

**COMPREHENSIVE SCHOOL SAFETY PLAN**

<i>2017-18 Learning For Life Charter School -- Safe School Plan</i> <i>Effective Dates: 7/17—6/18</i>	
Committee Members:	Board members: Greg Baker, Sam Harrison, Alfrieda Wilkins, Dan Merritt, Taffra Mayo Executive Director: Kenneth Lawrence-Emanuel Teachers: Gloria Shaw, Elisa Fireman, Brian Zeuthen Other Staff: Sergio Paredes, Gloria Matos Hughes, Marielle Rivers, Stephanie Iriarte, Basel Alderi Students:
Committee Advisors:	Michael Ball, Marina Police Department
Vision Statement:	With the involvement of students, parents, staff and the community, Learning for Life Charter School is reinventing itself to create a more personal, meaningful and impactful learning experience. We call this:  <a href="#">Learning for Life 2.0</a> , Inspiring students to thrive on their lifelong learning paths...
Data Sources Reviewed and How the Data Determined the Goals:	LFL Local Control and Accountability Plan (LCAP), 2017-18 LFL Charter, 2016--21 LFL Strategic Plan, 2014--17  These plans were reviewed and goals were set from them during regular monthly Board meetings and at an all-day strategic planning meeting.
Areas of Pride and Strength:	<ul style="list-style-type: none"> <li>• Increasing enrollment</li> <li>• Increasing number of students on track to graduate</li> <li>• Implementation of trauma informed care</li> <li>• Low number of discipline incidents</li> <li>• Full-time counselor</li> <li>• Full-time School-Community Liaison</li> <li>• Undergraduate interns from Cal State Monterey Bay’s Collaborative Health and Human Services major.</li> </ul>
Areas We Wish to Change:	Based on direct observation, LFL School faces the following issues: <ul style="list-style-type: none"> <li>• <b>School Environment &amp; Culture:</b> Monitoring improvement to the school environment, implementing trauma informed care, institutionalizing student leadership</li> <li>• <b>Counseling:</b> Expanding academic, career and personal/social counseling, expanding assistance in meeting basic needs.</li> <li>• <b>Campus:</b> Facility improvement and relocation</li> </ul>

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<i>2017-18 Learning For Life Charter School -- Safe School Plan</i>		<i>Effective Dates:7/17—6/18</i>		
Component 1: People and Programs The Social Climate	Who Will Take the Lead	Completion Date & Budget	Resources Needed	How We Will Monitor and Evaluate
<b>Goal 1:</b> Provide a safe, well-equipped, healthy learning environment within a supportive community.				
<b>Objectives and activities to achieve objectives:</b>				
Improve school climate by training and sustaining staff in implementing Trauma Informed Care (TIC)	Executive Director	6/2018, \$1,513		
Provide academic, personal/social, and career counseling via a 1.0 FTE counselor	Counselor	6/2018, \$65,804		
Provide assistance meeting basic needs a) Food b) Community Liaison (1.0 FTE) c) Transportation (bus subsidies) d) College texts & fees e) WiFi	Executive Director	6/2018 \$68,060		

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<i>2017-18 Learning For Life Charter School -- Safe School Plan</i>		<i>Effective Dates:7/17—6/18</i>		
<b>Component 2: Place</b> The Physical Environment	<b>Who Will Take the Lead</b>	<b>Completion Date &amp; Budget</b>	<b>Resources Needed</b>	<b>How We Will Monitor and Evaluate</b>
<b><u>Goal 1:</u> Relocate to a larger facility with outdoor space</b>				
Relocate to 3180 Imjin Rd Suite 110 , Marina, CA	Executive Director	7/27/2017/2016		
<i>2017-18 Learning For Life Charter School -- Safe School Plan</i>		<i>Effective Dates:7/17—6/18</i>		
<b>Method for Communicating Plan and Notifying Public:</b>	Developed and approved at properly noticed public meetings: 11 regular monthly board meetings and one all-day strategic planning meeting.			
<b>Review of Progress for Last Year:</b>				
<b>Law Enforcement Review:</b>	Date:			
<b>School Board Approval:</b>	Date: 6/22/2017			

**ATTACH: DISASTER/CRISIS RESPONSE PLAN  
 PLAN FOR SAFE INGRESS AND EGRESS OF STUDENTS AND ADULTS  
 POLICIES**

## **SAFETY PLAN EMERGENCY PROCEDURES**

DURING AN EMERGENCY, YOU ARE TO OPERATE IN TWO EMERGENCY MODES: **SHELTER IN PLACE** OR **EVACUATION**. USE THIS AS A GUIDE IF NO SPECIFIC EMERGENCY GUIDE IS AVAILABLE

### **SHELTER IN PLACE**

#### **DURING A SHELTER IN PLACE:**

- \_ A 10 second alarm will be sounded, followed by a “**SHELTER IN PLACE**” announcement.
- \_ Students and staff who are outside will move quickly into the nearest room
- \_ Students will Duck and Cover under tables or near desks
- \_ Staff will secure doors, and shut blinds and curtains
- \_ Take roll and determine if you have all of the students you are accountable for.
- \_ Display a **RED** card if you have more than or not all of your students.
- \_ Display the **GREEN** card if you have all of your students in your classroom
- \_ Wait for further instructions.

### **EVACUATION**

#### **During an Evacuation:**

- \_ A 10 second alarm will sound, followed by an announcement to “**Evacuate**”.
- \_ If it is safe to do so, evacuate to the designated areas shown on the evacuation map.
- \_ If the assigned evacuation area is not safe, use alternate open area and communicate the location.
- \_ **TAKE YOUR ACCOUNTABILITY BOARD**
- \_ Do not block access to emergency equipment
- \_ Secure doors and proceed in an orderly manner to designated areas and line up accordingly.
- \_ Take roll and determine if you have all of the students you are accountable for.
- \_ Display a **RED** card if you have more than or not all of your students.
- \_ Display the **GREEN** card if you have all of your students.
- \_ Wait for further instructions.

**NOTE: SHOULD AN OFF-SITE EVACUATION BE NECESSARY, PLEASE FOLLOW THE OFF-SITE EVACUATION PLAN**

# INTRUDER

## SHELTER IN PLACE

In The event there is a Intruder on campus **Remain Calm!** Hostile individuals are often emotionally disturbed, avoid antagonizing them. **CALL 911 IMMEDIATELY!**

### SHELTER IN PLACE

- \_ Instruct students to Move into nearest classrooms and secure doors
- \_ Duck and Cover under tables or near desks.
- \_ Turn off lights, close windows, shades /curtains
- \_ Barricade doors if needed
- \_ Do not allow children to run outside
- \_ Help children to remain calm and quiet
- \_ Turn on your computer, if safe, to receive e-mail.
- \_ Turn down cell phones and radios
- \_ Take roll and determine if you have all of the students you are accountable for.
- \_ Display a **RED** card if you have more than or not all of your students.
- \_ Display the **GREEN** card if you have all of your students in your classroom
- \_ Wait for further instructions.

### HOSTAGE SITUATION

- \_ Remain calm and keep your distance
- \_ Talk with the intruder, only if necessary, in a low non-threatening manner
- \_ Do not attempt to deceive or threaten the intruder
- \_ Maintain order among students

**NOTE: BE CONSTANTLY ALERT AND PREPARED FOR VIOLENCE. IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES**

# EARTHQUAKE

## SHELTER IN PLACE/EVACUATE

Earthquakes will occur without warning and aftershocks can follow. Remain Calm. To ensure student and staff safety, use the following procedures;

### **SHELTER IN PLACE**

- \_ Instruct students to Duck and Cover under tables or desks.
- \_ Move away from windows with large panes of glass, bookshelves and heavy suspended light fixtures.
- \_ Do not allow children to run outside there will be a danger of falling debris.
- \_ Take roll and determine if students under your supervision are accountable for.

### **EVACUATION**

Evacuate when safe to do so or indicated by the alarm. This will follow your pre-established evacuation route when the earthquake is over.

- \_ Do not use matches or lighters if power is out
- \_ Line students up and exit the classroom to the designated area
- \_ DO NOT RUN
- \_ **TAKE YOUR ACCOUNTABILITY BOARD**
- \_ Take roll and determine if you have all the students you are supervising.
- \_ Display a **RED** card if you have more than or not all of your students
- \_ Display the **GREEN** card if you have all of your students in your line
- \_ Wait for further instructions

### **OUTSIDE**

If students are outside when an earthquake begins, the safest place is in an open area away from potential falling objects (trees, portable backstops, power lines and buildings)

- \_ Stay in the open until further directions are given
- \_ Move students to a safe area away from dangers

**IF THERE ARE INJURIES OR DAMAGE TO PROPERTY  
CALL 911 IMMEDIATELY**

## **FIRE**

### **EVACUATE**

If a fire occurs while school is in session, the evacuation plan will be implemented if safe to do so. **Remain Calm!**

#### **INSIDE**

- \_ Sound the fire alarm and call **911**
- \_ Line up the students for an organized evacuation.
- \_ **TAKE YOUR ACCOUNTABILITY BOARD**
- \_ Proceed to designated evacuation area if safe to do so.

#### **EVACUATION**

- \_ Remain Calm
- \_ If evacuation area is not safe, use alternate open area and communicate location.
- \_ Do not block access to emergency equipment
- \_ Line students up in designated evacuation areas.
- \_ Take roll and determine if you have all the students you are accountable for.
- \_ Display a **RED** card if you have more than or not all of your students
- \_ Display the **GREEN** card if you have all of your students in your line
- \_ Wait for further instructions

**IF INJURIES OCCUR IDENTIFY NUMBER OF PATIENTS, LOCATION AND EXTENT OF INJURIES**

**California Emergency Plan**

**Learning for Life Charter School**

Executive Director: Kenneth Lawrence-Emanuel  
 3180 Imjin Rd Suite 110, Marina, CA 93933  
 Phone (831) 582-9820 Fax (831) 582-9825

<b>Phone Contact Information During School Hours</b>	
<b>Primary Contact:</b> Kenneth Lawrence-Emanuel	<b>Title:</b> Executive Director
<b>Campus Phone Number:</b> 831-582-9820 x101	<b>Cell Phone Number:</b> 831-254-0735
<b>Secondary Contact:</b> Gloria Hughes	<b>Title:</b> Registrar
<b>Campus Phone Number:</b> 831-582-9820x109	<b>Cell Phone Number:</b> 831-869-6063
<b>Secondary Contact:</b> Sergio Paredes Coordinator	<b>Title:</b> School-Community
<b>Campus Phone Number:</b> 831-582-9820x100	<b>Cell Phone Number:</b> 559-341-9753
<b>After Hour Contact Information</b>	
<b>Primary Contact:</b> Kenneth Lawrence-Emanuel	<b>Title:</b> Executive Director
<b>Campus Phone Number:</b> 831-582-9820x101	<b>Cell Phone Number:</b> 831-254-0735
<b>Secondary Contact:</b> Marielle Rivers	<b>Title:</b> Counselor
<b>Campus Phone Number:</b> 831-582-9820x111	<b>Cell Phone Number:</b> 303-809-6212
<b>Secondary Contact:</b> Gloria Shaw	<b>Title:</b> Teacher
<b>Campus Phone Number:</b> 831-582-9820x102	<b>Cell Phone Number:</b> 831-676-8899



