Comprehensive School Safety Plan

2026-27
School Year

School: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

CDS Code: 19647330138305

District: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School

Address: 8505 S. Western Ave.
Los Angeles, CA 90047

Date of Adoption: July 2026

Date of Update:

Date of Review:

- **with Staff**
- **with Law Enforcement**
- **with Fire Authority**

Approved by:

Name	Title	Signature	Date
Sione Thompson	Chief Academic and Strategic Initiatives		July 15, 2026

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California Comprehensive School Safety Plan (CSSP) Overview

The California Comprehensive School Safety Plan (CSSP) is a **mandated framework for all K-12 schools in California**. This includes public schools, public charter schools, community schools, and court schools. For school districts with fewer than 2,501 students, a single district-wide safety plan may cover all schools.

Purpose: The CSSP is designed to **identify and address potential risks on campus, prepare for emergencies, and ensure a safe and secure learning environment** for students and staff. It also aims to prevent violence and behaviors that undermine safety and security. Designated stakeholders must annually engage in a systematic planning process to develop strategies and policies for a wide range of incidents, including:

- Emergencies, natural, and other disasters
- Hate crimes and violence
- Cyberbullying, discrimination, and harassment
- Child abuse and neglect
- Discipline, suspension, and expulsion

How to write your School Safety Plan

The CSSP must be **written and developed by the school site council (SSC)** or a designated safety planning committee. This committee typically includes the principal/designee, a teacher, a parent of a child attending the school, and a classified employee. It is also recommended to include students, mental health specialists, nurses, athletic coaches, multilingual community liaisons, food staff, custodians, local businesses, and nonprofits.

Key Elements and Procedures (Required Components): Your CSSP must include, but is not limited to, the following components:

- **Assessment of current school crime status** (reviewing office referrals, attendance, suspension/expulsion data, etc.).
- **Child abuse and neglect reporting procedures**, consistent with California Penal Code. This includes clear identification of child abuse/neglect signs and mandatory reporting obligations for all school/district employees and athletic coaches who have a "reasonable suspicion".
- **Disaster procedures**, routine and emergency plans, and crisis response plans, with adaptations for students with disabilities.
- **Earthquake emergency procedures**, including a school building disaster plan, a "drop" procedure practiced quarterly in elementary schools and semiannually in secondary schools, and protective measures.
- **Fire drills** (monthly for elementary/intermediate, twice yearly for secondary).
- **School building disaster plans** for situations like bomb threats, bioterrorism, intruders, weapons, explosions, gas/fumes, and power failures.
- Procedures allowing public agencies (e.g., American Red Cross) to **use school facilities for mass care and welfare shelters** during an emergency.
- **Suspension/expulsion policies and procedures**. Note that recent legislation (SB 274) prohibits suspensions and expulsions for willful defiance in K-12, with limited exceptions. Alternatives to suspension that focus on addressing root causes and improving behavioral and academic outcomes are encouraged.
- Procedures to **notify teachers of dangerous students**.
- **Discrimination and harassment policy**, including hate crime reporting procedures.
- **Schoolwide dress code**, if it exists, including prohibition of gang-related apparel.
- Procedures for **safe ingress and egress** of pupils, parents/guardians, and employees.
- Maintenance of a **safe and orderly learning environment**.
- **Rules and procedures on school discipline**.
- Procedures for **conducting tactical responses to criminal incidents**, including individuals with guns on school campuses and at school-related functions. Procedures for active shooters or other armed assailants should be based on specific needs and context. High-intensity drills are prohibited.
- Procedures to assess and respond to **dangerous, violent, or unlawful activity**.
- Procedures to respond to incidents involving **sudden cardiac arrest or other life-threatening medical emergencies** (required by July 1, 2025).
- A **protocol for opioid overdose** for grades 7-12.
- An **Instructional Continuity Plan** to provide instruction when in-person instruction is disrupted (required by July 1, 2025).

- Collaboration with **other school site councils or safety planning committees**.
- Annual access to the CDE's **online training resources for bullying and cyberbullying prevention** for certificated staff and all other school site employees who regularly interact with students. The CDE recommends including bullying/cyberbullying prevention policies in the CSSP.

Recommended Components and Best Practices:

- **Staff Training**: Ensure all staff receive proper training on the CSSP.
- **Collaboration with First Responders**: Annually consult with local law enforcement, fire departments, and other first responders when updating the CSSP, and notify them of any changes. Establishing strong connections before an emergency is crucial.
- **Community Input**: Present the safety plan goals at a **public meeting** at the school site to allow for public opinions before adopting the plan.
- **Clear Guidelines & Roles**: Include clear guidelines for roles and responsibilities of mental health professionals, athletic coaches, community intervention professionals, and school resource officers.
- **Age-Appropriate Protocols**: Design lockdown, shelter-in-place, and evacuation procedures, and conduct drills that are age-appropriate for students.
- **Youth Suicide Prevention Policy**: Include this policy in the CSSP.
- **Pandemic and COOP Plans**: Incorporate a Pandemic Influenza Checklist and Resources, a dedicated Pandemic Plan, and a Continuity of Operations Plan (COOP).
- **Plan Protection**: Implement physical security and cybersecurity measures to protect the sensitive information within your safety plan.
- **Diversity and Communication**: Ensure reunification plans are communicated to parents/guardians in languages they understand, and safety materials are available for limited English proficient families.
- **Ongoing Task and Leadership**: Designate a school site safety leader to work with the SSC/safety planning committee.
- **Student Participation**: Encourage active student participation in SSC or School Safety Committee meetings.
- **Crisis Response Box & Emergency Supplies**: Create a centralized crisis response box with critical resources (maps, keys, emergency cards) and an emergency supplies kit.
- **Regular Safety Assessments**: Conduct safety/security site assessments regularly and after critical incidents to identify vulnerabilities.
- **Threat Assessment Team**: Partner with your district to establish or enhance a Threat Assessment Team to identify, assess, and handle threats.
- **Substitute Teacher Awareness**: Ensure substitute teachers and classified staff receive briefings and materials on school safety procedures.
- **Safety Tools**: Consider using access control systems, security cameras, burglar and fire alarms, and effective communication systems.

Safety Plan Completion Timeline

Effective school safety planning is an **ongoing process**, requiring regular review and evaluation, especially after critical incidents.

1. **Annual Update and Adoption**: Each school is required by law to **update and adopt its CSSP by March 1 every year**.
2. **District/COE Approval**: The adopted plan must then be forwarded to the school district or County Office of Education (COE) for approval. While there's no specific deadline for approval, the CDE recommends approval within a month of school adoption or as soon as practical before October 15.
3. **Notification to CDE**: Each school district or COE must annually notify the California Department of Education (CDE) **by October 15** of any schools that have not complied with the requirements. Failure to make this required report can result in an assessment of up to $2,000 against the district or COE.
4. **Public Inspection**: An updated file of all non-sensitive safety-related plans and materials must be **readily available for inspection by the public** if requested.

A copy of the Comprehensive School Safety Plan is available for review at TEACH Public Schools Home Office & at the School Site.

Safety Plan Vision

TEACH Public Schools is committed to maintaining safe and secure campuses for all of its pupils and staff. To that end, this Comprehensive School Safety Plan covers TEACH's policies and expectations regarding the practices of each school in maintaining the security of the physical campus, responding appropriately to emergencies, increasing the safety and protection of students and

staff, and creating a safe and orderly environment that is conducive to learning.

All school employees should receive training in the Comprehensive School Safety Plan upon joining the school, and should review any changes to the Plan annually.

Components of the Comprehensive School Safety Plan (EC 32281)

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Safety Committee

Principal & Staff

The Safety Planning Committee works collaboratively with school leadership, staff, families, and community partners to review current safety conditions, identify areas of need, evaluate emergency preparedness, updates to the CSSP.
Safety Planning Committee Membership.

The school's Safety Planning Committee includes representatives from school leadership, certificated staff, classified staff, parents, and operations personnel. The current committee consists of:

- Principal
- Assistant Principal
- Operations Manager
- Plant Manager
- Two certificated staff members
- Two classified staff members, including a classroom aide and campus safety staff member
- Home Office Parent Coordinator
- One parent/guardian of a student attending the school

The committee composition provides representation from school administration, instructional staff, classified employees, campus operations, and families. Additional personnel or community partners may be invited to participate when their expertise or perspective is relevant to a specific safety concern or emergency preparedness topic.

Annual Campus Safety Assessment
As part of the annual CSSP review process, the Operations Manager, Principal, Assistant Principal, Plant Manager, and janitorial/custodial staff conduct a physical walkthrough of the school campus. The walkthrough is used to identify current safety, security, maintenance, and emergency preparedness needs and to provide school-specific information for the Safety Planning Committee's review.
The campus assessment includes, but is not limited to:

- Identifying maintenance, repair, or facility conditions that may affect student or staff safety.
- Reviewing the condition and accessibility of emergency supplies and food/water resources.
- Confirming that classrooms are equipped with emergency backpacks and emergency buckets.
- Confirming that classroom emergency backpacks contain current classroom rosters and other required emergency information.
- Checking gates, doors, locks, and other access-control features.
- Reviewing classroom blinds and other features that may be relevant to emergency response procedures.
- Reviewing campus grounds, entrances, exits, and other areas for potential safety or security concerns.
- Identifying areas requiring maintenance, replacement, repair, or additional safety resources.
- Reviewing the school's readiness for emergency drills, evacuations, lockdowns, shelter-in-place

procedures, and other emergency scenarios.

The findings from the walkthrough are documented and communicated to the Safety Planning Committee. Identified needs are prioritized and addressed through the appropriate school, operations, maintenance, or administrative process.

School-Specific Information Considered

In assessing the school's current safety needs, the Safety Planning Committee considers information specific to the school and its campus, including:

- Findings from the annual physical campus safety walkthrough.
- Maintenance and facility concerns identified by school operations and custodial personnel.
- The condition and availability of emergency supplies and classroom emergency equipment.
- The readiness and results of emergency drills conducted during the school year.
- Staff observations and reported safety concerns.
- Parent/guardian feedback regarding school safety.
- Student safety concerns and age-appropriate student feedback, when applicable.
- Campus access, gates, locks, doors, and other security conditions.
- Emergency preparedness and classroom readiness.
- Any safety incidents, behavioral concerns, or other school-related events that may affect the school's safety needs.
- Feedback from local law enforcement, fire personnel, first responders, and/or specialized safety training providers.
- Changes to the campus, facilities, staffing, procedures, or surrounding conditions that may affect emergency preparedness.

This information is used to identify strengths, gaps, and areas requiring improvement and to determine whether revisions to the CSSP, emergency procedures, training, facilities, or supplies are needed.

Consultation with Law Enforcement, Fire, and Other First Responders

The school seeks input from local law enforcement and/or the school may also request assistance from specialized school safety or emergency preparedness training providers as applicable.

These partners may be asked to:

- Review relevant emergency procedures and provide recommendations.
- Provide feedback regarding campus access, evacuation, emergency response, and other safety considerations.
- Provide or support staff professional development related to emergency preparedness and safety drills.
- Assist the school in evaluating emergency response procedures and identifying opportunities for improvement.
- Participate in or provide guidance regarding appropriate emergency preparedness exercises and drills.

Any updates made to the CSSP during the school year are communicated to the appropriate law enforcement, fire, and/or first responder partners as applicable.

Safety Planning Committee Review

Following the campus assessment and collection of school-specific safety information, the Safety Planning Committee meets to review the current CSSP and discuss emergency preparedness and safety needs.

The committee reviews emergency drill procedures and plans for potential emergency scenarios, considers findings from the campus walkthrough, discusses feedback from staff and families, and identifies recommended updates or improvements. Committee members are encouraged to provide feedback based on their roles and areas of expertise.
The committee documents recommendations and identifies actions that should be incorporated into the CSSP or addressed through school operations, training, emergency preparedness, or other safety-related processes.

Staff Training and Implementation
The school provides staff with training and opportunities to review and practice applicable emergency procedures. Safety procedures and emergency response expectations are communicated to certificated and classified staff, and emergency drills are conducted in accordance with applicable requirements and school procedures.
When appropriate, local law enforcement, fire personnel, first responders, or specialized training providers are engaged to support staff professional development and emergency preparedness.
The school also reviews the effectiveness of drills and emergency exercises and uses observations and feedback to make improvements to procedures, training, equipment, and the CSSP.

Parent/Guardian and Community Input
The school's safety planning process includes an opportunity for parent/guardian input. After the Safety Planning Committee reviews the CSSP and proposed safety procedures or updates, relevant information is shared and discussed at a parent meeting/public meeting to provide families with an opportunity to ask questions and provide feedback.
Parent/guardian feedback is considered by school leadership and the Safety Planning Committee when reviewing the school's safety procedures and identifying areas for continued improvement.

Assessment of School Safety

Self-Monitoring Tool and Staff Meeting

- School Climate and Perceptions:

The school actively monitors campus culture using the Panorama Survey, which is administered three times a year to students, staff, and parents. This frequent assessment tracks real-time perceptions of school operations and highlights immediate areas for improvement. The safety committee and leadership team regularly share these metrics with teachers and parents during community meetings to celebrate successes and collaboratively address structural gaps. Recent trends indicate a strong baseline of community support, with ongoing dialogues focused on optimizing daily site operations.

- Behavior and Discipline Data:

A multi-year review of discipline data demonstrates that suspension and expulsion rates remain exceptionally low and in good standing. The school attributes these positive metrics to a robust, proactive multi-tiered system of support. Campus-wide safety and behavioral health are maintained through:
o Monthly Character Pillars: A structured Social-Emotional Learning (SEL) focus integrated into the student body each month.
o Thrively Platform: Utilized by staff to consistently check in on student well-being and track individual emotional health.

o PBIS Integration: School-wide Positive Behavioral Interventions and Supports (PBIS) are active across campus.
o Restorative Practices: Strong emphasis on student-to-student mediation, equipping students with practical communication skills to express their thoughts and feelings appropriately before conflicts escalate.

- Attendance and Engagement:

Post-COVID attendance recovery remains a core operational focus. While the school's ultimate goal is a 95% attendance rate, current data indicates the campus is hovering around 90%. Chronic absenteeism numbers are high, presenting a primary area of concern and intense focus for the safety team. To combat this, the school is utilizing a tiered intervention approach:
o Data Analysis: Leveraging Panorama data to isolate specific attendance trends across different grade levels.
o Incentivization: Implementing classroom-level attendance challenges and student incentives to build positive peer reinforcement, with outcomes shared transparently with families.
o Family Partnership: Maintaining continuous, ongoing engagement from teachers, office staff, and administration to have supportive conversations with families, offering targeted help to remove barriers to attendance.
Hazard, Vulnerability, and Consequence Assessment

- Traffic Safety and Perimeter Congestion (Physical Hazard):

Because school drop off and pick up. routes pass directly through major busy streets and residential neighborhoods, traffic congestion during peak hours presents a notable physical hazard. To mitigate this vulnerability, the school has implemented several operational guardrails:
o Staggered Dismissals: The school staggers its dismissal times by releasing two grade levels every 15 minutes to thin out vehicle volume.
o Early Release Protocols: Families are actively encouraged to notify the front office ahead of time if a student needs early pickup. This proactive notice allows the school to brief teachers and prepare students in advance, preventing vehicle idle time and traffic bottlenecks.
o Traffic Monitoring: A dedicated contingent of staff members is stationed outside during drop-off and dismissal windows to guide traffic, ensuring vehicles flow as safely and quickly as possible.
o Neighborhood Liaison: The school maintains open channels of communication with residential neighbors. Staff share the school calendar and bell schedule upon request and notify neighbors of important events. This collaborative approach allows community members to share suggestions or concerns, which the school then addresses directly with school families.

- Seismic Activity and Earthquake Readiness (Natural Hazard):

Given California's high-risk seismic landscape, earthquake danger is treated as a high-probability hazard. The school manages this threat through extensive classroom instruction and rigid accountability protocols:
o Curriculum Integration: Teachers discuss earthquake safety extensively within classrooms, training students on how to "duck and cover" properly and reinforcing the critical importance of following adult directions during an emergency.
o Rigorous Drill Debriefs: For every emergency drill conducted, students and staff receive immediate, actionable feedback regarding performance, highlighting execution successes and areas for improvement.
o Formal Documentation: At the conclusion of every drill, the administration completes a formal documentation form to track compliance, identify procedural gaps, and log emergency performance metrics over time.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

Safe School Planning Education Codes

200. It is the policy of the State of California to afford all persons in public schools, regardless of their 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, equal rights and opportunities in the educational institutions of the state. The purpose of this chapter is to prohibit acts that are contrary to that policy and to provide remedies therefor.

201. (a) All pupils have the right to participate fully in the educational process, free from discrimination and harassment.
(b) California's public schools have an affirmative obligation to combat racism, sexism, and other forms of bias, and a responsibility to provide equal educational opportunity.
(c) Harassment on school grounds directed at an individual on the basis of personal characteristics or status creates a hostile environment and jeopardizes equal educational opportunity as guaranteed by the California Constitution and the United States Constitution.
(d) There is an urgent need to prevent and respond to acts of hate violence and bias-related incidents that are occurring at an increasing rate in California's public schools.
(e) There is an urgent need to teach and inform pupils in the public schools about their rights, as guaranteed by the federal and state constitutions, in order to increase pupils' awareness and understanding of their rights and the rights of others, with the intention of promoting tolerance and sensitivity in public schools and in society as a means of responding to potential harassment and hate violence.
(f) It is the intent of the Legislature that each public school undertake educational activities to counter discriminatory incidents on school grounds and, within constitutional bounds, to minimize and eliminate a hostile environment on school grounds that impairs the access of pupils to equal educational opportunity.

234. (a) This article shall be known, and may be cited, as the Safe Place to Learn Act.
(b) It is the policy of the State of California to ensure that all local educational agencies continue to work to reduce discrimination, harassment, violence, intimidation, and bullying. It is further the policy of the state to improve pupil safety at schools and the connections between pupils and supportive adults, schools, and communities.

234.1. The department, pursuant to subdivision (b) of Section 64001, shall monitor adherence to the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter as part of its regular monitoring and review of local educational agencies, commonly known as the Categorical Program Monitoring process. The department shall assess whether local educational agencies have done all of the following:
(a) Adopted a policy that prohibits discrimination, harassment, intimidation, and bullying based on the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The policy shall include a statement that the policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district.
(b) Adopted a process for receiving and investigating complaints of discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 of this code, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. The complaint process shall include, but not be limited to, all of the following:
(1) 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.
(2) 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 school district.
(3) An appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this section.
(4) All forms developed pursuant to this process shall be translated pursuant to Section 48985.
(c) Publicized anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies adopted pursuant to subdivision (a), including information about the manner in which to file a complaint, to pupils, parents, employees, agents of the governing board, and the general public. The information shall be translated pursuant to Section 48985.
(d) Provided, incident to the publicizing described in subdivision (c), to certificated school site employees who serve pupils in any of grades 7 to 12, inclusive, who are employed by the local educational agency, information on existing school site and community resources related to the support of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) pupils. School site resources may

include, but are not limited to, peer support or affinity clubs and organizations, safe spaces for LGBTQ pupils, counseling services, staff who have received anti-bias or other training aimed at supporting these pupils or who serve as designated support to these pupils, health and other curriculum materials that are inclusive of, and relevant to, these pupils, online training developed pursuant to Section 32283.5, and other policies adopted pursuant to this article, including related complaint procedures. Community resources may include, but are not limited to, community-based organizations that provide support to LGBTQ pupils and their families, and physical and mental health providers with experience or training in treating or supporting these pupils.
(e) Posted the policy established pursuant to subdivision (a) in all schools and offices, including staff lounges and pupil government meeting rooms.
(f) Maintained documentation of complaints and their resolution for a minimum of one review cycle.
(g) Ensured that complainants are protected from retaliation and that the identity of a complainant alleging discrimination, harassment, intimidation, or bullying remains confidential, as appropriate.
(h) Identified a responsible local educational agency officer for ensuring school district or county office of education compliance with the requirements of Chapter 5.3 (commencing with Section 4900) of Division 1 of Title 5 of the California Code of Regulations and this chapter.

234.2. The department shall display current information, and periodically update information, on curricula and other resources that specifically address bias-related discrimination, harassment, intimidation, and bullying based on any of the actual or perceived characteristics set forth in Section 422.55 of the Penal Code and Section 220 on the California Healthy Kids Resource Center Internet Web site and other appropriate department Internet Web sites where information about discrimination, harassment, intimidation, and bullying is posted.

234.3. The department shall develop a model handout describing the rights and obligations set forth in Sections 200, 201, and 220 and the policies addressing bias-related discrimination, harassment, intimidation, and bullying in schools. This model handout shall be posted on appropriate department Internet Web sites.

234.5. The Superintendent shall post, and annually update, on the department's Internet Web site and provide to each school district a list of statewide resources, including community-based organizations, that provide support to youth who have been subjected to school-based discrimination, harassment, intimidation, or bullying, and their families. The department's Internet Web site shall also include a list of statewide resources for youth who have been affected by gangs, gun violence, and psychological trauma caused by violence at home, at school, and in the community.

32280. It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

32281. (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
(b) (1) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
(2) The school site council may delegate this responsibility to a school safety planning committee made up of the following members:
(A) The principal or the principal's designee.
(B) One teacher who is a representative of the recognized certificated employee organization.
(C) One parent whose child attends the school.
(D) One classified employee who is a representative of the recognized classified employee organization.
(E) Other members, if desired.
(3) The school site council shall consult with a representative from a law enforcement agency in the writing and development of the comprehensive school safety plan.
(4) In the absence of a school site council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) Nothing in this article shall limit or take away the authority of school boards as guaranteed under this code.
(d) (1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a district wide comprehensive school safety plan that is applicable to each school site.
(2) As used in this article, "small school district" means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.
(e) (1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the school site of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular work day after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act that is considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.
(2) Nothing in this subdivision shall create any liability in a school district or its employees for complying with paragraph (1).
(f) (1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its school site council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the school site. The portions of a school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.
(2) As used in this article, "tactical responses to criminal incidents" means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.
(3) Nothing in this subdivision precludes the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.
(4) Nothing in this subdivision shall be construed to reduce or eliminate the requirements of Section 32282.

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:
(1) Assessing the current status of school crime committed on school campuses and at school-related functions.
(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:
(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.
(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:
(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:
(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.
(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
(III) Protective measures to be taken before, during, and following an earthquake.
(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the

school district or county office of education may deem necessary to meet the needs of the community.
(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.
(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.
(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.
(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A school wide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.
(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.
(H) A safe and orderly environment conducive to learning at the school. (I) The rules and procedures on school discipline adopted pursuant to Sections 35291 and 35291.5.
(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.
(c) Each school site council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees.
(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.
(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.
(f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

32282.1. (a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campus, if the school district uses these people.
(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:
(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:
(A) While on school grounds.
(B) While going to or coming from school.
(C) During a lunch period whether on or off campus.
(D) During, or while going to or coming from, a school-sponsored activity.

32282.5. (a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.
(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.
(c) The department shall coordinate with the California Emergency Management Agency to make sure that all materials are reviewed and updated annually.

32283. The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and school site

personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

32284. The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

32286. (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.
(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

32287. If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:
(a) Notify the school district or the county office of education in which the willful failure has occurred.
(b) Make an assessment of not more than two thousand dollars ($2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

32288. (a) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.
(b) (1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.
(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:
(A) The local mayor.
(B) A representative of the local school employee organization.
(C) A representative of each parent organization at the school site, including the parent teacher association and parent teacher clubs.
(D) A representative of each teacher organization at the school site.
(E) A representative of the student body government.
(F) All persons who have indicated they want to be notified.
(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:
(A) A representative of the local churches.
(B) Local civic leaders.
(C) Local business organizations.
(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the State Department of Education by October 15 of any schools that have not complied with Section 32281.

32289. A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001, 20 U.S.C. Sec. 7114(d)(7), may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.

