job descriptions
- ❏ Clipboard, paper, pencils, and pens
- ❏ Hard hat, if available

Operations and Logistics

❏ Campus two-way radio
❏ Vest or position identifier
❏ Binder with job descriptions
❏ Paper, pencils, and pens
❏ Emergency supplies stored in storage shed
❏ Inventory of emergency supplies on campus
❏ Search and rescue maps
❏ Large campus map, laminated
❏ Hard hat, if available

Strike Teams

Search & Rescue Team
❏ ID Vest
❏ Campus two-way radio
❏ Hard hat
❏ Master keys on lanyard *(obtain from Command team)*
❏ Rope
❏ Zip ties
❏ Garbage bags
❏ Pry bar
❏ Large hammer
❏ Bolt cutter
❏ Hacksaw
❏ Portable transport units
❏ Caution tape
❏ "No entry" signs
❏ Duct tape and masking tape
❏ Paper towels
❏ Pencils, pens, sharpies, wet erase markers
❏ Backpack with:
    ❏ clipboard with job descriptions and map indicating search plan
    ❏ whistle
    ❏ goggles
    ❏ work gloves and latex gloves
    ❏ headlamp and spare batteries
    ❏ flashlight
    ❏ dust masks
    ❏ knee pads
    ❏ grease pencil or chalk
    ❏ duct tape
    ❏ masking tape
    ❏ 3 backpacks contain first aid kits

Facilities & Logistics Team
❏ Campus two-way radio
❏ Vests
❏ Binder with job descriptions and emergency operations plan
❏ Blank name badges
❏ Paper, pencils, and pens
❏ Emergency supplies stored in storage shed
❏ Inventory of emergency supplies on campus

First Aid & Triage Team
❏ ID vests
❏ Campus two-way radio
❏ Binder with job descriptions and emergency operations plan
❏ Pens, pencils, wet erase markers, sharpies
❏ Paper
❏ Paper clips

❏ Scissors
❏ Stapler
❏ Flashlight
❏ Headlamp
❏ Batteries
❏ Whistles
❏ Zip ties
❏ Tables and chairs
❏ Ground cover/tarps
❏ Triage tags
❏ First aid supplies with quick reference medical guides (See "Field Kit" below)
❏ Stretchers and blankets
❏ Student and staff medications

Attendance & Assembly Team
❏ Vest
❏ Campus two-way radio
❏ Binder with job descriptions and emergency operations plan
❏ Ground cover, tarps
❏ Emergency blankets
❏ Basic first aid kit
❏ Student activities: colored pencils, paper, playing cards, jump ropes, etc.
❏ Student information binder with medical and contact information and class lists
❏ Masks
❏ Rope
❏ Caution tape
❏ Duct tape
❏ Clorox wipes
❏ Garbage bags
❏ Small white boards
❏ Small plastic cups
❏ Flashlights
❏ Lanterns
❏ Name badges
❏ Sharpies
❏ Water, food, sanitation supplies

Crisis Counseling Team
❏ Campus two-way radio
❏ Vest
❏ Binder with job descriptions and emergency operations plan
❏ De-escalation media
❏ Whistle
❏ Emergency Go-Bag
❏ List of referral resources
❏ Referral materials

Reunification Team
❏ Two-Way Radios
❏ Vests
❏ Clipboards
❏ Binder with job descriptions and emergency operations plan
❏ Student information binder with medical and contact information and class lists
❏ Pens, pencils, wet erase markers, sharpies
❏ Paper
❏ Paper clips
❏ Scissors
❏ Stapler
❏ Flashlight
❏ Headlamp

❏ Batteries
❏ Whistles
❏ Lanterns
❏ Zip ties
❏ Caution tape
❏ Masking tape
❏ Duct tape
❏ Signs to direct parents
❏ Signs for alphabetical grouping or grade level to organize check-in/sign-out (A-F, etc.)
❏ Student Release Forms for each check-in/sign-out table

First Aid & Triage Field Kit Supplies
First Aid Book and Triage Book with 40 Pages of Triage forms: (Patient Evaluation, Body Identification, Injury Assessment, etc), Triage Instructions, ICS Instruction. Safety Vest Tags.
1 – Set of Four Triage Tarps
1 – Command Post – Barricade Tape
1 – Public Information Area – Barricade Tape
1 – Staging Area – Barricade Tape
1 – 50 pack Triage Tags
4 – Brass Whistle w/ Lanyard
4 – Legend Safety Vest
4 – Clipboards
4 – Golf Pencils
1 – Mighty Mega Mite Bull Horn
2 – Commander Walkie Talkies
1 – FM / Weather / Shortwave Radio w/Light
4 – Green 12 hour Light Sticks
4 – Adult Ponchos
1 – NIMS Guide
18 – 1 x 3 Band-Aids
12 – 3 x 1½ Knuckle Bandages
6 – Fingertip Bandages
6 – 2 x 3 Patch Bandages
4 – 3 x 4 Non-Adhesive Bandages
6 – Large Butterfly Bandages
3 – 4 x 7 Combines
2 – 2 Ace bandages
6 – 2 x 2 Gauze Pads
8 – 3 x 3 Gauze Pads
8 – 4 x 4 Gauze Pads
6 – Sterile Gauze Rolls
3 – Adhesive Tape
4 – Triangular Bandages
12 – Antimicrobial Wipes
12 – Alcohol Preps
12 – Antiseptic Towelettes
2 – Splints
9 – Antibiotic Ointment
6 – Iodine Prep Pads
6 – Towelettes
4 – Bloodstoppers
1 – Sting Relief
1 – CPR Mouthpiece
6 – Tongue Depressors
1 – Tweezers
1 – Whistle
1 – Stethoscope
1 – Thermometer
6 – Pain Stoppers

6 – Non-Aspirin
6 – Buffered Aspirin
4 – Ice Packs
6 – Pair Nitrile Gloves
2 – Solar Blankets
6 – Sterile Eye Pads
3 – Sun Block
1 – Ammonia Inhalant (10 Pack)
1 – Paramedic Scissors
6 – 4 x 4 Burn Gel
8 – 1/8 oz. Burn Gel
1 – Life Savers
2 – Chapstick

Expanded List of Search & Rescue Team Supplies

4 – High-Intensity Lightsticks
2 – Lumber Crayons
4 – Grease Markers
4 – Whistles
6 – 12 Hour Light Sticks
1 – AM/FM Solar Radio
1 – Nylon Tool Bag
5 – Solar Blankets
1 – 16' x 24' Tarp
2 – Boxes Waterproof Matches
5 – Slow Burning Candles
5 – Paramedic Blankets
2 – Rolls "Caution" Tape
2 – 3-Way Can Openers
50 – Water Purification Tablets
1 – GI Pick
2 – 50' Nylon Ropes
1 – Folding Shovel
1 – Wood Axe
1 – 8-Ton Hydraulic Jack
2 – Wrecking Bars (24" & 30")
1 – 2000 lb. Test Steel Pulley
1 – 27" Flathead Shovel
1 – Pipe Wrench
1 – Claw Hammer
1 – Short Handle Axe
1 – Survival Knife Kit
1 – Jab Saw
1 – 10 " Adjustable Wrench
1 – 5 Piece Plier Set
1 – 6 Piece Screwdriver Set
1 – Short Sledge Hammer
1 – Gas & Water Shut Off Tool

CSSP 25 - Emergency Drill Procedures and Instructions

(Tactical Response)

Fire and Evacuation Drill

School Leader or Designee:
1. Notify fire department of intention to begin a fire drill
2. Activate the fire alarm from the main panel system
3. Note start time of drill
4. Observe drill, taking note of:
   a. Quiet and orderly evacuation of all staff and students
   b. Successful arrival at designated evacuation site
   c. Completed attendance after arriving at evacuation site
   d. Classroom emergency kit, binder, and other materials brought to evacuation site
   e. Classroom doors closed (but not locked) and lights off
5. Note time of completed evacuation
6. Discontinue fire alarm
7. On the PA, All Call, and via messaging, notify staff of conclusion of drill: "The fire drill has concluded. Please return to your classrooms."
8. Notify fire department of conclusion of fire drill
9. Complete post-drill documentation
10. Debrief staff

School Staff:
1. At the activation of the fire alarm, direct students to evacuate in a quiet and orderly manner
2. Bring Classroom emergency kit, binder, and other materials
3. Close (but do not lock) classroom doors and turn-off lights
4. Proceed to designated evacuation location
5. At evacuation site, take and report attendance
6. When notified, return to classroom
7. Attend debrief

Earthquake Drill

School Leader or Designee:
1. If requested, notify police department of intention to begin an earthquake drill
2. On the PA, All Call, and via messaging, notify staff of drill: "This is a drill: The ground and building are shaking. This is a drill." Repeat three times
3. Note start time of drill
4. Observe "Drop, cover, hold" procedure, taking note of:
   a. All individuals have moved away from windows and large objects presenting a fall risk
   b. All individuals have ducked under a solid object and placed arms over head and neck
   c. Individuals who are not able to duck are low to the ground, against a solid wall (without windows), with arms or object covering neck and head
   d. Individuals in wheelchairs are against a solid wall (without windows), with arms or object covering the neck and head. Wheels have been locked
5. After 2-3 minutes, On the PA, All Call, and via messaging, notify staff of evacuation: "This is a drill: The shaking has stopped. Evacuate the building. This is a drill." Repeat three times
6. Observe evacuation, taking note of:
   a. Quiet and orderly evacuation of all staff and students
   b. Successful arrival at designated evacuation site
   c. Completed attendance after arriving at evacuation site
   d. Classroom emergency kit, binder, and other materials brought to evacuation site
   e. Classroom doors closed (but not locked) and lights off
7. Note time of completed evacuation
8. On the PA, All Call, and via messaging, notify staff of conclusion of drill: "The earthquake drill has concluded. Please return to your classrooms."

9. If requested, notify police department of conclusion of earthquake drill
10. Complete post-drill documentation
11. Debrief staff

School Staff:
1. When "This is a drill: The ground and building are shaking. This is a drill" is passed via PA, All Call, and other messaging, direct students to complete "drop, cover, and hold" procedures:
   a. All individuals move away from windows and large objects presenting a fall risk
   b. All individuals duck under a solid object and placed arms over head and neck
   c. Individuals who are not able to duck are low to the ground, against a solid wall (without windows), with arms or object covering neck and head
   d. Individuals in wheelchairs are against a solid wall (without windows), with arms or object covering the neck and head. Wheels have been locked
2. When "This is a drill: The shaking has stopped. Evacuate the building. This is a drill" is passed via PA, All Call, and other messaging, direct students to evacuate in a quiet and orderly manner
3. Bring Classroom emergency kit, binder, and other materials
4. Close (but do not lock) classroom doors and turn-off lights
5. Proceed to designated evacuation location
6. At evacuation site, take and report attendance
7. When notified, return to classroom
8. Attend debrief

Shelter-In-Place Drill

School Leader or Designee:
1. Notify police department of intention to begin a Shelter-In-Place drill
2. On the PA, All Call, and via messaging, notify staff of drill: "This is a drill: We are now in Shelter-In-Place. This is a drill." Repeat three times
3. Note start time of drill
4. Observe drill, taking note of:
   a. Staff and students move to, or remain in, indoor area
   b. Staff close classroom doors and windows
   c. Staff review location of HVAC thermostat and how to deactivate ventilation
   d. Staff gather Classroom Emergency Kit and locate duct tape
   e. Staff take and report attendance
   f. Staff continue indoor activities as normal
5. On the PA, All Call, and via messaging, notify staff of conclusion of drill: "This is a drill. The Shelter-In-Place has been lifted. Please return to normal schedule." Repeat three times.
6. Send another announcement confirming the conclusion of the drill
7. Notify police department of drill conclusion
8. Note the end time of the drill
9. Complete post-drill documentation
10. Debrief staff

School Staff:
1. When "This is a drill: We are now in Shelter-In-Place. This is a drill" is passed via PA, All Call, and other messaging, complete the following actions:
   a. Move staff and students to, or remain in, an indoor area
   b. Close classroom doors and windows
   c. Review location of HVAC thermostat and how to deactivate ventilation
   d. Gather Classroom Emergency Kit and locate duct tape
   e. Take and report attendance
   f. Continue indoor activities as normal
2. When "This is a drill. The Shelter-In-Place has been lifted. Please return to normal schedule" is passed via PA, All Call, and other messaging, return classroom doors, windows, and materials to normal position
3. Attend debrief

Secure Campus Drill

School Leader or Designee:

1. Notify police department of intention to begin a Secure Campus drill
2. On the PA, All Call, and via messaging, notify staff of evacuation: "This is a drill: We are now in Secure Campus. This is a drill." Repeat three times
3. Note start time of drill
4. Observe drill, taking note of:
    a. All perimeter doors and gates are locked
    b. All exterior windows are closed, locked, and covered
    c. Staff and students return to classrooms or offices
    d. All interior doors are locked and interior windows are covered
    e. Staff take and report attendance
    f. Indoor activities continue as normal
5. On the PA, All Call, and via messaging, notify staff of the conclusion of drill
6. Notify police that the Secure Campus drill has concluded
7. Note the end time of the drill
8. Return doors, gates, and windows to normal position
9. Complete post-drill documentation
10. Debrief staff

School Staff:
1. When "This is a drill: We are now in Secure Campus. This is a drill" is passed via PA, All Call, and other messaging, complete the following actions:
2. Move staff and students to appropriate classrooms and offices
3. If designated to lock an exterior door/gate or close/cover an exterior window, do so before returning to your classroom or office
4. Lock all interior doors and windows, and cover or draw the shades of all interior windows
5. Take and report attendance
6. Continue indoor activities as normal
7. When you receive notice that the drill has concluded, return doors, gates, and windows to the normal position and continue normal activities
8. Attend debrief

Lockdown Drill

School Leader or Designee:
1. Notify police department of intention to begin a Lockdown drill
2. On the PA, All Call, and via messaging, notify staff of evacuation: "This is a drill: We are now in Lockdown. This is a drill." Repeat three times
3. Note start time of drill
4. Observe drill, taking note of:
    a. All perimeter doors and gates are locked
    b. All exterior windows are closed, locked, and covered
    c. Staff and students move to the nearest indoor location
    d. All interior doors are locked and interior windows are covered
    e. All interior lights are turned off and communication devices are silenced
    f. Staff and students are laying or sitting low to the ground out of view of doors or windows
    g. Staff and students are silent
    h. Staff take and report attendance using appropriate method (silent communication)
5. On the PA, All Call, and via messaging, notify staff the all clear: "This is a drill. All clear. The Lockdown has been lifted. This is a drill." Repeat three times.
6. Note: The drill has not yet concluded, as staff must wait for their room to be unlocked
7. Proceed to unlock classroom doors, observing that students and staff remain in the room until it is unlocked
8. On the PA, All Call, and via messaging, notify staff of the conclusion of drill
9. Notify police that the Lockdown drill has concluded
10. Note the end time of the drill
11. Return exterior doors, gates, and windows to normal position
12. Complete post-drill documentation
13. Debrief staff