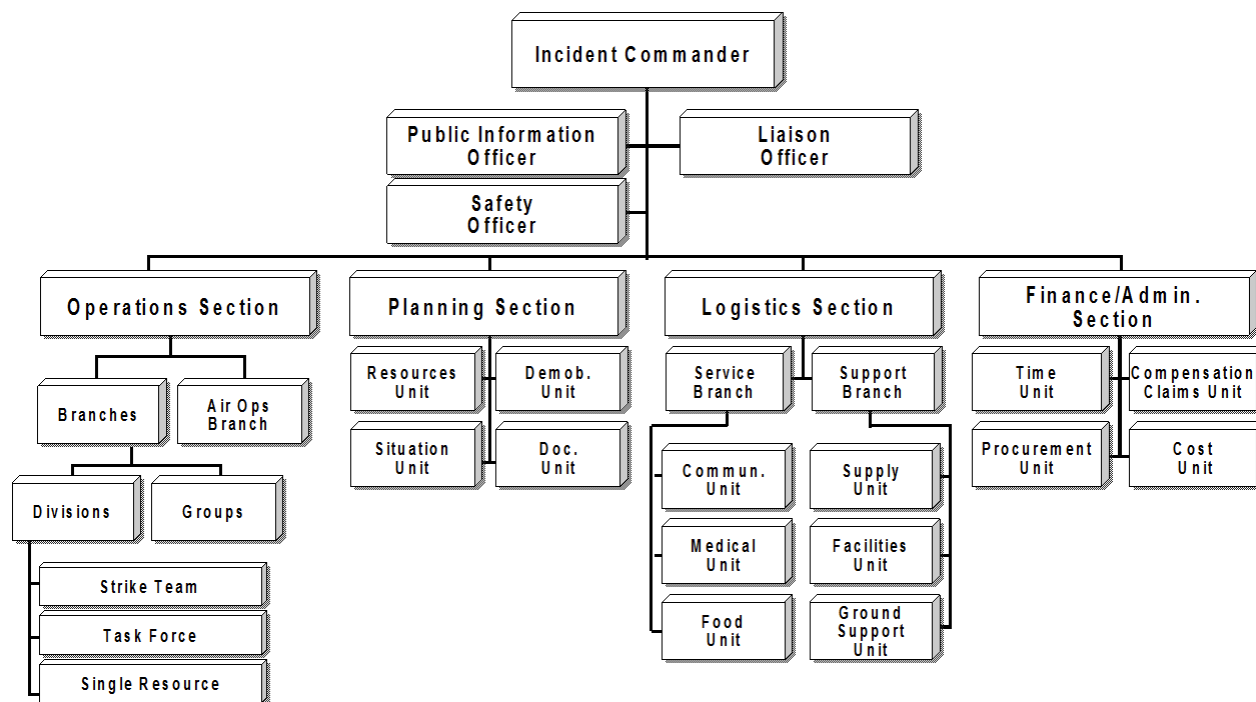
**Learning for Life Charter School**  
 3180 Imjin Rd Suite 110, Marina, CA 93933  
 Phone (831) 582-9820 Fax (831) 582-9825  
 Executive Director: Kenneth Lawrence-Emanuel  
**Campus Emergency Team Assignments (ICS)**

		NAMES	PHONE
Incident Command	Executive Director	Kenneth Lawrence-Emanuel	831-254-0735
	1. Alternate	Marielle Rivers	303-809-6212
	2. Alternate	Gloria Shaw	831-676-8899
Operations	Teacher	Brain Zeuthen	801-573-2052
	1. Alternate	Stephanie Iriarte	559-287-9619
Planning/ Intelligence	Teacher	Elisa Fireman	650-906-5054
	1. Alternate	Sergio Paredes	559-341-9753
Logistics	Counselor	Marielle Rivers	303-809-6212
	1. Alternate	Gloria Shaw	831-676-8899
Administration/ Finance	Tutor	Gloria Hughes	831-869-6063
	1. Alternate	Diana Ragab	

Please note that the Campus Emergency Team functions have been organized to align with the District Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). Depending on staff available, team members may serve multiple roles. For example, the Principal may serve as both incident commander and Operations officers etc.

In the event of an emergency situation, the Campus Emergency Team should report to a designated location to oversee and provide directions during the emergency situation. The principal and/or designee in charge are to facilitate the following: (1) secure the area, (2) check for damage, (3) assess injury situations, and (4) report findings to the Superintendent or designee. Safe School Leadership Team is listed below.

ICS Organization



**Command Staff:** The Command Staff consists of the Public Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander.

- **Section:** The organization level having functional responsibility for primary segments of incident management (Operations, Planning, Logistics, Finance/Administration). The Section level is organizationally between Branch and Incident Commander.
- **Branch:** That organizational level having functional, geographical, or jurisdictional responsibility for major parts of the incident operations. The Branch level is organizationally between Section and Division/Group in the Operations Section, and between Section and Units in the Logistics Section. Branches are identified by the use of Roman Numerals, by function, or by jurisdictional name.
- **Division:** That organizational level having responsibility for operations within a defined geographic area. The Division level is organizationally between the Strike Team and the Branch.
- **Group:** Groups are established to divide the incident into functional areas of operation. Groups are located between Branches (when activated) and Resources in the Operations Section.
- **Unit:** That organization element having functional responsibility for a specific incident planning, logistics, or finance/administration activity.
- **Task Force:** A group of resources with common communications and a leader that may be pre-established and sent to an incident, or formed at an incident.
- **Strike Team:** Specified combinations of the same kind and type of resources, with common communications and a leader.
- **Single Resource:** An individual piece of equipment and its personnel complement, or an established crew or team of individuals with an identified work supervisor that can be used on an incident.

### Incident Commander Position Checklist

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.



**Task**



1. Ensure welfare and safety of incident personnel.



2. Supervise Command and General Staff.



3. Obtain initial briefing from current Incident Commander and agency administrator.



4. Assess incident situation:

- Review the current situation status and initial incident objectives. Ensure that all local, State and Federal agencies impacted by the incident have been notified.



5. Determine need for, establish, and participate in Unified Command.



6. Authorize protective action statements, as necessary.



7. Activate appropriate Command and General Staff positions. Safety Officer must be appointed on hazardous materials incidents:

- Confirm dispatch and arrival times of activated resources.
- Confirm work assignments.



8. Brief staff:

- Identify incident objectives and any policy directives for the management of the incident.
- Provide a summary of current organization.
- Provide a review of current incident activities.
- Determine the time and location of first Planning Meeting.



9. Determine information needs and inform staff of requirements.



10. Determine status of disaster declaration and delegation of authority.



11. Establish parameters for resource requests and releases:

- Review requests for critical resources.
- Confirm who has ordering authority within the organization.
- Confirm those orders that require Command authorization.

12. Authorize release of information to the media:

- If operating within a Unified Command, ensure all Incident Commanders approve release.

13. Establish level of planning to be accomplished:

- Written Incident Action Plan (IAP).
- Contingency planning.
- Formal Planning Meeting.

14. Ensure Planning Meetings are conducted as indicated:

### **Sample Planning Meeting Agenda**

Agenda Item	<b>Responsible Party</b>
1 Briefing on situation/resource status.	Planning/Operations Section Chiefs
2 Discuss safety issues.	Safety Officer
3 Set/confirm incident objectives.	Incident Commander
4 Plot control lines & Division boundaries.	Operations Section Chief
5 Specify tactics for each Division/Group.	Operations Section Chief
6 Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
7 Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
8 Develop resource order.	Logistics Section Chief
9 Consider communications/medical/transportation plans.	Logistics/Planning Section Chiefs
10 Provide financial update.	Finance/Administration Section Chief
11 Discuss interagency liaison issues.	Liaison Officer
12 Discuss information issues.	Public Information Officer
13 Finalize/approve/implement plan.	Incident Commander/All

15. Approve and authorize implementation of the IAP:

- Review IAP for completeness and accuracy.
- Verify that objectives are incorporated and prioritized.
- Sign ICS Form 202.

16. Ensure Command and General Staff coordination:

- Periodically check progress on assigned tasks of Command and General Staff personnel.
- Approve necessary changes to strategic goals and IAP.
- Ensure that Liaison Officer is making periodic contact with participating agencies.

17. Work with agency staff to declare state of emergency according to agency protocol.

18. Keep agency administrator informed on incident-related problems and progress.

## Operations Section Chief Position Checklist

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident.



### Task

19. Obtain briefing from Incident Commander:

- Determine incident objectives and recommended strategies.
- Determine status of current tactical assignments.
- Identify current organization, location of resources, and assignments.
- Confirm resource ordering process.
- Determine location of current Staging Areas and resources assigned there.

20. Organize Operations Section to ensure operational efficiency, personnel safety and adequate span of control.

21. Establish operational period.

22. Establish and demobilize Staging Areas.

23. Attend Operations Briefing and assign Operations personnel in accordance with Incident Action Plan (IAP):

- Brief Staging Area Manager on types and numbers of resources to be maintained in Staging.
- Brief tactical elements (Branches, Divisions/Groups, Task Force/Strike-Team Leaders) on assignments, ordering process, protective equipment, and tactical assignments.

24. Develop and manage tactical operations to meet incident objectives.

25. Assess life safety:

- Adjust perimeters, as necessary, to ensure scene security.
- Evaluate and enforce use of appropriate protective clothing and equipment.
- Implement and enforce appropriate safety precautions.

26. Evaluate situation and provide update to Planning Section:

- Location, status, and assignment of resources.
- Effectiveness of tactics.
- Desired contingency plans.

27. Determine need and request additional resources.

28. Notify Resources Unit of Section Branches, Divisions/Groups, Strike Teams/Task Forces, and single resources which are staffed, including location of resources and names of leaders.

29. Keep Resources Unit up to date on changes in resource status.

30. Write formal Operations portion of IAP with the Planning Section Chief, if so directed by the Incident Commander:

- Identify assignments by Division or Group.
- Identify specific tactical assignments.
- Identify resources needed to accomplish assignments.



31. Ensure coordination of the Operations Section with other Command and General Staff:

- Ensure Operations Section time-keeping, activity logs, and equipment use documents are maintained and passed to Planning, Logistics, and Finance/Administration Sections, as appropriate.
- Ensure resource ordering and logistical support needs are passed to Logistics in a timely fashion-enforce ordering process.
- Notify Logistics of communications problems.
- Keep Planning up-to-date on resource and situation status.
- Notify Liaison Officer of issues concerning cooperating and assisting agency resources.
- Keep Safety Officer involved in tactical decision-making.
- Keep Incident Commander apprised of status of operational efforts.
- Coordinate media field visits with the Public Information Officer.



32. Attend the Tactics Meeting with Planning Section Chief, Safety Officer, and Incident Commander prior to the Planning Meeting to review strategy, discuss tactics, and outline organization assignments.



33. Attend Planning Meetings:

### Sample Planning Meeting Agenda

Agenda Item	Responsible Party
1 Briefing on situation/resource status.	Planning/Operations Section Chiefs
2 Discuss safety issues.	Safety Officer
3 Set/confirm incident objectives.	Incident Commander
4 Plot control lines & Division boundaries.	Operations Section Chief
5 Specify tactics for each Division/Group.	Operations Section Chief
6 Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
7 Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
8 Develop resource order.	Logistics Section Chief
9 Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
10 Provide financial update.	Finance/Administration Section Chief



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- 11 Discuss interagency liaison issues. Liaison Officer
- 12 Discuss information issues. Public Information Officer
- 13 Finalize/approve/implement plan. Incident Commander/All



- 34. Hold Section meetings, as necessary, to ensure communication and coordination among Operations Branches, Divisions, and Groups.