49380. (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.
(b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.
(c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school

district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Mandated reporters

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7) Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses
A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)
Responsibility for Reporting
The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)
No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report
Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)
Department of Children and Family Services 425 Shatto Place, Los Angeles, CA 90020 Headquarters' Receptionist: (213) 351-55072.

Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572). (Penal Code 11166, 11168)
Victim Interviews by Social Services/Law Enforcement
Whenever a representative from the Department of Social Services or another government agency investigating suspected child abuse or neglect deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the
?choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)
A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements: (Penal Code 11174.3)
1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

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

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

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan

Disaster Response Procedures Fire Drill Procedure

Signal: Fire Bell Rung in a Continuous Cycle

Procedure During Class Time:

1. Students exit classroom via both doors and WALK in orderly lines.

2. Students evacuate the building by designated routs to the assembly area (see evacuation map)

3. NO TALKING IS PERMITTED

4. Teachers:

a. Take your EMERGENCY FOLDER and attendance.

b. Check that all students are out the classroom.

c. Check that all exits are clear.

d. Close the classroom door. DO NOT LOCK (Later entry may be required)

5. In assembly area, teacher takes roll and accounts for each child.

6. Students in classroom other than their own are to remain with that class until given permission to rejoin

their class by both teachers.

7. Students remain in orderly and silent lines until all clear signal is given.

Procedure Used Before School During Lunch and Snack Recess

1. Students WALK to the assigned place on the yard where they meet their TEACHER

2. Students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them

to

their proper assembly area.

Procedure During P.E.

1. Teacher, or supervising adult, stops play, organizes class (es) into silent and orderly lines and conducts class (es) to assembly area.

Procedure When Not in Your Own Classroom

1. Teachers should be familiar with assembly area and evacuation route designated for that classroom or area.

2. The EMERGENCY FOLDER should accompany the class and be used by the teacher, or supervising adult, to account for all students.

Earthquake Procedures

Actual Earthquake

Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration. Emergency action to be taken when children are inside the building is:

When inside a building, stay inside: Do not run outside because you may be hit by falling debris. Drop to the floor on your knees and make the body as small as possible. Cover yourself under a desk, table or bench, in a hall, or stand against an inside wall. You should be facing away from: windows; door; glass; skylights; brick or rock faced walls; large moveable objects, such as bookcases; or outside doors and walls. With one arm, hold on to a desk leg so that it will protect your head and neck and so that the desk will not move away from covering you. Rest your head on one arm and place your other arm over the base of the head and neck. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

When outdoors, stay outside: Do not run inside because you may be hit by falling debris. Move away from buildings and overhead structures. Drop to the ground on your knees and make the body as small as possible. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.

Walking to our from school facilities: If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume “drop, cover, and hold” position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

Environmental Hazards

Biochemical or Chemical Release

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, and overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or another chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from:

- Watery eyes
- Twitching
- Chocking or loss of coordination
- Trouble breathing

Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1: Substance released inside a room or a building

Scenario 2: Substance released outdoors and localized

Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures

1. Evacuate the building

2. Notify Main Office/Administration

3. Turn off all fans in the area of he release; close the windows and doors, shut down the building's air handling system

IC Responsibilities

1. Signal for the building to be evacuated

2. Call 911

3. Contact the Charter Board

4. Direct School emergency Response Team members (search and rescue team) to isolate and

restrict access to potentially contaminated areas

5. Direct school Emergency Response Team members (search and rescue team) to turn off

local fans in the area of the release, close the windows and doors and shut down the

building's air handling system

6. Ensure person's who have come in direct contact with the hazardous substances are washed

and cleaned. See First Aid Team responsibilities

7. The School, or affected areas, will not reopen until the County HazMat or appropriate

agency provides clearance to do so

Teacher/Staff Responsibilities

1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures

2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated

area; specify those who may have had actual contract with the substance. Provide this information to the IC

First Aid Team

1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin

2. Remove and contain all contaminated clothes

3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected

individuals (isolation does not apply to widespread airborne releases)

4. Provide additional medical attention as needed

Threats or Disturbances

Animal disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

General Procedures

1. Notify office and administration

2. Keep students away from the animal (return to classroom, secure all entrances to classroom,

etc.)

IC Responsibilities

1. Call 911 and/or Animal Control

2. Attempt to isolate the animal from students, if it is safe to do so. If the animal is outside,

students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal

Disruptive Student

General Procedures

1. At the beginning of each school year, every teacher is to develop a “Clear the Room”

procedure. This procedure includes step-by-step instructions of what to do should a student

begin to throw things or attach other students or staff.

2. “Clear the Room” procedures should state to which teacher the students should report.

3. The receiving teacher will notify the office immediately.

4. The teacher must stay with the disruptive student until assistance arrives.

5. Students will not return to their classroom until notified by sending teacher.

IC Responsibilities

1. Respond to the classroom as soon as possible.

2. Assist the teacher with the student.

3. Involve other staff as necessary.

4. Call 911 if situation does not abate.

5. Notify the School Counselor/Psychologist or outside agency.

6. Review each plan and require that the plan be practice so that students will know what to do

Teacher/Staff Responsibilities

1. In concert receiving teachers, develop the “Clear the Room” plan.

2. Develop and alternate plan for when receiving teacher is not in the room.

3. Instruct students as to their roles if plan is implemented.

4. Stay with the out-of-control student.

Suicide or Suicide Threat or Attempt

General Procedures

1. Always assume the victim is alive!
2. Administer emergency first aid
3. Notify the IC
4. Stay with the victim until help arrives
5. Limit access to the immediate area until police arrive (treat as a crime scene)
6. Prepare an informational flyer for parents of the students in the victim's class
7. Notify the Carter Board
8. Notify the Crisis Response Team and/or mental health service provider (Los Angeles

County Department of Mental Health or contracted service provider).

IC Responsibilities Actual

1. Assess the situation
2. Direct that 911 be called
3. Declare a Lock Down-Response
4. Direct that appropriate notifications are made
5. Isolate all witnesses; if they are students, notify their parents
6. Direct that personal property of the victim is secured. This includes items in the

classroom and in locker

7. If victim has siblings in your school, bring them to a secure area until their parents

arrive at the school

8. If victim has siblings in other area schools, notify their administrators 9. Be Prepared to deal with the media
10. Arrange for counselors for s students and staff
11. Make contact with parents of deceased student

Attempted

1. Assess the situation

2. Direct that appropriate notifications be made

3. If required, call 911

4. Deal with siblings set forth above

5. If Lock-Down was not called, hold an emergency staff meeting at close of school to brief

staff

6. Arrange for additional counselors if needed

Teacher/Staff Responsibilities Actual/Attempted

1. Immediately notify the IC.

2. Administer first aid/CPR (if knowledgeable)

3. Secure the area until an administrator arrives on the scene

4. Once Relieved, teacher responds to his or her classroom and maintains order

Rumors

1. Treat all verbal and written threats as a serious matter

2. Immediately notify the IC about the information

3. Assist in the evaluation of the threat with other staff

Trespasser in building General Procedures

1. If the unauthorized visitor remains on the school property, notify the police, or IC of the situation, and implement Lock-Down procedures

2. If the trespasser refuses to register in the office and flees the scene obtain an accurate description and inform the office

3. Should a staff member observe a trespasser on school property; treat them as if they are simply a visitor who has failed to register in the office and kindly invite them to do so. NOTE: If a staff member is uncomfortable approaching trespasser, notify the office immediately of their presence

4. Teachers should recall students in hall, lock doors, and remain with their classes at all times

5. When the trespasser has registered in the office, has fled or been escorted from the scene,

make a P.A. announcement that the Lock-Down situation has ended, by announcing an “all

clear”

6. Notify the Charter Board

7. Prepare for possible media coverage

8. Consider formulating an informational flyer for parents

Bomb Threats General Procedures

1. Evacuation route should be posted in every classroom

2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to

the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, where placed, time of detonation, and reason school has been targeted

3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace)

4. If school has caller ID, note the number from which call was made

5. Notify Main Office/Building Administration

6. If threat is written, place it in an envelope or plastic bag

7. Prepare media statement flyer to inform parents

IC Responsibilities

1. Evaluate the bomb threat and determine if building evacuation is necessary

2. If threat is deemed valid:
- Call 911 – advise building is being evacuated because of a bomb threat
- Activate SERT
- Turn off school bell system Don’t use PA system
- Turn off all two-way radios

NOTE: Do not utilize the fire alarm system to evacuate the building

3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school

4. In consultation with police/fire officials, determine when it is safe to reenter the school

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the school, conduct a limited research of classrooms to determine if any strange or unknown objects are in the room

2. Proceed to pre-designated evacuation point with class roll book

3. Maintain control of students and advise SERT of any missing children

4. Do not reenter the building until directed to do so by a SERT member or someone in

authority

Device Found

Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE

IC Responsibilities

1. Upon notification of a device found:
   - Call 911 – advise building is being evacuated because of suspected bomb

has been discovered if possible, give a description of the device
   - Activate the SERT
   - Turn off all two-way radios
   - Do not use the fire alarm system to evacuate the building

Dispatch SERT to begin the evacuation process. The order of evacuation should be:
   - Classroom in which the device is located
   - Classroom on either side of, across the hall from, that backs up to, or is directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance

2. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation

3. In consultation with police/fire/bomb disposal officials, determine when t is safe to reenter the building

Teacher/Staff Responsibilities

1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with class roll book

2. Maintain control of students and advise SERT of any missing or unaccounted for students https://secure.doctracking.com/v2/Home/DocumentSectionEditRteTest.aspx?DefId=47064&SectionId=858553

3. Do not enter the school until directed to do so by an SERT or police/fire authority

Adaptations for Students with Disabilities

Public Agency Use of School Buildings for Emergency Shelters

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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 in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES
Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities
1. Notification of SELPA
The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.
2. Services During Suspension
Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alterative educational setting.
3. Procedural Safeguards/Manifestation Determination
Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine: (a) if the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or (b) if the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.
If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the

above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.
If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall: (a) conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement; (b) if a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and (c) return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.
If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct 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.
4. Due Process Appeals
The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.
When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.
In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing. In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.
5. Special Circumstances
Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.
The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student: (a) carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function; (b) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or (c) has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.
6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.
7. Procedures for Students Not Yet Eligible for Special Education Services
A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred. The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (a) the parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services; (b) the parent has requested an evaluation of the child; or (c) the child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.
If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put. If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation. The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Notification of the County
Upon expelling any student, the Charter School shall notify LACOE in writing as soon as practicable, and shall provide supporting documentation regarding the expulsion as LACOE may request.
The Charter School shall notify the superintendent of the student's district of residence within 30 days of the expulsion. Upon request of the receiving school district, the Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code Section 49068(a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the County upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.
School Climate and Student Discipline System
TEACH Prep Student Discipline, Suspension, Expulsion, and Involuntary Removal Policy
General Compliance and Periodic Review
TEACH Prep will periodically review and, as needed, modify its student discipline, suspension, expulsion, and involuntary removal policies and procedures to remain aligned with changes in California and federal law. Staff will receive annual training on the Charter School's discipline policies and restorative practices.
School-Wide Positive Behavior Intervention And Support
The Charter School is committed to a positive, nurturing, and safe learning environment. A Positive Behavioral Interventions and Supports ("PBIS") framework will be implemented to teach and reinforce clear behavioral expectations and to recognize positive behavior through a consistent reinforcement system. Staff provide specific feedback and opportunities for students to meet expectations. Teachers employ a multi-step, consistent classroom disciplinary system. Staff receive annual training on school culture and climate.
Tiered Behavior Intervention
To curtail misconduct before serious interventions are needed, the Charter School utilizes progressive, tiered options, which may include: additional assignments; parent meetings; loss of incentives; daily conduct logs; behavior reflection sheets; study/resource teams; peer presentations; referrals to counseling, psychology, child welfare and attendance, or other support personnel; and involvement of a child welfare attendance specialist as appropriate. Corporal punishment is prohibited. Staff may use only reasonable and necessary force to protect persons or property. A Charter School administrator or designee manages discipline referrals on a case-by-case basis, documents actions taken, sends copies home for signature, returns copies to relevant staff, and logs referrals in the Charter School's student information system for monitoring.
Restorative Justice Practices
The Charter School employs restorative justice practices to repair harm and strengthen community, including relationship building, calm corners, check-ins, community circles, positive reinforcement, reflection sheets, restorative conversations, harm circles, and logical consequences. Goals include addressing needs, building healthy relationships, reducing harmful behavior, repairing harm, resolving conflict, and accountability. Implementation is ongoing and responsive to student needs.

Alternatives To Suspension
The Charter School will prioritize alternatives to suspension that address specific misconduct, which may include family group conferences, age-appropriate reflective statements, targeted reflection packets, and referrals to a SSPT for collaborative problem-solving and data-informed Tier 1–3 supports. Staff receive professional development on these interventions, including a structured beginning-of-year implementation period.
Professional development on discipline, classroom management, restorative justice and PBIS is delivered in the summer before school starts and is reinforced throughout the school year.
Data Use
The Charter School will monitor behavioral incident data using its student information and analytics tools to identify trends by time, location, day, student group, and behavior type, and to plan targeted interventions. Suspensions, expulsions, involuntary removals, and reinstatements will be maintained in the Charter School's student information system and provided to LACOE upon request.
School Climate And Student Discipline System
The Charter School's Student Discipline Procedures support learning in a positive, safe environment and prioritizes alternatives to suspension and expulsion whenever possible. In developing these procedures, the Charter School has reviewed Education Code Section 48900 et seq. which describe the offenses for which students may be suspended, expelled and the procedures governing those suspension and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The Charter School will annually review and, as needed, modify these policies consistent with law. All team members enforce rules fairly and consistently. This policy and its procedures are distributed annually (e.g., in the Family Handbook) and available in print and electronic formats.
A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.
Notice To Families And Rights Holders
Upon enrollment, students and parents/guardians will receive written notice of discipline and involuntary removal policies and procedures, with copies available at the Charter School office upon request. For the purposes of notice under this Policy, the term parent/guardian includes a homeless student's educational rights holder; a foster student's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker.
Involuntary Removal Protections
No student will be involuntarily removed for any reason unless the parent or guardian (or educational rights holder, as applicable) has received written notice of the intent to remove no fewer than five (5) schooldays before the effective date. The written notice will be provided in the native language of the student's parent/guardian and will state the basis for the proposed removal and the parent/guardian's right to request a hearing to challenge the removal. If a hearing is requested, the Charter School will use the same hearing procedures provided for expulsions and will issue a final decision before any involuntary removal takes effect. If the student's parent/guardian requests a hearing, the student will remain enrolled until the final decision is issued. For purposes of this section, involuntary removal includes disenrollment, dismissal, transfer, or termination, but does not include removals for misconduct that constitute grounds for suspension or

expulsion as enumerated below.

Alternative Means of Correction

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

- Document the actions taken and save the document to the student's record
- Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School may require both the victim and perpetrator to engage in a restorative justice practice. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School may utilize its Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Grounds For Suspension And Expulsion; Jurisdiction

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

Category 1 Offenses (Mandatory Recommendation For Expulsion; Education Code Section 48915(c))

Immediate suspension and recommendation for expulsion are required when the student:

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

b) Brandished a knife at another person.

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

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

If it is determined by the Administrative Panel that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free

Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.
The Charter School will use the following definitions:
1) The term “knife” means (A) any dirk, dagger, weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or € a razor with an unguarded blade.
2) The term “firearm” means (A) any weapon (including a start gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer, or (D) any destructive device. Such term does not include an antique firearm.
3) The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device similar to any of the devices described in the preceding clauses.
Category 2 Offenses (Limited Discretion; Education Code Section 48915(a))
Suspension is required and expulsion shall be recommended unless the Principal determines expulsion is inappropriate:
a) Causing serious physical injury to another person, except in self-defense.
b) Possession of any knife or other dangerous object of no reasonable use to the student.
c) Unlawful possession of a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code (except first offense of = one ounce of marijuana, other than concentrated cannabis, and lawful medications).
d) Robbery or extortion.
e) Assault or battery upon any school employee.
Category 3 Offenses (Broad Discretion; Education Code Section 48900)
The Principal may suspend and recommend expulsion when the Principal or designee determines the student::
a) Caused, attempted to cause, or threatened to cause physical injury to another person.
b) Willfully used force or violence upon the person of another, except in self-defense.
c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as it is defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
e) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
f) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
g) Possessed or use tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student’s own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
h) Committed an obscene act or engaged in habitual profanity or vulgarity;

i) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
j) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
k) Possessed an imitation firearm, i.e., a replica of a firm 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.
l) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness an/or retaliating against that student for being a witness.
m) Unlawfully offered, arranged to sell, or sold the prescription drug Soma.
n) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
o) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
p) Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 5, inclusive.;
q) Caused, attempted to cause ,threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 5, inclusive.
r) Intentionally harassed, threatened, or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 5 inclusive.
s) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
? "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with

exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
2. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
3. Causing a reasonable student to experience substantial interference with their academic performance.
4. 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 Charter School.
2. "Electronic Act" means the creation or 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:
? A message, text, sound, video, or image.
? A post on a social network Internet Web site including, but not limited to:
? Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
? Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
? Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
? An act of cyber sexual bullying.
? For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
3. For purposes of this policy, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a)-(b) of Category 3 above.
For Categories 2 and 3, the Charter School must determine that other means of correction are not feasible or have repeatedly failed, or that due to the nature of the act, the student's presence poses a continuing danger.
Scope Of Exclusion During Discipline
Suspended or expelled students are excluded from all Charter School and Charter School-related activities during the suspension or expulsion period unless otherwise agreed.
Potential Disciplinary Actions
Generally, suspension is imposed only when other means of correction fail; prior corrective action is not

required if the student's presence presents danger to persons or property or threatens to disrupt instruction. For Education Code Section 48900(a)–(e) violations and the firearm offense, out-of-school suspension may be authorized for a first offense. Expulsion for Category 3(a)–(l) offenses or Category 1(a) firearm possession may be recommended by the Principal and must be supported by findings of a neutral Administrative Panel that other means are not feasible or have failed, or that the student's presence poses continuing danger.

In-School Suspension

When safe and appropriate, students may be assigned to a supervised in-school suspension (ISS) classroom as an alternative to out-of-school suspension. Notice and conference requirements will mirror those for out-of-school suspensions. A credentialed teacher or administrator will supervise students to ensure work completion, provide academic assistance, and maintain a structured, supportive environment. Students with Individualized Education Programs (IEPs) or Section 504 Plans will continue to receive all required services during ISS. The maximum duration will comply with applicable law (generally up to five [5] school days per incident for general education students).

In alignment with California Education Code requirements, the Charter School will not assign in-school suspension for offenses that are precluded by law for other public schools, including but not limited to:

1. Causing, attempting to cause, threatening to cause, or participating in an act of hate violence;
2. Engaging in harassment, threats, or intimidation against a pupil or group of pupils or school personnel;
3. Making terrorist threats against school officials or school property.

For such serious offenses, the Charter School will use out-of-school suspension or alternative disciplinary interventions consistent with due process and student safety requirements.

If exceptional circumstances require consideration of in-school suspension for any of the above offenses, the Charter School will ensure the following safeguards to protect students, staff, and visitors while supporting the student's best interests:

1. Safety Protocols: The ISS setting will be separate and supervised at all times by a credentialed administrator or teacher trained in crisis prevention and de-escalation strategies.
2. Individualized Risk Assessment: Before assignment, an administrative review will determine whether in-school suspension can be safely implemented without posing risk to others.
3. Behavioral Supports: The student will receive targeted interventions and counseling services focused on conflict resolution, emotional regulation, and restorative practices.
4. Documentation and Oversight: The school will document the rationale, safety plan, and support measures implemented, and notify the authorizer (LACOE) if such placement occurs.

These measures ensure that in-school suspension, when used, remains a constructive, safe, and legally compliant disciplinary response that prioritizes both school safety and student rehabilitation.

Suspension Procedures

Authority: The Principal or designee determines whether to impose suspension and the length. The process for investigating incidents and collecting evidence will be fair and thorough.

Informal conference: When practicable, suspension will be preceded by an informal conference with the student, the student's parent/guardian, and, when feasible, the referring staff member. The student will be informed of the reasons and evidence and given an opportunity to present their version and evidence in their defense. This conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and the student shall be notified of the student's right to return to school for the purpose of the conference. This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with

Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian, at the conference.

Parent/guardian notice: At the time of suspension, the an administrator or designee will make reasonable efforts to contact the parent/guardian by phone, email, or in person and will provide written notice in the native language stating the specific offense(s), return date, and the student's rights.

Time limits: Unless a recommendation for expulsion is made, no single suspension (in- or out-of-school) will exceed five (5) schooldays. Total days per year will be consistent with Education Code limits (generally 20 days), and 10 days for students with disabilities absent a change in placement process.
Extension pending expulsion: Following a recommendation for expulsion, suspension may be extended after a conference if the student's presence would be disruptive or poses a threat. The maximum number of days a suspension can be extended shall not exceed the total number of days that a student can be suspended in one year. During suspension, the Charter School will ensure access to instructional activities, materials, and assessments, and a means to communicate with staff.
Suspension Appeals
Within ten days of receiving suspension notice, a parent/guardian may submit a written appeal to the TEACH, Inc. Student Discipline Committee (an adhoc Board subcommittee). The Committee will conduct the appeal review and issue a final decision. A parent/guardian may submit a written objection to be included in the student's discipline record.
Access To Class Materials and Assignments During Suspension
The Charter School will ensure the student receives all class materials and assignments for completion during suspension and may complete remaining assignments upon return. For suspensions pending expulsion hearing, the Charter School will coordinate daily access to materials and appropriate proctoring of exams and state testing.
In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 5, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.
In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.
Interim Placement and Post-Expulsion Placement
The Charter School is responsible for identifying appropriate interim educational placements for students during and pending completion of the Charter School's expulsion process, and for facilitating post-expulsion placement of expelled students.
Students with Disabilities
The Charter School will establish and implement policies and procedures to ensure full compliance with federal and state law regarding discipline of students with disabilities. If a student who receives or is eligible for special education is recommended for expulsion, the Charter School will identify and provide appropriate special education programs and services at an interim educational placement, determined in coordination with the 1951 Los Angeles County Charter SELPA. For students with an IEP or a Section 504 Plan, the Charter School will follow all required disciplinary procedures, including IDEA and Section 504 requirements.
Consistent with the Charter School's membership in the Los Angeles County Charter SELPA, an IEP team will

conduct a manifestation determination and consider alternative placements following applicable SELPA policies and procedures. Prior to recommending expulsion for a student with a Section 504 Plan, the Principal will convene a link determination meeting to answer: (A) whether the misconduct was caused by, or directly and substantially related to, the student's disability; and (B) whether the misconduct was a direct result of the Charter School's failure to implement the Section 504 Plan.

Expulsion Procedures

Definition: Expulsion is the removal of a student from all TEACH, Inc. campuses and programs for a specified period for certain misconduct, used when lesser interventions have failed, the student has committed one of the enumerated offenses above, and/or the student's presence creates a continuing danger.

Authority: The Executive Director, Principal, or designee. Students recommended for expulsion by the Principal are entitled to a hearing to determine whether the student should be expelled. The Executive Director or designee shall select a neutral panel ("Administrative Panel") to hear and consider the recommendation for expulsion.. Final action is taken by the Student Discipline Committee of the TEACH, Inc. Board after the Administrative Panel determines whether or not to recommend for expulsion following a hearing before it.

Notice of hearing: Written notice in the native language will be provided at least ten (10) calendar days before the expulsion hearing, including the charges, hearing date/time/location, applicable rules, rights to representation, rights to inspect documents and present/cross-examine witnesses, obligations related to disclosure upon transfer, and information about accommodations and language support.

Timeline: The hearing will occur within thirty (30) schooldays of the offense unless postponed at the parent/guardian's request, and not fewer than ten days after notice unless waived.

Hearing body and record: A neutral and impartial Administrative Panel (not involved in the underlying incident) will hear the case in confidential session and make a recommendation to the Student Discipline Committee. The Administrative Panel shall consist of at least three (3) members who do not know or have an instructional or supervisory relationship to the student. A reasonably accurate and complete record (audio/video) will be maintained.

