

SVA Addressing “Areas of Concern” 9/27/11

A1.a. Description of how the CS-District relationship would work

“..demonstrate that Petitioners have an adequate understanding of how the District-CS special education partnership would work.”

Q- If we address A1 **b-g**, is 1 **a** thereby satisfied?

Q- What are the specific areas/issues you find unclear?

A1.b. “Elsewhere in the Petition, Petitioners indicate the CS may hire its own SpEd personnel (p.39). However the petition does not contain job descriptions of CS SpEd personnel, and [does not address] how those specialists would be integrated into the overall educational program.”

see page 43

Q- Is it current practice at other VUSD schools to have site SpEd staff?

A1.c. “...describe the basic criteria by which a student is identified as a “child with a disability” and thereby eligible to receive special education and/or related services.”

see page 38-39

A1.d. “...indicate that [we] understand that it is a student’s IEP Team, acting as a whole, in a properly noticed IEP meeting, that is responsible for determining whether a student satisfies the eligibility for special education and related services.”

see page 39

1.e. “Describe the process for special education assessment consistent with 5 C.C.R. section 3021 a”

see page 38, and attached flow chart, “The Referral Process- How It Works” from the TCOE /District SELPA Procedural Guidelines Manual, August 2010 version

A1.f. “Demonstrate that [we] are aware of state and federal law regarding timelines for assessment and development of IEP’s.”

see page 41, and attached flow chart, “The Referral Process- How It Works” from the TCOE /District SELPA Procedural Guidelines Manual, August 2010 version

A1.g. “Address the potential challenges of educating sped students in the LRE, and how the CS will provide such services if the general education program offered at the CS is not appropriate.”

see page 42

A1.h. “Address staff development requirements or opportunities for its employees to support special education students.”

see page 43

see page 67

A2. "address how the educational program will serve ELL"

see page 33-34

see Appendix D, "Sample Weekly Schedules"

see Appendix J, "Curriculum Chart"

A2. cont. "describe how we will promote the active involvement of parents of ELs, and teach parents of ELD students how to support their students' learning."

see page 34

see Appendix H, "Parent Partnering Agreement," -- Spanish translation

and Appendix I, "Parent Partnering Opportunities."—Spanish translation

and Appendix E, "Individualized Learning Plan"—Spanish translation

and Appendix F, "ILP Parent/Guardian Input Form"—Spanish translation

A2. cont. "teacher qualifications do not require any particular certification or experience to teach ELL's (p.63)... do not include, as required or desirable, CLAD or BCLAD certification. It is unclear who will be qualified to teach the ELLs at the Charter School. Moreover, the petition does not address staff development requirements or opportunities for its employees to support ELL students."

see page 66- 67

B. "Ed Code 47605 (b) (5) (f) requires a CS to describe the procedures that the 'school will follow to ensure the health and safety of pupils and staff.' The Petition sets forth a list of health and safety-related requirements and policies; however, it also indicates the CS will adopt a comprehensive set of health, safety and risk management policies prior to commencing instruction, which are not included in the Petition for the District's review (p. 69).

The laundry list of health and safety policies fails to address implementation of certain statutorily required procedures, such as staff training related to sexual harassment training. Petition should include copies of these health and safety plans so the District can assess whether all statutorily required procedures are addressed by the CS."

see SVA's Draft Health and Safety Policies

It is typical for new charter schools to have draft policies at this stage in the development of the school. (Conversion charters or charters for renewal will typically have full policies included.) The SVA Board of Directors believes the petition information and draft policies we are providing meet the CA Ed Code 47605 (b)(5)(F) requirements. Since these policies are drafts, we welcome any suggestions for improvement from the District. We also expect to work on these policies with our insurance provider.

B.g. "Ed Code 47605 (b) (5) (G) requires that the Petition identify the means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is being submitted. The Petition acknowledges a Hispanic/Latino population of nearly 60% of the District and indicates it will attract a diverse student body through 'an array of outreach and marketing strategies.' (p.74) However, all of these efforts are qualified by the statement that it is the 'intent of the CS that our student population should reflect the diversity of the District *to the extent possible.*' (p.73) ...This qualification raises a question as to whether Petitioners are committed to ensuring a racial and ethnic balance at the Charter School that is reflective of the District... Provide significantly more detail related to recruitment efforts to allay these concerns."

This phrase has been removed and further description of the School's marketing efforts has been added.
see page 76-77

The State Board of Education says of the charters it considers on appeal on this topic, "Education Code section 47605(b)(5)(G), shall be presumed to have been met, absent specific information to the contrary."

B.h. "The Petition describes a non-mandatory requirement for parent participation to support the program. This element is acceptable. The concern is that the attached parent agreement is not clear that participation is not a mandatory requirement. The agreement should be amended to clarify that participation is not mandatory."

see Appendix H

B.j. Student Discipline-- "Petition states that students may be recommended for suspension or expulsion for various offenses. However, it does not clarify when students will be recommended for expulsion as opposed to merely suspension. (p. 159)

see Appendix P, section A "Grounds for Suspension and Expulsion of Students" (p.168)

C.1.a. "The Petition projects enrollment growth of 69% in the first year and 24% in the following years which is inconsistent with growth in the area. (p.171) a. Enrollment history in our area shows even the highest growth district at 18% growth over the last 5 years. Petitioner should explain what evidence supports the average growth of 30% over the first 3 years..."

SVA expects enrollment figures to differ from school district of residence schools because SVA is a school of choice. This means our enrollment will be affected by our marketing, the appeal of our differing philosophy of education in our community, our reputation, our academic performance, our outreach efforts, and our location. Rather than having students assigned to us by virtue of their address, families will enroll their children by free choice, after deciding our unique program is the right fit for their learner(s). In addition to the reasons explained in the charter (p.16), we expect to meet our enrollment projections for several reasons:

1) SVA meets a distinct need in our community; it offers a program that is desired. 252 individual responders completed our online public input survey between October of 2010 and September of 2011. The data from the survey supports the thesis that SVA's program is desired, including the following:

- When asked, "How well do you feel VUSD is currently meeting the needs of its gifted/talented students?" there were no responses given in the A grade (10/10 or 9/10 score). 2% of respondents gave VUSD a B (8/10 score), 12% gave VUSD a C or D (7/10 or 6/10), and 86% gave VUSD a failing grade (5/10 or fewer), with 31% giving VUSD the lowest possible grade (a 1/10).
- 53% of respondents graded their current public school of attendance a C or lower grade.
- Respondents overwhelmingly supported the pacing of student learning objectives differently than the age/grade lockstep system of traditional schools. 100% said they'd like the charter school to see the standards as a minimum and to pace them differently or supplement them with other areas of study (e.g. foreign language, service-learning, etc.). This indicates our program will appeal to the prevalent desire to have a school that is more student-responsive and includes more enrichment than current options.