## Planning Section Chief Position Checklist

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Unit Leader



### Task

1. Obtain briefing from Incident Commander:

- Determine current resource status (ICS Form 201).
- Determine current situation status/intelligence (ICS Form 201).
- Determine current incident objectives and strategy.
- Determine whether Incident Commander requires a written Incident Action Plan (IAP).
- Determine time and location of first Planning Meeting.
- Determine desired contingency plans.

2. Activate Planning Section positions, as necessary, and notify Resources Unit of positions activated.

3. Establish and maintain resource tracking system.

4. Complete ICS Form 201, if not previously completed, and provide copies to Command, Command Staff, and General Staff.

5. Advise Incident Command Post (ICP) staff of any significant changes in incident status.

6. Compile and display incident status summary information. Document on ICS Form 209, Incident Status Summary (or other approved agency forms):

- Forward incident status summaries to Agency Administrator and/or other designated staff once per operational period, or as required.
- Provide copy to Public Information Officer.

7. Obtain/develop incident maps.

8. Establish information requirements and reporting schedules for ICP and field staff.

9. Prepare contingency plans:

- Review current and projected incident and resource status.
- Develop alternative strategies.
- Identify resources required to implement contingency plan.
- Document alternatives for presentation to Incident Commander and Operations, and for inclusion in the written IAP.

10. Meet with Operations Section Chief and/or Command, prior to Planning Meetings, to discuss proposed strategy and tactics and diagram incident organization and resource location.

11. Conduct Planning Meetings according to following agenda:

### Sample Planning Meeting Agenda

Agenda Item	Responsible Party
1 Briefing on situation/resource status.	Planning/Operations Section Chiefs
2 Discuss safety issues.	Safety Officer
3 Set/confirm incident objectives.	Incident Commander
4 Plot control lines & Division boundaries.	Operations Section Chief
5 Specify tactics for each Division/Group.	Operations Section Chief
6 Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
7 Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
8 Develop resource order.	Logistics Section Chief
9 Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
10 Provide financial update.	Finance/Administration Section Chief
11 Discuss interagency liaison issues.	Liaison Officer
12 Discuss information issues.	Public Information Officer
13 Finalize/approve/implement plan.	Incident Commander/All

12. Supervise preparation and distribution of the written IAP, if indicated. Minimum distribution is to all Command, Command Staff, General Staff, and Operations personnel to the Division/Group Supervisor level:

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- Establish information requirements and reporting schedules for use in preparing the IAP.
- Ensure that detailed contingency plan information is available for consideration by Operations and Command.
- Verify that all support and resource needs are coordinated with Logistics Section prior to release of the IAP.
- Include fiscal documentation forms in written IAP as requested by the Finance/Administration Section.
- Coordinate IAP changes with General Staff personnel and distribute written changes, as appropriate.

- 13. Coordinate development of Incident Traffic Plan with Operations and the Ground Support Unit Leader.
- 14. Coordinate preparation of the Safety Message with Safety Officer.
- 15. Coordinate preparation of the Incident Communications Plan and Medical Plan with Logistics.
- 16. Instruct Planning Section Units in distribution of incident information.
- 17. Provide periodic predictions on incident potential.
- 18. Establish a weather data collection system, when necessary.
- 19. Identify need for specialized resources; discuss need with Operations and Command; facilitate resource requests with Logistics.
- 20. Ensure Section has adequate coverage and relief.
- 21. Hold Section meetings as necessary to ensure communication and coordination among Planning Section Units.
- 22. Ensure preparation of demobilization plan, if appropriate.
- 23. Ensure preparation of final incident package and route to Agency Administrator for archiving or follow-up after Incident Management Team (IMT) demobilization.
- 24. Provide briefing to relief on current and unusual situations.
- 25. Ensure that all staff observe established level of operational security.
- 26. Ensure all Planning functions are documenting actions on Unit Log (ICS Form 214).



27. Submit all Section documentation to Documentation Unit.

## Logistics Section Chief Position Checklist

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Branch Director or Unit Leader.



### Task

28. Obtain briefing from Incident Commander:

- Review situation and resource status for number of personnel assigned to incident.
- Review current organization.
- Determine which incident facilities have been/should be activated.

29. Ensure Incident Command Post and other incident facilities are physically activated, as appropriate.

30. Confirm resource ordering process.

31. Assess adequacy of current Incident Communications Plan (ICS Form 205).

32. Organize and staff Logistics Section, as appropriate, and consider the need for facility security, and Communication and Supply Units.

33. Assemble, brief, and assign work locations and preliminary work tasks to Section personnel:

- Provide summary of emergency situation.
- Provide summary of the kind and extent of Logistics support the Section may be asked to provide.

34. Notify Resources Unit of other Units activated, including names and location of assigned personnel.

35. Attend Planning Meetings:

**Sample Planning Meeting  
Agenda**

Agenda Item	Responsible Party
1 Briefing on situation/resource status.	Planning/Operations Section Chiefs
2 Discuss safety issues.	Safety Officer
3 Set/confirm incident objectives.	Incident Commander
4 Plot control lines & Division boundaries.	Operations Section Chief
5 Specify tactics for each Division/Group.	Operations Section Chief
6 Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
7 Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
8 Develop resource order.	Logistics Section Chief
9 Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
10 Provide financial update.	Finance/Administration Section Chief
11 Discuss interagency liaison issues.	Liaison Officer
12 Discuss information issues.	Public Information Officer
13 Finalize/approve/implement plan.	Incident Commander/All

36. Participate in preparation of Incident Action Plan (IAP):

- Provide input on resource availability, support needs, identified shortages, and response time-lines for key resources.
- Identify future operational needs (both current and contingency), in order to anticipate logistical requirements.
- Ensure Incident Communications Plan (ICS Form 205) is prepared.
- Ensure Medical Plan (ICS Form 206) is prepared.
- Assist in the preparation of Transportation Plan.

37. Review IAP and estimate section needs for next operational period; order relief personnel if necessary.

38. Research availability of additional resources.

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- 39. Hold Section meetings, as necessary, to ensure communication and coordination among Logistics Branches and Units.
- 40. Ensure coordination between Logistics and other Command and General Staff.
- 41. Ensure general welfare and safety of Section personnel.
- 42. Provide briefing to relief on current activities and unusual situations.
- 43. Ensure that all personnel observe established level of operational security.
- 44. Ensure all Logistics functions are documenting actions on Unit Log (ICS Form 214).
- 45. Submit all Section documentation to Documentation Unit.



## Finance/Administration Section Chief Position Checklist

The following checklist should be considered as the minimum requirements for this position. Note that some of the tasks are one-time actions; others are ongoing or repetitive for the duration of the incident. Tasks may be delegated to the appropriate Unit Leader.



### Task



46. Obtain briefing from Incident Commander:

- Incident objectives.
- Participating/coordinating agencies.
- Anticipated duration/complexity of incident.
- Determine any political considerations.
- Obtain the names of any agency contacts the Incident Commander knows about.
- Possibility of cost sharing.
- Work with Incident Commander and Operations Section Chief to ensure work/rest guidelines are being met, as applicable.



47. Obtain briefing from agency administrator:

- Determine level of fiscal process required.
- Delegation of authority to Incident Commander, as well as for financial processes, particularly procurement.
- Assess potential for legal claims arising out of incident activities.
- Identify applicable financial guidelines and policies, constraints and limitations.

48. Obtain briefing from agency Finance/Administration representative:

- Identify financial requirements for planned and expected operations.
- Determine agreements are in place for land use, facilities, equipment, and utilities.
- Confirm/establish procurement guidelines.
- Determine procedure for establishing charge codes.
- Important local contacts.
- Agency/local guidelines, processes.
- Copies of all incident-related agreements, activated or not.
- Determine potential for rental or contract services.
- Is an Incident Business Advisor (IBA) available, or the contact information for an agency Financial/Administration representative?
- Coordinate with Command and General Staff and agency Human Resources staff to determine the need for temporary employees.
- Ensure that proper tax documentation is completed.
- Determine whether hosting agency will maintain time records, or whether the incident will document all time for the incident, and what forms will be used.

49. Ensure all Sections and the Supply Unit are aware of charge code.

50. Attend Planning Meeting:

- Provide financial and cost-analysis input.
- Provide financial summary on labor, materials, and services.
- Prepare forecasts on costs to complete operations.
- Provide cost benefit analysis, as requested.
- Obtain information on status of incident; planned operations; changes in objectives, use of personnel, equipment, aircraft; and local agency/political concerns.

## Sample Planning Meeting Agenda

Agenda Item	Responsible Party
1 Briefing on situation/resource status.	Planning/Operations Section Chiefs
2 Discuss safety issues.	Safety Officer
3 Set/confirm incident objectives.	Incident Commander
4 Plot control lines & Division boundaries.	Operations Section Chief
5 Specify tactics for each Division/Group.	Operations Section Chief
6 Specify resources needed for each Division/Group.	Operations/Planning Section Chiefs
7 Specify facilities and reporting locations.	Operations/Planning/Logistics Section Chiefs
8 Develop resource order.	Logistics Section Chief
9 Consider communications/medical/ transportation plans.	Logistics/Planning Section Chiefs
10 Provide financial update.	Finance/Administration Section Chief
11 Discuss interagency liaison issues.	Liaison Officer
12 Discuss information issues.	Public Information Officer
13 Finalize/approve/implement plan.	Incident Commander/All



51. Gather continuing information:

- Equipment time – Ground Support Unit Leader and Operations Section.
- Personnel time – Crew Leaders, Unit Leaders, and individual personnel.
- Accident reports – Safety Officer, Ground Support Unit Leader, and Operations Section.
- Potential and existing claims – Operations Section, Safety Officer, equipment contractors, agency representative, and Compensation/Claims Unit Leader.
- Arrival and demobilization of personnel and equipment – Planning Section.
- Daily incident status – Planning Section.
- Injury reports – Safety Officer, Medical Unit Leader, and Compensation/Claims Unit Leader.
- Status of supplies – Supply Unit Leader and Procurement Unit Leader.
- Guidelines of responsible agency – Incident Business Advisor, local administrative personnel.
- Use agreements – Procurement Unit Leader and local administrative personnel.

COMPREHENSIVE SCHOOL SAFETY PLAN

- What has been ordered? – Supply Unit Leader.
- Unassigned resources – Resource Unit Leader and Cost Unit Leader.

52. Meet with assisting and cooperating agencies, as required, to determine any cost-share agreements or financial obligation.

53. Coordinate with all cooperating agencies and specifically administrative personnel in hosting agency.

54. Initiate, maintain, and ensure completeness of documentation needed to support claims for emergency funds, including auditing and documenting labor, equipment, materials, and services:

- Labor - with breakdown of work locations, hours and rates for response personnel, contract personnel, volunteers, and consultants.
- Equipment - with breakdown of work locations, hours and rates for owned and rented aircraft, heavy equipment, fleet vehicles, and other equipment.
- Materials and supplies purchased and/or rented, including equipment, communications, office and warehouse space, and expendable supplies.

55. Initiate, maintain, and ensure completeness of documentation needed to support claims for injury and property damage. (Injury information should be kept on contracted personnel formally assigned to the incident, as well as paid employees and mutual aid personnel).