Special procedures for certain offenses: In cases involving sexual assault or battery, the Administrative Panel may use sworn declarations and other protections for complaining witnesses as permitted by law.

Evidence: Technical rules of evidence do not apply; decisions must be based on substantial evidence that the student committed an expellable offense. Hearsay alone is insufficient to support expulsion.

Decision and post-hearing: Within ten (10) schooldays of the hearing, the Administrative Panel will submit written findings of fact to the Student Discipline Committee, which will decide whether to approve expulsion based on substantial evidence.

Notification: Following the Student Discipline Committee's decision, the Executive Director or designee will notify the parent/guardian (and educational rights holders where applicable) of the decision, findings of fact, rehabilitation plan, reinstatement eligibility, appeal rights, access to records, and alternative education options. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School. The Charter School will notify LACOE and the district of residence of the expulsion and provide required information. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion

order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Appeal Of Expulsion

Parents/guardians may appeal an expulsion to the full TEACH, Inc. Board (excluding members of the Student Discipline Committee). Appeals must be submitted in writing within ten (10) school days of notice of the decision by the Student Discipline Committee and will be limited to the record of proceedings, absent narrowly defined exceptions. The Board will notify families of the appeal hearing date and issue a final decision. The Board shall review the expulsion appeal request within ten (10) school days following the parent/guardian's appeal request, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal.

The Board's decision to expel shall be final—there is no further appeal.

Post-Expulsion Support and Rehabilitation

The Student Discipline Committee may suspend enforcement of an expulsion order for up to one (1) calendar year and require completion of a rehabilitation plan tailored to the incident and student needs (e.g., attendance, academic supports, counseling, community service). The plan will include a date not later than one (1) year from expulsion when the student may seek readmission. The Charter School will support families in securing appropriate placement during expulsion, including coordination with the district of residence and the county office of education.

Disciplinary Records

The Charter School shall maintain records of all student suspension and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

Readmission Or Admission Of Previously Expelled Students

Readmission decisions rest with the TEACH, Inc. Board. The Board will review the student's request, evidence of rehabilitation plan completion, and any information from Charter School administration, and will determine whether the student has satisfied the plan and whether readmission would pose a safety risk or substantial disruption. Decisions will be made in closed session with appropriate reporting. Readmission is contingent upon capacity in the applicable grade level.

Notice To Teachers

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

Alternatives Related to Attendance Concerns

The Charter School will document and implement alternatives to suspension and expulsion when responding to attendance-related concerns, such as truancy or excessive tardiness.

Involuntary Removal

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be

subject to the readmission procedures set forth herein.

Rehabilitation Plans

Students expelled from the Charter School will receive a written rehabilitation plan at the time of the expulsion order, developed by the Charter School's governing board or designee. Terms will be reasonable and consider the weight of the offense. The plan will include a date not later than one (1) year from the expulsion date when the student may apply for readmission. The Charter School will inform parents/guardians in writing of processes for reinstatement and for applying to expunge the expulsion record.

Readmission

The TEACH, Inc. Board of Directors has adopted formal rules and procedures for the readmission of students who have been expelled from a TEACH school. These procedures ensure fairness, transparency, and consistency with state law and the school's approved charter.

1. Written Procedures and Rehabilitation Plan

Upon expulsion, the school provides the student and parent/guardian with a written rehabilitation plan that specifies the conditions to be met prior to requesting readmission. The plan may include expectations related to behavior, attendance, academic progress, counseling participation, or community service, depending on the circumstances of the expulsion.

2. Filing a Request for Readmission

After the period of expulsion and completion of the rehabilitation plan, the parent/guardian or student may submit a written request for readmission to the Principal or designee. The request must include documentation demonstrating the student's compliance with the rehabilitation plan and readiness to return to the school community.

3. Readmission Review Process

1. The Principal or designee reviews the request and supporting documentation.
2. The student and parent/guardian may be invited to participate in a meeting or interview to discuss the student's progress and readiness for return.
3. A recommendation is then forwarded to the TEACH, Inc. Board of Directors for final determination.

4. Board Review and Decision

The Board reviews all readmission requests in accordance with its adopted rules. After the review, the Board will readmit the student unless it finds that the student has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety.

The Board's decision, including findings and the rationale, is provided to the parent/guardian in writing within a reasonable time following the meeting.

5. Recordkeeping and Reporting

Documentation of the readmission request, review, and Board decision is maintained in the student's cumulative record and in the school's expulsion log in accordance with applicable law.

Reinstatement

The Board will adopt rules establishing procedures for processing reinstatements, including review of rehabilitation plan documentation. The Charter School is responsible for timely reinstatement upon conclusion of the expulsion period.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. TEACH Public Schools has incorporated this notification into the existing "Attendance Reporting Screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.
Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of the The TEACH Public School District regarding students who have engaged in certain criminal conduct. This information is forwarded to the site Principal. The site Principal is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor. To: ALL CERTIFICATED STAFF From: Principal
Re: Student Suspension Information
Education Code 49079 and Welfare and Institutions Code 827 require that teachers be notified of the reason(s) a student has been suspended. The TEACH Public School District has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the students name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.
The following are examples of Ed. Code 48900 and 48915 violations that may appear on your report.
E.C. 48900
(a)(1) Mutual fight (a)(2) Assault/Battery
(b) Possessed, sold or furnished dangerous object
(c) Controlled substance/alcohol
(d) Imitation controlled substance
(e) Robbery/extortion
(f) Vandalism
(g) Theft
(h) Tobacco/nicotine products
(i) Obscene act, habitual profanity/vulgarity
(j) Drug paraphernalia
(k) Disruptive/willfully defiant behavior (grades 4-12) (l) Received stolen property
(m) Imitation firearm
(n) Sexual assault or battery
(o) Harassed/threatened witness
(p) Sale of soma
(q) Hazing
(r) Bullying/cyberbullying
(t) Aiding and abetting
E.C. 48900.2 Sexual harassment (gr 4-12) E.C. 48900.3 Hate violence(gr 4-12)
E.C. 48900.4 Severe or pervasive harassment, threats and intimidation (grades 4-12) E.C. 48900.7 Terrorist threats against school officials or property
E.C. 48915 (a)(1)(A)Serious physical injury
(a)(1)(B)Possession: knife or dangerous object (a)(1)(C) Controlled substance
(a)(1)(D) Robbery or extortion
(a)(1)(E) Assault/battery of school employee
E.C. 48915 (c)(1) Possessing, selling, furnishing firearm (c)(2) Brandishing a knife at another person (c)(3) Selling a controlled substance
(c)(4) Committing or attempting to commit sexual assault or battery (c)(5) Possession of an explosive

(E) Sexual Harassment Policies (EC 212.6 [b])

Employee Prohibited Unlawful Sexual Harassment

TEACH Public Schools is committed to providing a workplace that is free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including dismissal, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; (3) that conduct interferes with an individual's work performance or creates an intimidating, hostile or offensive working environment.

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

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years there after. Such training will include information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment.

Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law. Each employee has the responsibility to maintain a workplace free from any form of sexual

harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the Executive Director. See Appendix A for the

"Harassment Complaint Form." See Appendix B for the general "Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
- Rape, sexual battery, molestation or attempts to commit these assaults and
- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:

Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual

experience.

- Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
- Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.
- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
- Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work.
- Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
- Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate LA Leadership policy.

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

TEACH Public Schools will investigate complaints promptly and provide a written report of the investigation and decision as soon as practicable. The investigation will be handled in as confidential a manner as possible consistent with a full, fair, and proper investigation. TEACH Public Schools is committed to remediating any instances where investigation findings demonstrate unlawful harassment has occurred.

Following exhaustion of the TEACH Public Schools complaint procedures outlined herein, employees who believe they have been harassed or discriminated against may contact state or federal agencies to file a complaint. Employees who wish to contact the California Department of Fair Employment and Housing ("DFEH") may do so by calling (800) 884-1684 (or, TTY, (800) 700-2320). For more information about or from the DFEH, visit www.dfeh.ca.gov or you can contact the Fair Employment Housing Commission at www.fehc.ca.gov. Employees who wish to contact the U.S. Equal Employment Opportunity Commission ("EEOC") may do so by calling (800) 669-4000 (or, TTY, (800) 669-6820). For more information about or from the EEOC, visit www.eeoc.gov. Both the DFEH and EEOC will investigate complaints of discrimination or harassment, and may attempt to resolve such complaints either by prosecuting, conciliating or settling the matter on the employee's behalf. TEACH Public Schools will not retaliate against any employee who files a complaint with, or otherwise participates in an investigation, proceeding or hearing conducted by, the DFEH or EEOC.

Student Unwanted Sexual Harassment

Includes unwelcome sexual advances and other verbal or physical conduct of a sexual nature when any or all of the following occurs:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a student's academic status or progress.

2. Submission to or rejection of such conduct by a student is used as the basis of academic decisions affecting the individual.

3. Such conduct has the purpose or effect of unreasonably interfering with the individual's academic performance or creating an intimidating, hostile or offensive educational environment.

It is the responsibility of TEACH Public Schools to:

1. Implement this policy through regular meetings with all administrators, ensuring that they understand the policy and its importance;

2. Make all faculty, staff, students, and parents aware of this policy and the commitment of the school toward its strict enforcement;

3. Remain watchful for conditions that create or may lead to a hostile or offensive school environment;

4. Establish practices designed to create a school environment free from discrimination, intimidation, or harassment.

It is the responsibility of the student to:

1. Conduct herself/himself in a manner, which contributes to a positive school environment;

2. Avoid any activity that may be considered discriminatory, intimidating, or harassing;

3. Consider immediately informing anyone harassing him/her that the behavior is offensive and unwelcome.

4. Report all incidents of discrimination or harassment to the Principal;

5. If informed he/she is perceived as engaging in discriminatory, intimidating, harassing or unwelcome conduct, to discontinue that conduct immediately.

Complaint filing and investigation procedures

The following procedures must be followed for filing and investigating a harassment claim:

1. The student may first choose to tell the individual causing the harassment that his/her conduct is offensive and must stop. If the objectionable behavior does not cease immediately, the student

must report the harassment to the Principal.

2. The student alleging harassment will be asked to complete a formal, written complaint. The claim

will be investigated thoroughly, involving only the necessary parties. Confidentiality will be

maintained as much as possible.

3. The investigation will include a meeting with the person alleged to have harassed, sharing with that

person the nature of the allegations as well as the name of the person bringing the allegations. If appropriate, the alleged harasser will be placed on administrative leave during the course of the investigation.

4. Once the facts of the case have been gathered, the Principal, in consultation with the Superintendent, will decide what, if any, disciplinary action is warranted. The disciplinary action will relate to the nature, context, and seriousness of the harassment and can include all disciplinary actions up to and including immediate expulsion or termination.

5. If the complaint is against a non-employee or non-student, such as a parent, volunteer, or vendor, the school will take steps, within its power, to investigate and eliminate the problem.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

At TEACH Public Schools, employees come into frequent contact with the public. Courtesy, tact, and helpfulness are expected in order to reinforce the positive reputation TEACH Public Schools employees have worked hard to establish. Furthermore, in interactions with or in the presence of students, employees are required to speak and interact appropriately.
Certificated staff must refrain from using cell phones in classrooms or in plain view unless during an approved break or conference period and should not conduct personal business during the school day.
As students are asked to wear a uniform to communicate their academic seriousness, employees are likewise expected to dress in an appropriate manner that is suitable for their working conditions. appearance must project a professional appearance that sets a tone for an environment in which learning is expected to take place and in which the public is welcomed. Students are expected to maintain good personal hygiene. Determination of appropriateness of attire will be made by the school Principal.

Student dress shall always be the prescribed uniform. Attire which can be readily associated with a criminal street gang, or criminal street organization is prohibited during school and school sponsored functions and at all times when representing TEACH Public Schools.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

During normal school hours our school has one entry point for all students to enter through and line up with their classroom teachers. Students may arrive at 8:00AM for breakfast. Staff will open the school and all staff will be positioned to greet the students as they enter the premises onto the enclosed school yard. Official arrival time for instruction is at 8:15 AM.

The administrator and staff will supervise the front of the school and school yard during morning arrival to make sure all students are either with their teacher or a substitute. The instructional day continues as

scheduled.

The school day ends at 2:00pm (TK), 2:15 (K), 2:30pm (1st and 2nd) and 2:45 pm (3rd), 3:00 for (4th and 5th) on Mondays, Tuesdays, Thursday and Fridays. On Wednesdays, school dismissal is at 12:30pm (TK.K,1st and 2nd) 3rd (12:45pm), 4th and 5th (1:00 pm) 1:45pm for staff professional development. Minimum Day dismissal is at 12:30pm.

All staff members and community-based Safe Passage Organization staff monitor the safe entry and exit of students. All students will get dropped off and picked up, off of 85th street. Staff members will be present to direct students into the car as they pass by or be released to the parents who walk over to pick up students.

Strategies and procedures were developed to ensure the safe ingress/egress of students, school employees, parents, volunteers and visitors.

- Visitors must sign in and secure a Visitor's Pass from the school office before entering the campus. They must sign out when leaving.
- Students leaving early must be signed out by parents/guardians or someone listed on the student's emergency card.
- Walkie-Talkies assigned to designated staff will be operational throughout the day.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Goal

Component:

Create and maintain a caring and connected school climate

Element:

Goal(s): To Increase Parent involvement at TEACH Public Schools

Opportunity for Improvement:

Objective: Provide opportunities for parents to become involved with the school culture and community

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide opportunities for parents to participate and be involved in the school culture and community	Coffee with the Principal, Parent workshops, Parent Potluck, Parent Conferences, Way to Go Wednesday Assemblies, School Newsletter	Varies based on the events / activities	Administrator, Operations Manager, & Teacher	Surveys

Goal

Component:

Create and maintain a caring and connected school climate

Element:

Increase supervision staff in order to maintain a safe campus

Opportunity for Improvement:

Increase the number of staff who supervise student during snack recess, lunch, and dismissal

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase the number of staff who supervise student during snack recess, lunch, and dismissal	Hire additional staff as allowed per executive team authorization	Need for additional staff	Administration/Executive Team	School Safety Survey

Goal

Component:

Create and maintain a caring and connected school climate

Element:

Decrease the number of incidents in the community near the campus wherein student safety is compromised

Opportunity for Improvement:

Create partnerships with community members and Safe Passage staff to increase adult presence in the areas near the campus

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create partnerships with community residents and merchants to increase overall protection and student safety near the school site	Meetings and conversations to discuss concerns and strengthen partnerships for safety support	All staff and Community members, merchants, leaders and residents interested in student safety	Administrator & Operations Manager	Surveys, ongoing conversations

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Student Conduct Code

Conduct Code Procedures

The fundamental belief that was operating at the creation of TEACH and its discipline structure is that one of the major functions of education is the preparation of youth for responsible citizenship. TEACH Public Schools

shall foster a learning environment that reinforces self-discipline and the acceptance of personal responsibility. In addition, all TEACH schools shall work with students and families to provide a safe school environment that provides students with the opportunity to have a quality education.

The following policies and procedures are designed to guide TEACH schools and personnel in dealing with student discipline issues, while providing students and parents with a clear set of expectations regarding student behavior and an understanding of the consequences of misconduct.

As provided in TEACH charter petition, the policies and procedures for suspension and expulsion of TEACH students set forth in this document comply with the policies and procedures identified in the California Education Code. These policies and procedures will be periodically reviewed and the lists of offenses for which students are subject to suspension or expulsion will be modified as necessary.

These policies and procedures will be enforced fairly, uniformly, and consistently without regard to sex, ethnic group, religion, sexual orientation, color, race, national origin and physical or mental disability

Discipline in General

Each school should develop a process for handling, and if necessary escalating, individual cases of student misbehavior. Strategies may include but are not limited to:

- Relocating the student's desk to a different part of the classroom;
- Assigning different or additional work appropriate to the infraction;
- Utilizing a peer mediation or student conflict resolution program;
- Individual conversation with the classroom teacher about behavior and consequences;
- Utilizing a written referral framework;
- Designating selected classrooms and teachers as places for "time out/calm down/cool down";
- Referring students to the principal or a designee;
- Contacting parents/guardians; and/or

All TEACH school employees will report unmanageable or unusual behavior of students to the school principal or designee as soon as possible. The school principal or designee shall investigate the report and exercise his or her discretion for purposes of notification of parents, legal guardians, law enforcement, or local child protection services.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. A suspension does not mean any of the following:

1. Reassignment to another class at the same school where the student will receive continuing instruction for the school day.

2. Referral to an advisor assigned that role by the Principal.

While on suspension from school, the student is not to loiter on or about any school grounds at any time, nor to attend any TEACH school activity at any time, no matter where such activity may be taking place. Violation 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 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:

1. A teacher may suspend a student only from his/her classroom for the day of the suspension plus the following school day. A teacher's suspension must be related to student safety and is subject to the approval of the principal.

2. The Principal or his/her designee may suspend a student from class, classes or the school campus for a period not to exceed five school days.

3. The President or his/her designee may extend a student's suspension pending final decision by the School Board of Directors on a recommendation for expulsion.

4. A Special Education student being considered for expulsion may be suspended for ten (10) consecutive days pending assessment and an IEP Team meeting. The suspension may also be extended pending final decision by the School Board of Directors on a recommendation for expulsion.

A pupil may not be suspended or expelled for any of the acts enumerated unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the President or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in the section and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school sponsored activity.

Grounds for Suspension and Expulsion

The following information is provided in order to provide uniformity within TEACH in matters of student misconduct requiring disciplinary action. The following offenses constitute grounds for suspension and expulsion and require police notification for the grade levels indicated:

- Physical Injury: Caused, attempted to cause, or threatened to cause physical injury to another person (Ed. Code 48900(a)(1)) or willfully used force or violence upon the person of another, except in self-defense. (Ed. Code 48900(a)(2)) Notification to police required for students in grades K-12.
- Weapons, Explosives, Dangerous Objects: 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 pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal. (Ed.Code 48900(b)) Notification to police required for students in grades K-12.
- Controlled Substances/Alcohol: Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind. (Ed.Code 48900(c)) Notification to police required for students in grades K-12.
- Substances in Lieu of Controlled Substances: Unlawfully offered, arranged, or negotiated to sell any

controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant. (Ed.Code 48900(d)) Notification to police required for students in grades K-12.

- Robbery or Extortion: Committed or attempted to commit robbery or extortion. (Ed.Code 48900(e)) Notification to police required for students in grades K-12.
- Damage to Property: Caused or attempted to cause damage to school property or private property. (Ed. Code 48900(f)) Notification to police required for students in grades K-12.
- Theft of Property: Stole or attempted to steal school property or private property. (Ed. Code 48900(g)) Notification to police required for students in grades 4-12.
- Tobacco: Possessed or used tobacco, or any product containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products. (Ed.Code 48900(h))
- Obscenity/Profanity: Committed an obscene act or engaged in habitual profanity or vulgarity. (Ed.Code 48900(i))
- Drug Paraphernalia: Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code. (Ed.Code 48900(j)) Notification to police required for students in grades K-12.
- Disruption/Defiance: Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, or other school personnel engaged in the performance of their duties. (Ed.Code 48900(k)) Notification to police required for students in grades K-12.
- Received Stolen Property: Knowingly received stolen school property or private property. (Ed.Code 48900(l)) Notification to police required for students in grades 4-12.
- Imitation Firearm: Possessed an imitation firearm. (Ed. Code 48900(m)) Notification to police required for students in grades 4-12.
- Definition of Imitation Firearm: a replica of a firearm that is so substantially similar in physical properties to an existing firearm to lead a reasonable person to conclude that the replica is a firearm. (Ed.Code 48900(m))
- Sexual Assault/Sexual Battery: Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code. (Ed.Code 48900(n)) Notification to police required for students in grades 4-12.
- Definition of Sexual Assault: includes rape, various types of sexual abuse, and lewd and lascivious conduct. (Penal Code 261, 266c, 286, 288, 288a, 289.)
- Definition of Sexual Battery: the touching of an intimate part of another person, if the touching is against the will of the person touched, and is for the specific purpose of sexual arousal, sexual gratification, or sexual abuse. (Penal Code 243.4.)
- Harassment of Witness: Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both. (Ed.Code 48900(o))
- Sexual Harassment: Committed sexual harassment. (Ed.Code 48900.2)
- Definition of Sexual Harassment: an act which, upon review of a reasonable person of the same gender as the victim, is determined to be sufficiently severe or pervasive so as to cause negative

impact on one's academic performance or to create an intimidating, hostile or offensive educational environment. Notification to police required for students in grades 4-12.

- Limitation: Sexual harassment must be unwelcomed by the recipient in order to constitute a violation of Education Code 48900.2.
- Limitation: Only students in grades 4-12 are subject to suspension for sexual harassment.
- Hate Violence: Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. (Ed.Code 48900.3) Notification to police required for students in grades K-12.
- Definition of Hate Violence: the use of force or threat of force to intimidate a person in the exercise of a constitutional or statutory right, or damage or destruction of property for the purpose of intimidating or interfering with a person because of that individual's "race, color, religion, ancestry, national origin, disability, gender, or sexual orientation."
- Intentional Harassment: Created a hostile educational environment (Ed.Code 48900.4)
- Definition of Intentional Harassment: engaging in harassment, threats or intimidation, directed against a student or group of students, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting a classroom, creating substantial disorder, and invading the rights of the students or group of students by creating an intimidating or hostile educational environment.
- Terrorist Threats Against School Officials and/or Property: Committed a terrorist threat against school officials, school property or both (Ed.Code 48900.7) Definition of Terrorist Threat: includes any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000.00), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for:his or her own safety, his or her immediate family's safety, the protection of school property, and/or

the personal property of the person threatened or of his or her immediate family.

- Electronic Signaling Device: Possessed electronic signaling device, including cell phones and pagers while on school grounds while attending school sponsored activities or while under the supervision and control of school employees (Ed.

Code 48901.5)

- Hazing: Engaged in hazing activities or any act that causes or is likely to cause personal humiliation or disgrace (Ed.Code 32050-32052)
- Vandalism/Malicious Mischief: Defaced, damaged or destroyed any school property including, books, supplies of all kinds, equipment, buildings and grounds.
- Note: Parents can be held financially liable for damages up to $10,000 and shall also be liable for the amount of any reward not exceeding $10,000 pursuant to Section 53069.5 of the Government Code (Ed.Code 48904).

See complete Suspension/Expulsion Policy and Procedures for steps taken in cases requiring suspension and appeals process.

Expulsion

Expulsion is the involuntary removal of a student from all schools and programs of TEACH for an extended period of time for acts of specified misconduct. Except for single acts of a grave nature, expulsion is used only

when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to other students. Final action is only taken by vote of the TEACH Board of Directors – Executive Committee ("TEACH Executive Committee").

In the event that a student is recommended for expulsion from school, he or she is entitled to a hearing and, among other things, advance written notice of the rights and responsibilities enumerated in Education Code section 48918. Written notice of these due process rights shall be provided at least 10 days in advance of the date set for the hearing. (Ed. Code 48918)

Expulsion proceedings for a currently identified Special Education student require additional due process procedures. TEACH will follow all due process procedures for Special Education students included in this document and in the Education Code.

While under expulsion, a student cannot enroll in another California school district without approval of that district's Board of Education. Certain expelled students may enroll only in Juvenile Court Schools, County Community Schools, or District operated Community Day Schools (AB922) during the duration of the expulsion.

The School Board of Directors, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year and may, as a condition of the suspension of enforcement, assign the pupil to a school, class, or program that is deemed appropriate for the rehabilitation of the pupil. The rehabilitation program to which the pupil is assigned may provide for the involvement of the pupil's parent or guardian in his or her child's education in ways that are specified in the rehabilitation program. A parent or guardian's refusal to participate in the rehabilitation program shall not be considered in the School Board of Directors determination as to whether the pupil has satisfactorily completed the rehabilitation program. (Ed. Code 48917)

Expellable Offenses:

Category I – Mandatory Expulsion

Under the mandatory provisions of Education Code 48915(c), a student who has committed one or more of the following acts must be recommended for expulsion and the School Board of Directors must expel the student.