School Staff:

1. When "This is a drill: We are now in Lockdown. This is a drill" is passed via PA, All Call, and other messaging, complete the following actions:
2. Move staff and students to the nearest indoor location
3. If designated to lock an exterior door/gate or close/cover an exterior window, do so before moving to a room to Lockdown
4. Sweep hallway, close and lock all interior doors and windows
5. Cover or draw the shades of all interior windows
6. Turn-off all interior lights and silence all communication devices
7. Have staff and students lay or sit low to the ground out of view of doors or windows
8. Have staff and students remain silent
9. Take and report attendance using designated silent messaging
10. When "This is a drill. All clear. The Lockdown has been lifted. This is a drill." is passed via PA, All Call, and other messaging, you may turn on the lights and move about the room, but **stay in the room until unlocked or released by an administrator**
11. When you receive notice that the drill has concluded, return gates, doors, and windows to the normal position and continue normal activities
12. Attend debrief

CSSP 26 - Annual Schedule of Emergency Drills: Regular Day and ExL

Fillable Drill Schedule:
https://docs.google.com/spreadsheets/d/1evi_Ef4JdchjWEXB2at3aGX_4rDRYOJk/edit#gid=200178
5890

Regular Day

Month/Date	Drill Type	How long did it take?	Activity of Students at time of Drill	Signatures & Date
August, 17th @ 2:00 pm	Fire Drill			
September, 12th @ 10:30 am	Fire Drill			
September, 21st @: 2:00 pm	Lockdown Drill			
October, 17th @ 10:30 am	Fire Drill			
October, 26th @ 2:00 pm	Earthquake Drill			
November, 9 th @ 10:30 am	Fire Drill			
November, 16th @ 3:30 pm	Secure Campus Drill (Dismissal)			
December, 5th @ 10:45 am	Fire Drill			
December, 12th @ 2:00 pm	Shelter-In-Place Drill			
January, 11th @ 1: 30 pm	Fire Drill			
January, 23rd @ 10:30 am	Lockdown Drill			
February, 8th @ 8:45 am	Fire Drill			
February, 20th @ 2:00 pm	Secure Campus Drill			

March, 6th @ 10:30 am	Fire Drill			
March, 28th @ 2:00pm	Earthquake Drill			
April, 10th @ 10: 30 am	Fire Drill			
April, 18th @ 2:00 pm	Shelter-In-Place Drill			
May, 10th @ 2:00 pm	Fire Drill			
June	Fire Drill			

Regular Day Emergency Drills Record Form: ⊠ Aspire Emergency Drill Schedule SY23-24.xlsx

ExL

Month/Date	Drill Type	How long did it take?	Activity of Students at time of Drill	Signatures & Date
8/17/23	Fire Drill			
9/12/23	Fire Drill			
9/21/23	Lockdown Drill			
10/24/23	Fire Drill			
10/26/23	Earthquake Drill			
11/9/23	Fire Drill			
11/6/23	Secure Campus Drill			
12/5/23	Fire Drill			
12/12/23	Shelter-In-Place Drill			
1/11/24	Fire Drill			
1/23/24	Lockdown Drill			
2/8/24	Fire Drill			
2/20/24	Secure Campus Drill			
3/6/24	Fire Drill			
3/28/24	Earthquake Drill			
4/10/24	Fire Drill			

4/18/24	Shelter-In-Place Drill			
May	Fire Drill			
June	Fire Drill			

ExL Emergency Drills Recording Form: X Aspire ATSA EXL Emergency Drill Schedule SY23-24.xlsx

CSSP 27 - Staff Emergency Preparedness Training

Date	Instructor	Training Topic	Administrator Signature
August		Basic Emergency Response	
August		First Aid/CPR/AED	
September		Campus Movement Restrictions	
September		Incident Command Pt. 1	
October		Earthquake Response	
November		Bullying & Harassment Prevention & Response	
January		Emergency Response Refresher	
January		Incident Command Pt. 2	
February		Digital Safety & Cybersecurity	
March		Reunification	
April		Incident Command Pt. 3	
May		Mental Health Awareness	
June			

CSSP 28 - De-escalation Philosophy and Strategy

Overview
De-escalation includes a series of actions and approaches that can be used to reduce the likelihood that a conflict or behavior incident will become an emergency. Not all situations are appropriate for de-escalation. The basic principles of de-escalation include practicing effective awareness and applying intentional actions and communication techniques in order to lower the threat level. Not all situations are appropriate for de-escalation. **If an individual is severely agitated or enraged, or the behavior poses an imminent threat, call 9-1-1.**

Awareness
Practicing effective awareness is an important component of de-escalation. A high-level of awareness allows staff to recognize the signs that de-escalation is needed and reduce the influence of their own emotions and perspectives. Additionally, awareness can help manage the feelings of "fight or flight" that can naturally arise when faced with a conflict. The following list provides an overview of the types of awareness and their value within de-escalation.

1. Self-awareness: allows an individual to think, reason, choose, exercise free will, evaluate options, and make decisions. These capabilities are critical when assessing a conflict, as well as choosing and applying de-escalation strategies.
2. Emotional awareness: increases the ability to recognize and feel personal emotions and the emotions of others. Emotional awareness enhances de-escalation strategies that are designed to build a rapport and communicate empathy.
3. Situational awareness: builds control of the conflict and general situation and provides relevant background information. Includes what is happening in the general area, as well as how information, incidents, and actions impact the goals and objectives of those involved in the conflict.

Recognizing Escalation
It is important to note that not all conflict will escalate into a dangerous or threatening situation. Nevertheless, recognizing the signs of escalation early in the interaction can increase the likelihood that de-escalation strategies will be effective. Staff are encouraged to use their situational awareness skills and pre-existing relationships to evaluate when de-escalation is necessary. The following list highlights common signs of escalation, although it is not exhaustive.

- Clenching of fists or tightening and untightening the jaw
- Sudden change in body language or tone during a conversation
- Pacing or fidgeting
- Change in the type of eye-contact
- Protruding of the chest and arms further away from the body
- Disruptive behaviors: yelling, bullying, etc.
- Active non-compliance: intentional refusal to comply with rules, commands, or instructions

De-escalation Actions and Strategies
De-escalation actions assist individuals in carrying out de-escalation strategies while maintaining personal and situational safety. Actions are unique from strategies in that they can be universally applied during all de-escalation attempts, while strategies will vary depending on each situation.

1. Maintain situational awareness
    a. Who is in the room or area?
    b. What objects are nearby, such as chairs, tables, etc.?
    c. Are you blocking exists causing the individual to feel trapped?
    d. What are your physical options to escape?
2. Maintain your own calm
    a. Are you becoming upset and escalating the situation?
    b. Would the situation look different if you were calmer?
    c. Take a deep breath
    d. Use a low, dull tone of voice
    e. Resist becoming defensive even if insults are directed at you
    f. Walk away if you need to
3. Appear less threatening
    a. Appear calm and self-assured even if you aren't
    b. Maintain limited eye contact and try to be at the same level. Encourage the individual to remain seated but stand if they stand.
    c. Maintain a neutral facial expression

       d.   Place hands in front of body in open and relaxed position
       e.   Do not shrug your shoulders
       f.   Do not point fingers
       g.   Avoid excessive gesturing, pacing, fidgeting, or weight shifting
       h.   Maintain a public distance (12 feet or more)

4. Practice effective listening and communication
   a. Acknowledge their feelings without passing judgment, whether you agree or disagree
   b. Use clarifying or open-ended questions to signal a full understanding of their concerns
   c. Ask to take notes
   d. Ask for the individual's ideas or solutions
   e. Do not make promises or argue
   f. Express intention to help
   g. Ask questions and give options rather than giving orders

5. Demonstrate empathy and compassion
   a. Make a personal connection. Ask simple questions about the individual, "What's your name?," "What's your son/daughter's name?"
   b. Use the individual's name in a sincere and neutral manner
   c. Use collaborative language, "we" or "us"

6. Know your role and responsibilities
   a. Have a good idea of what you can and can't do
   b. Uphold rules consistently
   c. Focus on compliance as the goal of the interaction
   d. Be the expert. If you don't know the answer to something, you do know where to find it. Say "I'm not sure" rather than "I don't know."
   e. Recognize if you are the best person to handle the situation

CSSP 29 - Threat and Crisis Assessment Resources

Threat Assessment Resources:
National Association of School Psychologists:
https://www.nasponline.org/resources-and-publications/resources-and-podcasts/school-safety-and-crisis/systems-level-prevention/threat-assessment-at-school

- Brief Facts and Tips
- Best Practice Guidelines for K-12 Schools
- Critical Information for School Safety Teams

School Safety.gov: https://www.schoolsafety.gov/threat-assessment-and-reporting

- Threat Assessment Model
- BTA Team Training
- Video: Averting Targeted School Violence

Crisis Assessment Resources:
California Dept. of Education: https://www.cde.ca.gov/ls/ss/cp/crisisresp.asp

- Best Practices in School Crisis Prevention and Intervention
- Responding to Crisis at a School
- School Emergency Planning & Safety including Resources for Administrators & Classrooms

American School Counselor Association:
https://www.schoolcounselor.org/Publications-Research/Publications/Free-ASCA-Resources/Crisis-Trauma-Resources

- Webinar: Effective Crisis/Trauma Response
- The School Counselor and Safe Schools and Crisis Response

Maryville University: https://online.maryville.edu/blog/mental-health-crisis-toolkit-for-schools/

- Mental Health Crisis Guide for Schools

CSSP 30 - Individual Emergency Response Plan Template

-CONFIDENTIAL-

Student Information

Name: _____ Grade: _____

Primary/Adivsory Teacher:_____ Primary/Advisory Room Number: _____

Overview of Disability, Special Needs Condition (include specific accommodations needed):

_____

_____

_____

_____

Parent / Guardian Information

Parent / Guardian 1

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Parent / Guardian 2

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Emergency Contact Information

Emergency Contact 1

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Emergency Contact 2

Name: _____ Relationship: _____

Phone 1: _____ Phone 2: _____

Healthcare Professional 1

Name: _____ Phone: _____

Hospital/Practice Name: _____

Healthcare Professional 2

Name: _____ Phone: _____

Hospital/Practice Name: _____

Medical Information:

Medical Condition and/or Needs:

_____

_____

_____

Current Medications and Dosage Information:

_____

_____

_____

Allergies and Reaction Type:

_____

_____

_____

Association Health Risks:

_____

_____

_____

Special Instructions for Care During Emergency:

_____

_____

_____

Specific Instructions By Emergency Type

Evacuation:

_____

_____

_____

Lockdown:

_____

_____

_____

Shelter-In-Place:

_____

_____

_____

Off-Site Evacuation:

_____

_____

_____

School Closure/Reunification:

_____

_____

_____

Evacuation Procedures

Describe Methods of Assistance:

_____

_____

_____

Location of Accessible Evacuation Routes:

_____

_____

_____

Necessary Equipment and Location of Equipment:

_____

_____

_____

Names of Individuals Assisting Student, including work space and contact information:

_____

_____

_____

Communication Strategies

What is the most effective way to communication with student during an emergency?

_____

_____

_____

Any potential challenges during emergency communications?

_____

_____

_____

Assistive communication devices or aids necessary:

_____

Post-Emergency Care

Post-Emergency Care Instructions (administration of medication, contacting healthcare professionals, additional psychological support):

_____

_____

_____

Review and Updates

Review Date: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

Name: _____ Role: _____ Signature: _____

## Individual Emergency Response Plan Instructions

The IERP should be completed in collaboration with parents/guardians, healthcare professionals, and school staff. All individuals involved in carrying out the IERP should be familiar with its contents and any special provisions/instructions, as well as the assistance required. Additionally, staff assigned response and/or support roles should receive training on the location and operation of any equipment required for response and mentioned in the IERP.

1. Fill in the student's information: name, grade level, primary classroom/advisory teacher
2. Add information describing the student's condition and any accommodations needed. If necessary, consult with a school nurse or other healthcare professional
3. Include details that may be helpful during an emergency, such as behavioral concerns or language abilities.
4. Record emergency contact information, including contact details for healthcare providers
5. Provide detailed instructions tailored to the student's needs during different types of emergencies. Input from various parties, including Principal's, parents, school counselors, etc. may be helpful.
6. Specify any evacuation equipment needed, as well as accessible routes. Additionally, identify individuals assigned to provide assistance during an emergency response.
7. Discuss with parents, student (if possible), and relevant school staff the student's preferred method of communication and note in the appropriate segment. Include any communication devices and aids, as well as where they are located.
8. Record any special care the student may need after an emergency, including specific soothing techniques or post-trauma care. Provide contacts for additional support services, such as counselors or therapists, if needed.
9. Record the dates forms are reviewed and/or updated, as well as individuals present during the review/update.
10. Review plans at least once a year, but also if significant changes occur to a student's health or needs.

CSSP 31 - Utility Shut-Off Maps
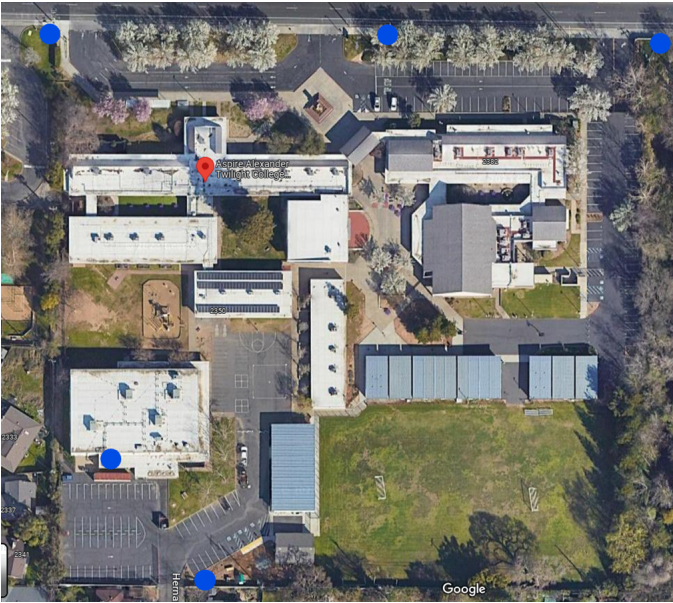
WATER
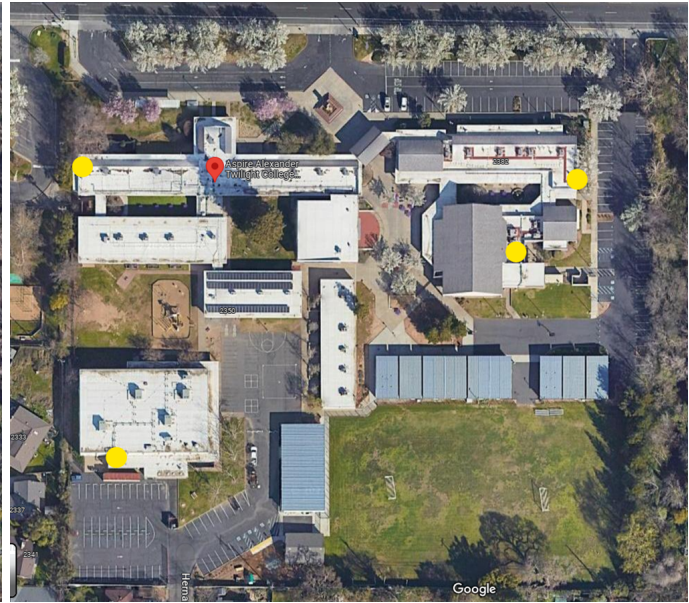
GAS

POWER

CSSP 32 - Incident Command System Roles and Responsibilities

Command Team Roles

Incident Commander
- The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.
- Ensure the safety of students, staff, and others on campus.
- Lead by example; your behavior sets the tone for staff and students.