56. Ensure that all personnel time records reflect incident activity and that records for non-agency personnel are transmitted to home agency or department according to policy:

- Notify incident management personnel when emergency timekeeping process is in effect and where timekeeping is taking place.
- Distribute time-keeping forms to all Sections-ensure forms are being completed correctly.

57. Ensure that all obligation documents initiated by the incident are properly prepared and completed.

58. Assist Logistics in resource procurement:

- Identify vendors for which open purchase orders or contracts must be established.
- Negotiate ad hoc contracts.

59. Ensure coordination between Finance/Administration and other Command and General Staff.

60. Coordinate Finance/Administration demobilization.

61. Provide briefing to relief on current activities and unusual events.

62. Ensure all Logistics Units are documenting actions on Unit Log (ICS Form 214).



63. Submit all Section documentation to Documentation Unit.

## Campus Emergency Team

Learning for Life Charter School  
 330-F Reservation Rd, Marina, CA 93933  
 Phone (831) 582-9820 Fax (831) 582-9825  
 Executive Director: Kenneth Lawrence-Emanuel

### FIRST AID RESPONDERS

Each district site must have designated First Aid responders who are first to provide assistance when needed. **Annually, identify those staff members who have current training in CPR and First Aid.** In an emergency situation, any staff member may provide assistance. Insure that there are an adequate number of people trained in first aid in addition to the crisis response team.

The following staff members are designated emergency first aid responders for the 2014-2015 school year at Learning for Life Charter School.

CPR	FIRSTAID	NAME	TITLE	ROOM/PHONE

### CPR PRECAUTIONS

To minimize the risk of infectious disease transmission during emergency mouth-to-mouth resuscitation, mouthpieces, shields, pocket masks, or other ventilation devices shall be used. Such equipment shall be stored with first aid equipment in the health office.

Unless the scope of the crisis/first aid response is prohibitive, the appropriate student and/or the emergency employee accident reports are to be completed as per usual District policy.

**MONTEREY PENINSULA UNIFIED SCHOOL DISTRICT  
STUDENT RELEASE TEAM**

This team is the only team that should release students to parent(s) or guardian(s). Team responsibilities *may* include:

- ✓ Updating student census lists on a regular basis.
- ✓ Maintaining a "go box" with pens, forms, clipboards, etc., needed to establish a student release area.
- ✓ Securing census lists and emergency cards when a crisis occurs.
- ✓ Maintaining location at the front of emergency meeting area.
- ✓ Assigning team(s) dedicated to the release of students and another team(s) dedicated to locating information for staff and students.
- ✓ When authorized by the site principal, the Release Team begins the process of reuniting students with parents or guardians.
- ✓ Team ensures students are released to authorized parent or guardian and documents release by using a sign out form.

STAFF MEMBER	ALTERNATE	TITLE	EMERGENCY TASK
Gloria Hughes			Update Crisis Box
Gloria Hughes			Maintain Crisis Box
Gloria Hughes			Maintain and Secure Student Emergency Cards
Sergio Paredes			Secure Emergency Meeting Area
Eden Gonzales			Assigning Teams and Releasing Students
Gloria Hughes			Ensuring students are released to authorized person and sign out.

Learning for Life Charter School  
Student Release Form

Student Name	Time	Released to: Print Name	Released to: Signature



## Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

## Learning for Life Charter School Annual Site Awareness Checklist

Recommendation	Steps	Participants	Completed
<p><b>Review employment screening policy &amp; procedure</b></p>	<ul style="list-style-type: none"> <li>• Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff?</li> <li>• Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate?</li> <li>• Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked?</li> <li>• Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> <li>• Human Resources</li> </ul>	
<p><b>Review the physical security of bus yards and garages; review transportation security in general</b></p>	<ul style="list-style-type: none"> <li>• Are vehicle garages alarmed, and are the alarms in working order?</li> <li>• Are fenced-in areas gated, locked, and adequately illuminated at night?</li> <li>• Do drivers do “pilot inspections” of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended?</li> <li>• Are bus drivers equipped with two-way radios or cell phones?</li> <li>• Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes?</li> <li>• Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> <li>• Contract Bus Operators</li> <li>• Health Staff</li> <li>• Drivers</li> </ul>	
<p><b>Review the adequacy of physical security in and around campus buildings</b></p>	<ul style="list-style-type: none"> <li>• Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities.</li> <li>• Are keys to campus and administration buildings adequately controlled?</li> <li>• Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared.</li> <li>• Is exterior lighting working and is illumination adequate?</li> <li>• Is interior lighting (night lighting) working and is illumination adequate?</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> <li>• Maintenance</li> <li>• Operations</li> </ul>	

**COMPREHENSIVE SCHOOL SAFETY PLAN**

Recommendation	Steps	Participants	Completed
<p><b>Review access control procedures and heighten employee awareness</b></p>	<ul style="list-style-type: none"> <li>• Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well.</li> <li>• Are staff members trained to approach and to “assist” strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence.</li> <li>• Has a visitor log and ID badge system been implemented?</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone</li> </ul>	
<p><b>Train everyone to recognize and report suspicious activities on campuses.</b></p>	<ul style="list-style-type: none"> <li>• Are persons taking pictures or filming campus activities questioned about their authorization to do so?</li> <li>• Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again.</li> <li>• Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters?</li> <li>• Have you developed a plan to handle reports of suspicious activity?</li> <li>• Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel?</li> <li>• Do personnel know what to do if a suspicious package is found?</li> <li>• Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs?</li> <li>• Are food services personnel trained to be aware of suspicious people in their food preparation area?</li> <li>• When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?</li> </ul>	<ul style="list-style-type: none"> <li>• Everyone</li> </ul>	

**COMPREHENSIVE SCHOOL SAFETY PLAN**

<p><b>Implement a “tip-line” program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.</b></p>	<ul style="list-style-type: none"> <li>• Do you have a zero tolerance for verbal threats of any kind?</li> <li>• Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke?</li> <li>• Do students and staff know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act?</li> <li>• Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?</li> </ul>	<ul style="list-style-type: none"> <li>• Student Services</li> <li>• Security</li> <li>• Human Resources</li> </ul>	
<p><b>Work closely with local law enforcement and health officials.</b></p>	<ul style="list-style-type: none"> <li>• Have you made local law enforcement a partner in your district plans?</li> <li>• Are parking regulations, particularly fire zone regulations, strictly enforced?</li> <li>• Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans?</li> <li>• Has local law enforcement been given the opportunity to conduct exercises on school property and on busses?</li> <li>• Have you determined contact protocol with local health officials if bio-terrorism is suspected?</li> </ul>	<ul style="list-style-type: none"> <li>• Security</li> <li>• Clinical Staff</li> <li>• Crisis Management Team</li> </ul>	
<p><b>Train staff on identifying and handling suspicious packages and letters.</b></p>	<ul style="list-style-type: none"> <li>• Have you download and posted the FBI advisory (poster) regarding suspicious packages from <a href="http://www.fbi.gov">www.fbi.gov</a>?</li> <li>• Or, the US Postal Inspection Service poster on identifying suspicious packages from <a href="http://www.usps.gov">www.usps.gov</a>?</li> <li>• Have you considered publicizing the availability of this information to others in the school community for personal use?</li> </ul>	<ul style="list-style-type: none"> <li>• Mail room</li> <li>• Secretarial</li> <li>• Security</li> <li>• Parents</li> <li>• Students</li> </ul>	

## Learning for Life Charter School Safety Plan Annual Emergency Plan Checklist

**Site:** Site Checklist  
**Due By:** May 1 Each Year  
**Submit To:** Executive Director

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

<u>Check</u>	<u>Requirement</u>
_____	1. Read the District Disaster Plan, and know the responsibilities of the site manager
_____	2. Designate a second-in-command and a backup
_____	3. Orient staff to District Disaster Plan, review site procedures (staff meeting)
_____	4. Update site plan, assign staff responsibilities (complete staff roster sheet)
_____	5. Schedule necessary training (First Aid, CPR, Search & Rescue)
_____	6. Schedule drills: Fire, Earthquake, Active shooter, Communications
_____	7. Complete site map, post as required
_____	8. Complete Site Hazard Survey
_____	9. Complete Classroom Hazard Survey Summary
_____	10. Submit Classroom Hazard Survey Summary
_____	11. Participate in test of District Radios
_____	12. Check battery-operated radios
_____	13. Check location and condition of 2 meter radio antennae and the base for installing the antennae if appropriate.
_____	14. Complete supplies and equipment inventory to include classroom emergency kits
_____	15. Order supplies and equipment as necessary
_____	16. Evacuation areas/alternative identified for all classes
_____	17. Communications to parents and students about disaster procedures _____ District Student Release Policy     _____ Emergency Information Cards
_____	18. Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
_____	19. Assess food supplies as applicable.
_____	20. Meet with child care provider and coordinate disaster preparedness plans
_____	21. Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

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Principal's Signature

Date

## Learning for Life Charter School Annual Site Hazard Survey

### Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the [District](#) by October 30. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

- 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- 3. Likelihood and possible effects of flooding or landslides
- 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- 5. Water heaters are strapped
- 6. Objects that restrict people from moving to a safe place (tables and desks in hallways) etc.
- 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
- 8. Storerooms: heavy items stored on high shelves, shelving secured ( keep 3 foot clearance in front of all electrical panels)
- 9. All computers and peripherals should be situated so as not to create a tipping hazard
- 10. Machine shop and woodshop: equipment should be bolted down
- 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- 12. Sound system speakers and spotlights: secure
- 13. Compressed gas cylinders: secured top and bottom with a safety chain
- 14. Weight room/motor development room equipment: racks anchored and weights properly stored
- 15. Laboratory chemicals on shelves: restrained

## Learning for Life Charter School Annual Site Hazard Survey II

GENERAL GUIDELINES	OK	Needs Attention	Comments
<b>CAMPUS</b>			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
<b>ASSEMBLY ROOMS</b>			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
<b>ATHLETIC FACILITIES</b>			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
<b>INDUSTRIAL ARTS</b>			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
<b>SCIENCE ROOMS</b>			
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
<b>EMERGENCY PREPAREDNESS</b>			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

## Learning for Life Charter School Annual Classroom Hazard Survey

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

In September, each teacher shall assess his/her for hazards and correct any he/she can; items he/she cannot correct will be submitted to the Director on this form by September 30.

<b>ROOM NUMBER</b>	
<b>Deficiencies to be corrected by maintenance staff:</b>	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
<b>Deficiencies to be corrected by school personnel:</b>	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to work station	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	



## Learning for Life Charter School Safety Plan Annual Drill Report

Date	Time		Please place a + below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Active shooter	Other Drills	

## ANNUAL DISASTER SERVICE WORKER SURVEY

General Information		
<b>1. Name</b>		
<b>2. Position</b>		
<b>3. Location</b>		
<b>4. Work Phone/Ext.</b>		
<b>5. Home Phone</b>		
Specialized Skills		
<b>1. Bilingual?</b>		If yes, Language(s):
<b>2. CPR Certified?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>3. First Aid Certified?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>4. CERT (Trained?)</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
<b>5. Simple Triage/Rapid Assessment Trained?</b>		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
<b>1. Children?</b>		If yes, ages:
<b>2. Special needs?</b>		If yes, please describe:
<b>2. Elderly parents?</b>		Comments:
<b>3. Pets?</b>		Comments:
<b>4. Other caregivers available?</b>		Comments:
<b>5. Other</b>		
In an Emergency – Confidential		
<b>1. Anything you want us to know? Special Needs? Medications?</b>		
<b>2. Other:</b>		

# Mandated Policies and Procedures Sign Off Sheet

My initials below indicate that I have read and understood the related policy and procedures.