-Possessing, selling or otherwise furnishing a firearm when an TEACH School employee verified firearm possession,

-Brandishing a knife at another person,

-Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and
Safety Code, or

-Committing or attempting to commit a sexual assault or committing sexual battery

Category II – Mandatory Recommendation for Expulsion

Under the mandatory provision of Education Code 48915(a), a student who has committed one of the following acts of misconduct must be recommended for expulsion unless particular circumstances render it inappropriate.

-Causing serious physical injury to another person, except in self-defense;

-Possession of any knife, explosive, or other dangerous object of no reasonable use to the student;

-Unlawful possession of any controlled substance listed in Chapter 2 (Commencing with Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis;

-Robbery or extortion;

-Assault or battery upon a school employee.

Category III – Expulsion May Be Recommended

In accordance with Education Code 48915 and by direction of the California Board of Education, a student may be considered for expulsion for committing any act not listed in Category I or II and enumerated in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

Note: The School Board of Director's decision to expel a student for violations included in Categories II and III must be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about the 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.
(Ed. Code 48915(b) and 48915(e).)

Note: If the Discipline Review Board chooses not to recommend the expulsion of the student, TEACHmay, at its discretion, impose a lesser form of disciplinary action which may include assigning the student to another school or program. Such transferred students will not be permitted to re-enroll in their former school of assignment. (Ed. Code 48918(e).)

See complete Suspension/Expulsion Policy and Procedures for procedures in cases involving expulsion, requiring the extension of suspension and/or expulsion, and the appeals process.

TEACH Public Schools believes that learning best occurs in an environment that consistently incorporates Character Education, and Discipline into a sound academic program. We believe that discipline and learning are directly related. Given the proper environment, we believe that children exhibit their best learning in appropriate ways. In a joint effort of parents and school, students of TEACH Public Schools are taught and expected to follow the discipline guides as set forth by the Board of Directors:

Responsibility

- Do what you are supposed to do; when you are supposed to do it

- Persevere: keep on trying!
- Be on task
- Always do your best
- Think before you act-consider the consequences
- Be accountable for your choices
- Follow directions
- Respect the rights and belongings of others

Appropriateness

- Good decision-making
- Positive Communication Skills
- Self-esteem
- Courtesy
- Self Control

Individual Effort

- Hard Work
- Cooperation
- Collaboration
- Kindness
- Fairness
- Aspiration
- Integrity
- Dignity
- Positive Response to Community

Personal Attributes

- Appearance
- Punctuality
- Cordiality
- Responsiveness

TEACH Public Schools believes that all children can learn when taught well. We recognize that the ultimate objective of education is to enable students to become successful, self-directed learners. This goal is best achieved in a culture of acceptance, high expectation, encouragement, support, and positive motivation. Teachers have a responsibility to maintain a positive learning environment. Discipline is a process by which students are helped to develop an understanding of, and an appreciation for appropriate behavior toward a sound learning experience. The process includes positive behavioral interventions. Any student who interferes with their right or the right of others to learn is engaging in inappropriate behavior. Inappropriate behavior is subject to disciplinary consequences. Students engaging in inappropriate behavior, or students who have conflict with another, is subject to disciplinary consequences. Our students are taught and encouraged to manage and resolve conflict on their own through positive communication skills. If after doing so, students feel that the problem is not resolved, the conflict should be reported to the teacher.

Restorative Justice

At TEACH, we believe in working with students in order for them to repair any harm that they may have caused to others through words or actions. Students accomplish this through a cooperative process that includes all stakeholders, which can lead to a transformation of people, relationships, and communities.

(K) Hate Crime Reporting Procedures and Policies

TEACH Public Schools desires to ensure equal opportunities for all students in admission and access to TEACH Public Schools educational programs, guidance and counseling programs, athletic programs, testing procedures, and other activities. TEACH Public Schools programs and activities shall be free from discrimination, including harassment, with respect to a student's race, color, ancestry, national origin, ethnic group identification, citizenship and immigration status, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity or expression, or genetic information; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. These terms are defined by state or federal statute.
The TEACH Public Schools District prohibits discrimination, intimidation, or harassment of any student by any employee, student, or other person in TEACH Public Schools: Prohibited harassment includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects the student's educational opportunities.
School staff and volunteers shall carefully guard against segregation, bias, and stereotyping in the delivery of services, including, but not limited to, instruction, guidance, and supervision.
The Principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.
Students who engage in discrimination or harassment in violation of law, TEACH Public Schools policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or involuntary release to student's district of residence.

Grievance Procedures
Any student who feels that he/she has been subjected to discrimination or harassment should immediately contact the Principal, administrators or designee. Any student or school employee who observes an incident of discrimination or harassment should report the incident to the Principal, administrator or designee whether or not the victim files a complaint.
Upon receiving a complaint of discrimination or harassment, the Principal or other administrator or designee shall immediately investigate the complaint in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.
The Executive Director or designee will ensure that the student handbook clearly describes TEACH Public Schools nondiscrimination policy, procedures for filing a complaint regarding discrimination or harassment, and the resources that are available to students who feel that they have been the victim of discrimination or harassment. TEACH Public Schools policy may also be posted on the school website or any other location that is easily accessible to students. AR5145.3
General Provisions 1. Definitions
a. TEACH Public Schools participant: any individual involved in TEACH programs or activities. This includes employees, students, contractors, vendors, guests and volunteers.
b. TEACH Public Schools staff member: any TEACH Public Schools employee.
c. Principal or designee: supervisor or site administrator, or the person designated to investigate or coordinate the investigation of concerns or complaints in an objective, consistent and thorough manner.
d. Complaint: a statement regarding how a TEACH program or activity is run or how a TEACH Public Schools participant was treated while involved in a TEACH PS program or activity. A complaint alleges a violation of state or federal laws or regulations. Complaints point to specific misconduct, or behavior or practices that violate law.
(1) Examples of complaints based on discriminatory behavior: (a) Sexual harassment, assault, battery
(b) Harassment: includes unwelcome verbal, visual or physical contact that, when directed at any person, would be considered inherently likely to provoke an extremely negative or intimidating reaction. Such contact includes, but is not limited to; those terms or actions widely recognized as negative or derogatory references to race, ethnicity, religion, gender, sexual orientation, disability and other characteristics uniquely a part of the individual or group. “Harassment” occurs when these words or conduct create a hostile or intimidating environment that prevents the target of harassment from being able to pursue educational goals or to participate fully in TEACH programs or activities. (c) Denial of educational opportunities (d) Abuse or neglect (e) Inaccurate student records
(2) In accordance with the Uniform Complaint Procedure,TEACH Public Schools will assist in referring certain complaints to specified agencies.
e. Concern: a statement regarding how a TEACH program or activity is run or how a TEACH participant was treated while involved in

a TEACH program or activity. A concern is a constructive suggestion for a problem that is not necessarily a violation of state or federal laws or regulations. If a participant is unclear whether s/he has a concern or a complaint, the participant should make a statement. Concerns may be resolved informally.
f. Target: TEACH Public Schools participant who is the target of discriminatory behavior.
g. PCQ: Person whose conduct is in question; person whose behavior is allegedly discriminatory.
Notice of TEACH Public Schools
1. Each TEACH Public Schools site shall provide notice of this Nondiscrimination Policy along with the name, title, address and phone number of the person in charge of handling complaints and investigations.
2. This notice shall also include a statement of policy, definitions and the potential disciplinary consequences of substantiated complaints. See below.
3. Notice of the Nondiscrimination Policy, will also be included in the Annual Notification provided upon enrollment to all students and parents.
4. Notice may also be provided by:
a. Publication in local newspapers, newsletters or magazines operated by TEACH Public Schools or the site.
b. Distribution with other written communications to TEACH participants and their parents.
c. Incorporation in mandatory Health Education classes.
d. Workshops conducted by sites to inform participants, including parents where feasible, of the Nondiscrimination Policy grounds and procedures.
Procedure for Filing a Concern or Complaint
1. TEACH Public Schools encourages any student who has a concern or complaint about alleged discrimination in how a TEACH Public Schools program or activity is run to report the concern/complaint to th Principal or administrator.
2. The TEACH Public Schools staff member will then contact the Principal or administrator regarding the reported incident immediately or as soon as practically possible, but no later than forty- eight (48) hours after the student's report. TEACH Public Schools staff member will make a written note that the report was forwarded to the Principal or administrator.
3. A student who wishes to resolve a concern or complaint with TEACH should make this report to a TEACH Public Schools staff member as soon as possible but no later than one hundred eighty (180) calendar days of the incident causing the concern or complaint.
a. Complainants are encouraged to keep a written log of incidents. This log should include, where possible, the items listed below, in subsection 5 of this Part.
b. Any witness of misconduct is encouraged to report the misconduct and to support the complainant in reporting the misconduct.
(1) A witness who personally observed the incident should tell the complainant that the witness will report the misconduct.
(2) If a complainant confides in another TEACH Public Schools participant that s/he believes s/he has complaint or concern, the TEACH PS participant is encouraged to support the complainant in reporting the misconduct to the school.
c. The complainant or witness may, if s/he chooses, request that a friend, adult advisor from the school or parent be present when the complainant or witness reports the complaint.
d. The complainant or witness should write down and provide the principal or administrator with the following information regarding the incident:
(1) When the misconduct occurred
(2) Who was involved (as a complainant, as a PCQ, as a witness)
(3) Where the incident occurred
(4) What happened
(5) How the complainants responded to the incident
(6) Any related incidents (for example, similar conduct or similar people involved) (7) Any other information regarding the incident that may help the investigation.
e. If the complainant feels safe, s/he is encouraged to communicate to the PCQ, in person or by letter, that the conduct is both unwelcome and must stop immediately. This often helps PCQs recognize that their conduct is unacceptable and causes them to stop.
(1) The complainant is not required to take this step.
(2) If the complainant prefers, a friend or counselor may assist the complainant in addressing the PCQ. The complainant should keep a written record of his/her conversation(s) with the PCQ.
(3) If the complainant chooses to write a letter, s/he should keep a copy of the letter, signed, and make a copy for the principal.
4. Confidentiality
a. Confidentiality regarding the complaint and investigation will be maintained to the extent possible.
(1) If child abuse or abuse of a dependent adult is reported, teachers and school administrators are mandatory reporters and must report the incident to child protective services or law enforcement.

(2) If the misconduct is physical, the conduct may be assault, battery, or sexual assault or battery. Assault and battery, including sexual assault and battery, are crimes and must be immediately reported to law enforcement.
(3) The parent/guardian of the complainant should also be notified.
b. If a student specifically requests confidentiality of his/her name from the PCQ, the school should grant this request to the extent possible.
(1) If the PCQ faces potential criminal charges or cannot otherwise identify the incident in question, the school will disclose the complainant's name to the PCQ to protect the PCQ's due process rights and to enable the investigation to move forward.
(2) If the school will disclose the complainant's name to the PCQ, the school shall notify the complainant of the disclosure.
c. Retaliation for complaints of misconduct by complainants or witnesses is prohibited.
(1) If any retaliation for reporting the incident occurs, such as increased misconduct or additional denials of educational benefits, the complainant or witness should report these incidents to the principal
(2) If retaliation is substantiated or proven, the retaliator is subject to involuntary release to student's district of residence
(2) If retaliation is substantiated, or proven, and if the retaliator is TEACH Tech staff, the retaliator is subject to disciplinary measures under Personnel Policies.
Investigations of Complaints
1. TEACH Public Schools treats student complaints seriously.
a. The principal or other administrator will initiate an investigation into the incident within forty-eight (48) hours of a complaint.
b. The principal or other administrator will conduct a thorough investigation into the facts of the incident to be completed within thirty (30) calendar days of a complaint.
c. The principal will notify the parents of the complainant and the PCQ, if the PCQ is a student, of the reported incident, the school's intent to investigate, and the potential consequences if the complaint is substantiated.
d. Fact-finding for the investigation will be objective and will focus on the following factors: (1) The age of the complainant(s).
(2) The age of the person(s) whose misconduct is in the complaint (Note: children from kindergarten through grade 3 are not subject to discipline for sexual harassment, hate violence or harassment/threats/ intimidation but other age-appropriate measures may be taken).
(3) The nature of the misconduct (for example, questionable restriction from programs, unwelcome physical contact, property damage, threats, repeated comments, pictures or writings that are racially explicit and/or degrading).
(4) The number of related incidents. (5) The location of the incidents.
(6) The identity, number and relationships of the individuals involved (for example, misconduct by a teacher who is "off duty" may have greater impact on a complainant than similar behavior by another student; a group of students' misconduct toward one complainant might be more severe than one student's misconduct toward one complainant). (7) Statements of any witnesses to the incident, in writing, signed and dated by the witness(es)
(8) Any prior substantiated complaints
(9) Any other facts the investigator finds relevant (for example, a history of negative behaviors, such as teasing by the PCQ or repeated inappropriate comments by a teacher, leading up to the misconduct)
e. The investigator will also conduct a private, confidential interview with the PCQ to get the PCQ's response to the allegations.
f. The principal or other administrator will notify the complainant and his/her parent/guardian of the investigation's progress. (1) Unless a crime or potential criminal act is involved, the complainant may request the investigation to stop at any time. Where TEACH Public Schools is required by law to continue, or where sufficient information has been gathered to show a problem, TEACH Public Schools shall move forward with appropriate corrective action without the complainant's participation.
(2) If the complainant is a minor, the complainant's parent/guardian must be consulted if the complainant requests the investigation to stop. A conference between the complainant, parent/guardian, and school administrator, point person and/or investigator should be held to discuss the decision.
g. The investigator has up to thirty (30) calendar days to investigate a complaint. The investigator will write a report for each complaint, to be completed and given to the site principal within three (3) school days of the completion of the investigation. This report will include:
(1) A description of the incident
(2) The complainant's claims
(3) The PCQ's response
(4) The results of the investigation's fact-finding:
(a) The results should include all investigated facts and evidence from the factors listed above.
(b) The investigator should include all documents relevant to the complaint and investigation.
(c) These facts and evidence will be summarized objectively. (5) Conclusions based on the factual findings (a) The facts will be reviewed impartially.
(b) The investigator will prepare a conclusion for each of the complainant's claims.

(c) Conclusions will be directly tied to the underlying facts supporting them.
(d) Conclusions will clearly state whether or not misconduct occurred.
(6) Recommendations for disciplinary action, see Part V below, or other reasonable, age-appropriate, specific corrective actions to end the discrimination or harassment, eliminate the hostile environment, or eliminate future discrimination or harassment.
2.TPS will maintain records of all investigations into misconduct claims.
a. These records will be confidential.
b. These records may be used for tracking of complaints in order to improve procedures. If used as part of a study or database, all names of parties will be removed to protect the privacy of the parties.
c. These records may be used to substantiate claims of repeated misconduct or retaliation for reporting misconduct.
Consequences
1. The site administrator will notify the complainant, the PCQ, and their parents or legal guardians of the determination of the complaint, including consequences, within two school days of the investigator's report to the site administrator.
2. Counseling services should be offered to both the complainant and the PCQ.
3. In less severe cases, with notice to the complainant and his/her parent or guardian, the principal or County Superintendent may determine that other consequences are more appropriate. These include:
a. A written warning
b. A formal written apology from the PCQ to the complainant
c. Transfer of the PCQ to another school class or program from a class s/he shares with the complainant, which may require an IEP review if the PCQ is a Special Education student
4. Appeal of determination of misconduct
a. If the complaint of misconduct is substantiated and the principal or County Superintendent determines that an involuntary release to student's district of residence is appropriate, the student charged with misconduct has the opportunity to appeal this decision.
b. For lesser disciplinary actions, the student charged with misconduct may request a conference between the student, his/her parent or guardian and the site principal.
(1) The charged student has five (5) school days from the day s/he learns of disciplinary action to request this conference.
(2) The school will hold this conference within five (5) calendar days of the request. The complainant and his/her parent or guardian will be notified of this conference. They may also attend or provide a written statement of their concerns.
5. Unsubstantiated complaints
a. If an investigation does not support the complaint, the complainant and the PCQ will be notified. No disciplinary action may be taken but counseling may be offered to both parties.
b. If an investigation determines that the misconduct claim was false and the complainant made the claim knowing it was false, the complainant is subject to discipline including suspension or involuntary release to student's district of residence.
c. In the event that the complainant is dissatisfied with the determination of an unsubstantiated complaint, the Target may invoke the appeal process from the complaint policy, County Board policy 7380, at whichever step the complainant feels appropriate.
d. In addition, for complaints of discrimination, the complainant may file a complaint at any time with the Office for Civil Rights. TEACH Public Schools staff shall assist the Target by providing contact information.
6. If the PCQ is a TEACH Public Schools staff member, refer to Personnel policies regarding employee discipline.
7. If the PCQ is a contractor or vendor, refer to Business policies regarding any available corrective measures.

(J) Procedures to Prepare for Active Shooters

In the event of an active shooter on or near an elementary school campus, the primary goal is to protect students and staff by securing the building and minimizing potential harm. While every school's plan will vary, the following procedures are commonly implemented in elementary school lockdown situations:
1. Immediate lockdown
Initiation: A lockdown is announced via the school's emergency alert system (intercom, alarms, etc.) or by staff observation of a threat.
Securing classrooms: Teachers and staff will immediately close and lock all doors and windows. If a door cannot be locked, it should be barricaded using heavy furniture like desks or bookcases.
Lights off, blinds closed: Lights should be turned off, and blinds or curtains should be closed to make the room appear unoccupied.

2. Shelter in place and remain quiet
Move away from windows and doors: Students and staff should move to the safest part of the classroom, typically away from windows and doors, staying low to the ground and out of sight.
Silence devices: All electronic devices, including cell phones and televisions, should be silenced to avoid drawing attention.
Remain silent: Everyone in the room should remain quiet, avoiding any conversation or unnecessary movement.
Do not open the door: Doors and windows should never be opened unless an "all clear" signal is given by law enforcement or a known school official.
3. Account for students and communicate with authorities
Take attendance: Discreetly account for all students in the room. Report any missing students or additional individuals (students from the hallway, etc.) to the school administration using secure communication methods (radio, secure apps, etc.).
Contact 911 (if safe): If possible and safe to do so, dial 911 to alert police to the shooter's location and provide descriptive information.
4. When law enforcement arrives
Follow instructions: Remain calm and follow all instructions from law enforcement officers.
Keep hands visible: Put down any items in your hands and raise your hands, spreading fingers, keeping them visible at all times.
Avoid quick movements: Do not make quick movements or try to grab officers for safety.
Do not point or yell: Avoid pointing, screaming, or yelling.
Do not stop to ask questions: Do not ask officers for help or directions while evacuating.
5. All clear
Wait for the official signal: No one should leave the secured location until a clear and unmistakable "all clear" signal is issued by law enforcement or school officials (unique alarm, verbal announcement, secure text message, etc.).

Procedures for Preventing Acts of Bullying and Cyber-bullying

TEACH Prep has implemented measures to prevent bullying in school, including, but not limited to the following:
The school has established clear rules for student conduct and implements strategies to promote a positive learning environment.
Providing information to students, through student handbooks, district and school websites and social media, and other age-appropriate means, about school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.
Students are encouraged to notify school staff when they are being bullied or when they suspect another student is being bullied, and provided means to report threats or incidents anonymously and confidentially.
The school will conduct assessments of bullying incidents and, if necessary increase supervision in areas where bullying occurs often such as playgrounds, hallways, lunch area, restroom area, etc.
Will teach all students social and emotional skills and establish classroom and school-wide practices that promote relationship-building, including teaching all school stakeholders to speak out when they see or hear bullying, degrading language, and bias or prejudice.
Students will receive bully prevention lessons that identify bullying and strategies to combat bullying in the classroom through their Morning Conversation Times as well as through Thrively.

Opioid Prevention and Life-Saving Response Procedures

Prevention
Education: Age-appropriate opioid prevention classroom lesson tied in with Thrively will be implemented in our school.
Teachers will teach children about the dangers of opioid misuse, how to make healthy choices, and safe medication practices.
This includes recognizing trusted adults for medication, never sharing medicine, and storing medicine out of reach and sight.
Will offer resources for educators, families, and students on opioid safety and preventing misuse.
Safe Medication Storage: Emphasize the importance of safe medication storage practices in school environments for all staff
Medications will be kept in a high, locked cabinet or container, out of reach and sight of children.
Employees will be reminded to store their own medications securely, including in purses or bags, out of reach of students.
Life-saving response procedures:Office Managers, counselors and Administration are trained to administer Narcan or equivalent and emergency interventions. The training and protocols are aligned to Ed Code section 49414.3a

Response Procedures for Dangerous, Violent, or Unlawful Activities

Response to Violent or Unlawful Activity

TEACH Public Schools is committed to ensuring the safety and well-being of all students, staff, and community members. In the event of violent or unlawful activity on or near school grounds, the following procedures will be implemented promptly and in accordance with California Education Code, local law enforcement protocols, and the school's crisis response plan:

1. Immediate Notification and Protection
    - School staff shall immediately notify administration and call 9-1-1 or local law enforcement if there is an imminent threat.
    - The site administrator will initiate appropriate lockdown, shelter-in-place, or evacuation procedures using the school's emergency communication protocols.
    - Staff will take all necessary steps to secure students and themselves, including locking doors, moving to safe areas, and accounting for all individuals present.
2. Internal Communication
    - The school will use its internal alert systems (e.g., PA system, mass messaging, radios) to inform staff and students of the nature of the threat and the expected safety response.
    - Communication will be maintained with the district office and law enforcement throughout the incident.
3. Law Enforcement and Emergency Responder Coordination
    - Once law enforcement arrives, the school site administrator or designee will provide all necessary support and access to facilitate their response.
    - The school will defer to law enforcement in managing the scene while maintaining focus on student safety and communication with families.
4. Family Notification
    - The school will notify families of students affected by the incident as soon as it is safe and practical to do so.
    - Communication will include a summary of the event (to the extent permissible), actions taken, and steps for reunification or continued safety procedures.
5. Post-Incident Actions
    - A debrief will be conducted with staff and law enforcement to evaluate the response and make necessary adjustments to safety protocols.
    - Mental health support services will be made available to students and staff affected by the incident through the school's counseling team and/or community partners.
    - The school will document the incident, actions taken, and follow-up interventions for compliance and accountability purposes.
6. Ongoing Training
    - All school personnel will receive annual training on crisis response protocols, including how to respond to violent or unlawful incidents.
    - Regular drills (lockdown, evacuation, shelter-in-place) will be conducted in accordance with state law and best practices.

Instructional Continuity Plan

Introduction and Purpose of the Instructional Continuity Plan (ICP)

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on June 30, 2025 and adopted by TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School on June 30, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The Instructional Continuity Plan (ICP) was last revised and adopted by TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School on June 30, 2025, in compliance with Senate Bill 153 (Chapter 38, Statutes of 2024), which added requirements to California Education Code Section 32282. The ICP ensures that all students have access to instruction during emergencies or natural disasters and reflects TEACH Preparatory's commitment to educational equity, safety, and wellness.

This plan will be formally integrated into the school's Comprehensive School Safety Plan (CSSP) by July 1, 2025, and is required for eligibility to submit Form J-13A waiver requests starting in fiscal year 2026–27. Its goal is to minimize disruption and address the academic, social-emotional, and mental health needs of every pupil.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

TEACH Preparatory will initiate contact with families and students within five calendar days of an emergency using a wide range of platforms, including ParentSquare, Facebook, Instagram, SMS, phone calls, email, flyers, and the school portal. These tools provide two-way communication, allowing families to respond with needs or concerns so staff can assess and offer support quickly.

If infrastructure is damaged, contingency plans will include mobile notification units, printed handouts at meal pickup sites, and coordination with community agencies to maintain connectivity and equity in engagement.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

- Short messaging service (SMS)
- Phone Calls
- Email
- School Portal
- Social Media

- Flyers

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If infrastructure is damaged, contingency plans will include mobile notification units, printed handouts at meal pickup sites, and coordination with community agencies to maintain connectivity and equity in engagement.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

TEACH Preparatory recognizes that emergency scenarios may compromise communication systems due to power outages, infrastructure damage, internet disruptions, or displacement of families and staff. In anticipation of these challenges, the Academy will activate contingency measures to maintain two-way communication with students and families.