2) Valley Life Charter School, which opened its doors last month, originally projected approx. 212 students for year one, but decided to expand its school to approx. 300 students to meet the community's demand this year. This indicates a hunger in our community for more educational options.

3) Petition signatures from parents who are "meaningfully interested in enrolling students at this school" were obtained in a short, 15 day window of time, and evidence a greater interest in the school than we've projected (206 students, 133 seats) for year 1. Based on our experience of talking with the community and the interest generated during this time, we know that when parents learn about our option, they are attracted to it. The legal requirement for start up charter schools is that they gather 50% of their projected enrollment as justification that their projections are realistic. SVA gathered three times this amount, gathering over 150% of our first year enrollment in a short span of time. We have chosen to work from lower enrollment numbers, beginning at a size of 133 students, because we believe a gradual growth is a preferable start for the school. However, we expect that interest will far exceed capacity, and that we will have to utilize a public random drawing as outlined in the Admissions section of the petition.

4) Aside from the petition signatures, other indicators of interest that exceeds our projections include the nearly 200 facebook fans of SVA, the 252 completers of our online survey, and the 80 Intent to Enroll forms completed in recent weeks on our website, and the 144 contacts in the email listserv, all of whom requested to receive our updates due because they support our effort. Despite the fact that SVA is not yet an approved charter, and has

not begun a real marketing campaign yet, the fact that our community already puts their faith in this entity and expresses such interest and intent is further indication that, once approved and viewed as a truly viable option, and once SVA is marketed, SVA is likely to have interest that exceeds our projections.

C.1.a continued "...and what mechanism will be used to track enrollment."

SVA will ask parents to sign a re-enrollment form to indicate whether they plan to return the following year, or whether they are choosing to place their student(s) in another educational setting. This document will help us anticipate how many students are returning year to year and how many of their siblings may be enrolling in the upcoming year, in order to plan for the enrollment of new students. This is a draft form based on a re-enroll form from a currently operating charter school, and we expect our form will be similar to this draft.

see draft re-enrollment form attached (English and Spanish translation)

C.2.a. "The Petitioners anticipate obtaining Public Charter School Grant Program funds in the amount of \$375k, which is currently unsecured (p.172). a. This grant cannot be applied for until after approval of the charter petition and with funding cuts from the Federal Government of \$11 million this year, a more conservative approach would be to project cash flows and start-up absent this grant."

At the time of submission, the PCSGP had not been reduced; the petition budget reflects the best information available at the time. SVA can develop a budget without the assumption of PCSGP funds, but we believe such a budget is really a "Plan C" scenario, and is not probable.

First, we continue to expect our Plan A to work. Despite the \$11 million cut to the state's annual \$60 million allocation, we are applying for and we expect to receive the lower grant award of \$375k for Planning and Implementation (3 year funding model). We know that PCSGP award amounts are not being reduced, but that the funds are becoming more competitive. We believe we can follow the Request for Applications (RFA) guidelines successfully. Five of SVA's founders have experience writing successful grants. Additionally, we have joined the Charter Schools Development Center (CSDC) and are registered to attend their October Fall Leadership Conference, where we will attend sessions dedicated to the PCSGP. We will bring our draft with us to the event, and will have the opportunity to talk with Benjamin Walker, the CDE staff member who works on Public Charter Schools Grant Program work plans, to get feedback on our work plan prior to submission. We are also scheduled to meet with Stephanie Schwuchow, the CSDC staff person who helps charter schools apply for the PCSGP. We believe we have significant strength both in our founding team and in the resources available to us as we work on this grant, and we will submit our application by the October 31 deadline, consistent with the budget we submitted with our petition.

In the unexpected event that we are not awarded the PCSGP after our application in October 2011, we would enact a Plan B. SVA would reapply in March of 2012. This would entail a fall 2012 disbursement of funds, rather than spring 2012. Because SVA meets all eligibility requirements for the PCSGP, we would continue to reapply for the PCSGP "through the first year of the school's operation" as the RFA indicates we can. With two application filing periods per year (Oct. and March), that means SVA will have four chances to secure the PCSGP. We do not expect to need all four, but we believe it is more likely that our budget will actually include PCSGP funding than the possibility that it will not. In the case where we received the PCSGP in a later attempt, it is not until we get to the scenario of the "third attempt" that we would have to adjust our enrollment numbers. (Specifically, we would begin at 133, then jump to 279 in year 2.) We can develop a "Plan B" budget for the District if this scenario would address the District's concerns.

If the District prefers that the charter school should not include any PCSGP funding in its budgets, that SVA should produce a budget that assumes it will *never* secure the PCSGP, SVA can create a "Plan C" budget that is absent any PCSGP funding. Absent this grant, however, SVA is aware that we would have to address the funding difference by opening the school at higher enrollment projections (279 students, which is currently our year 3 enrollment projection). This would allow SVA to remain true to its mission and its intended program.

Parent/ Guardian signatures in the petition are still greater than 50% of this “Plan C” enrollment projection, so SVA staff and Board believes this is a justified enrollment figure. We do not believe the “Plan C” option is probable, but if such a budget would allay District concerns, we can provide it.

Questions

- Which contingency plan (B or C) does the District prefer to see?
- Our budget included an ADA rate that is \$330 less per ADA than current rates (anticipating a cut that did not happen). Can we adjust our baseline assumption to current rates in developing contingent plans?

C.3.a. “In year one, the Petition anticipates teacher expenditures of \$264,002 for 5.5 FTE with an av. salary of \$50k, which does not reconcile (p. 174). a. Using an average teacher salary of \$50k would equal \$275k for 5.5 FTE; however the average teacher salary in VUSD is \$63,400. The budget should reflect an amount consistent with comparable salaries in the area.”