\_\_\_\_\_ Child abuse reporting consistent with Penal Code 11164.

\_\_\_\_\_ Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.

\_\_\_\_\_ Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.

\_\_\_\_\_ A sexual harassment policy pursuant to Education Code 212.6

\_\_\_\_\_ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school

\_\_\_\_\_ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.

\_\_\_\_\_ If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.

\_\_\_\_\_ Suicide prevention practices

\_\_\_\_\_ Routine and Emergency Disaster Procedures that include:

- Emergency and Disaster Preparedness Plan
- Fire Drills
- Bomb Threats
- Earthquake Emergency Procedure System
- Transportation Safety and Emergencies

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- ❑ Child abuse reporting consistent with Penal Code 11164.
- ❑ Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- ❑ Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- ❑ A sexual harassment policy pursuant to Education Code 212.6
- ❑ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- ❑ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- ❑ If the school has adopted a dress code prohibiting students from wearing “gang related apparel,” the provisions of that dress code.
- ❑ Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

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# Child Abuse Reporting

## **Child Abuse Prevention and Reporting**

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### Child Abuse Prevention

The Governing Board recognizes the district's responsibility to educate students about the dangers of child abuse so that they will acquire the skills and techniques needed to identify unsafe situations and to react appropriately and promptly.

The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, inform them of available support resources, and teach them how to obtain help and disclose incidents of abuse. The curriculum also shall include training in self-protection techniques.

(cf. 6143 - Courses of Study)

The Superintendent or designee shall seek to incorporate community resources into the district's child abuse prevention programs. To the extent feasible, the Superintendent or designee shall use these community resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

(cf. 1020 - Youth Services)

### Child Abuse Reporting

The Board recognizes that child abuse has severe consequences and that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse. The Superintendent or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

(cf. 0450 - Comprehensive Safety Plan)

Employees, who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for investigating and prosecuting cases of child abuse and neglect.

The Superintendent or designee shall provide training regarding the reporting duties of mandated reporters.

In the event that training is not provided to mandated reporters, the Superintendent or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code 11165.7)

Legal Reference:

EDUCATION CODE

32280-32288 Comprehensive school safety plans

33308.1 Guidelines on procedure for filing child abuse complaints

44690-44691 Staff development in the detection of child abuse and neglect

44807 Duty concerning conduct of students

48906 Notification when student released to peace officer

48987 Dissemination of reporting guidelines to parents

49001 Prohibition of corporal punishment

51220.5 Parenting skills education

#### PENAL CODE

152.3 Duty to report murder, rape, or lewd or lascivious act

273a Willful cruelty or unjustifiable punishment of child; endangering life or health

288 Definition of lewd or lascivious act requiring reporting

11164-11174.4 Child Abuse and Neglect Reporting Act

#### WELFARE AND INSTITUTIONS CODE

15630-15637 Dependent adult abuse reporting

#### CODE OF REGULATIONS, TITLE 5

4650 Filing complaints with CDE, special education students

Management Resources:

#### CDE LEGAL ADVISORIES

0514.93 Guidelines for parents to report suspected child abuse

#### WEB SITES

California Attorney General's Office, Crime and Violence Prevention Center:  
<http://safestate.org>

California Department of Education, Safe Schools: <http://www.cde.ca.gov/lr/ss>

California Department of Social Services, Children and Family Services Division:  
<http://www.childsworld.ca.gov>

U.S. Department of Health and Human Services, National Clearinghouse on Child Abuse and Neglect Information: <http://nccanch.acf.hhs.gov>

### **A. Definition of Child Abuse**

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
  - a. Injury inflicted by another person.
  - b. Sexual Abuse.
  - c. Neglect of child's physical, health, and emotional needs.
  - d. Unusual and willful cruelty; unjustifiable punishment.
  - e. Unlawful corporal punishment.
2. Not Considered Child Abuse
  - a. Mutual affray between minors
  - b. Injury caused by reasonable and necessary force used by a peace officer:
    - To quell a disturbance threatening physical injury to a person or damage property
    - To prevent physical injury to another person or damage to property
    - For the purposes of self-defense
    - To obtain possession of weapons or other dangerous objects within the control of a child
    - To apprehend an escapee

**B. Mandated Child Abuse Reporting**

- a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.
- b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

**The telephone call must be made immediately or as soon as practicably possible by telephone.**

**AND**

**A written report must be sent within 36 hours of the telephone call to the child protective agency.**

- c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.
- d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.
- e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.
- f. This entire section on Child Abuse was been taken from California Laws Relating To Minors manual.



### C. Sexual Activity

**Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.**

- a. Involuntary sexual activity is always reportable.
- b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).
- c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

#### **Reportable Sexual Activity if a Child is 14 Years of Age and:**

- a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.
- b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

#### **Reportable Sexual Activity if the Child is 14 or 15 years and:**

- a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years
- b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child
- c. The partner is the alleged spouse and over 21 years of age

#### **Reportable Sexual Activity if the Child is 16 or 17 years and:**

- a. The partner is less than 14 years of age
- b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

- c. The partner is the alleged spouse and there is evidence of an exploitative relationship

**Reportable Sexual Activity if the Child is under 18 years:**

- a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

**Not Reportable Sexual Activity:**

- a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.
- b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.
- c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

**Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.**

**D. Failure to Report Known or Suspected Child Abuse**

**Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.**

This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.

**E. Child Abuse Reporting:**

CPS 831.755.4661 1000 South Main Street, Salinas  
93901 Fax: 831.8400

**F. Staff Training**

The LFL Executive Director shall inform staff regarding mandate reporting of suspected child abuse annually at the start of each academic year.

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# Suspension and Expulsion Policies

LFLCS Charter 2016-2021

## Suspension and Expulsion Procedures

*Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605 (b)(5)(J).*

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at LFLCS (“Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director’s office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom 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.

## A. Grounds for Suspension and Expulsion of Students

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

## B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
  - e) Committed or attempted to commit robbery or extortion.
  - f) Caused or attempted to cause damage to school property or private property.
  - g) Stole or attempted to steal school property or private property.
  - h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
  - i) Committed an obscene act or engaged in habitual profanity or vulgarity.
  - j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
  - k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threatened to cause or participated in an

act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects

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

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

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

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be

subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

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

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

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to



cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to

a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional

- needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

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

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

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

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

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

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

### C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

#### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director 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 student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and

evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

## 2. Notice to Parents/Guardians

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

## 3. Suspension Time Limits/Recommendation for Expulsion

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

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

## D. Authority to Expel

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

## E. Expulsion Procedures

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

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

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

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

#### **F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in

school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying  
at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### **G. Record of Hearing**

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

### **H. Presentation of Evidence**

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

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

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

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

### **I. Written Notice to Expel**

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

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

### **J. Disciplinary Records**

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

### **K. No Right to Appeal**

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

### **L. Expelled Pupils/Alternative Education**

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

**M. Rehabilitation Plans**

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

**N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board of Directors following a meeting with the Executive Director or designee and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board of Directors following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission in a public meeting consistent with the requirements of the Brown Act. The pupil’s readmission is also contingent upon the Charter School’s capacity at the time the student seeks readmission.

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

**1. Notification of District**

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

**2. Services During Suspension**

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

**3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, 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 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 hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

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

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

#### 6. Interim Alternative Educational Setting

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

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

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated 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.
- 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 IDEIA-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.

### **Staff Training**

The LFL Executive Director shall inform staff regarding suspension and expulsion annually at the start of each academic year.

# Staff Notification of Dangerous Students

## Employee Security

### Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

(cf. 5125 - Student Records)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

### Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When a minor student has been found by a court of competent jurisdiction to have illegally used, sold or possessed a controlled substance or committed specified crimes involving serious acts of violence, the district police or security department may provide written notification to the Superintendent. (Welfare and Institutions Code 828.1)

(cf. 3515.3 - District Police/Security Department)

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code 290, assault or battery, larceny, vandalism or graffiti, the Superintendent or designee shall so inform the school principal. (Welfare and Institution Code 827)

The principal shall disseminate this information to the counselor(s) who directly supervises or reports on the student's behavior or progress. The principal also may inform any teacher or administrator he/she thinks may need the information so as

to work with the student appropriately, avoid being needlessly vulnerable, or protect others from vulnerability. (Welfare and Institutions Code 827)

Any court-initiated information that a teacher, counselor or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code 827)

When a student is removed from school as a result of his/her offense, the Superintendent shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the Superintendent shall transmit the information provided by the student's parole or probation officer to the Superintendent of the new district of attendance. (Welfare and Institutions Code 827)

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code 827)

#### Procedures to Maintain Confidentiality of Student Offenses

In order to maintain confidentiality when providing information about student offenses to counselors and teachers of classes/programs to which a student is assigned, the principal or designee shall send the staff member a written notification requesting him/her to review a student's file in the school office as soon as practicable. This notification shall not name or otherwise identify the student. The staff member shall be asked to initial the notification and return it to the principal or designee.

The staff member shall also initial the student's file when reviewing it in the school office. Once the district has made a good faith effort to comply with the notification requirement of Education Code 49079 and Welfare and Institutions Code 827, an employee's failure to review the file constitutes district compliance with the requirement to provide notice to the teacher.

### **B. Staff Training**

The LFL Executive Director shall inform staff regarding dangerous students annually at the start of each academic year.

# Learning for Life Charter School

## Title IX Contact Information

### Title IX Bully Complaint Manager

Name: Kenneth Lawrence-Emanuel, Executive Director

Email: kennethl@lflcs.org

Phone: (831) 582-9820 x 101

Fax: (831) 582-9825

Mailing Address:	<i>Until 7/6/2017</i>	<i>7/7/2017 and after</i>
	330-F Reservation Rd	3180 Imjin Rd, Suite 110
	Marina, CA 93933	Marina, CA 93933

## Title IX Overview

Each student and employee has a right to learn and work in an environment that is free from unlawful discrimination. No Learning for Life Charter School student or employee shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of actual or perceived sex, sexual orientation, gender, or gender identity or expression.

Title IX of the Educational Amendments of 1972 is one of several federal and state anti-discrimination laws that ensure equality in education. Title IX prohibits discrimination, harassment, exclusion, denial, limitation or separation based on sex or gender. Title IX applies to both male and female students in any educational institution receiving federal funding.

California Education Code Sections 200 through 282 and Learning for Life Charter School Policy prohibit discrimination on the basis of sex, sexual orientation or gender. Title IX requires that every school or institution have a Title IX Bullying Complaint Manager to whom concerns or complaints regarding sex discrimination can be made.

### Complaint Process

- Students or parents/guardians should report their verbal or written Title IX complaint to the Title IX Complaint Manager within six months from the date the incident occurred. This will begin the informal investigation process which must be completed within 60 days. Complainants have a right to a timely and informal resolution at the school site.
- If the complainant is dissatisfied with the school decision, an appeal of the findings may be made to the California Department of Education - Office of Equal Opportunity.

### Where Can Students/Parents Obtain Further Information or Assistance?

- At Your School: Speak to the Title IX Complaint Manager using the contact information shown above.