These measures include:

Deployment of mobile notification units through district or community partners

Distribution of printed handouts at meal pickup sites, shelters, and community hubs

Use of battery-powered devices and offline-ready communication templates prepared in advance

Coordination with local agencies, media outlets, and municipal networks to broadcast urgent updates

Utilization of staff phone trees and manual contact logs for voice outreach when digital systems fail

Staff will continuously assess infrastructure status and adapt outreach methods based on real-time conditions. Communication strategies will be designed to reach families across varying access levels and preserve equitable engagement even during unpredictable disruptions.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

Well-being is at the core of emergency response at TEACH Preparatory. Services include tele-counseling, trauma-informed practices, multilingual mental health support, and direct outreach to families.

Priority will be given to vulnerable groups—such as ELs, students with disabilities, foster youth, and those experiencing homelessness—through screenings and personalized services. All supports will be available in multiple languages and adapted for remote or in-person access depending on circumstance.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Instruction will resume as soon as practicable—but no later than ten instructional days following an emergency event—through in-person learning when conditions allow or remote learning aligned with Independent Study standards (EC Sections 51747 and 51749.5).

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

n-person instruction at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will resume once critical recovery benchmarks are met to ensure the safety and well-being of students, families, and staff. These conditions include the lifting of evacuation orders, restoration of essential utilities such as electricity and water, verified healthy air quality, safe and accessible drinking water, and the removal of debris or structural hazards from campus. Internet infrastructure must be operational to support digital learning resources, and the availability of sufficient staffing and functional kitchens will be verified to ensure both supervision and meal provision.

Should school sites remain inaccessible, TEACH Preparatory may activate alternative instructional arrangements, including temporary relocation to neighboring campuses or community partner facilities. These decisions will be made in collaboration with the TEACH Leadership Team to prioritize student safety, continuity of learning, and family support.

Remote Instruction

Plans for remote instruction.

As required, TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Remote instruction at TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School will align with Education Code Sections 51747 and 51749.5, which govern Independent Study instruction. Instruction will be designed to meet the same rigor and academic standards as traditional in-person instruction, delivered through both synchronous and asynchronous formats.

Zoom will be used as the secure, encrypted virtual learning platform, authenticated through the TEACH Google Email system to ensure only authorized users access instructional content. Students and families will receive onboarding support, live instructional engagement, and alternative instructional formats to address any barriers to connectivity or technology access.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

To ensure equitable access, TEACH Preparatory will distribute instructional materials in both digital and non-digital formats. Digital resources—including textbooks, lesson plans, and interactive activities—will be made available through school-approved platforms, integrated with students' TEACH Google accounts.

For students without internet or devices, printed packets will be prepared and distributed through scheduled pickup times, mail delivery, or drop-off at community partner locations. These materials will include multilingual instructions and grade-appropriate scaffolds, ensuring all learners—including students with disabilities and English learners—can participate fully in instruction.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Schoolwork will be accessed and submitted using secure platforms such as Google Classroom, the TEACH Portal, and authenticated email accounts. Teachers will upload assignments, facilitate feedback, and monitor progress digitally.

Where connectivity issues arise, students will receive assignments in print, with clear instructions for completion and designated options for submission, such as drop-off locations, mailed return, or in-person collection when safe. Staff will follow up with families to support engagement and troubleshoot challenges.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

If an emergency or natural disaster disrupts campus access, TEACH Preparatory will support students and families in temporarily enrolling at:

Neighboring school districts

County offices of education

Charter schools and charter management organizations

The TEACH Leadership Team will coordinate enrollment logistics, transfer of academic records, transportation, and device access. Clear communication and outreach will ensure reassigned students maintain continuity in instruction, services, and support programs.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

TEACH Preparatory will maintain proactive communication with families, students, staff, and faculty throughout any emergency. Messaging will begin immediately after the event and follow scheduled updates at least every 48 hours, or as needed based on evolving conditions.

Communication channels include:

ParentSquare for texts, emails, and voice calls

Official Facebook and Instagram accounts

School website, email, phone calls, and printed flyers

All messages will be reviewed by the TEACH Leadership Team to ensure clarity, accuracy, and multilingual accessibility.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Educators and students will be provided with:

Early access to Independent Study agreements

Online access to assignments and academic resources via authenticated Google accounts

District-issued laptops or tablets

Wi-Fi hotspots for families experiencing internet barriers

Professional development in digital platforms will be provided to educators, and IT support will remain available throughout emergency operations.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Instruction will prioritize standards-aligned learning objectives that maintain grade-level expectations. Teachers will use:

Synchronous Zoom instruction

Asynchronous assignments

Formative and summative assessments

Regular virtual office hours, tutoring sessions, and feedback loops

Student progress will be tracked through rubrics, digital engagement tools, and teacher/student check-ins.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

All students—including those with disabilities, foster youth, English learners, and those experiencing homelessness—will have equitable access to instructional resources. This includes:

Multilingual materials

Culturally responsive outreach

Differentiated formats (print, digital, audio)

Accommodations provided by specialized staff

Support teams will work directly with families to identify barriers and develop tailored solutions for continued participation.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

IEP services will be delivered remotely via:

Teletherapy sessions

Virtual consultations

Digitally modified instruction and services

Case managers will coordinate virtual meetings, monitor student progress, and maintain compliance documentation. Families will be engaged in planning and adjustments to service delivery.

English Leaners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students will get the support they need remotely via: Digital Check-ins: Conduct regular, one-on-one virtual check-ins focused on socio-emotional well-being; Family Technology Support: Provide tech tutorials and troubleshooting guides in the families' primary languages: Integrated ELD: Embed language scaffolds—like digital graphic organizers, sentence frames, and visual word banks—into

core online lessons: Designated ELD: Maintain dedicated, small-group virtual sessions tailored to specific English proficiency levels.Interactive Tools: Use digital whiteboards, breakout rooms, and video-response tools (like Flip) to keep students speaking and collaborating.

Professional Learning

Professional learning opportunities and resources utilized to if the need to pivot to remote instruction and assessment arises.

Targeted PD: Provide teachers with professional development focused specifically on digital language-acquisition strategies.Co-Planning Time: Schedule virtual collaboration blocks for general education teachers and EL specialists to co-design accessible online lessons.Engagement Tracking: Monitor digital attendance and platform analytics to quickly identify and assist EL students who are disengaging.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

These services will be provided online and/or in person.

Plans to provide access back-up, water and medicines in the event of an emergency.

School has emergency food and water supplies (72 hours) as well as first aid kits and stations ready to service anybody during an emergency.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

All of these services will be accessible via online. For food services, information of locations and times will be provided for parents/guardians to pick up any food.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

Administrators and Information Technology (IT) staff collaborate to secure the digital environment and manage resources.Tech Deployment: IT staff distribute hardware and Wi-Fi hotspots, while administrators allocate funding based on EL student demographic data.Platform Standardization: Administrators select uniform learning platforms, and IT configures them to include translation plug-ins and accessibility features.Data Security: IT ensures all virtual tools comply with student privacy laws, while administrators monitor engagement metrics to deploy tech support to disengaged families. Teachers and IT professionals work together to make digital curriculum accessible.Tool Training: IT provides targeted training on digital scaffolding tools, and faculty learn to integrate them into daily lessons.Troubleshooting Pipelines: Faculty report software barriers directly to IT, who quickly update permissions for language-learning applications. School leaders and educators collaborate to protect required EL instructional time.Schedule Creation: Administrators build school-wide virtual schedules that carve out dedicated time for both Integrated and Designated ELD.Co-Planning Blocks: Administrators schedule synchronous planning time so general education teachers and EL specialists can co-design lessons. The core learning loop relies on clear communication and active participation between home and school.Two-Way Communication: Faculty send updates using multilingual communication apps, while parents text or message teachers regarding student needs or schedule conflicts.Co-Regulation: Parents set up quiet study spaces at home, and faculty provide clear, visual daily agendas so students can self-manage their tasks.Active Production: Students participate in breakout rooms and video discussions, while teachers provide real-time feedback on their language development.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

To transition back to site-based learning after a disruption, a school's Instructional Continuity Plan (ICP) must meet strict physical, operational, and safety conditions before reopening campuses. The 3 required criteria will be : Environmental and Legal Clearance, Operational and Infrastructure Readiness, and Staffing and Instructional Mitigations.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Procedures for Immigration Enforcement Notification

Confirmation Protocol

Principal

Identification & Documentation Review

SOMs, Principal

Distinguishing Warrants

Principal, Legal

Legal Consultation

Principal, Legal

Mandatory State Reporting Protocol

DOJ Notification

Legal will notify CA DOJ

Required Notification Recipients

TEACH policy:POLICY: Response to Immigration Enforcement
(Education Code § 234.7)
1. Purpose
The Charter School is committed to maintaining a safe and welcoming learning environment for all students and families, regardless of actual or perceived immigration status. The Charter School shall limit assistance with immigration enforcement to the fullest extent possible consistent with federal and state law and shall follow the procedures in this policy when an immigration enforcement officer seeks access to school grounds, students, or student records.
2. Scope
This policy applies to all Charter School employees, contractors, volunteers, and any other individuals acting on behalf of the Charter School while on campus, at school-sponsored events, on school transportation, and when responding to requests for student information or records.
3. Definitions
For purposes of this policy:

- Immigration enforcement includes actions to investigate, detain, apprehend, or remove individuals based on immigration laws.
- Immigration enforcement officer includes federal officers or agents seeking access for immigration enforcement purposes.
- School Leader for purposes of this policy means the Principal/School Leader and/or School Director (or designee), consistent with the site's emergency and command structure.

4. General Prohibitions and Commitments
A. Non-discrimination and access to education. The Charter School shall not discriminate against students on the basis of immigration status and shall ensure equal access to educational opportunities consistent with law.
B. No collection of immigration status information (unless required). School officials and employees shall not collect information or documents regarding citizenship or immigration status of pupils or their family members except as required by state or federal law or to administer a state or federally supported educational program.
TEACH Policy #9730
Immigra7on Enforcement Policy
Board Approved: 12/9/25
C. Minimum necessary information. The Charter School will limit sharing of student and family information to what is legally required and will follow applicable privacy laws for education records.
5. Requests for Access to School Grounds (On-Campus Enforcement)
A. Front office protocol. If any person requests access to school grounds for immigration enforcement purposes, staff shall:

- Remain calm and professional.
- Request identification and the reason for the visit.
- Immediately notify the School Leader (Principal/School Leader and/or School Director, or designee).
- Advise the officer that school personnel must have the School Leader review written documentation prior to proceeding with the request.

B. Verification required before access. The Charter School shall not consent to entry onto campus for immigration enforcement purposes unless the School Leader (or designee), in consultation with legal counsel as appropriate, verifies lawful authority to enter.
C. Warrants and subpoenas; required document handling.
1. 2. 3. 4. Staff shall request written legal authority (for example, a warrant, subpoena, or court order) and shall not attempt to interpret it.
The officer shall be asked to present identification (name and badge number), and staff shall make a copy or record the officer's name, badge number, and agency (if available).
Staff shall make copies and retain a copy of all documents provided by the officer and retain at least one copy for school records.
Any warrant/subpoena/court order shall be provided promptly to the School Leader (or designee), who will determine the Charter School's response in consultation with counsel as appropriate.
D. Exigent circumstances; do not impede.
1. 2. 3. 4. If the officer asserts that exigent circumstances exist and demands immediate access to the campus, school personnel should comply and immediately contact the School Leader.
If the officer does not declare exigent circumstances, school personnel shall inform the officer that the Charter School must consult its own legal counsel before proceeding.
In the event the officer presents a federal judicial warrant (search and seizure warrant or arrest warrant), consultation with the Charter School's legal counsel shall be made before providing the officer access to the person or materials specified in the warrant, if

feasible.
School personnel should not consent to access by an immigration-enforcement officer except as described above. At the same time, personnel shall never physically impede an

officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters without consent, personnel shall document the officer's actions while on campus.
E. No disruption to instruction. If access is legally required, the Charter School will take steps to minimize disruption and protect student privacy and safety.
6. Requests for Student Records or Information
A. Direct all requests to administration. Any request (verbal or written) by an immigration enforcement officer for student records or information shall be immediately referred to the School Leader (or designee).
B. Records disclosure only as legally required. The Charter School will disclose student records only as authorized/required by law, and will follow required procedures for reviewing legal process and protecting confidential pupil records.
C. Documentation of record requests. The School Leader (or designee) shall document the request and maintain related records. Documentation shall include, as applicable:

- Requesting agency and officer name/badge number (if provided)
- Date/time and location of request
- The stated purpose of the request and the specific records/information requested
- Whether a warrant/subpoena/court order was presented, and any available proof that the warrant was or was not signed by a judge (as applicable)
- The Charter School's response and any further action taken by the officer
- Copies/photos of documentation presented by the officer

7. Notifications to Families and the School Community
A. Parent/guardian notice of rights and resources. The Charter School shall provide families with information about:

- the right to a free public education regardless of immigration status, and
- how the school will respond to immigration enforcement activity, including family resources and points of contact.

B. Parental notification and consent (student interview/search; student access).
1. Consent before interview or search. Before a student may be interviewed or searched by any officer seeking to enforce civil immigration laws at the Charter School, Charter School personnel must receive consent from the student's parent/guardian, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order stating otherwise.
TEACH Policy #9730
Immigra7on Enforcement Policy
Board Approved: 12/9/25
2. Immediate parent/guardian notice of access to a student. Charter School personnel must immediately notify the student's parent/guardian if a law-enforcement officer requests or gains access to a student for immigration-enforcement purposes, unless that access was in compliance with a warrant or subpoena that restricts disclosure of the

information to the parent/guardian.
C. Site presence notifications (if required by law). The Charter School will follow any state-law notification requirements that apply when immigration officers are present on campus.
8. Training
The Charter School shall provide annual training (and onboarding training for new staff) for teachers, administrators, and front office staff on:

- how to respond to immigration enforcement requests,
- student privacy and confidentiality,
- how to avoid collecting unnecessary immigration-status information, and
- trauma-informed communication with students and families.

9. Reporting to the Governing Board
The School Leader (or designee) shall report to the Governing Board in a timely manner regarding any immigration enforcement request for access to campus, students, or student records, consistent with law and student confidentiality requirements.
In addition, school personnel shall provide notes of the interaction to the Charter School's legal counsel and provide the Governing Board a report of the interaction as timely as possible. These notes must include, but are not limited to:
1. 2. 3. 4. 5. 6. 7. List or copy of the officer's credentials and contact information;
List of all Charter School personnel who communicated with the officer;
Details of the officer's request;
Information on whether the officer presented a warrant or subpoena/court order to accompany the request, the information/access requested, and any available proof that the warrant was or was not signed by a judge (as applicable);
Charter School personnel's response to the officer's request;
Any further action taken by the officer;
Photo or copy of all/any information presented by the officer.
10. Relationship to Other Policies
This policy operates alongside Board policies and procedures related to:

- student records confidentiality,
- visitor access and campus safety,

TEACH Policy #9730
Immigra7on Enforcement Policy
Board Approved: 12/9/25

- nondiscrimination, bullying/harassment, and
- emergency response.

11. Legal References (non-exhaustive)
Education Code section 234.7; California Attorney General guidance/model policies regarding a safe and secure learning environment for all; applicable federal and state privacy laws governing pupil records.
12. Required External Reporting (Attempted Immigration-Enforcement Access)
Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes should be reported to the Bureau of Children

Notification Timing

Safety and Well-being Standard

Privacy Constraint

Notification Methods

"Know Your Educational Rights" Distribution

Resource Provision (Optional but Encouraged)

Annual Evaluation

Public Availability

State Guidance

Procedures Regarding Pupil Smartphone Use During Emergencies

Mandatory Policy Adoption and Review Requirements

The date the policy was adopted/last updated, a summary of the policy's goal, and documentation of stakeholder involvement.

Non-Prohibitable Circumstances for Pupil Smartphone Use

Confirm procedures for recognizing and respecting these exceptions:

1. When a teacher or administrator grants permission, subject to any reasonable limitation imposed by that teacher or administrator.
2. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil.
3. When the possession or use of a smartphone is required in a pupil's individualized education program (IEP).

Safety Plan Review, Evaluation and Amendment Procedures

The plan will be monitored by administration with discussion at the SWPBIS team meetings, team meetings, and School Site Council meetings.

The goal for component 1: Students will understand and consistently follow the behavioral expectations. Objective: 1) Tier 1 and Tier 2 strategies for social emotional issues will be defined and in use.

Procedures/Actions:
-Character PIllar/Awards Assemblies done monthly for Way to Go Wednesdays
-RAMS Tickets (daily and weekly positive behavior incentives/rewards for students)
-Weekly Progress Note home to Parents/parent communication & conferences to reinforce positive behavior plans for students
-Staff In-Service and professional development on safety and SWPBIS strategies

Emergency Contact Numbers

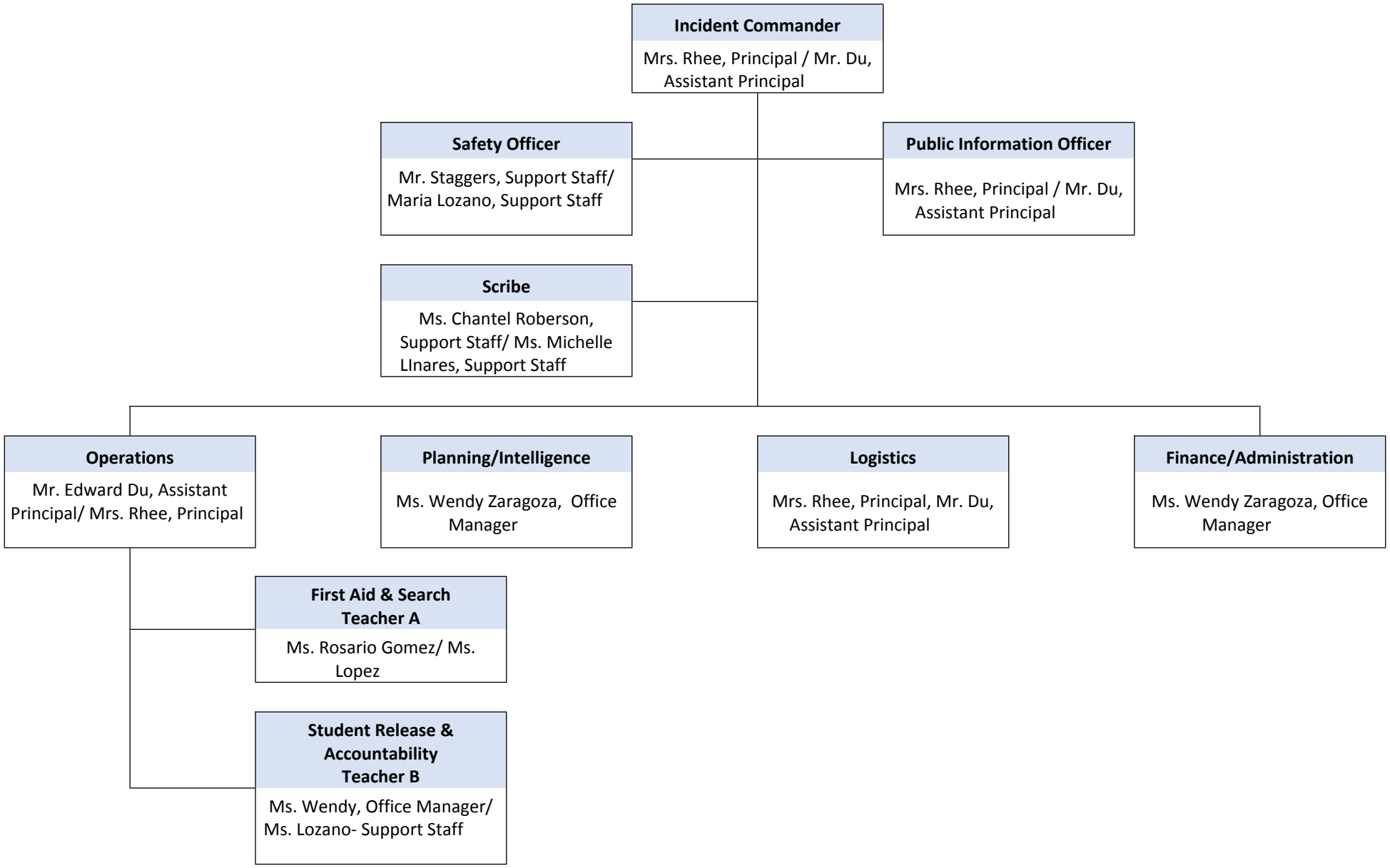
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Los Angeles Sheriff	(323) 820-6700	
Public Utilities	Los Angeles Department of Water & Power	(800 DIAL-DWP	
Local Hospitals	Memorial Hospital of Gardena	(310) 532-4200	
City Services	Los Angeles Fire	(888) 772-3203	
School District	TEACH Public Schools	(323) 872-0808	
Other	US Department of Homeland Security	(800) 375-5283	
Other	Federal Bureau of Investigation	(310) 477-6565	
Radio Station	Radio Station	(212) 975-8014	
Emergency Services	Psychiatric Emergency Team	(213) 738-4924	
Other	Crisis Response	(800) 733-2767	
Law Enforcement/Fire/Paramedic	LAPD 77th St Division	(877) ASK LAPD	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	**Date and Time**	**Attached Document** (description and location)
Safety Plans are submitted by March 1st to the TEACH Public Schools home office who keeps the documentation. Additional copies are available at the school office for review.	March 1st of current school year	
Law enforcement agency consulted with in the writing and development of the Comprehensive School Safety Plan.	March 1st of current school year	
Plan written and developed by a school site council (SSC) or a safety planning committee.	March 1st of current school year	
School safety plan will be communicated to the public during parent meetings.	Beginning of school year (first quarter)	
Safety Planning Committee/SSC identifies areas of need/focus for improvement and enhancement.	March 1st of current school year	
Safety Planning Committee/SSC reviews and addresses, as needed, the school's procedures for complying with existing laws related to school safety.	March 1st of current school year	
Emergency Drills to occur monthly with the assistance of the Director of Facilities and Maintenance.	Set for various dates of each month	See attached Emergency Date List

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview
The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

A.1 INCIDENT COMMANDER

Primary: Mrs. Rhee, Principal

Alternate: Mr. Du, Assistant Principal

The Incident Commander (IC) is responsible for emergency and/or disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. You are responsible to ensure the safety of students, staff and others on campus. Lead by example; your behavior and decisions set the tone for staff and students.

Start up actions:

- Obtain you personal safety equipment; i.e. hardhat, vest, clipboard with job description sheet Access type and scope of emergency.
- Determine threat to human life and structures.
- Implement the Emergency Operations Plan and relevant hazard specific procedures.
- Assume the duties of ALL incident positions until staff is assigned and available.
- Activate functions (assign positions) as needed. Appoint a backup or alternate for IC.
- Assign staff to initiate check-in procedures.
- Ensure that an incident organization and staffing chart is posted and arriving staff are assigned by name.
- Ensure the Incident Command Post is properly set up and ready for operation.
- Ensure that telephone and/or radio communication with other facilities are established and tested.
- In conjunction with the Planning Section Chief, develop and communicate an incident action plan with objectives and a time frame to meet those objectives. Open and maintain a position log.