Communications
- Reports to Incident Commander.
- Point of contact responsible for providing communication services throughout an incident to inform the school community of the situation.
- Establish, coordinate, and direct verbal and written communications within the incident site and with surrounding campus partners, neighborhood hubs, and outside agencies when necessary.

Public Information Officer
- Reports to Communications.
- Communicates information to the press and/or news agencies as the voice of the school in the event of an emergency.
- Fulfills the public's right to know for important information related to emergencies at the school site.
- Coordinates information for police or fire department personnel that are on-site.
- Releases information to the general public, media, and emergency response / public safety organizations that is consistent, accurate, and timely.

Situational Analysis
- Reports to Incident Commander.
- Collection, organization, and analysis of incident status information, and for analysis of the situation as it progresses.
- Coordinating the purchase of materials and appropriating finances in preparation for, at time of, and in recovery from an emergency or disaster.
- Supervises staffing needs during the incident.
- Take ongoing notes throughout, including a running list of all events, the time of the events, participants, and significant impact throughout the incident.
- Evaluate, document, and use information about the development of the incident and the status of resources.
- Maintain an accurate site map and provide ongoing analysis of situation and resource status.

Liaison
- Reports to Incident Commander.
- Contact person for outside agencies, including (but not limited to) police, fire, and ambulance services.
- Assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.
- May represent the school at city emergency operation centers and/or on-scene Incident Command.

Operations and Logistics
- Reports to Incident Commander.
- Works to ensure that all activities are conducted in as safe a manner as possible under the existing circumstances.
- Establishes methods of communications with Strike Teams.
- Oversees the work of the following predetermined teams: Search & Rescue, First Aid & Triage, Facilities & Logistics.
- Provide facilities, services, personnel, equipment, and materials in support of the incident.

Strike Team Roles

Search & Rescue Team
- Report to Operations and Logistics
- Locates and evacuates to safety any trapped, missing, or injured persons.
- Identifies dangers and provides safety during movements.

Facilities & Logistics Team
- Reports to Operations and Logistics
- Shuts off gas, power, and water if needed.
- Assesses the stability and viability of buildings on campus to the best of their ability.
- Assists with the distribution and transportation of Strike Team supplies and personnel.
- Distributes and tracks supplies, mainly food and water, to students, faculty, and staff after an emergency.
- Assists with setting up shelter and toilet facilities if needed.

First Aid & Triage Team

- Reports to Operations and Logistics
- Assesses injured victims as they enter the Medical Treatment Area.
- Triages victims and provides appropriate first aid treatment.
- Documents treatment and preps for transport as needed & when available.
- Uses approved safety equipment and techniques.

Attendance & Assembly Team
- Reports to Community Care
- Ensures the care and safety of all students on campus except those who are in the medical treatment or crisis counseling areas.
- Completes initial attendance and reports to Community Care.
- Keeps updated attendance/location records of all individuals on campus as the emergency response progresses.

Crisis Counseling Team
- Reports to Community Care
- Offers de-escalation, grieving, and other emotional support to all staff, students, and parents/caretakers who are in need during a time of crisis.
- Identifies and provides additional referral resources.

Reunification Team
- Reports to Community Care
- Ensures the reunification of students with their parents or authorized adults at the reunification area.
- Ensures students are properly signed out before leaving campus.
- Follows the procedures as outlined regarding reunification of students with their parents or guardians.

Incident Command System Responsibilities - Command Team

Incident Commander
Start-up Actions:
❏ Obtain your personal safety equipment; e.g., hard hat, vest, clipboard with job descriptions.
❏ Assess type and scope of emergency.
❏ Determine threat to life and property.
❏ Implement disaster response plan and take appropriate safety actions.
❏ Develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
❏ Activate functions (assign positions) as needed.
❏ Meet with Situation Analysis and Operations & Logistics to discuss the situation and next steps.
❏ Appoint a backup IC if alternate IC is not available.
Operational Duties:
❏ Continue to monitor and assess overall situation.
❏ View site map periodically for search and recovery progress and damage assessment information.
❏ Check in with Command Team members for periodic updates.
❏ Reassign personnel as needed.
❏ Report (meet with Communications and Public Information Officer) on status of students, staff, campus as needed.
❏ Develop and communicate revised incident action plans as needed.
❏ Begin student release when appropriate. No student should be released until student accounting is complete. When releasing students before the end of a regular school day, follow your school policies and procedures to release students to those authorized to pick up the student.
❏ Authorize release of information.
❏ Utilize your backup plan and take regular breaks, 5-10 minutes per hour, away from the CP.
❏ Plan for regular breaks for all staff and volunteers.
❏ Release staff as appropriate.
❏ Remain on and in charge of the campus until you have determined that the school's disaster response procedures can be discontinued.
Closing Down:
❏ Authorize deactivation of sections and units when they are no longer required.
❏ When ready, deactivate the entire school 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, reports, and other relevant documents are completed and provided to Operations & Logistics .
❏ Proclaim termination of the emergency and proceed with recovery with Operations & Logistics if necessary.

Communications

Start-up Actions:
❏ Set up Communications Station in a quiet location with access to the Command Post (CP)
❏ Turn on radios and advise CP when ready to accept radio communications.
Operational Duties:
❏ Communicate with campus and area partners as per school policy and procedures.
❏ At the direction of the IC, report status of students, staff, and campus using Site Status Report.
❏ Receive and write down all communications from campus and partner schools.
❏ Monitor AM/FM radio for local emergency news.
❏ Use runners to deliver messages to the IC.
❏ Maintain Emergency Time, Situation, and Response Report.
❏ Follow communications protocol.
❏ Direct the media or the public to the Public Information Officer.
Closing Down:
❏ Close out all logs, message forms, etc. and turn them over to Operations & Logistics .
❏ Return all equipment and unused supplies to Operations & Logistics.

Public Information Officer
Start-up Actions:
❏ Determine a designated site as a media reception area (located away from Command Post & students).
❏ Get approval for media reception area from Incident Commander (IC)
❏ Identify yourself as the "PIO" (vest, sign, etc.).
❏ Consult with Public Safety Agency (police, fire, etc.) PIOs, if on site, to coordinate information release.
❏ Assess situation and obtain statement from IC. Video record statement if possible.
❏ Advise arriving media that the site is preparing a press release and approximate time of its issue.
❏ Open and maintain a log of all actions and communications.
❏ If possible, record media briefings.
❏ Keep all documentation to support the history of the event.
Operational Duties:
❏ Keep up to date on the situation.
❏ Statements must be approved by the IC and should reflect:
   ● Reassurance ("everything is going to be okay")
   ● Incident or disaster cause and time of origin
   ● Size and scope of the incident
   ● Current situation (e.g., condition of school site, 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 the school wishes to be released to the public
❏ Read statements if possible.
❏ When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid using the phrase "no comment."
❏ Update information periodically with IC.
❏ Ensure announcements and other information are translated into other languages as needed.
❏ Monitor news broadcasts about incident. Correct any misinformation.
Closing Down:
❏ At the Incident Commander's direction, deactivate the PIO position. Sign out with Operations & Logistics .
❏ Return equipment and reusable supplies to Operations & Logistics.
❏ Close out all logs. Provide logs and other relevant documents to Operations & Logistics .

Situational Analysis
Start-up Actions:
❏ Check in with Operations & Logistics and Incident Commander for situation briefing.
❏ Obtain necessary equipment and supplies from Operations & Logistics.
❏ Put on position identifier, such as vest, if available.
Operational Duties:
❏ Situation Status (Map):
   ● Collect, organize, and analyze situation information.
❏ Mark site map appropriately as status reports are received. This includes data giving a concise picture status of the campus such as Search & Rescue reports and damage updates.
❏ Preserve map as a 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 CP to support the action-planning process.

❑ Think ahead and anticipate situations and problems before they occur.

❑ Report only to CP personnel. Refer all other requests to PIO.

Closing Down:

❑ Return equipment and reusable supplies to Operations & Logistics.

❑ Close out all logs. Provide logs and other relevant documents to Operations & Logistics .

Liaison

Start-up Actions:

❑ Check in with Incident Commander for situation briefing.

❑ Determine operating location and set up as necessary.

❑ Obtain necessary equipment and supplies from Operations & Logistics.

❑ Put on position identifier, such as vest, if available.

❑ Open and maintain a log of all actions and communications.

❑ Maintain all required records and documentation related to the incident.

Operational Duties:

❑ 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 briefings to agency representatives as necessary.

Closing Down:

❑ At the Incident Commander's direction, deactivate the Liaison Officer position. Sign out with Operations & Logistics .

❑ Return equipment and reusable supplies to Operations & Logistics.

❑ Close out all logs. Provide logs and other relevant documents to Operations & Logistics .

Operations & Logistics

Start-up Actions:

❑ Check in with Incident Commander for situation briefing.

❑ Put on position identifier, such as vest, if available.

❑ Open storage shed.

❑ Begin distribution of supplies and equipment as needed.

❑ Ensure that the Command Post and other facilities are set up as needed.

Operational Duties:

❑ Assume the duties of all Operations & Logistics positions until staff is available and assigned.

❑ When additional staff arrive, brief them on the situation, and assign them to roles as needed.

❑ Activate and coordinate Strike Teams if necessary.

❑ As information is received from Operations & Logistics staff, pass it on to Situation Analysis and/or Incident Commander.

❑ Make sure that Operations & Logistics staff follow standard procedures, utilize appropriate safety gear, and document their activities.

❑ Coordinate supplies, equipment, and personnel needs with the IC.

❑ Maintain security of cargo storage shed, supplies, and equipment.

❑ Schedule breaks and reassign Operations & Logistics staff within the Strike Teams as needed.

❑ Maintain Staff Checkout Sheet for staff leaving, noting the time of their departure. You may designate another staff member for this duty.

❑ Receive any and all logs from other staff members; keep them orderly so they may be easily referenced.

Closing Down:

❑ At the Incident Commander's direction, release Operations & Logistics staff no longer needed.

❑ Secure all equipment and supplies.

❑ When authorized by IC, deactivate the section and close out all logs.

❑ Provide all logs to IC, noting any that may be missing or unreadable.

Strike Teams

Search & Rescue Team

Safety:

❑ Buddy system: minimum of two people 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.
Start-up Actions:
❏ Obtain all necessary equipment from storage shed.
❏ Obtain briefing from Operations & Logistics, noting known fires, injuries, or other situations requiring immediate response.
❏ Assign teams based on available manpower with a minimum of two persons per team.
Operational Duties:
❏ Perform visual check of outfitted team leaving Command Post (CP); include radio check. Teams must wear sturdy shoes and safety equipment.
❏ Record names and assignments before deploying teams.
❏ Dispatch teams to known hazards or situations first. Then search the campus using planned routes. Send a specific map assignment with each team.
❏ Remain at CP and maintain radio contact with Search and Rescue teams.
❏ Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.
❏ If injured students are located, consult Operations & Logistics for response. Deploy First Aid team (ad hoc team of First Aid & Triage staff).
❏ Record exact location on map of property damage and those requiring rescue and first aid. Use triage indicators: I = immediate, D = delayed, Ø = dead.
❏ Keep radio communications brief and simple.
Closing Down:
❏ Record the return of each Search and Rescue team. Direct them to return equipment and report for additional assignments to Operations & Logistics.
❏ Close out all logs. Provide maps, logs, and other relevant documents Operations & Logistics .

Facilities & Logistics Team
Start-up Actions:
❏ Check in with Operations & Logistics for situation briefing.
❏ Open storage shed if necessary.
❏ Put on position identifier, such as vest, if available.
❏ Begin distribution of supplies and equipment as needed.
❏ Set up the Command Post.
Operational Duties:
❏ Maintain security of location of supplies and equipment.
❏ Distribute supplies and equipment as needed.
❏ Deploy personnel as requested by the IC.
❏ Assist team members in locating appropriate supplies and equipment.
❏ Set up Staging Area, Sanitation Area, and other facilities as needed.
Closing Down:
❏ At Operations & Logistics' direction, receive all equipment & unused supplies as they are returned.
❏ At Operations & Logistics' direction, close out all logs and turn in to Operations & Logistics .
❏ Secure & return all equipment and supplies.

First Aid & Triage Team
Start-up Actions:
❏ Obtain and wear personal safety equipment including latex gloves.
Operational Duties:
❏ Administer appropriate first aid.
❏ Keep accurate records of care given.
❏ Assess victims at regular intervals.
❏ Report deaths immediately to Operations & Logistics.
❏ If and 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 information sheet must accompany a student who is removed from campus to receive advanced medical attention.
Triage Entry Area:
❏ Minimum of two trained team members, if possible.
❏ One member confirms triage tag category and directs to proper treatment area.
❏ No treatment takes place here. Assess if not tagged.

❏ Second team member logs victims' names, entry time, triage category, and condition, and sends information to CP.
Treatment Areas (immediate and delayed):
❏ Minimum of two team members per area, if possible.
❏ One member completes secondary head-to-toe assessment.
❏ 2nd member records information on triage tag & Patient Treatment Form.
❏ Categorize as "immediate," "delayed," or "dead."
Closing Down:
❏ Return equipment and unused supplies to Operations & Logistics.
❏ Clean up first aid area. Dispose of hazardous waste safely.
❏ Complete all forms. Provide forms, logs, and other relevant documents to Operations & Logistics .