The \$263,002 teacher salary includes the five FT staff at \$50k, plus one part time teacher of science who is paid on an hourly basis (\$29.11/hr. at 13 hours/week x 37 weeks in year 1= \$14,002). Since this position becomes a full time position in year 3, it was placed in this category of the budget.

SVA’s \$50k teacher salary is consisted with a Class III teacher (BA, credential, plus 45 upper division/graduate units or MA degree) with 6 years of experience on the District’s current salary scale. SVA has budgeted an average teacher experience level that is lower than the District average for several reasons. First, we will limit the career credit to five years for teacher candidates. Additionally, teachers who come to SVA with experience teaching in other districts do not have a right of return into their prior salary placement should they decide they’d like to return to District positions after teaching at SVA one year. Without this assurance, we expect that District veteran teachers will not apply to teach at SVA as frequently as less-experienced teachers, making our average teacher salary expense lower than the District average.

C.4.a. “The budget estimates \$6200 per FTE for Health and Welfare benefits which may be underestimated (p. 174). a. VUSD has an average per employee cost of approx. \$11, 000 for Health and Welfare. An explanation of the benefit provided might help reconcile the differences.”

\$6200 is budgeted for Health and Welfare because this is the charter school’s capped contribution for employee insurance. The Charter School does not expect to offer its employees the same coverage as VUSD. An employee under the age of 40 costs approximately \$400 per month to cover. Since SVA’s contribution works out to approx \$517 per month, we expect nearly all of our employees to be able to enjoy full coverage under this plan. We will not be offering to cover additional, employer-paid family benefits as the District offers. Since over 20 teachers signed the petition (over a 15 day effort) indicating their interest in teaching at SVA, we believe our benefits structure does not preclude candidate interest or teachers’ desire to secure positions at SVA.

C.5. “The budget does not clearly designate the expense for an annual financial audit as required.”

This audit is already included in line 5803, “Accounting Fees.” Hosaka Nagel is one of the CDE approved auditors.

C.6. “Changes to the budget would require a new cash flow to be completed to ensure adequate cash is available for payroll and vendor payments.”

see comments above regarding “Plan B” and “Plan C” budget options
Please let us know what you prefer.

SYCAMORE VALLEY ACADEMY
RE-ENROLLMENT FORM
(One form completed for each child.)

Dear Parents/Guardians of _____ in Grade _____:

It is time to re-enroll for the next school year. Preference in new admissions is given to the siblings of currently enrolled students whenever possible. A sibling is defined as a child living in the same home and sharing the same legal guardian. The form must be returned no later than _____. Failure to return this form by this date **will result in the loss of the student's place for the next school year!** Please complete the information below and return to the office. It is important that this form be completed to **maintain your registration at SVA.**

Non-Returning Students

My child will not be returning to SVA for 2013-2014 _____ (please mark here). If you have marked the space above, simply sign at the bottom and return by the deadline.

Currently Enrolled Students Re-Enrolling for the 2013-2014 School Year

Student Name	Date of Birth	Current Grade	Grade in Fall 2013
_____	_____	_____	_____

New Enrollment of Siblings

Please complete the section below for any **siblings** who would like to begin attending Sycamore Valley Academy next year **for the first time**. This section is for **siblings only**. **PLEASE NOTE: You must still complete an ADMISSIONS APPLICATION for new incoming students. Applications are available in the main office.**

Student Name	Date of Birth	Current Grade	Grade in Fall 2013
_____	_____	_____	_____

If you should have any questions about how to complete this form, please contact the main office for assistance at 559-697-3782. We appreciate your immediate attention to this matter and look forward to the coming year!

Remember, this form is due by: _____.

Parent/Guardian Signature

Date

SYCAMORE VALLEY ACADEMY
FORMULARIO DE REINSCRIPCIÓN
(Llene un formulario por cada niño.)

Estimados padres/tutores de _____ en _____ grado:

Es el momento de reinscribirse para el próximo año escolar. Si es posible, los hermanos de estudiantes inscritos tienen preferencia. Como hermano se define a un niño que vive en la misma casa y comparte el mismo tutor legal. Debe entregar este formulario hasta el _____. Si no entrega este formulario en la fecha indicada **el estudiante perderá el cupo para el próximo año escolar!** Por favor llene la información a continuación y devuelva el formulario a la oficina. Es importante que complete este formulario para **mantener su inscripción en SVA.**

Estudiantes que No Regresan

Mi niño no asistirá a OWN en 2013-2014 _____. (por favor marque aquí).
Si ha marcado el espacio por encima, basta con registrarse en la parte inferior y el retorno del la fecha límite.

Los Estudiantes Inscritos- Re-inscribirse para el 2013-14 Año Escolar

Nombre del estudiante	Fecha de nacimiento	Grado actual	Grado en Otono de 2013
_____	_____	_____	_____

Inscripción Nueva para Hermanos

Escriba la siguiente información para los **hermanos** que asistirán a Sycamore Valley Academy el próximo año **por primera vez**. Esta sección es **solamente para los hermanos**. **IMPORTANTE:** **También deberá llenar un FORMULARIO DE ADMISIÓN para los estudiantes nuevos. Los formularios están disponibles en la oficina principal.**

Nombre del estudiante	Fecha de nacimiento	Grado actual	Grado en Otono de 2013
_____	_____	_____	_____

Si tiene preguntas y necesita ayuda para llenar este formulario, por favor comuníquese con la oficina principal 559-697-3782. Agradecemos su atención inmediata y esperamos poder servir a su niño el próximo año.

Recuerde la fecha de entrega de este formulario: _____.

Firma del Padre/Tutor _____

Fecha _____

The Referral Process – How It Works

Student Needs - General Education Component

Special Services Staff available for consultation, observations and interviews

- 1 Teachers, parents or others indicate they have a student who is having serious difficulty with class curriculum.
- 2 Refer to Problem Solving Team (i.e. Student Study Team (SST), Child Support Team (CST)).
- 3 Possible actions: Continue Response to Intervention (RtI), Section 504 Referral, Special Education Referral/Assessment.

Formal Referral/Assessment

- 6 Formal referral to special education. Completion of assessment plan. Be sure to note who will do the assessment.
- 7 Resource Specialist has 15 days to deliver **Notice of Referral** with **Program Options, Parent's Rights** and **Assessment Plan** to parent. Review **Parent's Rights** with parent.
- 8 The parents have 15 days in which to respond and give written consent to the **Assessment Plan**.
- 9 Signed Assessment received by school staff. This starts 60 day time line.
- 10 Assessment is carried out by Special Services staff qualified to
 - (1) Conduct assessments for the suspected area of disability,
 - (2) parents are involved when appropriate,
 - (3) all evaluators write a report of their findings with copy for parents.