Ongoing operational Duties:

- Continue to monitor and assess total school situation.
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with section chiefs for periodic updates.
- Reassign personnel as needed.
- Report (through communication) to School District office contact on status of students, staff and campus as needed.
- Establish contact with Los Angeles Unified School District, local law enforcement and/ or fire department and other agencies, as needed, to provide assistance and/ or to keep informed of school disaster status.
- Develop and communicate with Planning Section revised incident action plans as needed.
- In conjunction with the Public Information Officer, conduct press briefings and review media releases as required. Establish procedures for information releases and press briefings with other agencies who may be involved.
- Begin student release when appropriate. NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless

directed by the Superintendent or his/her designee, except individuals on request of parent/ guardian.
- Utilize your alternate; plan and take regular breaks, 5-10 minutes per hour away from CP.
- Plan regular breaks for all staff and volunteers. Take care of your caregivers.
- Thoroughly brief relief staff upon shift change.
- If incident becomes a Unified Command, thoroughly brief your Co-Incident Commander(s).
- Release teachers as appropriate. By law, during a disaster, teachers become "disaster workers." Stagger teachers and staff appropriate release time to check on family and loved ones when possible.
- Remain on and in charge of your campus until redirected or released by the Superintendent or his/ her designee.

Closing Down:
- Authorize deactivation of sections, branches or units when they are no longer required.
- At the direction of the Superintendent or his/her designee, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking any further action.
- 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 the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

Command Post Equipment and Supplies:
- Emergency Operations Plan
- Campus maps
- Master keys
- Pens, pencils etc.
- Clipboards
- Staff and student rosters- 2 sets
- 2- way radio
- Cell phone
- AM/FM portable radio
- Bullhorn
- Tables and chairs
- Canopy for shelter (if outside)
- Hardhat
- Vest
- Activity log

A.2 Safety Officer

Primary: Mr. Jonathon Staffers, Support Staff

Alternate: Ms. Lozano, Support Staff

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

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.
- Document the following: Messages received, action taken, decision justification and documentation, requests filled.

Operational Duties:

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

Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Safety Officer Supplies/ Equipment:

- Vest or position identifier
- Hardhat
- Clipboard, paper, pens and pencils
- Two-way radio

A.3. Public Information Officer

Primary: Mrs.Rhee, Principal

Alternate: Ms. Wendy, Office Manager

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a School District PIO is available, he/she will be the official spokesperson. A school site based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

- Important Note- the public has the right and need to know important information related to emergencies/ disaster at the school site as soon as it is available and does not jeopardize an ongoing investigation or local and/or national security.
- News media can play a key role assisting the school in getting emergency/ disaster related information to the public and parents. Information released must be consistent, accurate and timely.

Start up Actions:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- Identify yourself as the “PIO” (vest, visor, hat, sign etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.

- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.
- Contact local Emergency Operations Center (EOC) to coordinate incident specific information to be released to media (i.e.; size of disaster ect.)

Operational Duties:

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
- Reassurance
- Incident or disaster cause and time of origin
- Size and scope of 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 school wishes to be released to the public
- Read statements if possible
- When answering questions, be complete at truthful, always considering and emotional impact. Avoid speculation, bluffing, lying, and talking 'off the record" arguing, etc. Avoid use of the phrase "no comment."
- Remind school staff to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- At the Incident Commanders direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit

Public Information Officer Equipment and Supplies

- ID Vest
- Battery Operated AM/FM radio and/or television (if possible)
- Paper/pencils/marking pens
- Scotch tape/masking tape
- Scissors
- School site maps and area maps
- Laminated poster board or dry erase board for display
- Activity Log

A.4. Liaison Officer

Primary: Mr. Edward Du

Alternate: Ms. Rosario

The Liaison Officer serves as the point of contact for outside Agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information.

Start up Actions:

- Check with Incident Commander (IC) for situation briefing
- Determine your personal operating location and set up as necessary. All command staff should be congregated in one location at an Emergency Operations Center (EOC).
- Obtain necessary equipment and supplies from logistics.
- Put on position identifier, such as vest or hat if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the situation.

Operational duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies action plans.
- Provide periodic update briefings to Agency Representatives as necessary.
- Contact the American Red Cross and have them provide a representative to assess the situation.

Closing Down:

- At he Incident Commanders direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Liaison Officer Equipment and Supplies

- Vest, hat position identifier.
- Two-way radio
- Clipboard, paper and pens
- Activity Log

OPERATIONS SECTION

B.1 OPERATIONS SECTION CHIEF

Primary: Mr. Edward Du/ Mrs. Rhee

Alternate: Ms. Rosario/ Ms. Erica

The Operations Chief manages the direct response to the disaster, which can include the following teams:

- Site Security
- Search and Rescue
- Student Care
- Medical, First Aid
- Student Release

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Assume the duties of ALL Operations Section positions until staff is available and assigned.
- Activate Team Leaders.
- Meet with Team Leaders and initiate response activities.
- Open and maintain activity log.
- Put on position identifier, such as vest or hat if available.

Operational Duties:

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

Closing Down:

- At the Incident Commanders direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Operations Section Chief Equipment and Supplies:

- Vest or position identifier
- Two-way radio
- Search and Rescue Equipment
- Job Description
- Clipboard, paper or notebook, pens and pencils
- Search and Rescue maps
- Large campus maps
- Activity Log

B.2 Security Team Leader

Primary: Mr. Jonathan Staffers/ Ms. Lozano

Alternate: Michelle Linares/ Ms.Chantel Roberson

Assess, identity and mitigate (to the extent possible) campus hazards during and immediately following and on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until the arrival of first responders that assume responsibility.

Personnel: Staff as assigned. Work in pairs.

Start up Actions:

- Attend a briefing with Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assess available personnel and make appropriate assignments.
- Assume all Team duties until staff is assigned and available.
- Survey on-campus hazards and prioritize team response.

- Wear hardhat and orange identification vest.
- Take appropriate tools, job description clipboard and radio.
- Check all equipment for batteries, wear and tear etc.

Operational Duties:

- Coordinate activities of Site Security Team.
- Verity the shut-off of utilities as necessary.
- Determine integrity of on-campus water system and report this information to the Operations Section Chief.
- Direct the suppression of small fires.
- Coordinate the location of existing and potential hazards.
- Facilitate emergency vehicle access to the campus.
- Oversee/Monitor campus security/perimeter control
- Secure school campus and buildings from un-authorized access.

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Security Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Whistle
- First Aid Kit
- Two- way radio
- Grand Master Key(s)
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, crescent wrench and shut off tools for gas.
- Activity log

B.3 Search and Rescue Team Leader

Primary: Ms. Chantel Roberson/ Mr. Staggers

Alternate: Ms. Lopez/ Ms. Linares

The Search and Rescue Team Leader is responsible for coordinating all on-site search and rescue efforts. This responsibility includes identifying search and rescue priorities and making team assignments. The Search and Rescue team Leader is also responsible for ensuring the safety of his/her teams while they are in the field.

Start up Actions:

- Obtain all necessary equipment.
- Obtain briefing from operations Chief, noting known fires, injuries, or other situations requiring response.
- Assume all Team duties until staff is assigned and available.
- Assign teams based on available manpower, minimum 2 persons per team.

Operational Duties:

- Perform visual check of outfitted team leaving CP, include radio check. Teams must wear sturdy

shoes and safety equipment.

- Record names and assignments before deploying teams.
- Dispatch teams to high priority areas first, then to search the campus using specific planned routes.
- Send a specific map assignment with each team.
- Remain at Command Post (CP) in radio contact with Search and Rescue Teams.
- Record all teams' progress and reports on site map, keeping other at CP informed of problems. When a room is reported clear, mark a "C" on the site map.
- If injured students or staff is located, consult Operations Chief for response. Utilize Transport Teams, or send a Medical/First Aid Team.
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead) on map.
- Keep radio communication brief and simple. No codes.

Closing Down:

- Record the return of each S and R Team. Direct them to return equipment and report for additional assignments to

Logistics.

- Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.4 Search and Rescue Teams

Team #1 Mr. Salazar, Mr. Ortiz/ Ms. Trillo and Ms. Hightower

The Search and Rescue Team (SR) is responsible for safely conducting all on-site search and rescue efforts under the direction of the Search and Rescue Team Leader.

Start up Actions:

- Report to Search and Rescue Team Leader for briefing and assignments.
- Gather all SR Equipment and personnel safety gear.
- Check flashlight and radio batteries; perform radio gear.
- Visually inspect each other's gear.
- Make sure you and your partner have school site maps and are clear on your assignment

- Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.
- Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables.
- Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared.
- When injured victim is located, team transmit location, number of injured and condition of injured to CP. Do not use names of students or staff on radio. Follow directions from Command post.
- Record exact location of damage and triage tally on map and report information to CP.
- Keep radio communication brief and simple, avoid codes.

Closing Down:

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Search and Rescue Team Leader and Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.5 Medical Team Leader

Primary: Ms. Rosario, Ms. Erica

Alternate: Ms Lopez, Ms. Perez

The Medical Team Leader is responsible for the provision of emergency medical response, first aid and counseling. Informs the Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide. Ensures that appropriate actions are taken in the event of deaths.

Start Up Actions:

- Establish scope of incident with Incident Commander and determine probability of outside

emergency medical support and transport needs.

- Assume all Team duties until staff is assigned and available.
- Make Team personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Setup first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/ supplies.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry for triage into treatment area.
- Establish immediate and delayed treated areas.
- Set up separated Psychological First Aid area if staff levels are sufficient.

Operational Duties:

- Oversee care, treatment, and assessment of patients.
- Ensure Caregiver and rescuer safety: Latex gloves for protection.
- Make sure that accurate records are kept.
- Provide personnel response for injures in remote locations or request transport team from Logistics.
- If needed, request additional personnel from Logistics.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated secure area; follow guidelines.
- Stay alert for communicable and isolate as appropriate.
- Consult with Student Care director regarding health care, medications and meals for students with known medical conditions.

Closing Down

- At the Incident Commanders direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Medical Team Leader Equipment and Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- First Aid Kits w/ backpacks
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils

Duct tape
Masking tape

Stretchers

- Blankets
- Quick Medical Reference Guides
- Tables and Chairs
- Ground cover
- Activity log

B.6 Medical Teams

Team #1

Primary: Ms. Rosario, Ms. Erica

Alternate: Ms. Fernandez and Ms. Perez

Use approved safety equipment and techniques. Locate staff that is first aid trained and if possible, first aid certified.

Start Up Actions:

- Obtain and wear personnel safety equipment including latex gloves.
- Check with Medical Team Leader for assignment

Operational Duties:

- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to Medical Team Leader
- 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.
- Students Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out of area phone number

Triage Entry Area:

- Staffed with a minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and

Directs to proper treatment area. Should take 30 seconds to assess, no treatment takes place here. Assess if not logged.

- Second team member logs victim's names on form and sends forms to CP as completed.

Treatment Area:

- Staff with minimum of 2 team members per area if possible.
- One member completes secondary head to toe assessment.
- Second member records information on triage tag and on site treatment records.
- Follow categories: Immediate. Delayed, Dead
- When using 2 way radios, do not use names of injured or dead.

Closing Down:

- Return equipment and unused supplies to Logistics.
- Clean up first aid area. Dispose of Hazardous waste safely.
- Complete all paperwork and turn it in to the Documentation Unit.

Medical Teams Equipment/Supplies

- Vest
- Hardhat
- Work gloves
- Latex Gloves
- Whistle with Master key on lanyard
- One member wear first aid backpack
- Teams have 2-way radio each
- Clipboard with job description and maps of site indicating search plans.
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pens and pencils
- Duct tape
- Masking tape
- Activity log

B.7 Student Care Team Leader: Ms. Douglas, Michellel Linares

The Student Care Team Leader is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation, when the school site is deemed, by the Management Team to be unsafe.

Personnel: Classroom teachers, substitute teachers and staff are assigned.

Start-up Actions:

- Wear identification vest if available.
- Take job description clipboard and a radio
- Check in with Operations Chief for situation briefing.
- Assume all Team duties until staff is assigned and available.
- Assign personnel to assignments as needed.
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Sections Chief and determine alternate location.
- If school is 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.
- Initiate the set-up of portable toilet facilities and hand washing stations.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Oversee the procurement and distribution of food and water.
- Direct set-up of sanitary facilities when necessary.
- Coordinate Student Release with Student Release Team Leader when directed by Operations Section chief.
- Administer minor first aid as needed.
- Determine the need for setting up a counseling/mental health site.

- Communicate need to Operations Section Chief.
- Arrange for counseling and mental health intervention as needed.
- Coordinate with Medical Branch for treatment of more serious physical and mental health care.

Closing down:
Close shelter per direction of Operations Section Chief.

Return equipment and reusable supplies to Logistics.
When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
Student Care Team Leader Equipment/ Supplies

- Vest
- 2 way radio
- Ground cover Tarps
- First aid kit
- Water
- Food
- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.8 Student Care Teams

Team #1 Ms. Perez/ Ms. Douglas

Provide for the safe sheltering and care of students and staff while on-site during an emergency. This team is also responsible for facilitating campus evacuation when the school site is deemed by the Management Team to be unsafe.

Start-up Actions:

- Meet with Student Care Team Leader.
- Secure assembly site or set up shelter per directions of Student Care Team Leader.
- Gather all supplies from storage locker(s) and transport to assembly/shelter site.
- Conduct initial population assessment.

Operational Duties:

- Facilitate the orderly distribution of food and water.
- Set up sanitary facilities per direction of Student Care Team Leader.
- Make arrangements to provide shelter for students and staff.
- Maintain and update student and staff population log.
- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the incident.
- Monitor the safety and well being of the students and staff in the shelter/assembly area.
- Administer minor first aid as needed.
- Administer counseling and mental health intervention as needed.
- Maintain log of all assistance given and nature of that assistance.
- Cooperate with Student Release Team to facilitate orderly Student Release (when directed by Student Care Tea, Leader).
- 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 PIO.

Closing Down:

- Close shelter per direction of Operations Section Chief.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Student Care Team Equipment/ Supplies

- Vest
- 2 way radio Ground cover Tarps

First aid kit
Water
Food

- Sanitation supplies
- Activities for students: books, games, etc.
- Activity Log

B.9 Student Release Team Leader

Primary: Ms. Wendy/ Mrs. Rhee/ Ms. Rosario

Oversee the reunification of students with their parents or authorized adult through separate Request and Release Gates.

Personnel: School Registrar, available staff and emergency volunteers. Law enforcement if available, to maintain security of release area.

Start up Actions:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders.
- Open and maintain position activity log.
- Assume all Team duties until staff is assigned and available.
- Designate secure areas for student request and release and authorize setup.
- Set up Request Gate at a main student access gate if possible. Note: Release Gate should be some distance from Request Gate.
- Obtain and wear vest or position identifier, if available.
- Obtain necessary equipment and forms from logistics.

Operational Duties:

- Monitor request and release operations.
- Oversee Student Release Team ”Procedures” for request and release of students.
- Assist with the location/ verification of missing students.
- Stay in contact with Student Care, Site Security, and Medical Team Leaders.

Closing Down:

- At the direction of the Operations Chief, Return equipment and unused supplies to Logistics.
- Complete all paperwork and turn in to the Documentation Unit.

Student Release Team Leader Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.

- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

B.10 Student Release Team

Primary: Ms. Wendy/ Ms. Lopez

Spanish Ms. Rosario

Start up Actions:

- Report to Student Release Team Leader for briefing and assignments.
- Gather all student release equipment and supplies.
- Set up Request Gate at a main student access gate.
- Post alphabetical signage on Request Table to organize parent requests (example: A-F, G-L, M-R, S-Z).
- Have Student Release Forms available for parents outside of fence at Request Gate. Have support from other staff and law enforcement, if available.
- Set up Student Release Gate some distance from Request Gate.
- Have Student Release Forms available on clipboards.
- Secure area against unauthorized access. Mark gates with signs.
- Obtain and wear vest or position identifier.
- Obtain necessary equipment and forms from Logistics.

Operational Duties:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. DO NOT SPREAD RUMORS!
- Maintain log of students released.

Procedures:

- Divide Student Emergency Cards according to alphabetical groupings posted at Request Table.
- Requesting adult fills out Student Release Form, gives it to a staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file and verifies that the requester is listed on the Emergency Card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate) staff files the Emergency Card in the “out” box. If there is only one copy, runner takes the card with the Student Release Form and staff files a blank card with the student’s name on it in the “out” box.
- Runner takes form(s) to the designated classroom. Note: If parent refuses to wait on line, don’t argue. Note time with appropriate comments on Emergency Card and place in “out” box.

If student is with class:

- Runner shows Student Release Form to teacher.
- Teacher makes notation, “Sent with runner.”
- If appropriate, teacher sends parent copy of first aid form with runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of

First Aid Care Given, if applicable.

If student is NOT with the class:

- Teacher makes appropriate notation on Student Release Form:

"Absent" if student was never in school that day.

"First Aid" if student is in Medical Treatment Area.

"Missing" if student was in school, but now cannot be located.

- Runner takes Student Release Form to Student Release Team Leader.
- Student Release Team Leader verifies student location with Command Post (if known) and meets with parent(s).
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to Student Release Team Leader for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to medical Treatment Area.
- If student was marked absent, Student Release Team Leader will notify parent.

Closing Down:

Close Request and Release tables when directed by Student Release Team Leader.

Make sure all confidential information and emergency cards are returned to Team Leader for secure storage.

Return all equipment to Logistics.

- Complete/close out all logs and turn them over to Documentation Unit.

Student Release Team Equipment/Supplies

- Job Description clipboards
- Pens, pencils and staplers.
- Boxes of Emergency Cards.
- Signs to mark Parent Request Gate and Parent Release Gate.
- Signs for alphabetical grouping to organize the parents (A-F etc.)
- Student Release Log

PLANNING SECTION

C.1 PLANNING SECTION CHIEF

Primary: Mrs. Rhee/ Mr. Du

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status. Work with Incident Commander to develop the Incident Action Plan. The Section is made up of the Documentation Unit and the Situation Analysis Unit.

Start up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Open and maintain activity log.
- Assume duties of ALL Planning Section positions until staff is assigned and available.
- Activate Unit Leaders as needed.

- Put on position identifier, such as vest etc.
- File all reports for reference.
- Important: a permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff sign in, recording name, assignment, and time on-duty and off-duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to Medical Team Leader.
- File forms for reference.

Closing Down:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Planning Chief Equipment/Supplies

- 2 way radio
- Paper, pens

File Box
Job Description clipboard
Forms:Situation/Status Report
Situation/ Status Update

Check in with Planning for situation briefing.

- Obtain necessary equipd supplies from Logistics.

Operational Duties

Situation Status – Map

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

Situation Analysis:

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

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio

- Paper and pens, pencils
- File boxes
- Job Description clipboard
- Dry erase board and pens
- Tissues
- Large site map of campus, laminated or covered with Plexiglas

C.3 Documentation Unit

Primary: Ms. Wendy/ Ms. Erica

This unit is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest.
- Determine whether there will be a Staffing Unit and a Finance/Administration Section. If there is neither , the Documentation Unit will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties
Maintain time log of the incident, noting all actions and reports.
Record content of all communication with TEACH Public Schools Emergency Operations Center (EOC). Record verbal communication for basic content.

- Log in all written reports.
- File all reports for reference.

Student and Staff Accounting:

- Receive record and analyze Student Accounting forms.
- Coordinate with the Staffing Unit in Logistics to ensure that staff signs in, recording name, assignment, and time on duty and off duty.
- Check off staff roster. Compute number of students, staff and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

Closing Down:

- Collect and file all paper work and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Documentation Unit Equipment/Supplies

- 2 way radio
- Paper, pens and pencils, file boxes, Job Description Clipboard

C.4 Situation Analysis Unit

Primary: Mr. Edward Du/Mrs. Rhee

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start Up Actions:

- Check in with Planning Chief for situation briefing.
- Obtain necessary equipment and supplies form Logistics.
- Put on position identifier, such as vest or hat.

Operational Duties:

Situation Status- Map

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to Search and Rescue reports and damage updates, giving a concise picture status of campus.
- Preserve map as a legal document until photographed.
- Use area wide map to record information on major incidents, road closures, and utility outages. Can use by staff for planning routes away form campus.

Situation Analysis:

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

Closing Down:
Close out all logs and turn into Documentation.
Return equipment and reusable supplies to Logistics.

Situation Analysis Unit Equipment/Supplies

- 2 way radio
- Paper and pens, pencils, dry erase board and pens, tissues
- File boxes
- Job Description clipboard
- Large site map of campus laminated or covered with Plexiglas.

LOGISTICS SECTION

D.1 LOGISTICS SECTION CHIEF

Primary:Michelle LInares/ Mr. Staggers/ Ms. Virginia Portillo

The Logistics Section is responsible for providing facilities, services, personnel, equipment, materials and forms in support of the incident. The section set ups and maintains an Incident Check-In Roster. The Section is made up of the following units: Supplies/Facilities, Staffing and Communications.

Start up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain on site supplies and open facilities.
- Put on position identifier, such as vest or hat.

- Assume lead of all Logistics positions until staffed.
- Activate Team leaders.
- Begin distribution of supplies and equipment as needed.

Operational Duties:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Ensure that the Incident Command Post and other facilities are properly set up.
- Coordinate supplies, equipment and personnel needs with the Incident Commander.
- Maintain security of stored supplies and equipment.
- Oversee distribution of supplies and equipment where and as needed.

Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Logistics Section Chief Equipment/ Supplies

- 2-way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus.

D.2 Supplies/Facilities Unit

Primary: Maria Lozano / Ms. Fernandez

This unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

Start Up Action:

- Check in with Logistics chief for situation briefing.
- Open supplies container or other storage area if necessary.
- Put on position identifier, such as vest or hat.

Begin distribution of supplies and equipment as needed. Set up the Command Post.

Operational Duties:

- Maintain security of supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area and other facilities as needed.

Closing Down:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

Supplies/ Facilities Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.3 Staffing Unit

Primary: Mrs. Rhee/Mr. Du

This unit is responsible for coordinating the check in and assignment of personnel (staff, students, incident volunteers) in support of the incident.

Start Up Actions:

- Check in with Logistics Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Establish a check in location to insure that all personnel working on the incident are accounted for.
- Post signs so that staff can easily find incident check in location.

Operational duties:

- Open three logs to list staff, volunteers and students who are awaiting assignment.
- Ensure that staff sign in, recording name, assignment, and time on duty and off duty. Make photocopies for the Documentation Unit in the Planning Section.
- Deploy personnel as requested by the Incident Commander.
- Sing in volunteers, making sure that volunteers are wearing ID badges and are on the site disaster list. Unregistered volunteers need to be registered.

Closing Down:

- Ask volunteers to sign out.
- At the Logistic Chief's direction, close out all logs and turn them into Documentation Unit.
- Return all equipment and supplies.

Staffing Unit Equipment/ Supplies

- 2 way radio
- Job Description clipboard
- Paper, pens and paper
- Cargo container or other storage area with emergency supplies stored on campus

D.4 Communications Unit

Primary: Mrs. Rhee/ Mr. Du

This unit is responsible for establishing, coordinating and directing verbal and written communications within the school disaster site and with the School District. If the School District cannot be contacted, communications may be made with outside agencies when necessary.

Personnel: School staff member with two-way radio, supported by student or disaster volunteer runners, and if available, a Disaster volunteer who is a qualified amateur radio operator.

Start Up Actions:

- Set up Communications station in a quiet location with access to the Command Post.
- Turn on radios and advise Command Post when ready to accept radio traffic.

Operational Duties:

- Coordinate all communications between site, TEACH Home Office and local Emergency Operations Center.
- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- Maintain Communications log: Date/ Time/ Originator/ Recipient.

- Monitor AM/FM radio stations and local TV for local emergency news.
- 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 Documentation.
- Return all equipment and unused supplies to Logistics.

Communications Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

D.5 Transportation Unit

Primary: Ms.Wendy

The Transportation Unit is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities include assessing the need for buses and trucks for the ferrying of students, staff and/or supplies and directing vehicles to where they are needed.

Start Up Actions:

- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader.
- Open and maintain position activity log.
- Gather all supplies and personal safety gear.

Operational Duties:

- Implement various components of the transportation plan.
- Direct the use of vehicles on campus.
- Stay in contact with Section Chief about the needs of other sections.

Closing Down:

- Release staff and volunteers per direction of Incident Commander.

Arrange for return of vehicles to vendors.

Make sure all equipment and reusable supplies are safely and securely stored.