Attendance & Assembly Team
Start-up Actions:
❏ Wear an identification vest, if available.
❏ Take a job description clipboard and radio.
❏ Check in with the Community Care for a situation briefing.
❏ Make personnel assignments as needed.
❏ If evacuating:
Verify that the assembly area and routes to it are safe.
Count or observe the classrooms as they exit, to make sure that all classes evacuate.
Operational Duties:
❏ Monitor the safety and well-being of the students and staff in the assembly area.
❏ Administer minor first aid as needed.
❏ Support the Reunification process by releasing students only upon request from Reunification team.
❏ When necessary, provide water and food to students and staff.
❏ Direct to portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent spread of disease.
❏ 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 Community Care.
Closing Down:
❏ Return equipment and reusable supplies to appropriate Operations & Logistics.
❏ When authorized by the Community Care, close out all logs. Provide logs and other relevant documents to Operations & Logistics.

Crisis Counseling Team
Start-up Actions:
❏ Retrieve supplies and report to CP.
❏ Receive situational briefing and directives from Community Care.
Operational Duties:
❏ Monitor staff, students, and student guardians for signs of emotional distress.
❏ Assist in verbal de escalation for upset individuals.
❏ Respond to distressed individuals and offer assistance.
❏ Provide resources for additional support.
❏ Log all requests and responses for support.
Closing Down:
❏ Close out all logs.
❏ Await further instruction regarding after-action plans.

Reunification Team
Start-up Actions:
❏ Assemble team (er take attendance)
❏ Report "team complete" to IC when all are present and ready
❏ Pull supplies/equipment and don personal identifiers
❏ Check with Community Care for assignment.
❏ Obtain necessary equipment and forms.
❏ Mark tables with signs indicating where to check-in.
❏ Have Student Release Forms ready to go.
Operational Duties:
❏ Setup Reunification in the designated area outlined on the map

❏ Provide Community Care with frequent updates (approx. every 15 minutes).

Greeters:

❏ Greet parents or guardians and check Photo ID.

❏ Compare ID with reunification / emergency contact information.

❏ Radio Assembly Area, ask for students who are being picked up.

Runners:

❏ Escort these students from Assembly Area to Reunification Area

Dismissers:

❏ Sign out the student

❏ Document the intended destination of student/family, if possible.

Attendance Team:

❏ Listen to the radio to be advised of which students are being called.

❏ Prepare those students for dismissal as quickly as possible.

Closing Down:
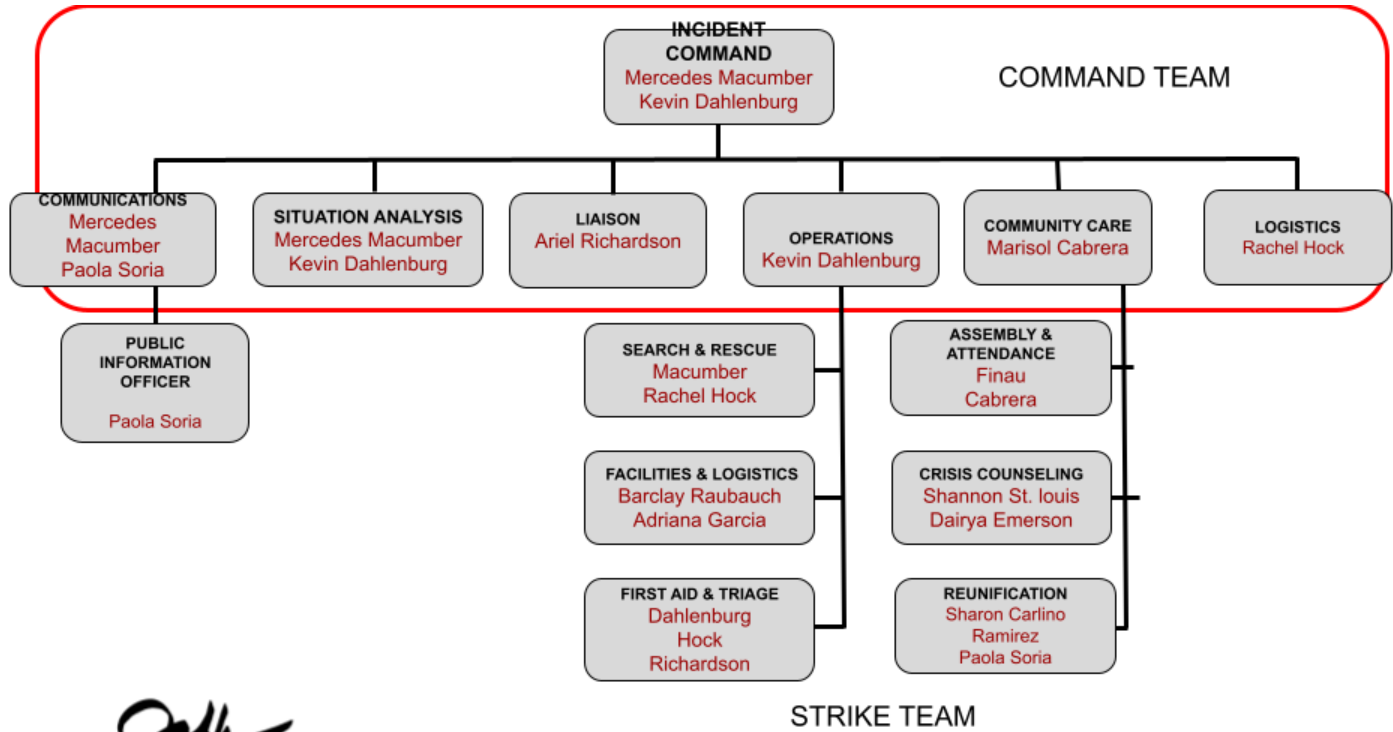
❏ At the direction of the Community Care, return equipment and unused supplies to Operations & Logistics.

❏ Complete all paperwork and turn in to Operations & Logistics.

CSSP 33 - ICS Command Chart: Regular Day and ExL

Regular Day -

Fillable ICS Chart:
https://docs.google.com/presentation/d/1wPubOzO2QsPB8zUN1DvWqZxn-GOoV-3X/edit#slide=id.p1

ExL -

Fillable ICS Chart:
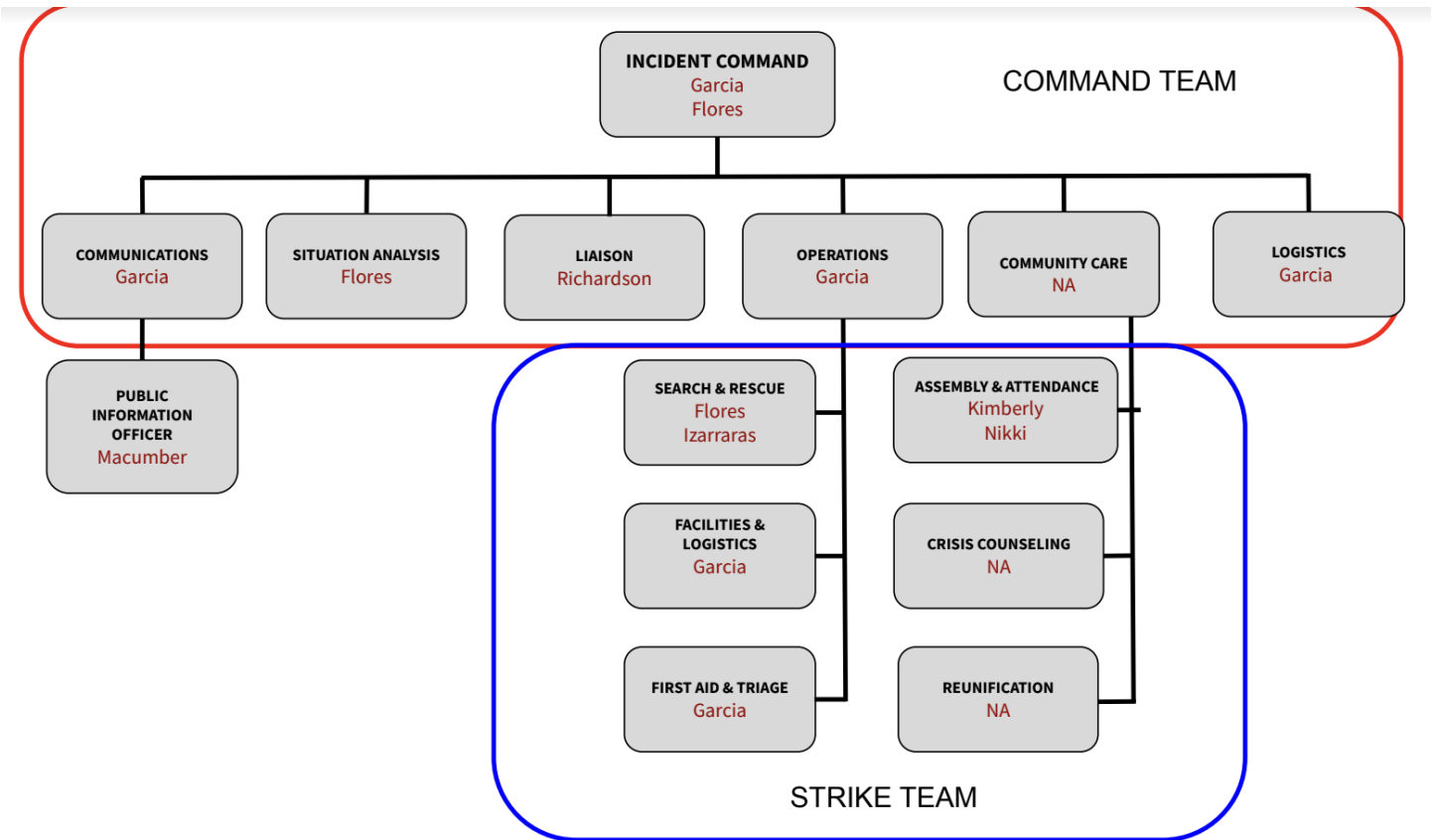
CSSP 34 - Contingency Plans

Plan For Loss Of Communication

If no telephone service:

Will use ParentSquare.

If no internet service:

Will use text messages.

Plan For Loss Of Electricity

List loss of services in event of electrical outage:

Will use walkie-talkies.

List capability of backup power:

Will use generators.

CSSP 35 - List of Padlocks and Key Assignments

Tactical Response

Master Key Assignments

Master Key Number	Key Holder Name	Key Holder Position
001	Mercedes Macumber	Principal
002	Ariel Richardson	Dean of Students
003	Kevin Dahlenburg	Dean of Students
004	Rachel Hock	Dean of Instruction
005	Marisol Cabrera	Business Manager
006	Pesiola Finau	Office Assistant

Padlocks and Key Assignments

Lock Location	Key Number	Key Holder Name	Key Holder Position

CSSP 36 - Security Evaluations and Change Requests

Tactical Response

Requesting Security Evaluation of a Site

Sites may request that a security evaluation is conducted to review the efficacy of existing security protocols and procedures and identify potential vulnerabilities. Although prevention is the goal, security evaluations may also be valuable in identifying mitigation strategies after an incident takes place. To request a security evaluation, sites can contact their Region Office.

Change Requests to Security Procedures or Protocols

In the event that site personnel believe they have identified a security vulnerability that requires changes to the current security procedures and policies, the School Leader or designee should use the following form to request updates, equipment, training etc. This form can also be used to request changes to procedures that are believed to be cumbersome or have a negative impact on school operations or environment. Once complete, this form should be forwarded to the Region Office for review.

Change Request Form

Site Name: _____

Name and Position of Individual Making Request: _____

Request Date: _____

Description of Security Protocol or Procedure to be Changed:
_____
_____
_____
_____

Description of Changes to be Made, Including Necessary Equipment, Training, etc.:
_____
_____
_____
_____

Reason for Change Request:
_____
_____
_____
_____

Approved/Denied: _____
Comments:
_____
_____
_____
_____

Review Name and Position: _____

Date of Review: _____

Date of CSSP Update and Change (if Applicable): _____

CSSP 37 - Emergency Response Procedures (Alphabetical Order)

<u>Evacuation</u>

General Evacuation

Procedures for Teachers and Students
1. Gather everyone in the area to line up at the door.
2. Direct the group to the exit by stating the planned route of egress.
3. Take the emergency backpack, cell phone, and class roster.
4. Upon exiting the space, turn off the lights and close the door, leaving it unlocked if possible.
5. Guide everyone to the assembly area.
6. Take attendance and report your findings to the designated personnel or Attendance Team.

Procedures for Incident Command Team
1. Coordinate and manage the overall evacuation of students and personnel from the campus.
2. The Incident Commander will form a Command Post at the evacuation area.
3. Task members of the Incident Command Team with Communication to any necessary agencies.
4. Task the Facilities & Logistics Team with determining the safety of the evacuation area.
    a. In the event of a suspicious object or unsafe environment, Incident Command will redirect teachers and students to the alternate evacuation site.
5. The Attendance Team will immediately take roll and report any missing persons to the Command Team.
6. Reconcile the attendance information gathered by the Attendance & Assembly Team.
    a. The Front Office staff are responsible for bringing the Visitor's Log and Early Dismissal Log (and any additional entry logs) to the evacuation site and reconciling attendance with these documents.
7. As needed, activate additional Strike Teams after attendance is complete.
    a. Search & Rescue will manage searching for any missing persons.
    b. First Aid & Triage will render aid as necessary.
8. Relay evacuation information to first responders.

General Evacuation Distance Guidelines
- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

Reverse Evacuation

Procedures for Teachers and Students
1. Direct all students to stop where they are and turn around in line.
2. Lead the group back into the classroom or the nearest indoor space.
3. Leave the lights off, lock the door, and cover the windows.
4. Have everyone sit or lay down on the ground until further notice.
5. Take attendance and report your findings.

Procedures for Incident Command Team
1. Once an Evacuation has been initiated and it is deemed unsafe to be outside, call for a Reverse Evacuation.
2. Direct everyone to come back inside and move into the Lockdown position if necessary.
3. Send updates to staff as soon as possible to let them know why there is a need to seek shelter.

## Off-Site Evacuation

Procedures for Teachers and Students:
1. Take attendance before you begin to move to the off-site location, if it is safe to do so.
2. Keep students in line and moving quickly to assure they stay together during the walk.
3. If additional adults are available, have one adult at the front of the line and one at the end.
4. Follow all traffic signals when crossing streets.
5. Take attendance again once you have arrived at your destination.
6. Evacuation procedures for Incident Command Team:
7. Send someone out to scout the route to the off-site location to ensure the pathway is safe.

8. Position additional staff members at any points where students will need to cross the street.
9. Place signage at the school entrance to inform parents and guardians that you have moved off campus and to await further instructions regarding reunification.

Procedures for Incident Command Team:
1. Send someone out to scout the route to the off-site location to ensure the pathway is safe.
2. Position additional staff members at any points where students will need to cross the street.
3. Place signage at the school entrance to inform parents and guardians that you have moved off campus and to await further instructions regarding reunification.