IEP Meeting/Planning

(Must be held within 60 days of receipt of Assessment Plan)

- 11 (1) Student's handicapping condition, if any, is identified by the IEP team,
(2) the IEP team determines eligibility based on assessment,
(3) appropriate goals and objectives are developed. (4) placement is recommended.
- 12 Parent involvement is **required**. Meeting Notice sent to parents 2 weeks before meeting. Parent approves the IEP program, signs the IEP. **Parents receive copies of all Assessment Reports and Community Advisory Information.**

Implementation

- 13 The IEP and student placement are implemented in a timely fashion.

Review

- 14 In addition to quarterly or semi-annual progress checks on goals and objectives, which are documented and reported to parents as often as to parents of non-disabled students, (report cards) on-going progress monitoring will be conducted weekly to determine the effectiveness of interventions implemented.
- 15 Annual program review on or before due date. Revision of IEP. **Parent's Rights** reviewed.
- 16 Every 3 years, appropriate assessment will be completed in areas of disability. New **Assessment Plan** signed. 3 year re-evaluation meeting held on or before due date (**no extension of time line**).

Sycamore Valley Academy Health and Safety Policies

Sycamore Valley Academy (“SVA” or “the School”) is committed to providing and maintaining a healthy and safe environment for all students, employees, visitors, and guests. Accordingly, SVA has composed these draft health and safety policies. Final policies will be developed with our insurance carriers, and SVA’s final policies will be adopted 90 days prior to commencing instruction.

Thereafter, SVA’s Health and Safety policies will be reviewed and communicated to all employees annually. School employees are required to know and comply with the School’s general safety rules and to follow safe and healthy work practices at all times.

The following policies are contained in this document:

- Policy 1: Fingerprinting and Background Checks
- Policy 2: Drug, Alcohol, Tobacco
- Policy 3: Student Health Examinations
- Policy 4: Immunizations
- Policy 5: Administration of Medications
- Policy 6: Emergencies
- Policy 7: Blood-Borne Pathogens
- Policy 8: Tuberculosis Testing
- Policy 9: Workplace Safety and Violence Prevention
- Policy 10: Facilities Development
- Policy 11: Childhood Neglect and Abuse Reporting
- Policy 12: Sexual Harassment Policy and Procedures
- Policy 13: Uniform Complaint Procedures
- Policy 14: Conditions for Classroom and School Visitation and Removal Policy
- Sycamore Valley Academy Emergency Plan Outline

Policy 1: FINGERPRINTING AND BACKGROUND CHECKS

SVA will comply with the applicable provisions of the Education Code, including Sections 44237, 44830.1 and 45125.1 regarding fingerprinting and criminal record submission requirements. It is the policy of Sycamore Valley Academy to require Livescan (fingerprinting) and background checks for its employees as required by law prior to employment at the school. All prospective employees must abide by all applicable laws and agree to abide by the policies of the school, including the submission of Livescan and the approval for the school or its designee to perform background checks.

Additionally, the school may on a case-by-case basis require an entity providing school site services other than those listed above to require the entity’s employees to comply with the requirements for fingerprinting, unless the school

determines that the employees of the entity will have limited contact with pupils. In determining whether a contract employee will have limited contact with pupils, the school must consider the totality of the circumstances, including factors such as the length of time the contractors will be on school grounds, whether pupils will be in proximity with the site where the contractors will be working, and whether the contractors will be working by themselves or with others.

This policy shall also include student teachers serving under the supervision of a designated cooperating teacher and all substitute employees.

Procedures for Background Checks

The Principal shall review Department of Justice reports on prospective employees, contractors, and volunteers to determine whether an employee may be employed in accordance with Education Code Section 44237, 44830.1 or 45125.1, except with respect to her or himself, in which case the Chair of the Board of Directors will review. The Principal shall monitor compliance with this policy and report to the Board on a quarterly basis.

Policy 2: DRUGS, ALCOHOL, TOBACCO

When handling incidents involving behavior-affecting substances and drug paraphernalia, Sycamore Valley Academy shall take positive action through education, counseling, parental involvement, medical referral and police referral. Students or staff possessing, selling and/or using behavior-affecting substances and drug paraphernalia shall be subject to disciplinary procedures which may result in suspension, expulsion, or separation. These substances shall include but not be limited to alcohol, crack, cocaine, marijuana, LSD, barbiturates and methamphetamines.

School authorities may inspect school properties in the interest of health and safety. Inspections for drugs, narcotics, liquor, weapons and points related to health and safety may be considered reasonable, as long as such inspections are conducted in accordance with law, SVA Board policy, and administrative regulations.

DRUG AND ALCOHOL PREVENTION AND INTERVENTION

In order to ensure the effectiveness of alcohol and drug abuse prevention efforts, SVA Board policies, regulations and school rules shall be clearly communicated to students, staff and parents/guardians. These policies, regulations and rules shall also be reviewed regularly. To obtain the widest possible input and support for SVA Board policies related to alcohol and drug abuse prevention, intervention and discipline, the Chairman of the SVA Board shall periodically appoint a school-community committee to make policy recommendations in this area.

Daily contacts with students enable school staff to observe individual behavior and to identify those young people who may have drug-related problems. Therefore, it is essential that school personnel be trained to identify symptoms which may indicate alcohol and/or drug use. Staff shall also be trained to recognize and handle possible emergency situations. Students and parent/guardians shall be informed about the signs of alcohol and drug use and about appropriate agencies offering alcohol and drug abuse counseling or therapy.

TOBACCO PREVENTION AND INTERVENTION

Smoking presents a health hazard that can have serious consequences both for the smoker and those exposed to second-hand smoke. Students, staff and the public is prohibited from smoking, chewing or possessing tobacco or nicotine products at any time on school property, at school-sponsored events, or when under the supervision of school employees. Anyone who violates this policy shall be subject to disciplinary procedure, including but not limited to suspension from school or prohibition to be on school grounds.

Instruction on the effects of smoking on the human body shall be provided and students and staff shall be discouraged from making it a practice to smoke.