- Close out all logs, messages forms, etc and turn them over to Documentation. Return all equipment and unused supplies to Logistics.

Transportation Unit Equipment/ Supplies

- 2 way radios with spare batteries for each
- Job description clipboard
- Paper, pens and pencils
- Table and chairs
- AM/FM Radio and television if possible
- File boxes
- Tote tray for outgoing messages
- Activity Log

FINANCE/ADMINISTRATION SECTION

E.1 FINANCE/ADMINISTRATION SECTION CHIEF

Primary: Ms. Wendy / Sharon Rhee

The Finance/Administration Section is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Put on position identifier, such as vest or hat.
- Locate and set up workspace.
- Check in with the Documentation Clerk to collect records and information, which relate to personnel time keeping and/or purchasing.

Operational Duties:

- Assume all duties of the Recordkeeping Unit until staff is available and assigned.
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Document all expenses for possible future reimbursement.

Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Finance/Administration Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

E.2 Recordkeeping Unit

Primary: Ms. Douglas/ Mr. Du

The Record keeping Unit is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims and cost recovery are maintained during campus emergencies.

Start Up Actions:

- Attend a briefing with Finance/Administration Section Chief.
- Locate all supplies.
- Activate personnel and make appropriate assignments.

Operational Duties:

- Monitor the tracking of staff and volunteer hours.
- Monitor the tracking of response-related requests and purchases.
- Facilitate the processing of purchase requests from Logistics Section Chief.

Closing Down:

- Release staff and volunteers per direction of Section Chief.
- Make sure all equipment and unused supplies are returned to Logistics.
- Complete/close-out all logs and turn them over Documentation Team.

Record keeping Unit Equipment/ Supplies

- Job Description clipboard
- Paper, Pens and Pencils
- Activity Log

9. TEACH Public Schools EMERGENCY RESPONSE PROCEDURES

- Local Emergency and Agency Phone Numbers
- Overview of Emergency Procedures
- Initial Response to Emergencies
- Duck and Cover
- Shelter In-Place
- Lock Down
- Building Evacuation
- Off- Site Evacuation
- All-Clear
- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion
- Fire
- Fire on School Grounds
- Flooding
- Incapacitated Staff Member
- Loss of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food and/ or Water
- Unlawful Walkout/Demonstration
- Windstorm
- First Aid Guidelines

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations
All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics
Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Assess the situation carefully yet quickly. Is there immediate danger to staff or students? Is the danger within the building or outside the building? What is the magnitude of the event?

Step Two: Identify the Level of Emergency

What is the magnitude of the event? Is it life threatening? What needs to be done immediately to protect safety while further information is gathered?

Step Three: Determine the Immediate Response Action

Do not delay in calling 911 and the District Office. It is better to have emergency responders arrive and not be needed then to delay calling them and risk injury or harm.

Step Four: Communicate the Appropriate Response Action

Communicate clearly to staff and students what they should do immediately. Activate the emergency response team at the school as needed.

Types of Emergencies & Specific Procedures

Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer Biological or Chemical Release. If a crash results in a utility interruption, refer to Loss or Failure of Utilities.
Procedure
1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DROP, COVER and HOLD ON, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and the Los Angeles County Sheriff and provide the exact location (e.g., building or area) and nature of emergency. The School Administrator will call the office of the District Superintendent.
5. If on school property, the Security/Facilities Team will secure the crash area to prevent unauthorized access.
6. The School Administrator will direct the Fire Suppression and HazMat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Fire Department or County HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
10. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, if warranted by changes in condition.

Animal Disturbance

Intruders/ Vicious Animals
1. Call the school main office and office staff will check out the situation and take appropriate action (i.e., contact Police or animal control agency).
2. Administration should initiate a code to alert staff of a potential suspicious intruder.
3. Keep the students in the classroom until the threat is cleared.
4. Implement shelter in place if necessary; lock classroom doors and windows, move away from windows, draw curtains, remain silent.
5. Notify office of who is with you, if possible.
6. All students outside of the building are to be quietly and cautiously led into the building.
7. Wait for further instructions from administration and/or police/animal agency.

Armed Assault on Campus

Armed Assault on Campus involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Guns, knives or other harmful devices may be involved.

Procedure
1. Upon first indication or armed assault, school personnel immediately call 911. School site security team are to be notified via radio or cell phone.
2. School Administrator is notified. School Administrator assures or designates a person to remain online with Police/Sheriff if safe to do so.
3. If suspect is seen, do not engage. This could generate a hostage situation. Give 911 operator a detailed description of suspect(s). If suspect is outside, try to keep suspect outside.
4. School Administrator initiates Lockdown Procedures
5. Staff keeps everyone in an area under cover and as concealed as possible. Stay behind solid walls and doors; keep away from windows.
6. If students are in class at time of Lockdown, staff will:

a. Explain that there is an emergency
b. Lock all classroom doors
c. Have students lie on floor, behind or underneath solid objects
d. Close blinds stay away from windows
e. Control all cell phone activity
f. Remain in classroom until personally advised to move by administration or law enforcement 7. If students are not in class at time of Lockdown, staff will:
a. Move students to nearest available safe building, without drawing attention to self or students. If doors are locked, continue to look for a safe area.
b. Once inside, lock doors if possible; if lock is on outside of door, attempt secure door from inside c. Follow remaining steps in item 6 above
8. Staff takes steps to calm and control students, and if safe to do so, attempt to maintain separation between students and suspect(s)
9. Maintain order in all areas of assembly or shelter, await arrival of law enforcement. Be prepared for lengthy stay of 2-4 hours.
10. All Clear signal will be made by personal notification only, after consultation with Law Enforcement Administrative Personnel on scene
11. Staff is not to act upon bells or PA messages without this personal notification

Biological or Chemical Release

Chemical Spill/ Incident If Indoors:
1. Block or rope off area – DO NOT TOUCH ANYTHING.
2. Evacuate room and TURN OFF air conditioning system.
3. Notify school office and Head Custodian of the incident - contact 911 if necessary.
4. Head Custodian should check for chemical safety data to determine clean up procedure.

If Outdoors:
1. Upon hearing of a chemical leak (usually from the fire department or other city office) the principal will determine if students should be evacuated.
2. Move away from buildings, poles and overhead wires.
3. Close doors and windows and TURN OFF air conditioning system.
4. If it is necessary to leave the site, move crosswind, never more directly with or against the wind which may carry fumes.
5. Give first aid.
6. Staff to follow the emergency procedures previously described.

A biological or chemical release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. This procedure deals with three possible scenarios involving the release of biochemical substances:

Scenario 1: Substance released inside a room or a building
Scenario 2: Substance released outdoors and localized
Scenario 3: Substance released in the surrounding community

It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below:

Scenario 1: Substance Released Inside a Room or Building

General Procedures
1. Evacuate the building
2. Notify Main Office Administration
3. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities
1. Signal for the building to be evacuated
2. Call 911
3. Contact the TEACH Home Office
4. Direct School Emergency Response Team members (search & rescue team) to isolate and restrict access to potentially contaminated areas
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. Complete the Biological and Chemical Release Response Checklist
8. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. Evacuate classroom in a calm and orderly fashion. Follow general evacuation procedures.
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team
1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to widespread airborne releases)
4. Provide additional medical attention as needed

Scenario 2: Substance Released Outdoors and Localized

General Procedures
1. Notify Main Office/Administration
2. Turn off all fans in the area of the release; close the windows and doors, shut down the building's air handling system

IC Responsibilities
1. Immediately direct staff to remove students from the affected areas to an area upwind from the release. If necessary, evacuate the building.
2. Call 911
3. Contact the TEACH Home Office
4. Direct School Emergency Response Team members (search & rescue team) to establish a safe perimeter around the affected area and ensure personnel do not reenter the area
5. Direct School Emergency Response Team members (search & rescue team) to turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system
6. Ensure persons who have come in direct contact with the hazardous substances are washed and cleaned. See First Aid Team responsibilities.
7. The School, or affected areas, will not reopen until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. Evacuate students away from the affected area, as directed by the IC
2. At the evacuation site, prepare a list of all individuals in the affected room or contaminated area; specify those who may have had actual contact with the substance. Provide this information to the IC.

First Aid Team
1. Direct or assist individuals who have come into direct contact with hazardous substances, to wash with soap and water. Do not use bleach or other disinfectants on potentially exposed skin.
2. Remove and contain all contaminated clothes
3. Segregate individuals that have been contaminated "topically" by a liquid from unaffected individuals (isolation does not apply to

widespread airborne releases)
4. Provide additional medical attention as needed

Scenario 3: Substance Released in Surrounding Community

IC Responsibilities
1. Once local authorities determine a potentially toxic substance has been released to the atmosphere, initiate a Lockdown (Soft) 2. Direct all students and staff who are outside when the Lockdown (Soft) is declared to return to their classrooms or other designated space
3. Call 911 and advise them of the school's response to the event
4. Contact the TEACH Home Office
5. Direct staff to turn off local fans, close and lock doors and windows. Consider directing staff to seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space in each classroom.
6. Direct School Emergency Response Team (search & rescue team) to seal vents with aluminum foil or plastic wrap and turn off sources of ignition, such as pilot lights, and shut down all buildings' air handling systems
7. Turn on a radio or television station to monitor information concerning the incident
8. Do not declare an All Clear until the County HazMat or appropriate agency provides clearance to do so

Teacher/Staff Responsibilities
1. When directed to do so, turn off local fans, close and lock doors and windows, seal gaps under doors and windows with wet towels or duct tape. If gaps are sealed; monitor the air space.
2. Report any medical conditions or other concerns to the IC.

Bomb Threat/ Threat Of violence

Lockdown/Shooting Incident
If a shooting takes place the first priority is to shelter students and staff. On hearing shots or an announcement from Principal:
1. Teachers close and lock all classroom doors and windows immediately.
2. Teachers take roll.
3. Teachers calmly direct students to duck under their desks.
4. Principal calls 911.
5. Principal assigned person ensure students are not in the hallways or bathrooms. Students found in these areas are immediately escorted to a secure classroom or office.
6. Office personnel close and lock all office doors and windows immediately.
7. Nobody leaves their secure sites until emergency crew members escort them to safety.
8. Assigned person(s) will control and organize media.
9. Assigned person(s) will ensure that counseling services are available as soon as possible.

Bomb Threat
There are two primary ways a bomb threat may arise. One is through a phone call or written letter in which a bomb is discussed. The other is through a citing of a suspicious object. Threats should be handled quickly and efficiently as if they were real and life threatening.

If there is a phone call or written threat of a bomb on campus, the person who took the call or read the note will:
1. Notify Principal immediately.
2. Try to obtain information from the caller such as where the bomb is, where it is set to explode, what it looks like, what kind of bomb it is, why it is there and who the caller is. Note any identifying features about the caller (i.e. gender, speech patterns).

If there is a citing of a suspicious object, the person would:
1. Notify Principal immediately.
2. Do not touch the object but note any identifying features to describe it to the Principal and emergency crews.

In all cases:
1. If Principal determines to evacuate, staff follows emergency procedures previously described.
2. Before emergency crews are on campus, do not search for any bomb, or explosive. Search only for people who should be

evacuated.
3. If you see any suspicious object, steer clear of it and report it to the Principal and the emergency crew chief. Follow all emergency crew and bomb squad directives.
4. Use radios, walkie-talkies and phones only if absolutely necessary as the frequencies may set off the bomb(s).

Explosion
If indoors:
1. All drop down to the floor and duck and cover.
2. Turn away from the 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 the building.
6. Staff to 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.
3. Look out for dangers that demand movement.
4. Staff to follow emergency procedures previously described.

Death/Suicide
1. Principal will be notified in the event of a death or suicide on campus.
2. Assigned person(s) will phone 911.
3. Assigned person(s) will phone TEACH Home Office.
4. Principal will notify teachers to keep students in their classrooms until informed otherwise.
5. Assigned person(s) will control and organize media.
6. Assigned person(s) will notify relatives where the victim(s) have been taken and not divulge unnecessary details.
7. Assigned person(s) will ensure that counseling services are available as soon as possible.

Suicide Prevention

Assisting students who express suicidal wishes or engage in suicidal behaviors is essential to maintaining a safe and healthy environment for students.

1. An administrator who serves as the head of the school site shall respond to reported incidents of students expressing suicidal wishes or engaging in suicidal behaviors.
2. A preliminary assessment and referrals, as appropriate, will be completed by the designated “administrator”, including a review of risk factors.
3. Parents must be informed of the student’s actions or expressions of intent.

Responses to Bomb Threat is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that present risk of an explosion.

General Procedures
1. Evacuation route should be posted in every classroom
2. Use Bomb Threat Checklist to record information about telephone bomb threats. Listen to the message without interrupting the caller. Write down the message, noting time of call, unusual background noises, and estimated age of caller, and try to keep the caller talking. Attempt to ascertain from the caller the type of bomb, location placed, time of detonation, and reason school has been targeted.
3. After caller has concluded his or her threat, hang up and immediately lift the receiver and press *69 (call trace)
4. If school has caller ID, note the number from which call was made
5. Notify Main Office Administration
6. If threat is written, place it in an envelope or plastic bag
7. Prepare media statement and flyer to inform parents

IC Responsibilities
1. Evaluate the bomb threat and determine if building evacuation is necessary 2. If threat is deemed valid:
a. Call 911 – advise building is being evacuated because of a bomb threat b. Activate SERT
b. Turn off all two-way radios
3. Dispatch SERT to notify each classroom of the need to evacuate the school. While completing this task, conduct a limited search of common areas of the school.
4. In consultation with police/fire officials, determine when it is safe to reenter the school
NOTE: Do not utilize the fire alarm system to evacuate the building

Teacher/Staff Responsibilities
1. Upon receipt of notification to evacuate the school, conduct a limited search of classrooms to determine if any strange or unknown objects are in the room
2. Proceed to pre-designated evacuation point with emergency back pack
3. Maintain control of students and advise SERT of any missing children
4. Do not reenter the building until directed to do so by a SERT member or someone in authority

Device Found
Upon discovery of a suspicious device, immediately send word to the IC. If the device is found in a classroom with students, immediately, but in an orderly manner, evacuate the classroom. UNDER NO CONDITION ATTEMPT TO TOUCH OR MOVE THE DEVICE.

IC Responsibilities
1. Upon notification of a device found:
a. Call 911 – advise building is being evacuated because a suspected bomb has been discovered. If possible, give a description of the device.
b. Activate the SERT
c.. Turn off all two-way radios
d. Do not use the fire alarm system to evacuate the building
2. Dispatch SERT to begin the evacuation process. The order of evacuation should be:
a. Classroom in which the device is located
b. Classrooms on either side of, across the hall from, that back up to, or are directly above or below the classroom containing the device. Continue increasing the size of the evacuation until all students and staff are at a safe distance.
3. The evacuation must be conducted in an orderly and controlled manner so as not to create an unstable environment which may exacerbate the situation
4. In consultation with police/fire/bomb disposal officials, determine when it is safe to reenter the building

Teacher/Staff Responsibilities
1. Upon receipt of notification to evacuate the classroom, proceed to pre-designated evacuation location with emergency back pack
2. Maintain control of students and advise SERT of any missing or unaccounted for students
3. Do not enter the school until directed to do so by an SERT or police/fire authority.

Bus Disaster

TEACH Prep Elementary School does not provide buses. In situations where buses are provided to students independent contractors are hired and responsible for student safety. TEACH PS provides the following guidelines for bus emergencies: Emergencies occur without warning and vary in their level of risk and severity. During any emergency situation bus drivers must be able to focus on all of the interrelated pieces of a particular emergency. While each situation will be different and could have many parts, the driver will need to stay focused on their responsibility and work towards providing a safe environment for all passengers regardless of their involvement in the emergency.
Use this Emergency Plan as a guide as you assess the emergency situation. It will help you determine the courses of action that will best address the threat or hazard you are facing. Bus drivers are empowered to deviate from the roles described in this plan including the order of these actions, whenever doing so is likely to reduce the risk of serious injury or death. These procedures apply to student activity trips and regular school bus routes.

Cardiac Arrest

When a student, staff member, or visitor appears to be experiencing sudden cardiac arrest (unresponsive and not breathing normally, including only gasping)

- Recognize and Assess: Ensure the scene is safe. Check responsiveness and breathing for no more than 10 seconds and shout for assistance. If the person is unresponsive but breathing normally, call 911, monitor breathing, and follow dispatcher instructions.
- Call 911 Immediately: Direct a specific person to call 911 immediately. Provide the exact location on campus, the emergency entrance, the person's approximate age, and observed condition. Follow dispatcher instructions. Another staff member may gather available records; do not delay 911 or CPR to obtain information or administrative approval.
- Initiate CPR: If the individual is unresponsive and not breathing (or only gasping), Begin CPR immediately, starting with chest compressions. Trained staff should provide age-appropriate CPR, including rescue breaths for children, according to their current training. If a responder is untrained or unable to provide breaths, begin chest compressions and follow dispatcher instructions. Do not wait for a certified responder to arrive.
- Maintain Compressions: Continue high-quality chest compressions with minimal interruptions. Provide compressions at 100–120 per minute, using age-appropriate depth and allowing full chest recoil. Keep necessary pauses, including those for rescue breaths, as brief as possible. Switch the person performing compressions approximately every two minutes, or sooner if fatigued, when another responder is available.
- Transition Care: Continue CPR until EMS personnel take over or the person shows signs of life, such as normal breathing. If signs of life return, reassess and follow dispatcher instructions. Stop if the scene becomes unsafe or responders are physically unable to continue. Provide EMS with a brief account of the incident and care provided.
- School Staff Roles & Coordination:

o Incident Commander (Principal or Designee): Confirm that 911 has been called and CPR has begun when indicated. Assign staff to meet EMS, maintain student supervision, and notify family.
o Medical Response Team / CPR Staff: Staff members certified in pediatric and adult CPR training will respond promptly, assist with age-appropriate CPR, and coordinate responder changes. Arrange classroom coverage when a responding staff member is responsible for students.
o Front Office Staff: Assign one available staff member to unlock the designated emergency entrance and guide EMS to the scene. Assign another available staff member to manage communications and retrieve relevant emergency information.
o Classroom Teachers: Keep unaffected students calm and in safe, supervised locations away from the emergency, as directed. Clear hallways or move students away from the immediate area to protect privacy and minimize student trauma.

- Post-Incident Procedures

o Parent/Guardian Notification: Once 911 has been called and emergency care is underway, designated staff will promptly notify the parent/guardian or emergency contact. Provide the hospital destination when confirmed.
o Documentation: Complete a formal school Incident Report detailing the exact timeline, symptoms, actions taken, and names of all individuals involved. Record observed facts, staff involved, and times of discovery, 911 call, CPR initiation, EMS arrival and transfer of care, and family notification. Identify estimated times as estimates.
o Debriefing and Support: Notify TEACH leadership, review the response with involved staff, identify needed

improvements, replenish emergency supplies, and offer counseling support to affected students and staff. Share information only with those who need it for their responsibilities.

Disorderly Conduct

Disorderly conduct may involve a student or staff member exhibiting threatening or irrational behavior.
Procedure
1. Upon witnessing Disorderly Conduct, staff will immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCKDOWN, EVACUATE BUILDING or OFF-SITE EVACUATION.
3. The School Administrator will call Los Angeles County Sheriff and or other response agencies, PET Team, depending upon the assessed need and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911."
4. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
5. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
6. The School Administrator will notify the District Superintendent of the situation.

Earthquake

Earthquake If indoors:
1. DUCK or DROP to the floor on your knees and make the body as small as possible. COVER yourself under a sturdy desk, table or bench, in a hall, or stand against an inside wall.
a. You should be facing away from: windows; doors; glass; skylights; brick or rock faced walls; large movable objects, such as bookcases; or outside doors and walls.
b. With one arm, HOLD on to a desk leg so that it will protect your head and neck and so that it will not move away from covering you; be prepared to move with it. STAY in this position for at least one minute or, in a real situation, until shaking stops. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures.
c. Rest your head on one arm and place your other arm over the base of the head and neck.
2. Turn away from windows.
3. Take cover under a desk or table or against an interior wall.
4. Cover head with arms or hold to the cover and be prepared to move with it.
5. Hold the position until the ground stops shaking.
6. When initial shaking stops, principal or office manager sounds alarms to evacuate the building.
7. Staff to follow emergency procedures previously described.

When outdoors, stay outside.
Tremors and shaking of the earth are the signals of an earthquake. The initial shock is likely to be not more than ninety seconds duration.
1. Move away from buildings and overhead wires or structures
2. Lie down or crouch low to the ground. Drop to the ground on your knees and make the body as small as possible
a. Face position away from: buildings, power poles and lines, trees or other overhead hazards, roads and streets, as cars may go out of control.
b. Cover as much skin surface as possible, close your eyes, and cover your ears. If you have a book or other similar object, place it over the base of your head and neck to protect you from flying debris.
3. When it is safe, proceed to the assembly areas in the same manner as for Evacuation Procedures
4. Look out for dangers that demand movement.
5. Be prepared to duck and cover again due to after shocks.
Staff to follow emergency procedures previously described

Walking to or from school facilities
If students are walking to or from school when an earthquake occurs, they should stay away from all buildings, trees, exposed wires, or other hazards that may fall. The safest place is in the open. Students should assume "drop, cover, and hold" position until the quake is over. After the earthquake, if on the way to school facilities, continue to school. If on the way home, continue home or return to school.

Teacher responsibilities during the evacuation
The teacher may render immediate first aid if necessary. Students with major injuries and are unable to move are to remain in the classroom (search & rescue team members or first responders will remove injured students/staff). Students with minor injuries are to be moved out of the classroom with the class.
1. Teachers check primary evacuation route for blockage and dangers such as fallen trees or electrical wires
2. If primary route is blocked, check alternate route. Do not walk under covered walkways unless absolutely necessary.
3. If both routes are blocked do not risk injury to yourself or students. Wait for help to arrive!
4. When evacuating classroom, take your emergency backpack and folder with you.
5. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary
6. Door is to be left open during an earthquake disaster

Always DUCK, COVER, and HOLD when an earthquake occurs. Assess the situation and remain calm. When alerted to evacuate or have made a decision to evacuate, look for the safest route, take your emergency backpack and ID card, and escort your children to the assembly area. Check the adjacent classroom(s) and assist if necessary or evacuate the class(es). Wedge the door open if possible. Take the attendance with the Emergency Attendance Form to the evacuation site and display appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need assistance) from the emergency backpack.
1. Anyone who is 'injured but mobile' should be escorted to the assembly area
2. Anyone who is 'severely injured and not mobile' should be left for the search and rescue team or first responders
3. Leave all 'dead' where they are

All classified and support staff are to escort their students to the assembly area and return to their teacher. They will then await instruction from the IC. Office personnel are to take emergency cards, radios, and key sets with them and report to the Incident Commander for instructions.

Explosion or Risk Of Explosion

This section addresses four possible scenarios involving an explosion or risk of explosion:
Scenario 1: Explosion on school property
Scenario 2: Risk of explosion on school property
Scenario 3: Explosion or risk of explosion in a surrounding area
Scenario 4: Nuclear blast or explosion involving radioactive materials (a nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout)

It is important to first determine which scenario applies and then implement the appropriate response procedures.

Scenario 1: Explosion on School Property
General Procedures
1. Call 911
2. Initiate Duck, Cover and Hold procedures
3. Consider the possibility of another imminent explosion and take appropriate action
4. After the explosion, the IC will initiate the appropriate response signal, which may include a Lockdown or Evacuation. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
5. In the event of an evacuation, sound the fire alarm and everyone in the school should leave the building in a calm, orderly manner with classes led by teachers.
6. Any students separated from their classes should be incorporated into any adult-led group
7. Follow the evacuation routes established in the fire drill plan. Create a safety zone -- at least 300 feet from the building.