## COMPREHENSIVE SCHOOL SAFETY PLAN

### Learning for Life Charter School

#### SEXUAL HARASSMENT POLICY

Learning for Life Charter School (LFLCS) is committed to providing a working and learning environment free from sexual harassment. Learning for Life Charter School prohibits sexual harassment of or by employees, students, or persons doing business with or for LFLCS on the basis of actual or perceived sex, sexual orientation, gender, gender identity or gender expression. Failure to follow this policy is a violation of state and federal law.

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

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

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Reporting such conduct to an administrator or Title IX Complaint Manager can be an appropriate intervention. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred. School personnel are to take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created, and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action. This policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of the Executive Director of Learning for Life Charter School.

## COMPREHENSIVE SCHOOL SAFETY PLAN

Any student or employee of LFLCS who believes that she or he has been a victim of sexual harassment should bring the problem to the attention of the school-site administrator or the school's Title IX Complaint Manager so that appropriate action may be taken to resolve the problem. LFLCS prohibits retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint investigation process. Complaints must be promptly investigated in a way that respects the privacy of the parties concerned.

For inquiries about LFLCS policies and procedures related to sexual harassment, including how to file a sexual harassment complaint contact:

Name: Kenneth Lawrence-Emanuel, Executive Director  
Email: kennethl@lflcs.org  
Phone: (831) 582-9820 x 101  
Fax: (831) 582-9825  
Mailing Address: *Until 7/6/2017* 330-F Reservation Rd Marina, CA 93933  
*7/7/2017 and after* 3180 Imjin Rd, Suite 110 Marina, CA 93933

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination or harassment, contact:

Name: Kenneth Lawrence-Emanuel, Executive Director  
Email: kennethl@lflcs.org  
Phone: (831) 582-9820 x 101  
Fax: (831) 582-9825  
Mailing Address: *Until 7/6/2017* 330-F Reservation Rd Marina, CA 93933  
*7/7/2017 and after* 3180 Imjin Rd, Suite 110 Marina, CA 93933



## COMPREHENSIVE SCHOOL SAFETY PLAN

### NONDISCRIMINATION STATEMENT

Learning for Life Charter School (LFLCS) is committed to providing a working and learning environment free from discrimination, harassment, intimidation and bullying. LFLCS prohibits discrimination, harassment, intimidation and bullying based on the actual or perceived characteristics set forth in Penal Code § 422.5, Education Code § 220 and actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity it conducts or to which it provides significant assistance.

Discrimination is different treatment on the basis of a protected category in the context of an educational program or activity without a legitimate nondiscriminatory reason and interferes with or limits the individual's ability to participate in or benefit from the services, activities, or privileges provided by LFLCS.

Harassment occurs when: (1) the target is subjected to unwelcome conduct related to a protected category; (2) the harassment is both subjectively offensive to the target and would be offensive to a reasonable person of the same age and characteristics under the same circumstances; and (3) the harassment is sufficiently severe, pervasive, or persistent so as to interfere with or limit an individual's ability to participate in or benefit from the services, activities, or opportunities offered by LFLCS.

Upon witnessing an act of discrimination, harassment, intimidation and/or bullying based on actual or perceived characteristics of a protected category (as enumerated above), school personnel are required to take immediate steps to intervene when it is safe to do so. Once a school or office has notice of discriminatory, harassing, intimidating or bullying conduct, whether carried out by employees, students, or third parties, it should take immediate and appropriate steps to investigate or otherwise determine what occurred and take prompt and effective steps reasonably calculated to end the conduct, eliminate a hostile environment, if one has been created and prevent the conduct from occurring again. These steps should be taken whether or not an individual makes a complaint or asks the school or office to take action.

This nondiscrimination policy applies to all acts related to school activity or school attendance within any school or office under the jurisdiction of LFLCS.

For inquiries or complaints related to discrimination, harassment, intimidation and bullying of students based on the actual or perceived characteristics listed above, contact your school's administrator or the school's Title IX Complaint Manager:

## COMPREHENSIVE SCHOOL SAFETY PLAN

Name: Kenneth Lawrence-Emanuel, Executive Director  
Email: kennethl@lflcs.org  
Phone: (831) 582-9820 x 101  
Fax: (831) 582-9825  
Mailing Address: *Until 7/6/2017* *7/7/2017 and after*  
330-F Reservation Rd 3180 Imjin Rd, Suite 110  
Marina, CA 93933 Marina, CA 93933

For inquiries or complaints related to employee-to-employee, student-to-employee, or work/employment related discrimination, harassment, or intimidation, contact your school administrator or the school's Title IX Complaint Manager:

Name: Kenneth Lawrence-Emanuel, Executive Director  
Email: kennethl@lflcs.org  
Phone: (831) 582-9820 x 101  
Fax: (831) 582-9825  
Mailing Address: *Until 7/6/2017* *7/7/2017 and after*  
330-F Reservation Rd 3180 Imjin Rd, Suite 110  
Marina, CA 93933 Marina, CA 93933

### **C. Staff Training**

The LFL Executive Director shall inform staff regarding sexual harassment policies annually at the start of each academic year.

# Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

## **A. Planning**

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

### **On-Campus Evacuation/Assembly Location**

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

### **Off-Campus Evacuation/Assembly Location**

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

- a. Identify off-campus evacuation site(s).
- b. Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

**Primary Off-Site Evacuation/Assembly Location**

Organization	MBEST
Address	3180 Injin Rd Marina CA 93933
Contact	
Phone Number	
Date of Agreement	

**Secondary Off-Site Evacuation/Assembly Location**

Organization	
Address	
Contact	
Phone Number	
Date of Agreement	

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the “Shelter-in-Place” procedures.

**C. Staff Training**

The LFL Executive Director shall inform staff regarding evacuation routes annually at the start of each academic year

## Daily Ingress/Egress Routes

### **Bus/walking**

Students are to use sidewalks along Reservation Rd and through the Marina Center shopping complex when approaching or leaving the school.

### **Car**

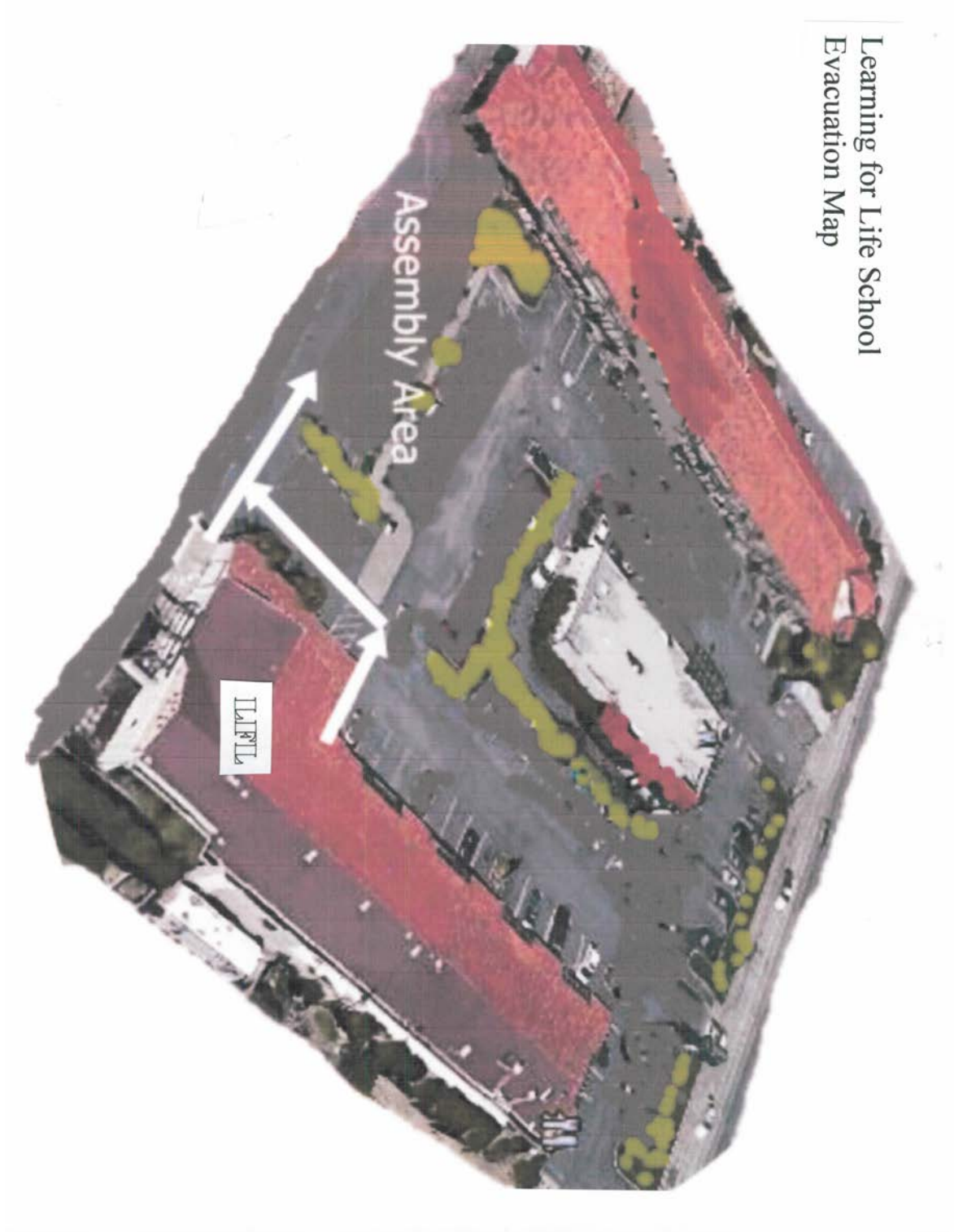
#### Parking

Staff, students and parents can park in any available parking space in the complex. Care should be taken if crossing the parking area adjacent to the school.

#### Drop Off/Pick up students

There are always empty parking spaces directly in front of the school that can be used for drop off/pick up.

# Emergency Evacuation Routes



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# School Discipline & Dress Code

LFLCS Charter 2016-2021

## 1. A School Climate Resulting from Implementing Trauma Informed Care

Research has shown that adverse childhood experiences, acute trauma events, and/or living in conditions of chronic trauma or toxic stress have negative neurobiological and developmental effects on youth. Trauma affects the whole youth: emotionally, interpersonally & behaviorally, physically, and cognitively. As a result, youth may have developed maladaptive coping strategies, such as resorting unnecessarily to the human survival responses: fight, flight or freeze. Also, youth may engage in health risk behaviors. They may exhibit disorders, such as Post Traumatic Stress Disorder or Developmental Trauma Disorder.

Trauma Informed Care (TIC) involves realization, recognition and response.

Our school:

- **Realizes** the widespread impact of trauma and understands the potential paths for healing
- **Recognizes** signs and symptoms of trauma in clients, providers, and others
- **Responds** by integrating knowledge about trauma into policies, procedures, practices, and settings

Trauma events -- events or circumstances that include actual or extreme threats of physical or psychological harm or the severe withholding of resources for healthy development -- can occur to individuals and within communities. Youth who are African American, Hispanic, and American Indian/Alaskan Native have a significantly higher likelihood of being poor, and youth living in poverty are most likely to be exposed to trauma experiences. Other groups at high risk of exposure to trauma experiences include the urban poor, lesbian, gay, bisexual, transgender and questioning (LGBTQ) youth, children and parents with physical disabilities or mental illness, and homeless individuals and families. LFLCS serves students from all of these groups.