Policy 3: STUDENT HEALTH EXAMINATIONS

HEALTH EXAMINATION CERTIFICATES OR WAIVERS

The Principal shall notify parents/guardians of the rights of students and parents/guardians related to health examinations (Education Code 48980; 20 USC 1232h). Upon enrollment, the School will verify that the student's file contains a certificate of the health examination, or a waiver from those requirements.

All pupils are to have completed a health screening examination on or before the 90th day after the pupil's entrance into first grade or such pupils must have obtained a waiver pursuant to Health and Safety Code Section 124085. This examination can be obtained from a family physician or possibly through services provided by the County Health Department. Information and forms are distributed to pupils enrolled in kindergarten.

Failure to obtain an examination for a child, or a waiver, will result in the student being denied enrollment.

If a child's medical status changes, parents should provide the teacher with a physician's written verification of the medical issue, especially if it impacts the child's ability to perform schoolwork.

HEALTH EXAMINATIONS BY THE SCHOOL

The SVA Board of Directors recognizes that periodic health examinations of

students may lead to the detection and treatment of conditions that impact learning. Health examinations also may help in determining whether special adaptations of the School's program are necessary. The Principal, or designee, shall ensure that staff employed to examine students are fully qualified, do so and exercise proper care of each student, and that examination results are kept confidential. Records related to these examinations shall be available only in accordance with the law.

The Principal or designee shall verify that students have complied with legal requirements for a comprehensive health screening, an oral health assessment, and immunizations at school entry. In addition, the School shall administer tests for vision, hearing, and scoliosis as required by law. The following policy has been modeled directly after Visalia Unified's policy, adopted February 23, 1999 and modified March 8, 2011.

Vision and Hearing Tests

Students shall have their vision and hearing tested by qualified personnel authorized by the School. (Education Code 49452, 49454)

All students shall be tested for visual acuity when they first enroll in elementary school and at least every three years thereafter until they complete grade 8. Gross external observation of the student's eyes, visual performance, and perception shall be made by a school nurse or other authorized person under Section 49452. (Education Code 49455)

For male students, color vision shall be tested one time, after the student reaches grade 1. Results of the test shall be entered into the student's health record. (Education Code 49455)

Evaluation of a student's vision may be waived at the parent/guardian's request if the parent/guardian presents a certificate from an authorized health care provider specifying the results of an examination of the student's vision, including visual acuity, and, in male students, color vision. (Education Code 49455)

Visual defects or any other defects found as a result of the vision examination shall be reported to the parent/guardian with a request that remedial action be taken to correct or cure the defect.

The report of a visual defect, if made in writing, shall be made on a form prescribed by the Principal of Public Instruction. (Education Code 49456)

Such reports shall not include a referral to any private practitioner. However, the student may be referred to a public clinic or diagnostic and treatment center operated by a public hospital or by the state, county, or city department of public health. (Education Code 49456)

Scoliosis Screening

Each female student in grade 7 and each male student in grade 8 shall be screened for scoliosis. Students in grades 5 and 6 may also be screened. This screening shall comply with California Department of Education (CDE) standards and shall be performed by qualified personnel as specified in law. (Education Code 49452.5)

Persons performing the screening shall not solicit, encourage, or advise treatment of the student for scoliosis or any other condition discovered in the course of the screening. (Education Code 49452.5)

The parent/guardian of any student suspected of having scoliosis shall receive a notice which includes an explanation of scoliosis and describes the significance of treatment at an early age.

This notice shall also describe the public services available for treatment and include a referral to appropriate community resources. (Education Code 49452.5)

Type 2 Diabetes Information

Because type 2 diabetes in children is a preventable and treatable disease, parents/guardians are encouraged to have their child screened by an authorized health care practitioner for risk factors of the disease, including excess weight, and to request tests of their child's blood glucose to determine if he/she has diabetes or pre-diabetes.

The Principal or designee shall provide parents/guardians of incoming students in grade 7 with an information sheet developed by the CDE regarding type 2 diabetes, which includes a description of the disease and its risk factors and warning signs, a recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes be screened for the disease, a description of the different types of diabetes screening tests available, and a description of treatments and prevention methods. The information sheet may be provided with the parental notifications required pursuant to Education Code 49452.7.

The Principal or designee may provide information to parents/guardians regarding public or private sources from which they may receive diabetes screening and education services for free or at reduced costs.

Head Lice

To prevent the spread of head lice infestations, School personnel shall report all suspected cases of head lice to the School nurse, or authorized school personnel, as soon as possible. The nurse, or authorized school personnel, shall examine the student and any siblings of affected students or members of the same household in accordance with the School's health examination policy.

If nits or lice are found, the student(s) shall be excluded from attendance and parents/guardians informed about recommended treatment procedures and sources of further information. Furthermore, an exposure notice with information about head lice shall be sent home to all parents/guardians of the students who have been exposed to the head lice.

School personnel shall maintain the privacy of students identified as having head lice and excluded from attendance. Excluded students may return to School when reexamination by the nurse or authorized school personnel shows that all nits and lice have been removed. After returning, the student may be reexamined by the nurse or authorized school personnel as appropriate to ensure that re-infestation has not occurred.

Emergency Health Care Plans

Students with chronic health concerns that could impact their safety while participating in school activities shall have an Individual Emergency Health Care Plan initiated by the authorized school personnel and reviewed by pertinent staff and parents/guardians.

Policy 4: IMMUNIZATIONS

To protect the health of all students and staff and to curtail the spread of infectious diseases, SVA will cooperate with state and local health agencies to enforce all applicable requirements regarding the immunization of its students against preventable diseases. Sycamore Valley Academy requires the immunization of pupils as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

The School will adhere to all law related to legally required immunizations for entering students pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000-6075.

California law requires that an immunization record be presented to the school staff before a child can be enrolled in school. The School requires written verification from a doctor or immunization clinic of the following immunizations:

- a) Diphtheria
- b) Measles
- c) Mumps, except for children who have reached the age of seven years.
- d) Pertussis (whooping cough), in accordance with Assembly Bill 354
- e) Poliomyelitis
- f) Rubella
- g) Tetanus
- h) Hepatitis B
- i) Varicella (chicken pox)

School verification of immunizations is to be by written medical records from a medical doctor or immunization clinic.