8. Staff without classes should monitor crosswalks or other posts to locate children that may have been separated from adult supervisors
9. Teachers should have class rosters so that each student can be accounted for once the evacuation is completed. Names of any students unaccounted for or students that have joined groups other than their own classes in the evacuation process should immediately be given to the IC.
10. The IC should formulate a list of students that could still be in danger with the assistance of other administrators or staff
11. Limit the use of electronic and motorized devices – no open flames
12. Attempt to suppress fires with extinguishers
? Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
13. Contact the Utility company with any damage to water lines, sewers, power lines or other utilities
14. Any areas affected by the explosion will not be reopened until the City/County HazMat or appropriate agency provides clearance and authorization

Scenario 2: Risk of Explosion on School Property

General Procedures
1. Call 911
2. Determine the appropriate response signal: Lockdown (Soft) or Evacuation
3. If an evacuation is warranted, follow standard evacuation procedures in Evacuation Procedures
4. If an explosion occurs follow the procedures outlined in Bomb Threats

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Do not declare an All Clear until the appropriate authorities have given authorization to do so

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

General Procedures
1. The IC will initiate a Lockdown (Soft)
2. Call 911
3. Staff members should attempt to establish an adequate barrier or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion. Move students away from exterior windows.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible
5. Turn off the school's main gas supply, local fans in the area, lock doors and windows, shut down all buildings' air handling systems, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights
6. Monitor radio or television announcements and initiate further action as appropriate
7. Do not declare an All Clear until the City/County HazMat or appropriate agency provides clearance

Extreme Weather

Applies to all TEACH Prep operations, including physical education (PE), recess, outdoor lunch periods, and after-school programs on this campus.

1. Monitoring Procedures
   - Responsible Staff: The Principal or designated staff will monitor environmental conditions daily.
   - Frequency: Monitored at 8:00 AM, 11:00 AM, and 1:30 PM daily, or continuously during active National Weather Service alerts. [

2. Action Matrix: Extreme Heat & Air Quality

When local South Los Angeles environmental thresholds are breached, the following mandatory operational shifts take effect immediately:

Extreme Heat
Level 2- Orange: Reduce strenuous outdoor activity by 50%. Remind and make sure all students take their water breaks.
Level 3+ -Red: Cancel all outdoor activities. Move all recess, PE, and lunch periods indoors to climate-controlled rooms.
Air Quality Index
AQI 101-150: Move students with documented respiratory conditions (asthma) indoors. Prohibit heavy outdoor conditioning or sprinting.
AAI 151+: Cancel all outdoor activities.
3. High Winds (Santa Ana Events) & Power Outages

High Wind Alerts: When local wind gusts exceed 40 mph, facilities staff will secure all outdoor trash receptacles, canopies, and loose equipment. All student activity will be moved indoors to protect against urban flying debris.

4. Severe Storms & Localized Urban Flooding

Flash Flood Warning: Because urban South Los Angeles street drainage can back up rapidly during major storms, a Shelter-in-Place protocol will trigger if surrounding streets become impassable.
Dismissal Modifications: No student dismissal, walking home, or bus departures will occur under active local flash flood conditions until administration confirms major avenues are clear. Parent notifications will be dispatched through the automated mass-notification network.

Fire in Surrounding Area

IC will determine whether the students and staff should leave the premises, or any further action should be implemented.

Burning Clothes
If a student's or staff member's clothing catches fire, don't allow them to run! Smother the fire with a blanket, coat, rug, curtain, or other heavy fabric material. If wrapping material is not available, drop the victim to the ground and attempt to smother the fire by rolling the victim on the ground. After the fire is out treat the victim for shock (lying down, feet raised, neck supported) and cover the burned area with soaking wet cloth, sheet or blanket.

When appropriate and directed by the IC, SERT member may:
1. Turn off the gas and electricity service
2. Direct emergency vehicles to the scene
3. Make sure fire lanes are clear and gates are open

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

Fire on School Grounds

Fires may occur at any time in almost any structure and usually are totally unexpected. The longer a fire is undetected the more severe and dangerous it can become. A definite 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.

The Principal of each school shall develop a route of egress and an alternate route to be used in case of fire. These route signs shall be posted in each occupied area in a conspicuous place, preferably near the door to be used during the evacuation (place at student's eye level). Clearly identify the primary escape route.

Fire extinguishers should be used only after notifying the Fire Department and only if feasible. Fire extinguishers are intended for small fires only. In addition, the user should make sure the fire extinguisher is of the proper type for the fire before using it.

General Fire Safety
1. Ensure that all exits are clearly marked and free of clutter (this includes classroom exits)
2. Ensure the location of all fire extinguishers and pull stations is indicated on the evacuation map posted in every classroom and office.

Passage and Aisle Widths
A minimum of 36 inch free and clear passage width shall be maintained in all doorways and aisles within each classroom and office. Equipment, furniture, or materials which reduce these passageways to less than 36 inches must be relocated.

Turning off the Fire Alarm System
If for any reason it is determined that the fire alarm bell 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 they system is not silenced and forgotten.

Fire Procedures
1. Any person discovering a fire will activate the fire alarm, call 911, evacuate the area, close doors and windows to confine the fire, or extinguish it if possible. Take your Emergency Backpack and ID card when evacuating.
2. Check with your buddy teacher during an evacuation to ensure everyone is evacuating and assist or evacuate the class yourself if necessary. All staff are to report to the assembly area and display the appropriate 'alert card' (Green Card = all students accounted for, Red Card = missing students and/or need additional assistance) in the emergency backpack.
3. The IC is to be notified immediately
4. Members of the Search Team or IC designee will report to the evacuation site before any students arrive. Team members will look for any suspicious objects or behavior (i.e. abandoned cars or objects in evacuation site) and report findings to IC. In the event of a suspicious object, team member will redirect teachers and students to alternate evacuation site.
5. The IC will form a Command Post at the evacuation site.
a. Direct that the necessary agency contacts be made
b. Teachers will immediately take roll and report any missing students to the Search Team Coordinator by using the card system. If problems exist, hold up appropriate colored card:
? Red Card - Missing Students/Need Assistance
? Green Card - All Students Present
6. The Search Team Coordinator will manage the reconciliation of all students and staff. The Search Team Coordinator is 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. First aid is rendered as necessary
8. Use fire extinguisher if appropriate. 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 go searching for additional extinguishers. Close off the area as best as possible, and exit the building immediately.
9. Access roads are kept open for emergency vehicles
10. IC in consultation with first responders will determine if students and staff should be moved to another area and/or begin the early release procedures
11. Students and staff will not return to the school building until fire department officials declare the area safe

Flooding

Flood/ Severe Weather

Warnings of severe weather are usually received via public radio or the State Warning Center. If time and conditions permit, students may be sent home. However, if the weather conditions develop during school hours, without sufficient warning, students should be held at school.

The principal will assess the situation and make an announcement over the PA or megaphone to A) evacuate, B) stay in classes or C) release students to go home.
See emergency procedures previously described for evacuation directions.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.
General Procedures
1. Communicate with school administration when a power failure or loss of utilities in any part of the school building occurs.
2. Call 911 and provide them with location and nature of the emergency.
3. Inform the custodial staff of the situation.
4. Check elevators affected by the outage for stranded occupants. If there are stranded elevator passengers, a staff member should be assigned to stand outside on the nearest floor to facilitate communication with the person(s) inside.
5. Locate flashlights with batteries to use until power comes back on. Do not use candles – this can cause a fire.
6. Turn off sensitive electronic equipment such as computers, VCRs, and televisions.
7. Turn off major electric appliances that were on when the power went off. This will help to prevent power surges when electricity is restored.
8. Check the status of the fire alarm system. The system should have a secondary back up power supply and should be operating. This is important, as the cause of the electrical failure may be the result of an electrical fire condition.
9. Assess need for further assistance. Contact the appropriate utility company.
10. Consider the need for evacuation or early dismissal of the school on the basis of the time it will take to restore power to windowless areas, heat or air conditioning, meal preparation facilities, and water services.
11. Should the school be without electricity for an extended period, notify appropriate individuals/agencies (charter board, media)
12. As needed, school emergency supplies will be utilized to compensate for the loss of a utility
13. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion section

Electrical Failure
1. Principal and/or custodian notify the electrical company.
2. Office staff and classroom teachers turn off computers and other equipment that might be damaged by a power surge when the service is restored.

Gas Line Break
1. Principal and/or custodian notify Local Gas Company.
2. Principal and/or custodian notify the Fire Department.
3. Staff to follow the emergency procedures previously described.

Water Main Break
1. Principal and/or custodian notifies the water department.
2. Custodian shuts off water.
3. Principal or notifies the police.
4. Principal determines if it is necessary to follow the emergency procedures on page 6 to evacuate students and staff.

Water Contamination
1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and TEACH Home Office.
3. Have custodian turn off pressure to drinking fountains and sinks.

Motor Vehicle Crash

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to the Biochemical or Chemical Release section.

General Procedures
1. Based on the location and extent of the crash, the IC will declare a Lock Down – Response or evacuation
2. If an evacuation is declared, students and staff will follow standard evacuation procedures. IC will determine safest location for evacuation site.
3. Call 911
4. The IC will direct members of the School Emergency Response Team (search & rescue) will secure the area surrounding the crash to prevent unauthorized access, until the police arrive
5. The IC will direct the search & rescue team to perform fire suppression activities, if necessary, until the fire department arrives
6. The IC will direct the first aid team to check for injuries and provide appropriate first aid

Pandemic

Pandemic
Follow CDC and State Health Recommendations
Suspected Contamination of Food or Water
SUSPECTED CONTAMINATION OF FOOD OR WATER
Procedure followed if site personnel report suspected contamination of food or water. Procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.
Procedure
1. School Administrator and, Cafeteria Supervisor or Plant Supervisor isolates suspected contaminated food/water to prevent
consumption and restricts access.
2. School Administrator calls 911, TPS School Home Office of Pupil Personnel and Police Department.
3. County and State of California notification protocols are followed at this time.
4. School Administrator provides list of all potentially affected students and staff.
5. Medical Team and Responding Emergency Personnel assess need for medical attention and provide first aid as appropriate
6. School Administrator maintains a log of affected students and staff and symptoms; food/water suspected to be contaminated, quantity and character of products consumed and other pertinent information.
7. School Administrator confers with all appropriate agencies before resumption of normal operations.
8. School Administrator notifies parents of incident, as appropriate.
Tactical Responses to Criminal Incidents
78
Notify appropriate District Personnel for assistance as needed.
Communicate with Law enforcement
Follow orders given by law enforceme

Psychological Trauma

Crisis management at TEACH PS specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.

- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Contact the Director of Student Services at the TEACH Prep Elementary for specific procedures relating to crisis management.

Procedure

1. The School Administrator will activate the School Psychological First Aid Team, (Principal, School Counselor, Parent/Family Coordinator, RSP Teacher) which has primary responsibility for providing necessary assistance after all types of crises.

2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency. The Team may determine the need for additional psychological support and will contact the Superintendent to request additional mental health support.

3. The Psychological First Aid Team will provide direct intervention services.

4. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.

5. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma.

6. The Psychological First Aid Team should isolate students demonstrating externalized behavior.

7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required for both student and staff.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify the District Office, Director of Food and Nutrition Services(Office Manager). Administrator will determine if they need to call “911.”
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.

6. The School Administrator will notify the District Superintendent to determine necessary follow-up actions including the need to notify other potentially affected district facilities.
7. The School Administrator and the District Superintendent will confer with the County Department of Health Services before the resumption of normal operations.
8. The School Administrator will notify parents of the incident, as appropriate.
Water Contamination
1. Instruct teachers to move students away from drinking fountains and sinks.
2. Notify school office and TEACH headquarters.
3. Have custodian turn off pressure to drinking fountains and sinks.

Tactical Responses to Criminal Incidents

Tactical Response to Criminal Incidents
In the event of a criminal incident on or near school grounds—including but not limited to acts of violence, possession or use of weapons, threats, vandalism, theft, or drug-related offenses—TEACH Public Schools will implement the following tactical response plan to ensure the safety of students and staff, and to support appropriate law enforcement engagement:
1. Immediate Threat Assessment and Action
- Assess the Situation: The first adult witness or informed staff member will immediately notify the site administrator or designee and, if needed, call 9-1-1.
- Initiate Emergency Protocols: The administrator will determine whether to initiate a lockdown, shelter-in-place, or evacuation depending on the nature of the criminal activity.
- Secure the Perimeter: Staff will take action to secure access points and direct students away from the threat if evacuation is not possible or safe.

2. Engagement with Law Enforcement
- The administrator or Incident Commander (per the ICS/NIMS framework) will serve as the point of contact with responding law enforcement officers.
- The school will provide access to security camera footage, maps, incident reports, and any available information about potential suspects or witnesses.
- School staff will cooperate fully and follow law enforcement direction regarding suspect containment, apprehension, and scene security.

3. Internal Communications and Staff Roles
- Staff will use radios, intercoms, or emergency messaging apps to maintain contact with site leadership and follow instructions.
- Designated safety team members will perform assigned duties, such as student accountability, first aid response, or parent liaison.
- The school will activate its emergency operations plan and, if necessary, deploy its incident command structure.

4. Parent and Community Notification
- The school will notify parents/guardians of the incident once it is safe to do so, using email, phone, and/or text systems.
- Clear, factual information will be provided about the nature of the incident, actions taken, and next steps for student reunification or continued operations.

5. After-Action and Recovery
- An incident debrief will occur within 48 hours with school leadership, safety staff, and law

enforcement to review response effectiveness and areas for improvement.

- The school will review its safety plan and procedures based on incident learnings and make updates as needed.
- Counseling and mental health services will be made available to all students and staff impacted by the event.

6. Ongoing Preparation and Training

- The school will conduct annual tactical response trainings for all staff, in collaboration with local law enforcement.
- Tabletop exercises and full-scale simulations will be incorporated into safety drills to ensure staff familiarity with varied criminal scenarios.
- The school will maintain current MOUs with local police departments and community-based response teams as applicable.

Unlawful Demonstration or Walkout

Principal stays on site to supervise students

- Talk to students as they leave campus if this is manageable--do you understand that you will be marked absent? Do your parents know you are leaving campus and will be unsupervised?
- Support staff and campus supervisor(s) depending on the size of the crowd walk with students to protect their safety.

Emergency Evacuation Map

TEACH Prep Elementary School Drills

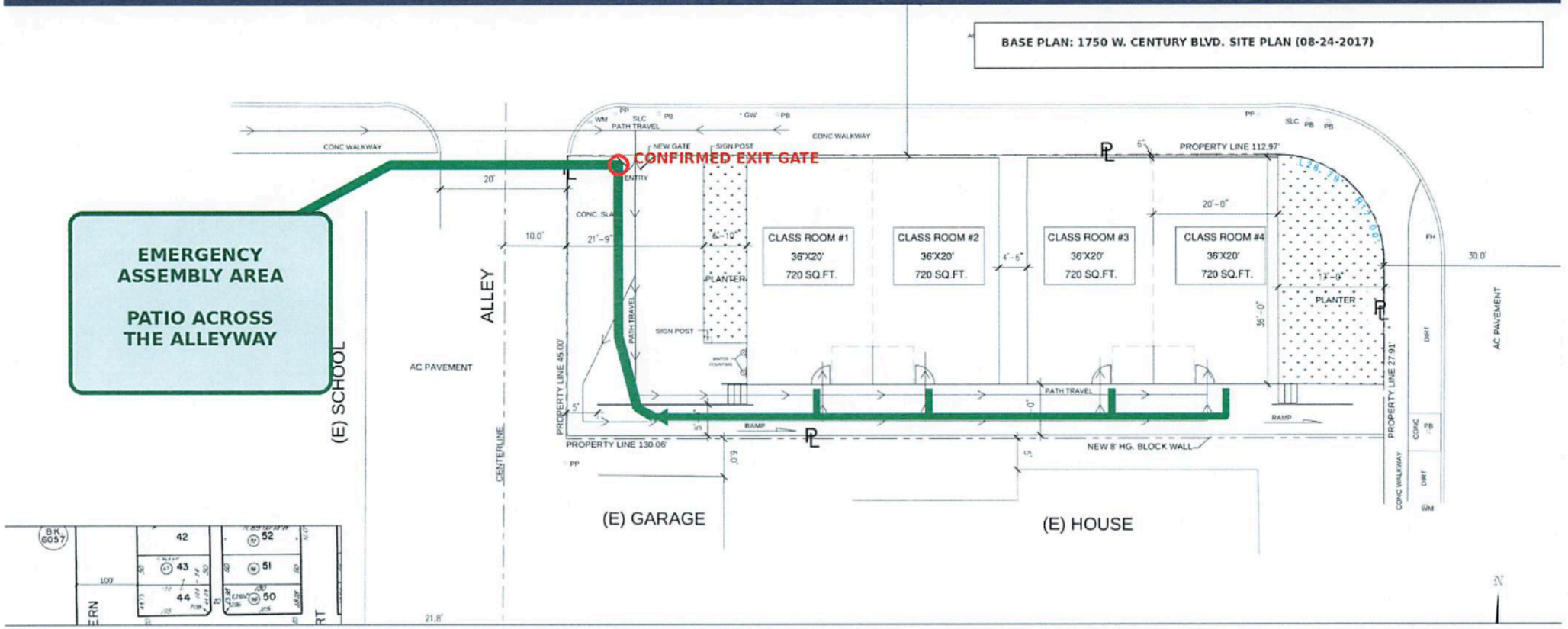
2026-2027 TEACH Prep Emergency Drills Calendar			
Month	**Type**	**Date**	**Time**
August 2026	Earthquake Drill	Tuesday 8/18/26	10:45 am
September 2026	Lockdown Drill/Active Shooter	Tuesday 9/15/26	12:45 pm
September 2026	Fire Drill	Tuesday 9/22/26	10:45 am
October 2026	Earthquake (The Great CA Shakeout)	Thursday 10/15/26	10:15 am
October 2026	Fire Drill	Tuesday 10/27/26	10:45 am
November 2026	Fire Drill	Tuesday 11/03/26	10:45 am
November 2026	Earthquake Drill	Thursday 11/19/26	10:45 am
December 2026	Lockdown Drill/Active Shooter	Tuesday 12/01/26	12:45 pm

TEACH Prep Elementary School Drills

December 2026	Fire Drill	Thursday 12/10/26	12:45 pm
January 2027	Earthquake Drill	Tuesday 1/19/27	10:45 am
January 2027	Fire Drill	Thursday 1/28/27	12:45 pm
February 2027	Fire Drill	Tuesday 2/9/27	10:45 am
February 2027	Earthquake Drill	Thursday 2/25/27	10:45 am
March 2027	Lockdown Drill/Active Shooter	Tuesday 3/9/27	12:45 pm
March 2027	Fire Drill	Thursday 3/25/27	10:45 am
April 2027	Earthquake Drill	Tuesday 4/13/27	12:45 pm
April 2027	Fire Drill	Thursday 4/29/27	10:45 am
May 2027	Fire Drill	Tuesday 5/25/27	10:45 am

TEACH PREPARATORY ELEMENTARY SCHOOL - MODULAR EVACUATION MAP

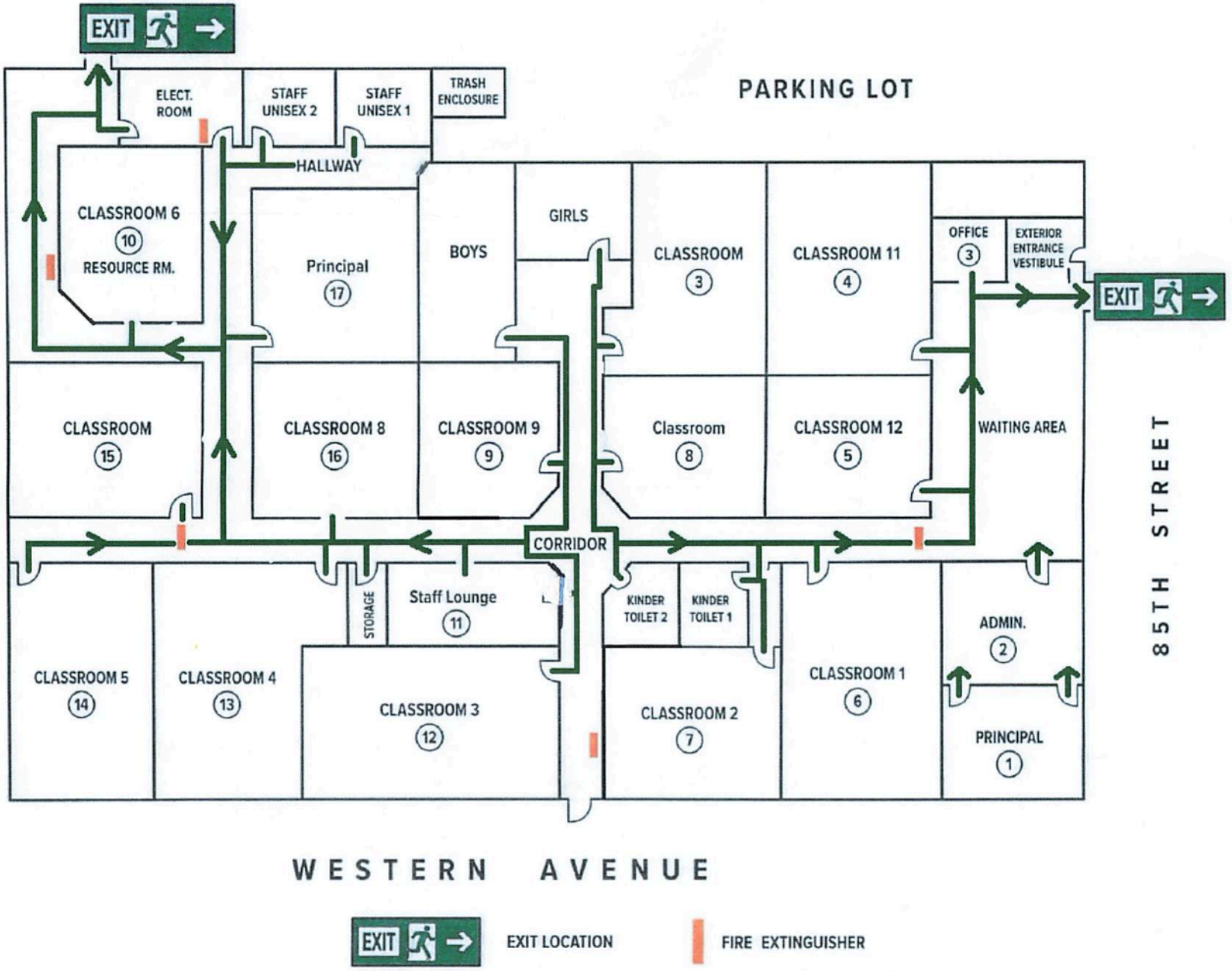
TEACH PREPARATORY ELEMENTARY SCHOOL
MODULAR CLASSROOM EMERGENCY EVACUATION MAP



PRIMARY EVACUATION ROUTE

DRAFT - FIELD VERIFY BEFORE POSTING. Gate and assembly-area description confirmed by TEACH Prep; path must be physically walked and verified.

No alternate route, fire extinguisher, AED, first-aid, or utility-shutoff locations are shown. Do not rely on this draft until school administration approves it.


EXIT
PARKING LOT
ELECT. ROOM
STAFF UNISEX 2
STAFF UNISEX 1
TRASH ENCLOSURE
HALLWAY
CLASSROOM 6
10
RESOURCE RM.
Principal
17
BOYS
GIRLS
CLASSROOM
3
CLASSROOM 11
4
OFFICE
3
EXTERIOR ENTRANCE VESTIBULE
EXIT
CLASSROOM
15
CLASSROOM 8
16
CLASSROOM 9
9
Classroom
8
CLASSROOM 12
5
WAITING AREA
85TH STREET
CORRIDOR
STORAGE
Staff Lounge
11
KINDER TOILET 2
KINDER TOILET 1
ADMIN.
2
CLASSROOM 5
14
CLASSROOM 4
13
CLASSROOM 3
12
CLASSROOM 2
7
CLASSROOM 1
6
PRINCIPAL
1
WESTERN AVENUE
EXIT
EXIT LOCATION
FIRE EXTINGUISHER