Evacuation Maps
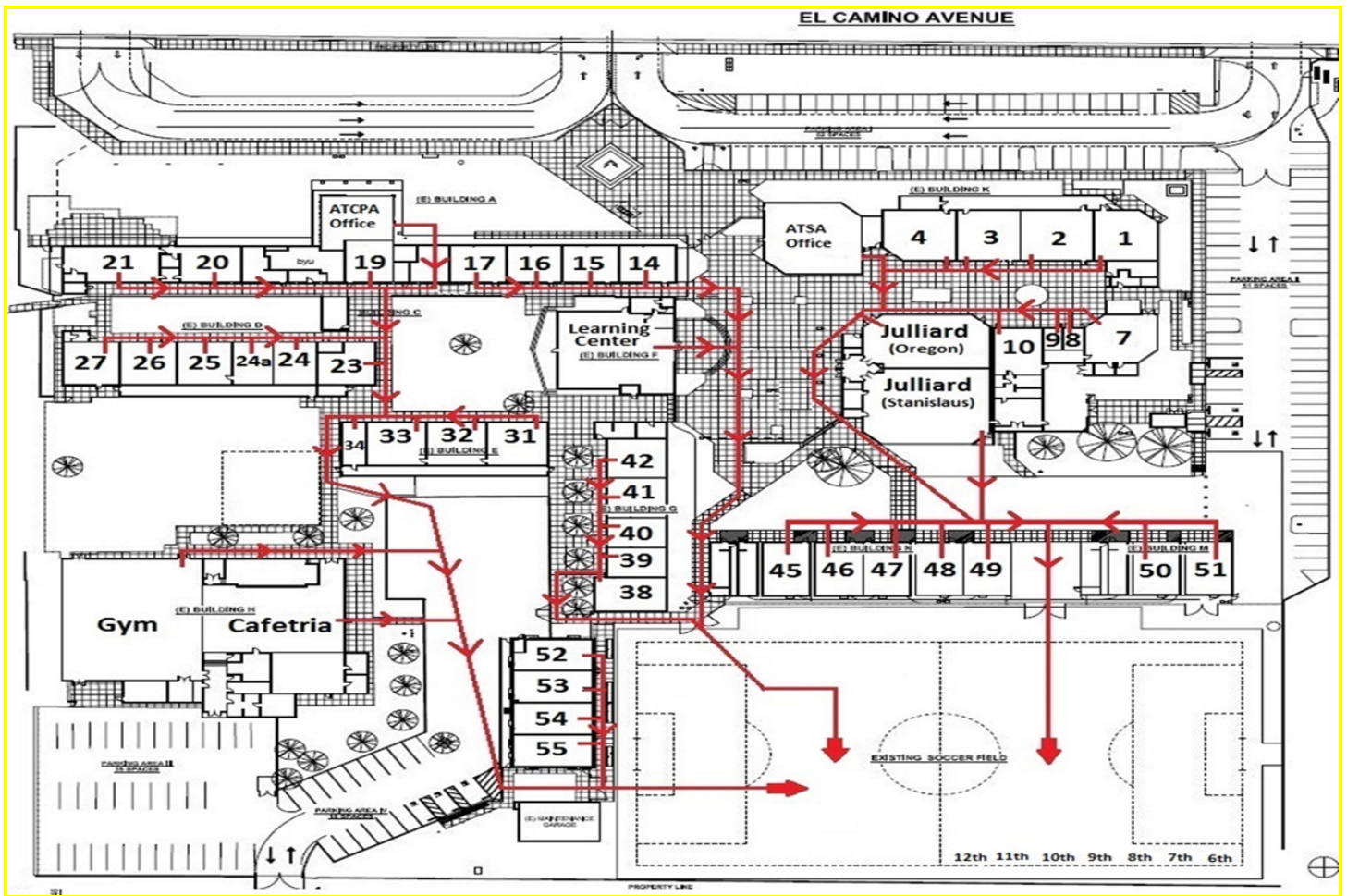
Lockdown

Tactical Response

The purpose of a Lockdown signal is to provide the Incident Commander with a means for alerting staff and students to an emergency situation in the school and that for a period of time, all movement on school grounds will be eliminated.

Lockdown is used when there is a direct threat on campus:

1. There is a threat/hazard within the building
2. There is an active assailant
3. A weapon has been reported and/or found in the building

These three situations pose the greatest threat to students and staff and require the highest level of movement restriction. If any of the above situations are taking place, the school administration will announce:

"Attention on campus. This is a Lockdown. This is a Lockdown. This is a Lockdown"

Once a Lockdown has been initiated, call 9-1-1 as soon as it is safe to do so, i.e. once you are behind a closed and locked door.

Indoor Procedures: LOCKS, LIGHTS, OUT OF SIGHT
- Clear the hallways
- Close and lock the door
- Turn off the lights
- Close blinds or curtains
- Direct everyone to sit or lie on the floor away from windows if possible.
- Teachers, silence phones, vibrate can make noise if on a hard surface, but keep accessible.
- Students, turn phones off completely.
- Do not allow anyone into or out of the room.
- Remain calm and quiet ensuring the room looks unoccupied.
- Stay in Lockdown until law enforcement directs otherwise.

Outdoor procedure
- Listen and look for audible or visible cues as to the direction of the disturbance
- Gather to hide behind natural barriers if possible. Cars, dumpsters, houses, etc. are all good cover
- Be prepared to move away from campus using a masked escape route if possible.
- If you are able to run, relocate to one of the off-site evacuation points listed above under Evacuation.
- Contact campus by email, text or last resort phone call. Or police to provide status.
  - Include the names of the individuals within your care and your location.

Additional Considerations
- Emergency Response Teams are not activated.
- Staff not supervising children remain where they are, behind closed and locked doors.
- Teachers should take count of all students in the classroom, adding the names of any child or adult who enters the classroom after the Lockdown is declared.
- Students who are not under the direct supervision of an adult when the Lockdown signal is given will find the nearest adult and follow their directions or find a hiding space and stay silent.
- Any visitors to the school will remain where they are, assuming they are either in a classroom or in an office. If in neither location, they should go to the nearest classroom and follow the teacher's instructions.
- Teachers should not open the classroom doors under ANY circumstances. Once a door is closed, it remains closed.

Releasing a Lockdown
There are two ways a Lockdown can be lifted;

1. **Law enforcement will arrive and take over the command of the situation.**
   In general, law enforcement agents will release a Lockdown by gaining entrance to occupied spaces by any means necessary, i.e. breaking down a door or locating a set of keys and granting themselves access to rooms. This will be a slow and methodical process and could take hours to complete. Stay calm and remain in the Lockdown position

while waiting. Law enforcement agents will assume that anyone on campus could pose a threat to their safety, it is important to follow all of their requests.

2. **The school administration will initiate the release internally.**
In the event that a Lockdown de-escalates, i.e. threat moves off campus and law enforcement follows in pursuit OR a Lockdown was called prematurely and law enforcement is not on campus, three messages will be sent to release Lockdown. These messages can come in any form and may include: PA announcement, Emergency Notification Message, Email Communication, Mass Text Message, or lastly Administrators or School Staff coming to each room and unlocking the doors. Be sure to receive all THREE messages before releasing the Lockdown on a room.

Reunification

A Reunification Plan is an orderly and efficient process of reuniting children with their parents or guardians after an emergency that prohibits normal dismissal processes from occurring. Depending on the nature of the situation, we may dismiss students directly to authorized adults from our campus or a designated off-campus emergency evacuation site.

In the event of an emergency where the on-campus area is unavailable due to safety or security reasons, all students will assemble at a predetermined off-campus emergency evacuation site. These location(s) will be communicated to families in advance of reunification.

Things to consider before initiating Reunification
- Emergency responders have given the all-clear and have departed.
- Vehicles can safely access the area. Send out team members to determine if the roads surrounding the school are clear and safe to travel.
- There are sufficient ingress/egress points to accommodate traffic.
- There is sufficient parking for parents while they check in with school authorities.
- The facilities are safe for students while they wait for parents to arrive (including shelter, access to restrooms, food as appropriate, etc.)
- Forms of communication are available, both internal and external, i.e. two-way radios, cell phones, emergency notification systems, etc.

## Procedures for Teachers and Students
- Keep students calm and engaged while they wait for parents or guardians to arrive.
- Be sure students remain in the assigned assembly area; take attendance often.
- When students are called for dismissal, escort them to the arranged pick up area, as directed by the Reunification Team.

Procedures for Incident Command Team
- Determine that the reunification process can begin.
- Activate the Reunification Team.
- Once the team confirms they are ready to begin, alert the first round of parents and guardians.
- Monitor the pace of student pick-up and alert the next round of parents once 50% of the first round have been dismissed.
- As students leave and the number of staff members needed onsite decreases, send employees home to be with their families.
- Have a contingency plan in place for students who are not reunited due to unforeseen circumstances.

Procedures for the Reunification Team
- Gather all needed materials: clipboards, pens, student release forms, tables, directional signage, two-way radios, etc.
- Set up stations for parent check-in, waiting, and release area.
- Assure that everyone on the team knows what role they will play in the process:
    - Greet Parents at Check-in; call for students by two-way radio or runner.
    - Escort students from Student Assembly Area to Release Area.
    - At the Parent Waiting Area check IDs and have parents sign release forms.
    - Direct traffic throughout the process.
    - Liaise with IC, Attendance & Assembly, and First Aid teams.
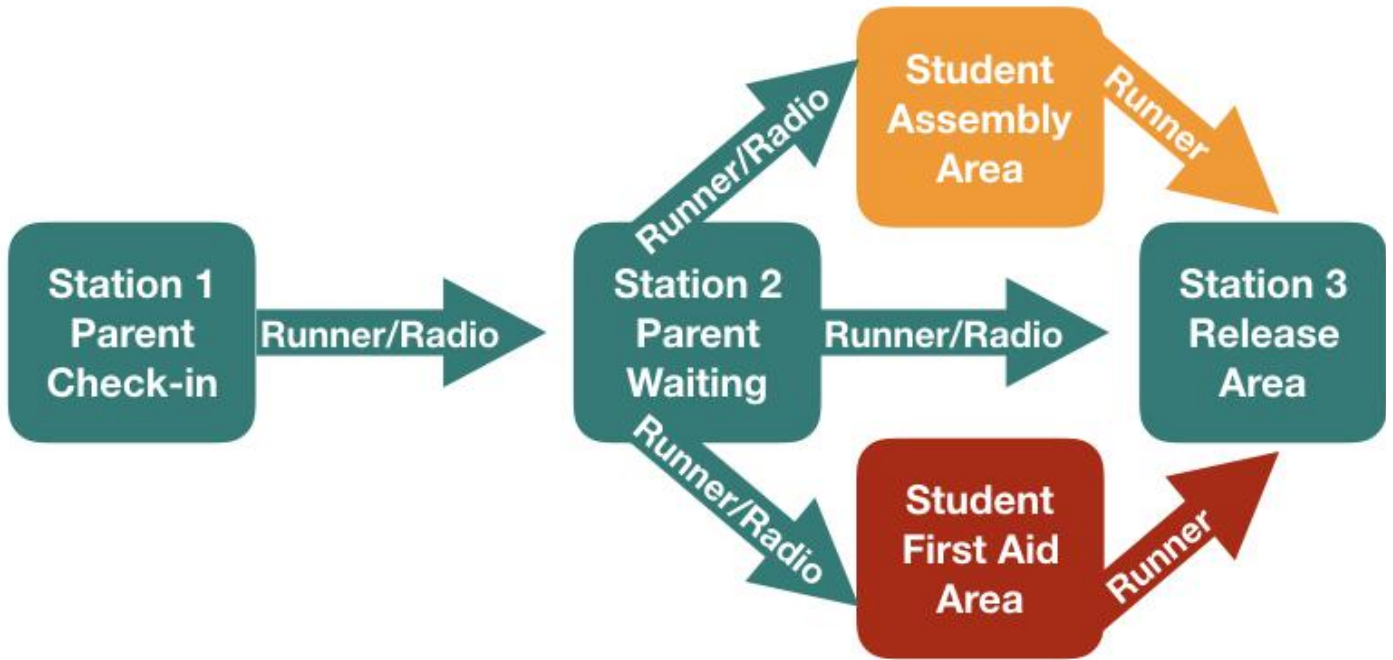
If the student is located in the First Aid Area, a runner will escort the adult to meet the student there before being released.

Reunification Maps and Diagrams
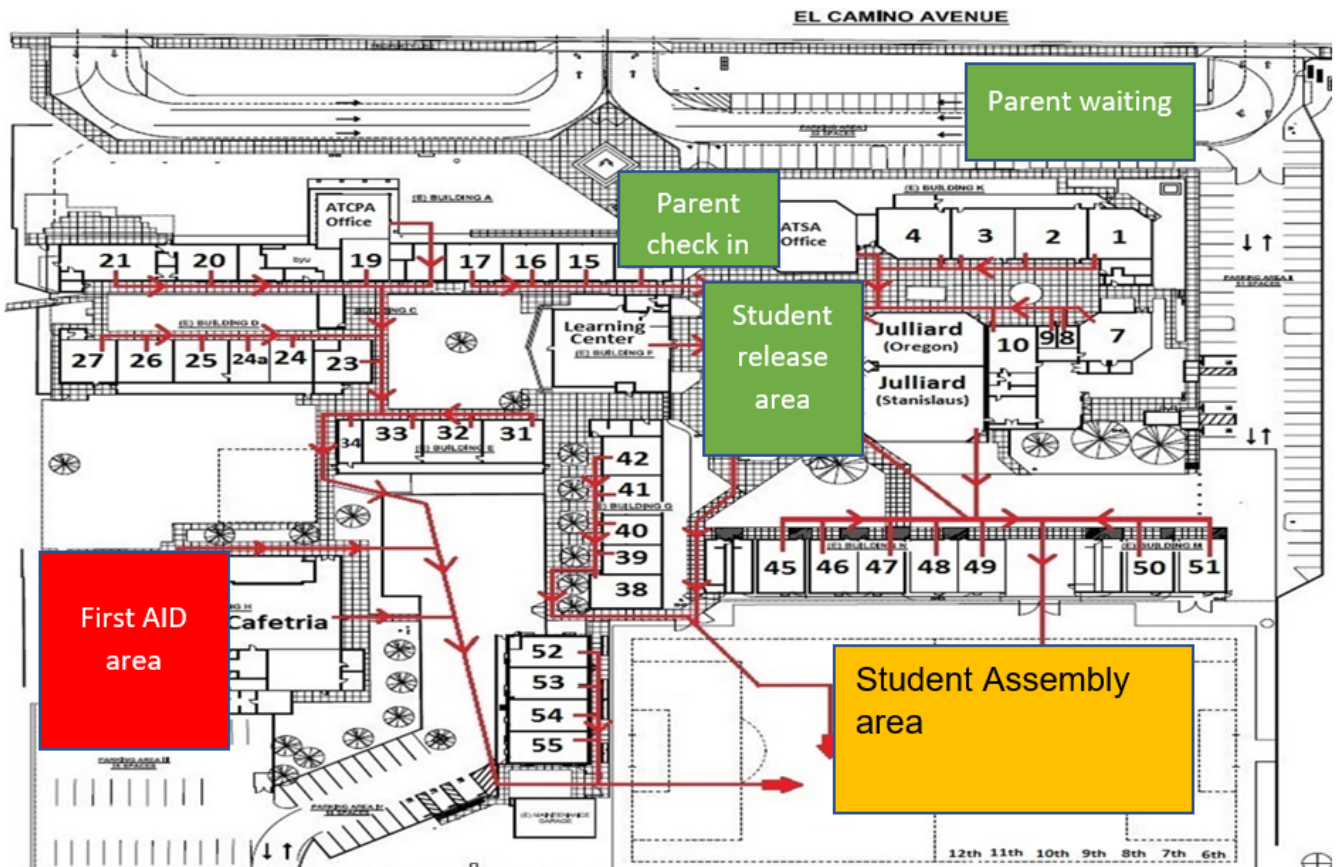
Secure Campus

Tactical Response

Used at the designation of the Incident Commander when a threat or hazard has been identified or occurred outside of the building. The Incident Commander activates the appropriate Emergency Response Teams who will respond to the Command Post and receive their instructions. In general, no adults or children will be permitted to leave or come onto campus. Some exceptions may apply with approval from the Incident Commander.