Research has also shown that developing resilience in youth helps them overcome the impact of trauma and helps to achieve posttraumatic growth. Resilience can counter the effects of trauma and lead them to more effective, productive and healthy adulthoods. Responsive care giving from trusted adults builds a solid foundation on which youth can build capacity to thrive. The building blocks for this foundation can be small, simple actions, responses and attitudes.

LFLCS uses the following building blocks to develop resilience:

### a. ARC Framework

Within this system, the school staff engages students within a conceptual framework of 3 core domains of intervention; within those three domains, 9 building blocks of intervention are identified. A 10th target of intervention, trauma experience integration, involves an integration of all other targets.

(1) Attachment

- *Caregiver affect management*: Staff understands, manages and copes with their own emotions
- *Attunement*: Reading each other's cues and responding appropriately
- *Consistent response*: Predictable, safe and appropriate responses
- *Routines and rituals*: Building routine and rhythm into daily lives

(2) Self-Regulation

- *Affect identification*: Awareness and understanding of internal experiences
- *Affect modulation*: Strategies to manage physiological and emotional experiences
- *Affect expression*: Skills for sharing emotional experience

(3) Competency

- *Executive functions*: Act by using higher order cognitive processes to solve problems and make active choices to reach goals
- *Self development and identity*: Building an understanding of self: positive & unique qualities, coherence across time and experience, the capacity to imagine and work toward a range of future possibilities
- *Trauma experience integration*: Actively explore, process and integrate historical experiences into a coherent and comprehensive understanding of self in order to enhance capacity to effectively engage in present life

**b. Positive Discipline and Restorative Justice**

The school works with students to shape their behavior by providing positive examples of what to do, and assisting them to recognize the impact of their actions on themselves and their community. Strategies include: Positive behavioral education and supports, Consequences not punishments, Consistency & Individualized Responses, and Adolescent development- and Trauma-informed consequences.

See Student Commitments, below.



## Learning for Life Charter School



### Student Commitments

**At Learning for Life Charter School,**

- I always
  - Show respect
  - Make good decisions
  - Solve my problem
- I am clean and sober. I do not use drugs, alcohol, nicotine or tobacco.
- I don't carry contraband substances or dangerous objects.
- I dress in my personal style and without offending or intimidating any member of the school community.
- I resolve conflicts peacefully and without grudges.
- I have equal and positive (or neutral) relationships with all students.
- I do my own work.
- I use electronic devices appropriately and to support school work.
- I utilize dedicated school spaces appropriately (classroom, group work space, quiet room, silent room, computer lab, library, kitchen, patio....).

*Follow up*

If I do not maintain these commitments and act inappropriately, depending on the severity of the act, I will participate in one or more of the following.

- ❖ A conference with a staff member
- ❖ A warning
- ❖ An educational activity
- ❖ Suspension, as described in Education Code sections 48900--48927
- ❖ Expulsion, as described in Education Code sections 48900--48927

**Because I want to earn my high school diploma,**

- I engage in school work on every school day
- I will earn at least
  - 15 credits per quarter, if I want to spend 4 years in high school
  - 12 credits per quarter, if I want to spend 5 years in high school
  - 10 credits per quarter, if I want to spend 6 years in high school

*Follow up*

If I do not engage in school work every school day, I will be truant. If I am truant for 3 or more days in any month,

- ❖ I will meet with my teacher and the Director, along with my parent if appropriate, and I will implement a truancy make-up plan.
- ❖ In addition, if I am under 18 years of age, I will be referred to and will cooperate with the Monterey County Truancy Abatement Program.

Signature \_\_\_\_\_

Date \_\_\_\_\_

**c. 40 Developmental Assets**

School staff utilizes these building blocks for healthy development. They help young people grow up healthy, caring, and responsible.

*External Assets:* Support (6), Empowerment (4), Boundaries & Expectations (6), Constructive use of time (4)

*Internal Assets:* Commitment to Learning (5), Positive Values (6), Social Competencies (5), Positive Identity (4)

**d. Mindfulness**

Students are taught to develop a mental state -- of paying attention here and now with kindness and curiosity -- characterized by focused awareness of one's thoughts, actions, or motivations, in order to strengthen concentration and increase capacity to focus, to decrease stress and anxiety, and to increase a sense of calm.

**e. Social Action**

Students are given opportunities to work toward changing harmful policies and practices, and overcoming injustice, as a positive act of healing, reversing feelings of being voiceless, hopeless and powerless.

References:

St. Andrew, Alicia (2013). *Trauma & Resilience: An Adolescent Provider Toolkit*. San Francisco, CA: Adolescent Working Group, San Francisco.

*40 Developmental Assets for Adolescents*. Reprinted with permission from Search Institute®. Copyright © 2008 Search Institute, Minneapolis, MN ; 800-888-7828; www.search-institute.org. All rights reserved.

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**D. Staff Training**

The LFL Executive Director shall inform staff regarding student discipline and dress code annually at the start of each academic year

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# Routine and Emergency Disaster Procedures: Drills

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## Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student 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.

Protective measures to be taken before, during, and following an earthquake. A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non-hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

### **Standards for a Successful Earthquake Drill:**

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

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## Fire Drills

Principals shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools.

(Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Superintendent/designee.

### **Standards for a Successful Fire Drill:**

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

## Active shooter/Lockdown Drills

For sites that have had Active shooter Training, conducting an Active shooter Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle and high schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers.

There are a number of steps that are recommended in the Active shooter Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 20 minute timeframe to review expectations and standards in terms of:
  - a. Locking doors
  - b. Covering windows
  - c. Turning off lights
  - d. Building barricades
  - e. Reviewing classroom and all clear procedures
  - f. Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.



# Learning for Life Charter School

## *Rights & Responsibilities*

### **BULLYING**

**PURPOSE:** To establish a policy to ensure every student shall be free from bullying at school or school-related activities.

The Board declares that it is the District's policy to prohibit discrimination, harassment, intimidation and bullying based on actual or perceived characteristics described in Penal Code section 422.55, Education Code section 220, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the District Superintendent. The Board hereby authorizes the Superintendent to establish procedures in keeping with this policy that will ensure that students are free from discrimination, harassment, intimidation and bullying.

The Board further authorizes the Superintendent to provide a mechanism for receiving and investigating complaints of discrimination, harassment, intimidation and bullying based on actual or perceived characteristics described in Penal Code section 422.55, Education Code section 220, or association with a person or group with one or more of these actual or perceived characteristics. Said complaint process must:

1. Require all school personnel who witness an act of discrimination, harassment, intimidation, or bullying, to take immediate steps to intervene when safe to do so.
2. Set forth 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 District.
3. Include an appeal process afforded to the complainant should he or she disagree with the resolution of a complaint filed pursuant to this policy.

All forms developed pursuant to the complaint process shall be translated in keeping with Education Code section 48985. All individuals making a complaint alleging discrimination, harassment, intimidation, or bullying pursuant to this policy shall be protected from retaliation and have their identity remain confidential, as appropriate.

The Board directs the Superintendent to publicize the District's bullying policy, including a description of how to file a complaint, and to ensure that the policy is posted in school offices, schools, staff lounges and student government meeting rooms.



## COMPREHENSIVE SCHOOL SAFETY PLAN

The Board identifies the Associate Superintendent, School Leadership as the responsible District employee for ensuring compliance with this policy.

This policy shall not be construed to limit pupil rights to free speech as protected by the United States Constitution, the California Constitution, or other applicable law.

### AR 5131.2

In accordance with Board Policy No. 5131.2 prohibiting bullying, the purpose of this administrative regulation is to provide procedures to process complaints of bullying, to investigate such complaints, to prohibit retaliation against victims of bullying, and to work toward the prevention of bullying.

#### Bullying Defined

Bullying, as defined by Education Code section 48900, subd. (r)(1), is 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 pupil or group of pupils as defined in Education Code sections 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

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

For these purposes, an "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

## COMPREHENSIVE SCHOOL SAFETY PLAN

“Cyberbullying” is bullying that includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person’s electronic account and assuming that person’s identity in order to damage that person’s reputation.

### Discipline for Bullying

Any student who engages in bullying of another student related to a school activity or during school attendance within a school under the jurisdiction of the District Superintendent, or in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, whether on or off campus, may be subject to discipline, which may include suspension or expulsion, in according with District policies and regulations.

### Retaliation Prohibited

It is the District’s policy not to discourage persons from filing bullying complaints. Retaliation against any student or other person for exercising the right to file a bullying complaint is strictly prohibited. To avoid retaliation and the appearance of retaliation, students are directed:

1. To refrain from taking any action which dissuades any person from exercising the right to file a bullying complaint.
2. To keep confidential the facts of any complaints or investigation made pursuant to this policy, including the identity of any witnesses or any facts which disclose the identity of the claimants or witnesses.
3. The person against whom a complaint has been filed is directed not to communicate with any complainant, witness or other person involved in the complaint either in person, by mail or telephone, or through any intermediary, in an attempt to discourage persons from cooperating in the investigation of a bullying complaint or to retaliate against them for their involvement with a bullying complaint.

### Confidentiality

All matters pertaining to the filing, investigation, and resolution of bullying complaints shall be confidential, as appropriate. Files pertaining to bullying complaints shall not become public record to the extent allowed by law.

### Notice to Students

## COMPREHENSIVE SCHOOL SAFETY PLAN

Each site administrator or designee shall post a public notice, substantially in the form of the Notice Regarding Bullying which is listed as Exhibit No. 5131.2(1), in all school offices, schools, staff lounges and student government meeting rooms.

### Responsible District Officer

Subject to the authority of the Governing Board and the Superintendent, the Associate Superintendent, School Leadership shall be responsible for overall implementation of policies and regulations prohibiting bullying. The site administrator, or designee, will conduct the investigation into formal complaints of bullying. The Associate Superintendent, School Leadership shall ensure that this policy and regulation is appropriately distributed to employees and students, and, with the consent of the Superintendent, may initiate training and education programs as appropriate to enable employees and students to better understand the problems and consequences of bullying.

### Interdistrict Transfer

At the request of a parent/guardian, students who have been determined by school personnel to have been the victim of an act of bullying shall be given certain priority and/or consideration with regard to an interdistrict transfer agreement.

### Intervention and Complaint Process

All school personnel who witness an act of discrimination, harassment, intimidation, or bullying, shall take immediate steps to intervene when safe to do so.

Students who witness an act of discrimination, harassment, intimidation, or bullying, or who suspect that another student is a victim of such acts, are encouraged to notify school staff. When the circumstances involve cyber bullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyber bullying and to notify staff of the same.

When a student is reported to be engaging in bullying off campus, the site administrator of the school the student attends, or designee, investigating the complaint may document the activity and shall identify specific facts or circumstances that explain any impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

Students who feel aggrieved because of conduct that may constitute bullying are encouraged, but not required, to directly inform the person engaging in such conduct that such conduct is unwelcome or offensive and should stop. However, if a direct discussion is uncomfortable or otherwise deemed inappropriate or dangerous by the individual aggrieved because of alleged bullying, then the individual aggrieved should file a complaint as described below, and the following steps shall be taken:

## COMPREHENSIVE SCHOOL SAFETY PLAN

### A. COMPLAINT PROCESS

#### 1. Informal Complaint

The purpose of the informal complaint process is to allow an individual, who believes he or she has been bullied, to resolve the issue through a consultation process rather than the formal complaint process provided by this Regulation. This is an optional step. Pursuant to the Complaint Process Flow Chart (Section D), and if acceptable to the complainant, an informal complaint is initiated within five (5) business days of the alleged occurrence by discussing the incident or matter with the site administrator, or designee. The site administrator, or designee, will use his or her best efforts to resolve an informal complaint within seven (7) business days.