Exceptions are allowed under the following conditions:

- a) The parent provides a signed doctor's statement verifying that the child is to be exempted from immunizations for medical reasons. This statement must contain a statement identifying the specific nature and probable duration of the medical condition.
- b) A parent may request exemption of their child from immunization for personal beliefs.
- c) Pupils who fail to complete the series of required immunizations within the specified time allowed under the law will be denied enrollment until the series has been completed.

ADMISSION

Students shall not be unconditionally admitted to the School unless prior to his/her first admission to the School, he/she presents an immunization record that shows at least the month and year of each immunization the student has received, in accordance with law.

Students may be conditionally admitted in accordance with the regulations promulgated by the Department of Health Services. If a student conditionally admitted fails to fulfill the conditions of admission, the School will prohibit from further attendance until that student has been fully immunized as required by law.

Immunization records shall be part of the mandatory permanent pupil record and shall be kept in accordance with the School's record-keeping policy.

If the School discovers that an admitted student has not received all required immunizations, the School will notify his/her parent/guardian. If, within 10 school days of the notice, the child does not provide documentation of having received all required immunizations, the School shall exclude the student from attendance.

The School will file a written report on the immunization status of new entrants to the School with the Department of Health Services as required by law.

The Principal, or designee, may arrange for qualified medical personnel to administer immunizations at School to any student whose parent/guardian has consented in writing.

POLICY 5: ADMINISTRATION OF MEDICATIONS

SVA will adhere to Education Code section 49423 regarding the administration of medication in school. The following policy regarding the administration of medications is applicable when the SVA staff is responsible for the administration

of, or assisting in the administration of, medication to students attending school during regular school hours, before- or after-school programs, field trips, extracurricular and co-curricular activities, and camps or other activities.

REQUIREMENTS FOR ADMINISTRATION OR ASSISTANCE

Before SVA will allow a student to carry and self-administer prescription auto-injectable epinephrine, or inhaled asthma medication, or have authorized School personnel administer medications or otherwise assist a student in administering his or her medication, the School must receive a copy of the following:

- A written statement executed by the student's authorized health care provider specifying the medication the student is to take, the dosage, and the period of time during which the medication is to be taken, and a statement that the medication must be taken during regular school hours, detailing the method, amount and time schedule by which the medication is to be taken.
- A written statement by the student's parent/guardian initiating a request to have the medication administered to the student or to have the student otherwise assisted in the administration of the medication, in accordance with the authorized health care provider's written statement. The written statement shall also provide express permission for the School to communicate directly with the authorized health care provider, as may be necessary, regarding the authorized health care provider's written statement.
- In the cases of self-administration of asthma medication or prescription auto-injectable epinephrine, the School must also receive a confirmation from the authorized health care provider that the student is able to self-administer the medication and a written statement from the parent/guardian consenting to the student's self-administration and releasing the School and its personnel from civil liability if the self-administering student suffers an adverse reaction by self-administering his/her medication.
- New statements by the parent/guardian and the authorized health care provider shall be required annually and whenever there is a change in the student's authorized health care provider, or a change in the medication, dosage, method by which the medication is required to be taken or date(s), or time(s) the medication is required to be taken. If there is not a current written statement by the student's parent or guardian and authorized health care provider, the School may not administer or assist in administration of medication. The School will provide each parent with a reminder at the beginning of each school year that they are required to provide the proper written statements.

Parents/guardians of students requiring administration of medication or assistance with administration of medication shall personally deliver (or, if age appropriate, have the student deliver) the medication for administration to the school's Principal, or designee. Designated staff shall return all surplus

medication to the parent/guardian upon completion of the regimen or prior to summer holidays. Designated staff shall establish emergency procedures for specific medical conditions that require an immediate response (i.e., allergies, asthma, diabetes). The written statements specified in this policy shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

RESPONSES TO THE PARENT/GUARDIAN UPON REQUEST

The School shall provide a response to the parent/guardian within 10 business days of receiving the request for administration and the physician statement regarding which School employees, if any, will administer medication to the student, and what the employees of the School will do to administer the medication to the student or otherwise assist the student in the administration of the medication.

TERMINATION OF CONSENT

Parents/guardians of students who have previously provided consent for the School to administer medication or assist a student with the administration of medication may terminate consent by providing the School with a signed written withdrawal of consent on a form obtained from the School.

AUTHORIZED PERSONNEL

A designated School employee who is legally able to and has consented to administer or assist in administering the medication to students will administer the medication or otherwise assist the students.

STORAGE OF MEDICATION

Medication for administration to students shall be maintained appropriately in a locked cabinet in the school's administrative offices. It shall be clearly marked for easy identification. If the medication requires refrigeration, the medication shall be stored in a refrigerator in a locked office, which may only be accessed by the School nurse and other authorized personnel. If stored medication is unused, discontinued or outdated, the medication shall be returned to the student's parent/guardian where possible. If not possible, the School shall dispose of the medication by the end of the school year in accordance with applicable law.

CONFIDENTIALITY

School personnel with knowledge of the medical needs of students shall maintain the students' confidentiality. Any discussions with parents/guardians and/or authorized health care providers shall take place in an area that ensures student confidentiality. All medication records or other documentation relating to a student's medication needs shall be maintained in a location where access is restricted to the Principal, the School nurse or other authorized School employees.

MEDICATION RECORD

The School shall maintain a medication record for each student that is allowed to carry and self-administer medication and for each student to whom medication is administered or other assistance is provided in the administration of medication. The medication record shall contain the following: 1) the authorized health care provider's written statement; 2) the written statement of the parent/guardian; 3) a medication log (see below); 4) any other written documentation related to the administration of the medication to the student or otherwise assisting the pupil in the administration of the medication.

The medication log shall contain the following information: 1) student's name; 2) name of the medication the student is required to take; 3) dose of medication; 4) method by which the pupil is required to take the medication; 5) time the medication is to be taken during the regular school day; 6) date(s) on which the student is required to take the medication; 7) authorized health care provider's name and contact information; and 8) a space for daily recording of medication administration to the student or otherwise assisting the student, such as date, time, amount, and signature of the individual administering the medication or otherwise assisting in administration of the medication.