Implemented due to:
- Police activity in the surrounding neighborhood that could move onto campus
- Unknown individual loitering near campus or trying to gain access to campus
- Lockdown in place at a neighboring school
- Civil disturbances, riots, or public demonstrations
- Missing student
- Dangerous wildlife identified in the area

Procedures for Incident Command
- Call 9-1-1 if appropriate, or police/fire department to gather information, or Joffe emergency line for assistance
- Make announcements initiating the Secure Perimeter movement restriction.
- Lock and monitor all exterior doors and gates
- Do not allow anyone to enter or leave campus or buildings
- Place signage at entrance points alerting visitors to the closed campus status
- Alert Parents to update them of the situation and advise them to stay away until further notice
- Monitor the situation closely and be prepared to call a Lockdown at a moment's notice

Procedures for Teachers and Students
- Listen for alert or audible cues and look for visible cues
- If outdoors, immediately go inside campus buildings and move to a classroom, office, or other room.
- No outdoor activities or movement between different buildings
- Indoor activities may continue as normal
- Close all doors and windows. Shut window blinds on external windows.
- Remain vigilant and be prepared to move into a Lockdown at a moment's notice
- Stay in a secure perimeter until released by school administration or directed to elevate to a Lockdown.

Releasing a Secure Campus
An announcement can be made over the PA system to release a Secure Perimeter call. Parent notifications should be sent via the school emergency notification system or by the same lines of communication which were used to alert them to the situation in the first place.

Shelter-In-Place

Used at the designation of the Incident Commander when there is a non-human threat or environmental hazard that could cause harm including but not limited to:
- Unhealthy air quality
- Chemical Spill
- Wild animal within building/campus
- Severe weather

Procedures for Incident Command Team
- Call 9-1-1 if appropriate, or police/fire department to gather information
- Make announcements initiating the Shelter-in-Place movement restriction.
- If outside, move to an indoor space. Remain indoors - close doors and windows.
- If applicable - Turn off fans, HVAC systems, air conditioning units or ventilation systems, and clothes dryers.
- Monitor television, radio, internet for all clear, evacuation, or other directives.
- To lift Shelter-In-Place: Announcement is made over the PA system

Procedures for Teachers and Students
- Bring everyone into rooms; no outdoor activities or movement between classrooms or buildings.

- Close and lock doors and windows.
- Classroom activities may continue as normal (no need to turn off lights or move from desks)
- Stay away from windows and close curtains or blinds
- Remain in the classroom, office, or building until the "All Clear" is signaled

Additional Procedures for Specific Incidents

Chemical Spill / Unhealthy Air Quality
- If applicable - Turn off fans, HVAC systems, air conditioning units or ventilation systems, and air vents. .
- Gather essential disaster supplies, such as nonperishable food, bottled water, battery-powered radios, first-aid supplies, flashlights, batteries, duct tape, plastic sheeting, and plastic garbage bags.
- Take your emergency supplies and go into the room you have designated. Seal all windows, doors, and vents with plastic sheeting and duct tape or anything else you have on hand.

Animal Attack / Threat
- Contact Animal Control
- Do not try to scare the animal away - the animal may become alarmed and cause a negative reaction
- If safe, assign staff to keep track of animal until it moves off school property or assistance arrives
- Contact Parents to update them of the situation and advise them to stay away until further notice

Additional Procedures for Severe Weather
- Do not use telephones, cellular phones, radios, or other electronic communication unless absolutely necessary.
- If possible, unplug computers, televisions, etc. Electrical surges may occur that can ruin devices.
- If outside and unable to return to the school buildings:
    - Do not stand under tall trees or any metal structures (fencing, pipes, or railings)
    - Look for shelter in a low place, like a valley, ditch or ravine, with small or no trees
    - Get off hills - Do not stand in an open field where you are a tall object

CSSP 38 - Incident Response Protocols (Alphabetical Order)

Bomb Threat

Procedures for Voice or Electronic Threats

Actions for Individual Receiving the Threat
1. In the event of a bomb threat, the following procedures should be followed as quickly and simultaneously as possible:
2. Call 9-1-1 and complete the Bomb Threat Checklist
    a. Copies of the Bomb Threat Checklist are located near each phone
3. Notify the Principal or Incident Commander

Actions for Incident Commander
1. Ensure 9-1-1 has been contacted and Bomb Threat Checklist is completed
    a. Copies of the Bomb Threat Checklist are located near each phone
2. Evacuate the school to the off-site evacuation location
3. Direct the notification of other tenants or neighbors as necessary

Procedures if Potential Bomb on Campus

If a bomb or an object resembling a bomb is found on the school's premises, the same procedures outlined above should be followed immediately, starting with calling 9-1-1 and evacuating the school.

1. Call 9-1-1
2. Evacuate the building to the off-site location, or other location if directed by law enforcement
3. Do not move or touch the suspected explosive

Re-entering the School Following a Bomb Threat

If the event is a threat and no bomb is found, be aware that students and faculty may feel afraid to re-enter the building. It may be necessary to bring everyone back to a meeting space and give information and reassurance. Fire and police department officials may be helpful with this process. Allowing students to air their fears and addressing their concerns will be helpful.

Bomb Threat Checklist on next page.

Bomb Threat Checklist

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER   PHONE NUMBER WHERE
HUNG UP: CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
  (building, floor, room, etc.)

- When will it go off?

- What does it look like?

- What kind of bomb is it?

- What will make it explode?

- Did you place the bomb?   Yes   No

- Why?

- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located?
  (background/level of noise)

- Estimated age:

- Is voice familiar? If so, who does it sound like?

- Other points:

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

Bus or Field Trip Incident / Accident

Fieldtrip, Disaster or Incident During

In the event that a disaster occurs during a field trip or during the transportation of students, school staff will do the following:

1. Remove students from the scene of incident or environment of concern
2. Secure the area
3. Contact the necessary authorities to assist with the emergency situation
4. Contact Principal or Incident Commander to communicate with families
5. Once the scene is secure or the disaster is over, determine the best method of returning students to their families.
   a. This may be returning to the school or a nearby reunification site
6. Communicate the reunification plan with families

Bus Accident

Procedure Following a Bus or School Vehicle Accident

1. Secure the vehicle by
   a. Setting the parking brake
   b. Placing the gear in neutral
   c. Turning the ignition switch to off
   d. If stopped on a traveled portion of a roadway or shoulder for ANY reason besides traffic stops, you must turn on your 4-way hazards.
2. Check for injuries to students
3. Contact Principal or Incident Commander
4. If directed to or if injuries are present, call 9-1-1
5. Follow all 9-1-1 dispatch or Incident Commander directions

Chemical Spill / Hazmat Incident

If Spill is Indoors

Actions for All Personnel
1. Evacuate students from the room immediately
2. If able, turn off air conditioning
3. Block off or rope off area. DO NOT TOUCH ANYTHING.
4. Notify custodian. If necessary, contact 9-1-1.
5. Notify Principal or Incident Commander

Actions for Principal or Incident Commander
1. Assess the situation to determine whether evacuation or shelter-in-place is the best course of action.
   a. Utilize information from emergency responders, public safety announcements, and city/county emergency management officials.
2. Evacuate if moving outdoors reduces the safety risk of likelihood of hazardous exposure.
3. If evacuation is not required, follow clean-up procedures provided by custodian, fire department, etc. based on chemical or severity of spill.
4. If evacuation is required, determine whether to evacuate on-site or off-site
   a. Consider whether to evacuate to an on-site or off-site location.
   b. Students and staff will follow on-/off-site evacuation procedures.
   c. If a prolonged response/delayed reunification is expected, activate ICS team.
   d. Ensure health, safety, and welfare at the evacuation site.
   e. As soon as it is safe to do so, and teams are prepared, reunify.
5. If being outdoors presents the greatest hazard, Principal/Incident Commander will announce a shelter-in-place.
   a. If a prolonged emergency response is expected, activate ICS team.
   b. Carry-out health and welfare activities within the facility.
   c. When safe to do so, either evacuate or conduct reunification from indoors.
   d. Do not release students until it is safe to do so.

If Spill is Outdoors

Actions for All Personnel
1. If you are outside, move away from buildings, poles, and overhead wires.
2. If you are outside, listen for instructions to shelter-in-place or evacuate.
   a. If shelter-in-place is called, return indoors immediately.
   b. If evacuation is called, proceed to evacuation site.
3. If indoors, close doors and windows and turn off air conditioning.
4. Wait for further instructions.

Actions for Principal or Incident Commander
1. Assess the situation to determine whether evacuation or shelter-in-place is the best course of action.
   a. Utilize information from emergency responders, public safety announcements, and city/county emergency management officials.
2. Evacuate if moving outdoors reduces the safety risk of likelihood of hazardous exposure.
3. If evacuation is not required, continue to monitor the situation.
4. If evacuation is required, determine whether to evacuate on-site or off-site
   a. Consider whether to evacuate to an on-site or off-site location.
   b. Identify an evacuation route that uses crosswind movement. Never move directly with or against the wind as this may increase fume/chemical exposure.
   c. Students and staff will follow on-/off-site evacuation procedures.
   d. If a prolonged response/delayed reunification is expected, activate ICS team.
   e. Ensure health, safety, and welfare at the evacuation site.
   f. As soon as it is safe to do so, and teams are prepared, reunify.
5. If being outdoors presents the greatest hazard, Principal/Incident Commander announce a shelter-in-place.
   a. If a prolonged emergency response is expected, activate ICS team.
   b. Carry-out health and welfare activities within the facility.
   c. When safe to do so, either evacuate or conduct reunification from indoors.

      d.   Do not release students until it is safe to do so.

Death and/or Suicide on Campus

Actions for All Personnel
1. Notify Principal or Incident Commander
2. Remain calm and send students in the immediate area into rooms or areas out of site
3. If possible, assign staff to block areas near or pathways to the scene
4. Call 9-1-1 or assign someone to call 9-1-1

Actions for Principal or Incident Commander
1. Instruct teachers to keep students in their classrooms until informed otherwise
2. Keep the scene clear of unnecessary foot traffic
3. Follow instructions of police or other public safety personnel
4. Notify Aspire Regional Office or headquarters
5. Activate ICS Comms and PIO
   a. Draft and release appropriate communications to families, if needed
   b. Control and organize media. Distribute media packages and/or make references to the appropriate school website that contains media information.
6. Activate Liaison Officer to identify where victim(s) are transported, obtain disclosure information.
   a. Notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Identify whether reunification is required.
   a. If so, activate the Reunification Strike Team.
   b. Establish reunification stations in such a way to avoid disturbance of the scene.
8. Activate Community Care Officer to establish provision of counseling services as soon as possible.

Earthquake

If Indoors, stay indoors:
- DROP, COVER, and HOLD.
  a. Drop to the ground wherever you are, kneel down and make the body as small as possible. Place your arms over the base of the head and neck.
  b. Duck under a desk, table, chair, or bench. With one arm, hold on to a furniture leg so that it will not move away from covering you. Place the other arm over the base of the head and neck.
  c. In a hallway or large room, move to be against an interior wall.
- Face away from any glass; windows, doors, or skylights.
- Avoid large moveable objects; such as bookcases.
- When safe to do so, evacuate to the assembly area.

If Outdoors, stay outdoors:
- DROP, COVER, and HOLD.
  ○ Drop to the ground on your knees and make the body as small as possible. Place your arms over the base of the head and neck.
  ○ Quickly check your surroundings and move away from buildings and overhead structures if possible before you DROP, COVER, and HOLD.
  ○ Hazards include but are not limited to: power poles and lines, trees or overhead lighting, roads and streets (as cars may go out of control), falling glass, etc.
- When safe to do so, evacuate to the assembly area.

Teacher responsibilities during the evacuation after an earthquake:
- Evacuate the space as quickly as possible.
- Check the primary evacuation route for blockage/dangers.
- If the primary route is blocked, check alternate routes.
- Do not walk under covered walkways unless absolutely necessary.
- If all routes are blocked, do not risk injury to yourself or students. Wait for help to arrive.
- When evacuating the classroom, take your emergency backpack, cell phone, and class roster with you.
- Close the door, but leave it unlocked.

For more information regarding severe weather procedures, see Shelter-In-Place, Severe Weather.

Explosion

If indoors
1. Take cover within, next to, or under solid objects or walls. Solid materials such as concrete walls can serve as adequate shelter in a blast. Be familiar with possible areas of indoor cover at your school site ahead of time.
2. Turn away from glass windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms of hold to the cover.
5. Hold the position until directed to evacuate the building.
6. Staff will follow the emergency procedures previously described.

If outdoors
1. Move away from buildings, poles and overhead wires.
2. Lie down or crouch low to the ground. Solid materials such as concrete parking lot/playground curbs and planters can serve as adequate shelter in a blast. Be familiar with those possible areas of outdoor cover at your school site ahead of time.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Fire

Fires may occur at any time in almost any structure and generally, are unexpected. The longer a fire is undetected the more severe and dangerous it can become. A plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

If the fire is near the school, but not on campus: Incident Commander will determine whether the students and staff should leave the premises, or if any further action should be implemented.