#### 2. Formal Complaint

If the complaint cannot be resolved at the informal level, or if the complainant rejects the informal process or resolution, the complainant may complete a Complaint Form [Exhibit No. 5131.2(2)] and shall follow the process as set forth in the Complaint Process Flow Chart.

Within fifteen (15) business days of the alleged occurrence, the complainant should submit his or her Formal Complaint in writing using the District's Complaint Form. The complainant shall type or print, sign, date and submit the Complaint Form to the site administrator or designee.

The complainant is not limited to only the Complaint Form. The complainant may write a letter of complaint or attach additional pages/documents to the Form. At a minimum, a Formal Complaint should provide the name of the complainant, the date of the complaint, the date of the alleged bullying, the name or names of the bullying student(s), where such bullying occurred, a detailed statement of the circumstances constituting the alleged bullying, and the requested remedy. The complainant may request assistance from District staff when filing the complaint, if needed. If necessary, a meeting will be scheduled to discuss the complaint with the complainant.

#### 3. Appeal

If the complaint is not resolved to the complainant's satisfaction the complainant may submit an appeal to the Associate Superintendent, School Leadership or designee within ten (10) business days by using the District's Appeal Form [Exhibit No. 5131.2(3)]. A copy of the Complaint Form and the reply to the Formal Complaint should be attached when possible.

### B. INVESTIGATION

**COMPREHENSIVE SCHOOL SAFETY PLAN**

1. When a Formal Complaint or an Appeal is filed, a thorough, objective, and equitable investigation will be conducted. The investigation may be assigned to staff or to outside persons or organizations. An outside investigator or investigators may be engaged by the Superintendent or designee depending on the nature and scope of the allegations. The term investigator includes a neutral fact finder or other professional knowledgeable about the law/programs that he or she is assigned to investigate.

2. The investigator(s) shall consult with all individuals reasonably believed to have relevant information, including the complainant and any witnesses to the misconduct, and victims of similar misconduct, if any, that the investigator(s) reasonably believes may exist. The parents of the complainant may be informed about the complaint, as appropriate deemed appropriate by the site administrator.

3. When determining whether the alleged misconduct constitutes a violation, the investigator(s) should consider the totality of the circumstances including, as appropriate, but not limited to:

- a. The nature of the alleged misconduct or violation.
- b. How often the alleged misconduct or violation occurred.
- c. Whether there were past incidents or continuing patterns of misconduct or violation.

**C. DECISION**

**1. Formal Complaint**

The site administrator or designee shall respond in writing to the complainant within fifteen (15) business days from the date of the receipt of the Formal Complaint.

**2. Appeal**

The Associate Superintendent, School Leadership or designee shall respond in writing to the complainant within fifteen (15) business days from the date of the receipt of the Appeal.

The District’s decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

D. COMPLAINT PROCESS FLOW CHART	PRESENTS COMPLAINT TO	TYPE OF COMPLAINT	NUMBER OF BUSINESS DAYS TO FILE	NUMBER OF BUSINESS DAYS TO RESPOND
LEVEL INFORMAL	SITE ADMINISTRATOR OR DESIGNEE	INFORMAL DISCUSSION	WITHIN FIVE (5) DAYS OF ALLEGED OCCURRENCE	N/A

**COMPREHENSIVE SCHOOL SAFETY PLAN**

FORMAL	AREA SUPT. OR DESIGNEE	FORMAL IN WRITING	WITHIN FIFTEEN (15) DAYS OF ALLEGED	FIFTEEN (15) DAYS FROM FILING
APPEAL	ASSOCIATE SUPT., SCHOOL LEADERSHIP OR DESIGNEE	APPEAL IN WRITING	OCCURRENCE WITHIN TEN (10) DAYS OF REPLY TO FORMAL COMPLAINT	FIFTEEN (15) DAYS FROM FILING

### Hate-Motivated Behavior

The Governing Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 0450 - Comprehensive Safety Plan)

(cf. 3515.4 - Recovery for Property Loss or Damage)

(cf. 5131.5 - Vandalism, Theft and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 6141.6 - Multicultural Education)

Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent or designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation.

(cf. 3515.3 - District Police/Security Department)

(cf. 4158/4258/4358 - Employee Security)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Superintendent or designee shall ensure that staff receive appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways.

(cf. 4131 - Staff Development)

## COMPREHENSIVE SCHOOL SAFETY PLAN

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

At the beginning of each school year, students and staff shall receive a copy of the district's policy on hate-motivated behavior.

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination on the basis of sex

48900.3 Suspension for hate violence

PENAL CODE

186.21 Street terrorism; legislative findings and declarations

422.55-422.86 Hate Crimes

11410-11414 Terrorism

13023 Reports by law enforcement of crimes motivated by race, ethnicity, religion, sexual orientation or physical or mental disability

13519.6 Hate crimes, training courses and guidelines

UNITED STATES CODE, TITLE 18

245 Federally protected activities

Management Resources:

CSBA PUBLICATIONS

Protecting Our Schools: Governing Board Strategies to Combat School Violence, 1995

ALAMEDA OFFICE OF EDUCATION & CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Hate-Motivated Behavior in Schools: Response Strategies for School Boards, Administrators, Law Enforcement and Communities, 1997

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL

PUBLICATIONS

Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999

WEB SITES

CDE: <http://www.cde.ca.gov>

California Association of Human Relations Organizations: <http://www.cahro.org>

United States Department of Education, Office of Civil Rights:

<http://www.ed.gov/offices/OCR/index.html>



Learning for Life Charter School | BP 5141.52(a)

**Learning for Life Youth Suicide Prevention Policy**

The Governing Board of Learning for Life Charter School recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop preventive strategies and intervention procedures.

The Executive Director or designee may involve school health professionals, school counselors, administrators, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention.

**Prevention and Instruction**

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students.

The school shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be designed to help students analyze signs of depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

The Executive Director or designee may offer parents/guardians education or information which describes the severity of the youth suicide problem, the school's suicide prevention curriculum, risk factors and warning signs of suicide, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis.

**Staff Development**

Suicide prevention training for staff shall be designed to help staff identify and respond to students at risk of suicide. The training shall be offered under the direction of a school counselor/psychologist and/or in cooperation with one or more community mental health agencies and may include information on:

1. Research identifying risk factors, such as previous suicide attempt(s), history of depression or mental illness, substance use problems, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, and other factors
2. Warning signs that may indicate suicidal intentions, including changes in students' appearance, personality, or behavior
3. Research-based instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
4. School and community resources and services
5. School procedures for intervening when a student attempts, threatens, or discloses the desire to commit suicide

## COMPREHENSIVE SCHOOL SAFETY PLAN

### **Intervention**

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, he/she shall promptly notify the Executive Director or school counselor. The Executive Director or counselor shall then notify the student's parents/guardians as soon as possible and may refer the student to mental health resources in the school or community.

Students shall be encouraged to notify a teacher, administrator, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Whenever the school establishes a peer counseling system to provide support for students, peer counselors shall complete the suicide prevention curriculum, including identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

The Executive Director or designee shall establish crisis intervention procedures to ensure student safety and appropriate communications in the event that a suicide occurs or an attempt is made on campus or at a school-sponsored activity.

#### *Legal Reference:*

##### EDUCATION CODE

*32280-32289 Comprehensive safety plan*

*49060-49079 Student records*

*49602 Confidentiality of student information*

*49604 Suicide prevention training for school counselors*

##### GOVERNMENT CODE

*810-996.6 Government Claims Act*

##### WELFARE AND INSTITUTIONS CODE

*5698 Emotionally disturbed youth; legislative intent*

*5850-5883 Mental Health Services Act*

##### COURT DECISIONS

*Corales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554*

#### *Management Resources:*

##### CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

*Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008*

*Youth Suicide-Prevention Guidelines for California Schools, 2005*

*Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003*

##### CALIFORNIA DEPARTMENT OF MENTAL HEALTH PUBLICATIONS

*California Strategic Plan for Suicide Prevention: Every Californian is Part of the Solution, 2008*

##### CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

*School Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009*

##### U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS

*National Strategy for Suicide Prevention: Goals and Objectives for Action, 2001*

##### WEB SITES

*American Psychological Association: <http://www.apa.org>*

**COMPREHENSIVE SCHOOL SAFETY PLAN**

*California Department of Education, Mental Health:*

*<http://www.cde.ca.gov/ls/cg/mh>*

*California Department of Mental Health, Children and Youth Programs:*

*[http://www.dmh.ca.gov/Services\\_and\\_Programs/Children\\_and\\_Youth](http://www.dmh.ca.gov/Services_and_Programs/Children_and_Youth)*

*Centers for Disease Control and Prevention, Mental Health:*

*<http://www.cdc.gov/mentalhealth>*

*National Institute for Mental Health: <http://www.nimh.nih.gov>*

*U.S. Department of Health and Human Services, Substance Abuse and Mental*

*Health Services Administration: <http://www.samhsa.gov>*

Learning for Life Charter School Policy

Approved: \_\_\_\_\_, Marina, California

**Learning for Life Charter School**  
**Administrative Regulation AR 5141.52(a)**  
**SUICIDE PREVENTION**

**Instruction**

At appropriate secondary grades, the school's suicide prevention instruction shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Identify alternatives to suicide and develop coping and resiliency skills
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking mental health, substance abuse, and/or suicide prevention services

**Intervention**

When a suicide attempt or threat is reported, the administrator or designee shall:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - a. Securing immediate medical treatment if a suicide attempt has occurred
  - b. Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
2. Designate specific individuals to be promptly contacted, including the school counselor, psychologist, nurse, Executive Director, and/or the student's parent/guardian, and, as necessary, local law enforcement or mental health agencies
3. Document the incident in writing as soon as feasible
4. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions

In the event that a suicide occurs or is attempted on campus, the Executive Director or designee shall follow the crisis intervention procedures contained in the school's Suicide Prevention Guide. After consultation with the student's parents/guardians about facts that

## COMPREHENSIVE SCHOOL SAFETY PLAN

may be divulged in accordance with the laws governing confidentiality of student record information, the Executive Director or designee may provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director of Learning for Life Charter School or Designee shall develop a guide to strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior, that shall include the following:

### **Overall Strategic Plan for Suicide Prevention**

#### **Prevention**

- A. Messaging about Suicide Prevention
- B. Suicide Prevention Training and Education
- C. Employee Qualifications and Scope of Services
- D. Specialized Staff Training (Assessment)
- E. Parents, Guardians, and Caregivers Participation and Education
- F. Student Participation and Education

#### **Intervention, Assessment, Referral**

- A. Staff
- B. Parents, Guardians, and Caregivers
- C. Students
- D. Parental Notification and Involvement
- E. Action Plan for In-School Suicide Attempts
- F. Action Plan for Out-of-School Suicide Attempts
- G. Supporting Students after a Mental Health Crisis
- H. Re-Entry to School After a Suicide Attempt
- I. Responding After a Suicide Death (Postvention)