DEVIATION FROM AUTHORIZED HEALTH CARE PROVIDER'S WRITTEN STATEMENT

If a material or significant deviation from the authorized health care provider's written statement is discovered, notification as quickly as possible shall be made as follows: 1) if discovery is made by a licensed health care professional, notification of the deviation shall be in accordance with applicable standards of professional practice; 2) if discovery is made by an individual other than a licensed health care professional, notification shall be given to the Principal, the student's parent/guardian, any School employees that are licensed health care professionals and the student's authorized health care provider.

Policy 6: EMERGENCIES

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

FIRST AID AND CPR

Teachers are certified in first aid and CPR and are re-certified every year in either first aid or CPR. Every classroom has a First Aid Kit containing appropriate supplies, and First Aid kits are also made available for all off-campus visits (e.g., field trips). First aid will be administered whenever necessary by trained staff

members. When necessary, the appropriate emergency personnel will be called to assist.

RESUSCITATION ORDERS

School employees are trained and expected to respond to emergency situations without discrimination. If any student needs resuscitation, trained staff shall make every effort to resuscitate him/her. The School does not accept or follow any parental or medical "do not resuscitate" orders. School staff should not be placed in the position of determining whether such orders should be followed. The Principal, or designee, shall ensure that all parents/guardians are informed of this policy.

EMERGENCY CONTACT INFORMATION

For the protection of a student's health and welfare, the School shall require the parents/guardians of all students to keep current with School emergency information, including home address and telephone number, business address and telephone number of the parents/guardians, and the name, address and telephone number of a relative or friend who is authorized to care for the student in any emergency situation if the parent/guardian cannot be reached.

EMERGENCY AID TO STUDENTS WITH ANAPHYLACTIC REACTION

The School will provide emergency epinephrine auto-injectors to trained School personnel in order to provide emergency medical aid to persons suffering from an anaphylactic reaction. The training provided to School personnel shall be in compliance with the requirements of Education Code section 49414.

Trained School personnel shall immediately administer an epinephrine auto-injector to a person exhibiting potentially life-threatening symptoms of anaphylaxis at School or a School related activity when a physician is not immediately available.

The Principal shall create a plan addressing the following issues: 1) Designation of the individual(s) who will provide the training for administration of emergency epinephrine autoinjectors; 2) Designation of a licensed health care provider or local emergency medical services director for consultation for the prescription of epinephrine auto-injectors; 3) Documentation as to which School personnel will obtain the prescription from the individual identified under subparagraph (2) and the medication from a pharmacist; and 4) Documentation as to where the medication is stored and how the medication will be made readily available in case of an emergency.

Policy 7: BLOOD-BORNE PATHOGENS

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Charter School will develop a written infectious control plan modeled directly after Visalia Unified's policy adopted June 24, 1997 and revised June 22, 1999, and

designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus ("HIV") and hepatitis B virus ("HBV"). Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Policy 8: TUBERCULOSIS TESTING

No person shall be employed by the School unless the employee has submitted proof of an examination within the past 60 days that the employee is free of active tuberculosis. Employees transferring from other public or private schools within the State of California must either provide proof of an examination within the previous 60 days or certification showing that he or she was examined within the past four years and was found to be free of communicable tuberculosis. It is also acceptable practice for the employee's previous school employer to verify that it has a certificate on file showing that the employee was examined within the past four years and was found to be free of communicable tuberculosis.

The tuberculosis test shall consist of an approved intradermal tuberculin test, which if positive shall be followed by an X-ray of the lungs.

All employees shall be required to undergo the foregoing examination at least once every four (4) years, excepting "food handlers" who shall be examined annually. After such examination, each employee shall cause to be on file with the School a certificate from the examining physician showing the employee was examined and found free from active tuberculosis.

The examination for applicants for employment is a condition of initial employment. Therefore, the expense incident thereto shall be borne by the applicant. The cost of the examination required of existing employees shall also be borne by the applicant or their respective insurance carrier. Employees should follow the School's reimbursement procedures.

The County Health Department may provide skin testing to employees at regular intervals at no cost to the employee. The availability of this testing may be announced by the School.

Policy 9: WORKPLACE SAFETY AND VIOLENCE PREVENTION

SVA takes the safety and security of its employees seriously. The school does not tolerate acts or threats of physical violence, including but not limited to intimidation, harassment and/or coercion, that involve or affect SVA or that occur, or are likely to occur, on School property.

Any act or threat of violence should be immediately reported to the Principal. Parking areas, walkways, entrances, exits and service areas will be monitored for loitering and unknown persons. Suspicious persons or activities should be

reported to the Principal or designee.

School staff is expected to secure their desks or offices at the end of the day. When called away from work areas for an extended length of time, staff shall not leave valuable or personal articles accessible around the abandoned workstation. Staff shall immediately notify the Principal when keys are missing or if security access codes, identification materials, or passes have been breached.

Policy 10: FACILITIES DEVELOPMENT

The School will be housed in a facility that meets California Building Code requirements (Part 2 (commencing with Section 101) of Title 24 of the California Code of Regulations), as adopted and enforced by the local building enforcement agency with jurisdiction over the area in which the School is located.

Sycamore Valley Academy will be housed in a facility that has received State Fire Marshall approval and has been evaluated by a qualified structural engineer, who has determined that the facilities present no substantial seismic hazard. SVA will not take possession of any facility that does not have all appropriate inspections and a valid Certificate of Occupancy. The procedures will include provisions for periodic inspection and testing of the structure(s) and associated life safety systems.

Surveys and management plans will be maintained and updated for all hazardous building materials (lead, asbestos, etc.) and all hazardous materials used and stored in and around the school will be handled and dispensed properly. Additionally, appropriate training for staff working with hazardous materials (i.e., pesticides, cleaning chemicals, etc.) will be provided.

Inspections will be performed to ensure that daily operations do not compromise facility safety and health in any manner. This will include maintaining safe access/egress paths (both routine and emergency), access to emergency equipment, eliminating obstructions to airflow, etc.

It is the policy of the SVA Board of Directors to provide facilities which offer safe, comfortable, accessible, efficient, and functioning spaces to accommodate and facilitate the organizational and instructional pattern that support SVA's educational philosophy and instructional goals.

It is the policy of the SVA Board of Directors to provide for the routine maintenance of SVA facilities.

It is the policy of the SVA Board of Directors to provide for the systematic renewal of Charter School facilities.

The following factors will also be given special consideration.