Procedures for staff discovering fire
- Activate the fire alarm if it has not gone off already and Call 9-1-1.
- Evacuate the area, close doors and windows to confine the fire, or extinguish it if possible.
- Notify the Incident Commander immediately.

Procedures for Staff and Students
- Listen for fire alarm or evacuation announcements.
- Immediately evacuate in a calm, orderly fashion using the primary or alternative evacuation routes
- Bring class rosters, radio, and emergency backpack
- Turn off lights
- Close the classroom door but do not lock
- Gather at the pre-assigned assembly area
- Account for all persons

Procedures for Incident Commander
- All Evacuation Procedures are initiated as listed under the Evacuations heading in the EOP.
- In consultation with first responders, determining if there is a need to move to another area farther away.
- Access roads, fire lanes, and gates are kept open for emergency vehicles.
- Staff are present to direct emergency vehicles to the affected area once they arrive.
- When appropriate, gas and electricity services are turned off.
- Do not return to the school building until the fire department officials declare the area safe.

Turning off the Fire Alarm System

If for any reason it is determined that the fire alarm system must be silenced, a trained member of the staff must maintain a watch at the systems panel to monitor for activation of the systems detection devices. This person should have radio communications to others who can: sound an alert for evacuation if necessary, be dispatched to the area where the device has been activated to verify a fire or emergency and to ensure that the system is not silenced and forgotten.

Routes of Egress

Ensure that all exits are clearly marked and free of clutter. A minimum width of 36 inches of free and clear passage shall be maintained in all doorways and aisles within each occupied area. Equipment, furniture, or materials that reduce these passageways to less than 36 inches must be relocated. Primary and alternative routes of egress have been developed for each space on campus. Route signs shall be posted in each occupied area in a prominent place, preferably near the exit door. Clearly identify the primary escape route to be used during evacuations.

Fire Extinguishers

Use a fire extinguisher when appropriate. Fire extinguishers are intended for small fires only. Users should make sure the fire extinguisher is of the proper type for the fire being extinguished. While attempting to extinguish the fire, the user should keep a free exit path to his/her back to prevent being trapped by the fire. If one extinguisher does not put out the fire, do not search for additional extinguishers. Close off the area and exit the building immediately. Ensure the locations of all fire extinguishers and pull stations are indicated on the evacuation map posted in every occupied area.

Burning Clothes

If clothing catches fire, do not allow the person on fire to run. Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, STOP, DROP, and ROLL; stop all movement, drop them to the ground and attempt to smother the fire by rolling them back and forth. After the fire is out, treat the patient for shock by having them lay down, feet raised about 12 inches, elevate burn above heart level if possible, and support the neck. If the burn is to the face or neck, have the person sit with their head above heart level, ensuring the airway is open and breathing is not impaired. Maintain their body temperature.

Burn First Aid

For First-Degree Burns (Affecting Top Layer of Skin)
- Hold burned skin under cool (not cold) running water or immerse in cool water for 10 or 15 minutes.
- Use compresses if running water isn't available.
- DO NOT apply ointments or butter, which can cause infection.
- Cover with a sterile, non-adhesive bandage or clean cloth.

For Second-Degree Burns (Affecting Top 2 Layers of Skin)
- Hold burned skin under cool (not cold) running water or immerse in cool water for 10 or 15 minutes.
- Use compresses if running water isn't available.
- DO NOT apply ice. It can lower body temperature and cause further pain and damage.
- DO NOT break blisters or apply ointments or butter, which can cause infection.
- Cover loosely with a sterile, non-stick bandage and secure in place with gauze or tape.

For Third-Degree Burns (Affecting All Layers of Skin)
- **Call 9-1-1**
- DO NOT soak the burn in water, break blisters or apply ointments or butter, which can cause infection.
- DO NOT apply ice. It can lower body temperature and cause further pain and damage.
- DO NOT break blisters or apply butter or ointments, which can cause infection.
- Cover loosely with a sterile, non-stick bandage, sheet or material that will not leave lint in the wound.
- Separate burned toes and fingers with dry, sterile dressings.

IMPORTANT: ALL SEARCH AND RESCUE, FIREFIGHTING, OR ANY OTHER ACTIVITIES WILL CEASE IF TOXIC OR HAZARDOUS MATERIALS ARE INVOLVED. ALL PERSONNEL ARE TO EVACUATE IMMEDIATELY.

<u>Medical Emergency And Allergic Reactions</u>

The following procedures should be activated for any medical emergency or first aid situation.

All faculty and staff must adhere to the following during all medical incidents:

- Avoid moving the ill or injured person, unless there is more danger if left there.
- Remain with the person until assistance arrives and remain calm.
- Direct other staff to manage bystanders.

Life Threatening and/or Disabling Emergency

Because these medical conditions can cause death or disability within minutes, they require immediate intervention, medical care, and, usually, hospitalization.

Examples of this category include airway and breathing difficulties, cardiac arrest, seizures, chest pain, and/or cyanosis.

When an injury, illness, or condition is determined to be potentially life-threatening or disabling, the *first person to come into contact with the individual* should engage in the following emergency actions:

1. Notify police and paramedics by dialing 9-1-1
2. Give the following information:
    a. Give the address of the injured person
    b. Is the victim conscious?
    c. Is the victim breathing?
    d. What first aid has been administered and by whom?
    e. Tell the operator that someone will meet the paramedics at the main entrance of the campus
    f. Give the phone number of the phone used to make the call
    g. Contact with the 9-1-1 operator should be maintained until paramedics arrive unless otherwise instructed by the operator
3. Notify Principal / Incident Commander
4. Send someone to meet the paramedics at the main entrance of the school
5. Perform emergency medical procedures in accordance with your training:
    a. Maintain open airway, breathing, and circulation
    b. Provide CPR when necessary
    c. Control and stop bleeding
    d. Immobilize head and neck if needed
    e. Do not move the victim unless they are in immediate danger
    f. Do not try to pop a dislocated joint back into place
    g. Care for shock

Non-Life Threatening Emergency

These are defined as any injury or illness that may affect the general health of a person (e.g., concussions, sprains, fractures, cuts).
- Escort an injured person who is ambulatory to the school nurse's office or notify the school nurse if the person cannot be moved.
- The school nurse will evaluate the incident and make decisions regarding further treatment.
The school nurse may notify the parent / guardian and recommend follow-up medical evaluation or treatment.

Allergic Reaction

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

Actions for All Personnel
1. If imminent risk, call 911.
2. Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
3. Notify principal.
4. Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
5. If an insect sting, remove stinger immediately.
6. Assess situation and help student/staff member to be comfortable.
7. Move student or adult only for safety reasons.

Actions for Principal or Incident Commander
1. If imminent risk, call 911 (always call 911 if using "Epi" pen).
2. Notify parent or guardian.
3. Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
4. Observe for respiratory difficulty.
5. Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

Other Preventative/Supportive Actions
1. Keep an "Epi" pen in the school office and notify staff as to location.
2. Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
3. Provide bus drivers with information sheets for all known acute allergic reactors.

Outage: Power or Server

An electrical outage is a short-term or long-term loss of the electric power to an area. A server outage refers to a period of time that a computer system fails to provide or perform its primary function. Both "man-made" and natural disasters can cause a server or electrical outage. As one might imagine, this can result in a catastrophic loss to the overall infrastructure.

Preparations
- ❏ Multiple redundancies for vital records including (but not limited to) student health information, attendance and grading systems, parent and family contact information, etc.. have been created.
- ❏ Databases can be accessed locally or from a remote access point with limited resources.
- ❏ Portable versions of this backup are in place.
- ❏ A communication plan is in place to cope with a City-, County-, or State-wide outage.

Canceling School

- The temperature in the school becomes too hot or too cold
- Food services cannot be accommodated (i.e. lunch cannot be cooked, refrigeration is down)
- Basic sanitation levels cannot be maintained (i.e. toilets cannot be flushed, no water pressure)
- Basic electronic systems (i.e. internal communication, attendance, visitor management, security systems) will not function and back-ups are not in place

Procedures for Incident Command Team

- If phone service, by cell or landline, is available, call your local power company for information
  - What is the cause of the outage?
  - What is the estimated duration of the outage?
  - Is the outage affecting only the school building, the entire neighborhood or further?
- Upon recognition of an outage, the Director of Technology determines the best method and location for the restoration of database information.
  - If the outage is minimal, local access will be restored without interruption.
  - If remote access is required, students, staff, and faculty will operate without technology until the main operating systems are restored.
- **Power line down -** Do not evacuate the building without approval from the utility company.
  - The line may be "hot" and be touching a fence or railing. This could lead to serious injury or death
  - Notify students and staff to remain inside the building until further notice
- **Power outage due to system malfunction -** students and staff remain in the classrooms until instructed otherwise
  - Assign staff to supervise outside doors to ensure that students stay inside and visitors stay away
- **Power outage due to bad weather** - and power will not be restored immediately
  - Instruct staff to proceed to a pre-designated safe area within the school if necessary.
  - Begin to assemble your food, water and any special shelter you may need.
  - Consider releasing students if the hazard has been abated, but power has not been restored

Procedures for Teachers
- Turn off any power tool as it might "spring" back into action once power is restored.
- Unplug electronic devices to avoid shortages if power comes back suddenly

- Wait for further instructions from the leadership team.

Severe Weather

When there is a severe weather warning in the local area, including but not limited to tornadoes, hurricanes, and earthquakes, emergency action to be taken is as follows:

- Take a moment to gain situational awareness of your surroundings.
- Move out of harm's way if possible, but do not try to move too far.
- Follow up-to-date information on the situation, if possible.

Note: Students with minor injuries are to be moved out of the classroom and sent to First Aid after taking attendance. Students with major injuries who are unable to move or who are unconscious should remain in the classroom. First responders will remove injured students/staff.

School closing will be determined by the Incident Commander based on wind speed, flooding, outages, and/other potentially dangerous weather conditions.

Hazardous Road Conditions Procedures

Transportation of staff and children may not be safe when there is inclement weather causing hazardous road conditions. If conditions worsen during school hours, the school leader or Incident Commander may recommend students and staff remain in the building until weather/road conditions improve.

1. Contact the local radio/television stations to announce the school closing or sheltering
2. Contact the families and/or emergency contacts to notify them of the closing or the sheltering status.
3. If possible, send a notification to parents/guardians/caretakers by email, or text to notify them of hazardous conditions approaching and recommend early pick up.
4. Communicate school closing or sheltering on social media outlets (website, Facebook, etc.)
5. Continue to provide engaging activities until conditions improve.
6. Activate ICS strike teams to carry out health and welfare activities if sheltering is prolonged.

Flooding Procedures

If a FLOOD WATCH has been issued in the area:
1. Review evacuation procedures
2. The Incident Commander or the designated person in charge will check on the status of evacuation sites, and find an alternate evacuation site if the primary and secondary sites are flooded
3. Check transportation status, if needed
4. Monitor radio stations for further development

If a FLOOD WARNING has been issued in the area:
1. Continue to monitor radio stations and other media sources for further development
2. Evacuate and relocate immediately if advised by the administrative team, police, or Strike Team
3. Teaching staff will lead students to the designated evacuation site
4. Count students as they leave and visually check the room for students who might be left behind
5. If relocating to the shelter, take:
   - Attendance sheets
   - Emergency contact information
   - First aid kits
   - Critical and rescue medications and medical orders
6. Lock doors when leaving
7. Account for all students, staff, and visitors upon arrival at the evacuation location
8. Report missing persons to the Strike Team
9. Notify parents/guardians of the event

Heatwave or Extreme Heat Procedures

1. Limit outdoor play when the heat index is over 90 F degrees
2. Ensure everyone drinks plenty of water
3. Remove excess layers of clothing (encourage parents, guardians, and caretakers to dress children in lightweight, light-colored clothing)
4. Be alert for signs of HEAT EXHAUSTION:

- Cool, moist, pale, or flushed skin
- Heavy sweating
- Nausea/Dizziness
- Exhaustion
- Normal or below normal body temperature

ADMINISTER FIRST AID, TAKE STEPS TO COOL PERSON DOWN & CALL FOR HELP IF NEEDED

5. Be alert for signs of HEAT STROKE:
   - Very high body temperature (>102F degrees)
   - Hot, red skin either dry or moist
   - Weak rapid pulse
   - Rapid, shallow breathing
   - Vomiting

CALL 9-1-1 OR THE APPROPRIATE LOCAL EMERGENCY NUMBER IMMEDIATELY AND TAKE STEPS TO COOL PERSON DOWN

Suicide Attempt / Suicidal Ideation

Suicidal Ideation or Threat

A risk of suicide is considered when an inividual is identified by peers, teachers, or other school personnel as expressing suicidal thought (ideation) or demonstrating other warning signs. If a student is having thoughts of suicide, there is a risk of suicide.

Any person referencing suicide should be taken seriously. Do not leave the person alone.

Actions for All Personnel
1. Notify the Principal or Incident Commander immediately
2. Stay with the person until Principal, parents, or intervention professional arrives
3. Do not allow the person to leave without parent, guardian, or other appropriate adult supervision.
4. If imminent danger exists, contact 9-1-1 immediately. Risk of imminent danger may be higher if:
   a. The student did not report to school,
   b. The student has left campus,
   c. The student has made specific threats
   d. A plan to attempt suicide is discovered

Actions for Principal or Incident Commander
1. Law enforcement have the discretion to transport the individual to a hospital. If this occurs, obtain a release of information form from the hospital.
   a. If the student is not assessed by a professional at the hospital, additional referrals for screening, or screening completed at the school by a qualified individual, may be necessary.
2. If imminent danger is not present, the school counselor or psychologist initiates the screening process. A student may also be referred to an external organization to complete screening.
3. Parents/guardians must be notified regardless of the results of an assessment/screening or perceived risk.

Actions for School Counselors / Psychologists
1. Complete the screening process or refer to outpatient/inpatient screening.
   a. Obtain information release documents
2. Inform, or confirm that Principal/Incident Commander has informed, parents/guardians.
   a. Obtain signed notification to parents or review notice with parents in the presence of another staff member. Send copy of letter to parents
3. Complete a Coping Plan, or other similar safety plan, with student. Inform parents of Coping Plan and provide a copy
4. Complete internal documentation

Suicide Attempt
Treat any suicide attempt or suspected suicide attempt as a medical and psychiatric emergency.

Actions for All Personnel
1. **Contact 9-1-1**. Assign another staff member to contact 9-1-1 and notify the Principal or Incident Commander.
2. Provide first aid/CPR

3. Assist in the completion of documentation, such as incident reports

Actions for Principal / Incident Commander
1. Notify parents / guardians
2. Notify school psychologist, counselor, or other crisis response personnel
3. Obtain release of information from hospital
4. If student recovers, work with parents, health professionals, and mental health professionals to create an appropriate home/hospital education plan, if warranted
   a. Complete a re-entry plan prior to student's return to school
5. Strongly encourage professional mental health evaluation of student prior to re-entry to school
   a. Offer or make referrals if necessary
6. Coordinate with parents/guardians regarding long-term support and safety plans
7. If student does not recover, follow "Death and/or Suicide" (CSSP-38).

Water Main Break or Gas Leak

Water Main Break

Actions for All Personnel
1. Contact the Principal or Incident Commander
2. Designated individual will turn off the primary water shut-off valve

Actions for Principal or Incident Commander
1. Assess the situation to determine whether shelter-in-place or evacuation is necessary
    a. If critical health and safety systems, or school operations, are disrupted, consider closing school and conducting reunification.
    b. If the safety or habitability of building is compromised by widespread or significant standing water, water damage, flooding, etc., evacuation followed by reunification is necessary
    c. If flooding or safety hazards can be rectified with on-hand equipment (mops, etc.), consider evacuation until clean-up is completely and alternate routes of movement are established if necessary.
    d. If flooding, water damage, or significant standing water is outside of the facility, shelter-in-place is likely to be the safest option.
    e. If significant water levels move from outdoors to indoors, making evacuation and shelter-in-place unsafe, call 9-1-1.
2. Notify the water utility company or municipal authority as soon as possible.

Gas Leak

Actions for All Personnel
1. If you suspect a gas leak, evacuate immediately
2. Notify the Principal or Incident Commander
3. Do not use any light switches, equipment, or telephones in the building

Principal or Incident Commander
1. Direct all students and personnel to evacuate immediately
2. Call 9-1-1 or the local emergency number
3. Remain evacuated until the gas company gives the all-clear to return to the building
4. Proceed with reunification if necessary

CSSP 39 - Faculty/Staff Directory

Name	Position	Cell Phone Number
Mercedes Macumber	Principal	
Ariel Richardson	Dean of Students	661-492-8476
Kevin Dahlenburg	Dean of Students	916-917-8570
Rachel Hock	Dean of Instruction	916-281-9935
Sharon Carlino Ramirez	School Supports Manager	323-477-4445
Marisol Cabrera	Business Manager	831-905-4740
Pesiola Finau	Office Assistant	916-420-7381
Paola Soria	Manager of Family Supports	209-513-7699
Nancy Villegas	On-Site Sub	916-612-8220
Christian Gonzalez	College Academic Counselor	626-715-0745
Alondra Munoz	College Academic Counselor	209-570-5856
Shannon St. Louis	Social Emotional Counselor	919-333-7344
Dairya Emerson Levi	Social Emotional Counselor	707-694-5325
Chongphouh Xiong	Instructional Assistant	209-625-5513
Michael Frew	6th Grade Math	949-630-8243
Jacqueline Huerta	7th Grade Math Teacher	510-701-6720
Cynthia Villalobos	8th Grade Math Teacher	909-994-8776
Justin Dunton	HS Math Teacher (9th)	916-923-8693
Rob Cunningham	HS Math Teacher (10th)	707-596-8429
Noemi Santiago	HS Math Teacher (11th-12th)	209-373-9183
Isis Cuevas	6th Humanities Teacher	916-514-2041
Sam Murphy	8th Humanities Teacher	530-391-4541
Madison Wheeler	7th Humanities Teacher	916-620-1967
Brad Thompson	8th Humanities Teacher	530-906-7843
Jason Medici	9th ELA Teacher	916-413-1821
Marianne Candela	10th ELA Teacher	916-990-4903
Bryan Platz	11th Humanities Teacher	318-617-1470
Kayla Cook	12th Humanities Teacher	916-218-0042
Dustin Gavcus	10th History Teacher	818-326-0117
Jennifer Orozco	HS Spanish Teacher	916-431-8074
Mariah Davis-Easley	MS History Teacher	510-369-9199
Dominique Jackson	Physical Education	719-243-0760
Maria Fernanda Cuevas	6th Grade Science & Computers	626-422-5542
Vanessa Novis	7th & 8th Science Teacher	916-600-1021
Sam Ewing	9th Science Teacher	661-523-5639
Omar Zamarripa	11th Science Teacher	714-376-4074
Brian Avolicino	Computer Skills Teacher	925-487-9412
Melody Simmons	Instructional Assistant	916-917-4787
Stephanie Garate	Instructional Assistant	209-485-3550

Elizabeth Crisara Mendez-Villalpando	Instructional Assistant	559-308-3752
Synclaire Reyes	6th Grade Mild/Mod Education Specialist	831-239-4297
Shunte Banks	7th Grade Mild/Mod Education Specialist	661-304-9848
Michaelina Coan	9 & 10th Mild/Mod Education Specialist	
Zarria Coleman	8th Grade Mild/Mod Education Specialist	279-386-6328
Sherri Marshall	11-12 Mild/Mod Education Specialist	510-853-1271
Lynette Hayden	Mental Health Counselor	209-689-5567
Sydney Day	School Psychologist	209-561-2021
Adriana Garcia	After School Director	559-231-9378
Linda Flores	After School Educator	510-828-0851
	After School Educator	
Nikki Crishen Evans	After School Educator	510-908-0585
Maria Alvarez	Cafeteria Supervisor	916-621-0357
Barclay Raubauch	Campus Operations Manager	916-584-0036
Chris Cunningham	Campus Monitor	
Fabiola Nevarez	Campus Monitor	916-457-3478
Sherman Lee	Campus Monitor	510-776-8926
LaChester Green	Campus Monitor	916-370-6764

CSSP 40 - Emergency Announcements Script

These scripts should be passed using the PA / ALL CALL / Radios, etc. These scripts correspond to the items on the "Comms Flow Chart."

Evacuation
"Evacuate the building." Repeat 3 times.

Shelter-In-Place
"We are now in shelter-in-place." Repeat 3 times.

Secure Campus
"We are now in secure campus." Repeat 3 times.

Lockdown
"We are now in Lockdown." Repeat 3 times.

Return to Normal
"The lockdown has been lifted." Repeat 3 times. Please proceed to class.

To Lift a Lockdown: Remember to send two messages by alternate means (email/text/chat) in addition to PA/ALL CALL Announcement.

Special Advisory (Water contamination, bomb threat, etc.)
"This is a safety advisory: All staff and students are to follow these instructions. Evacuate to the emergency evacuation area."
." Repeat 3 times.

CSSP 41 - Emergency Communications Templates

These templates are basic messages that, depending on the situation, may need to be modified. These templates correspond to the items on the "Comms Flow Chart."

Activating Emergency Leadership Using Conference Line Or Similar

Telephone Conference Line:
[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team at [INSERT PHONE NUMBER] and enter code [INSERT CONFERENCE CODE] immediately.

NOTE: Test conference line prior to sending this message. If the initial conference line does not work, choose an alternate method such as video conferencing or chat.

Video Call:
[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team via [INSERT WEB LINK (Zoom)].

Chat:
[INSERT SITE] is currently experiencing an emergency, please contact the emergency decision-making team via [INSERT CHAT SERVICE (Hangout, Slack, Teams)], using channel [INSERT EMERGENCY CHANNEL NAME OR CHAT NAME].

Staff/Parent/Student General Messages - Alphabetical Order

Evacuate

[INSERT SITE] experienced a [INSERT EMERGENCY TYPE] and has evacuated to [INSERT EVAC LOCATION]. If you are not at work/school, please do not contact or come to work/school. We will update you in [INSERT ESTIMATED TIME UNTIL UPDATE] with further information. Your family's safety is our top priority.

Region Office Notification - Ro Staff Only

[INSERT SITE] experienced a [INSERT EMERGENCY TYPE] and additional support [IS/IS NOT] needed. The Incident Commander is [INSERT IC NAME]. Contact is [INSERT PHONE NUMBER].

Prolonged Emergency Response Update

[INSERT SITE] is still responding to [INSERT EMERGENCY TYPE]. *Mention if emergency responders are on-site and if all are accounted for/unharmed. If this is not true, do not mention.* Do not contact or come to campus. We will update you in [INSERT ESTIMATED TIME UNTIL UPDATE] with further information. Your family's safety is our top priority.

Reunification Notice

[INSERT SITE] will be closing due to [INSERT EMERGENCY TYPE]. Reunification will begin at [INSERT TIME] at [INSERT LOCATION]. Bring photo ID and report to the check-in area. All students must be picked-up by [INSERT PICK-UP DEADLINE]. If you are unable to arrive by the deadline, contact [INSERT PHONE NUMBER].

Business Continuity Notice

Due to {INSERT EMERGENCY TYPE], school will be closed until [INSERT DATE OR "FURTHER NOTICE"]. Instruction [WILL/WILL NOT] continue. Materials can be found at [INSERT LINK TO BC FOR PARENTS].

Ics Activation - Staff Only

The Incident Command Team has been activated. Assigned staff report to [COMMAND POST LOCATION].

Lockdown

[INSERT SITE] is currently in Lockdown. If you are on campus, please Lockdown immediately. Take cover in a locked office, closet, storage area or other safe location and turn off lights, silence your cell phone and ensure that your door is locked. If you are away from campus, stay away until further notice.

Secure Campus

[INSERT SITE] is currently in Secure Campus. If you are on campus, move to your classroom or workspace immediately. Close and lock doors and windows and remain indoors. If you are away from campus, stay away until further notice.

Shelter-In-Place

[INSERT SITE] is currently Sheltering in Place. If you are on campus, please move indoors immediately, close windows, and listen for further instructions. If you are away from campus, stay away until further notice.

Public Health Notice

[INSERT SITE]   has received an important Public Health Advisory. Use this link to learn more: [INSERT LINK/LETTER/NOTICE].

School Closure - Advanced Notice

Due to [INSERT EMERGENCY}, [INSERT SITE] will be closed on [INSERT DATE]. Instruction [WILL/WILL NOT] continue. Materials can be found at [INSERT LINK TO BC FOR PARENTS].

Power/Network/Utility Outage

{INSERT SITE] is currently experiencing a [INSERT OUTAGE TYPE (Power, network, water, etc.)]. Some services/communications may be disrupted. We will update you within [INSERT ESTIMATED TIME UNTIL UPDATE].

Back To Normal Operations - No School Closure

{INSERT SITE] is no longer responding to [INSERT EMERGENCY TYPE (Fire, severe weather, etc.)]. School will continue as normal and release will be at the usual time.

CSSP 42 - Situational Communication Plans

When to Notify Regional Office in Addition to 9-1-1/Fire Dept/Utilities, etc.

1. Immediate threat to student or staff safety
   a. Natural disaster
   b. Fire
   c. Violent incident
   d. Health-related emergency
2. Incidents Involving Death or Serious Injury
   a. Includes when a staff member or student is taken to the hospital
3. Significant Damage to School Property
   a. Fire
   b. Flood
   c. Natural Disaster
4. Criminal Activity
   a. Burglary or theft
   b. Significant vandalism
5. Health Emergencies or Outbreaks
   a. Contagious disease with potential to impact broader community
   b. When school closes due to a health risk
   c. When significant measures are taken due to a health risk
6. Legal Implications
   a. Accusations of misconduct
   b. Accusations of discrimination
   c. Other potential legal issues
7. Media Involvement
   a. Also includes incidents likely to attract media attention
   b. Situations requiring complex public relations support
8. Incidents Impact Other Schools
   a. Security threats
   b. Health emergencies
9. Involvement of External Parties
   a. Child protective services
   b. Police
   c. Immigration
   d. Dept. of Homeland Security
   e. Other government agencies

Comms Notification Process

Fire
1. Notify Fire Department
2. Notify Principal
3. If false alarm, resume normal operations
4. If confirmed fire, send Emergency Notification System (ENS) Message and/or Text
5. Notify Region Office

Severe Weather - Severe Impact
1. Alert staff and students
2. Notify Principal
3. Alert emergency responders (9-1-1, FD, etc.)
4. Noticy ICS members of activation and assembly details
5. Send Emergency Notification System (ENS) Message and/or Text
6. Notify Region Office

Severe Weather - Minimal Impact (No injuries/fire)
1. Alert staff and students
2. Notify Principal
3. Noticy ICS members of activation and assembly details
4. Send Emergency Notification System (ENS) Message and/or Text
5. Notify Region Office

Power/Network/Utility Outage - School Closure
1. Provide instructions to staff and students
2. Notify Principal
3. Noticy ICS members of activation and assembly details
4. Report outage/service interruption
5. Send Emergency Notification System (ENS) Message and/or Text
6. Notify Region Office

Reunification
1. Notify Principal
2. Notify staff
3. Noticy ICS members of activation and assembly details
4. Send Emergency Notification System (ENS) Message and/or Text
5. Notify students
6. Notify Region Office

Secure Campus
1. Provide instructions to staff and students
2. Call 9-1-1
3. Notify Principal
4. Send Emergency Notification System (ENS) Message and/or Text
5. If threat does not impact school operations, return to normal operations
   a. Send "All Clear" message to staff and students
   b. Send Emergency Notification System (ENS) Message and/or Text Updates
6. If threat impacts school operations:
   a. Activate ICS and notify ICS team members
   b. Notify Region Office
   c. Send Emergency Notification System (ENS) Message and/or Text Updates

Lockdown
1. Provide instructions to staff and students
2. Call 9-1-1
3. Send Emergency Notification System (ENS) Message and/or Text
4. Notify Principal
5. If threat does not impact school operations, return to normal operations
   a. Send "All Clear" messages to staff and students
   b. Send Emergency Notification System (ENS) Message and/or Text Updates
6. If threat impacts school operations:
   a. Activate ICS and notify ICS team members
   b. Notify Region Office
   c. Provide updates/instructions to staff
   d. Send Emergency Notification System (ENS) Message and/or Text Updates

Shelter-In-Place
1. Provide instructions to staff and students
2. If school is first to notice hazard and hazard poses immediate threat to health/safety:
   a. Call 9-1-1
   b. Notify Principal
   c. Send Emergency Notification System (ENS) Message and/or Text
   d. Activate ICS and notify ICS team members
   e. Notify Region Office
3. If school is first to notice hazard and hazard DOES NOT pose immediate threat to health/safety:
   a. Notify Principal
   b. Contact non-emergency PD line or other agencies (fire department, County EM, etc.)
   c. Send Emergency Notification System (ENS) Message and/or Text
   d. Provide updates/instructions to staff
   e. If reunification or extended operations are required, activate ICS and notify ICS team members
4. If external agency notifies of hazard:
   a. Notify Principal
   b. Contact non-emergency PD line or other agencies (fire department, County EM, etc.) if more information is required
   c. Send Emergency Notification System (ENS) Message and/or Text Updates
   d. Notify Region Office

e. Provide updates/instructions to staff
f. If reunification or extended operations are required, activate ICS and notify ICS team members