Each SVA building will have:

- Safe, effective and efficient mechanical systems, including electrical, plumbing, wiring, ventilation, and air conditioning.
- Sound structural elements including roof, doors, floors, walls, and windows.
- Effective and efficient illumination.
- Adequate classroom space for all students.
- Adequate, safe, outdoor space for the physical education/recreation activities of the school program.
- Adequate supplementary space to support the programs required for instruction of the students required to attend the school, including space for itinerant staff and staff who provide special programs in addition to the regular instructional program and/or on a resource basis.
- Infrastructure required to support instructional and administrative technology.
- Full compliance with all current building safety codes at the time of construction or renovation.
- Full compliance with the access requirements specified in the Americans with Disabilities Act.

Policy 11: CHILD NEGLECT AND ABUSE REPORTING

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall report the instance to the police or sheriff's department, or to the county probation department.

Child abuse is broadly defined as "a physical injury that is inflicted by other than accidental means on a child by another person." School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred.

Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Child abuse should be reported immediately by phone to the police or sheriff's department, or to the county probation department. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents/guardians.

Reporting the information regarding a case of possible child abuse or neglect to a supervisor, the School Principal, a School counselor, coworker or other person shall not be a substitute for making a mandated report to the police or sheriff's department, or to the county probation department.

Policy 12: SEXUAL HARASSMENT POLICY AND PROCEDURES

Sexual harassment of or by any student or member of the SVA staff shall not be tolerated. The SVA Board of Directors considers sexual harassment to be a major offense, which may result in disciplinary action, including dismissal or expulsion of the offending student or staff member, or other appropriate sanction.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when it interferes with an individual's performance at school and/or creates an intimidating, hostile or offensive educational environment. The conduct described above is also sexual harassment when submission to it is made either explicitly or implicitly a term or condition of an individual's access to education.

Sexual harassment regulated by this policy pertains to behavior of a sexual nature while students are under the jurisdiction of the School.

Copies of this policy, including administrative regulations, rules and procedures for reporting charges, and available remedies, shall be available at the School's administrative office.

Any student who believes that he or she has been harassed or has witnessed sexual harassment is encouraged to immediately report such incident to his or her teacher or to the School Principal, which will set in motion an investigation as outlined in the following section "Investigation".

STATEMENT AGAINST SEXUAL HARASSMENT

Sexual harassment of or by any faculty, staff or student is illegal and will not be tolerated. The SVA Board of Directors prohibits sexual harassment, and harassment based on pregnancy, childbirth or related medical conditions, race, religious creed, color, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state or local law or ordinance or regulation.

TO WHOM THE POLICY APPLIES

This policy applies to all persons involved in the operation of the School and prohibits unlawful harassment by faculty, staff, and students.

DISCIPLINE

The SVA Board of Directors considers sexual harassment to be a major offense and any individuals who violate this policy are subject to discipline up to and including dismissal, expulsion or other appropriate sanction.

PROMPT AND THOROUGH INVESTIGATION

All claims of harassment will be taken seriously and will be investigated promptly

and thoroughly.

CONFIDENTIALITY

Sexual harassment advisers and others responsible to implement this policy will respect the confidentiality and privacy of individuals reporting or accused of sexual harassment to the extent appropriate.

NO RETALIATION

Retaliation against any employee or student who in good faith reports or provides information related to harassment in violation of this policy is against the law and will not be tolerated. Intentionally providing false information, however, is grounds for discipline.

SEXUAL HARASSMENT DEFINED

Unwelcome sexual advances, requests for sexual favors, and other visual, verbal or physical conduct of a sexual nature constitute sexual harassment when:

- Submission to such conduct is made implicitly or explicitly a term or condition of employment or educational development;
- Submission or rejection of such conduct is used as a basis for employment or education decisions affecting individuals; or
- Such conduct has a purpose or effect of unreasonably interfering an individual's work or educational performance, or creating an intimidating, hostile or offensive working or educational environment.

Sexual harassment in California also includes:

- Verbal harassment, such as epithets, derogatory comments or slurs;
- Physical harassment such as assault or physical interference with movement or work; and
- Visual harassment, such as derogatory cartoons, drawings or posters;
- Unwelcome sexual advances of an employer towards an employee or student of the same sex and harassment on the basis of pregnancy disability are unlawful sexual harassment.

Employees and students in California are protected from discrimination based on their actual or perceived sexual orientation. Sexual orientation is defined as "heterosexuality, homosexuality, and bisexuality."

EXAMPLES OF SEXUAL HARASSMENT

Specifically, sexual harassment may occur as a pattern of degrading sexual speech or actions and may include, but is not limited to the following examples:

- Vulgar remarks;
- Sexually derogatory comments regarding a person's appearance;
- Physical touching, pinching, patting, or blocking free movement;
- Sexual propositions or advances (with or without threats to a person's job or promotion if that person does not submit);

- Sexually suggestive or degrading posters, cartoons, pictures or drawings;
- Offensive sexual jokes, slurs, insults, innuendos or comments; or
- Physical assault.

NOTIFICATION

School staff is trained in the school's sexual harassment policy, and the policy is made available to staff through the Employee Handbook. Students and parents/guardians are provided a copy of the policy in the Parent and Student Handbook. These documents are reviewed annually, provided to staff, students, and parents/guardians at the beginning of each academic year, and made available to all new students and staff during the school year.

Additionally, the Board Sexual Harassment Policy will be displayed in a prominent location at the School. Employees or students who have questions concerning this Board Policy are encouraged to contact the Principal.

INSTRUCTION AND INFORMATION

The Principal, or designee, shall ensure that all students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex;
2. A clear message that students do not have to endure sexual harassment;
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained;
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.

COMPLAINT FILING PROCEDURE

Informal Resolution - The Board encourages communication among its employees and students. Students are encouraged to inform the other party directly of problems, if reasonably possible. If this is not possible, or if the alleged harasser is an employee of the School, or if the behavior continues, staff and students should follow the complaint filing procedure.

Written Complaint – Complaints should be submitted within one (1) year of the alleged incident. Any student who believes he or she has been harassed, or believes he or she has witnessed harassment by a peer or agent of the School should promptly report the incident(s) in writing, to his or her supervisor and/or the Principal. It is important to document as much information as accurately as possible. A copy of a Sexual Harassment Written Complaint form can be obtained from the Principal.

The Principal, or designee, will investigate all reported incidents within 10 days of

receiving a written complaint form, unless the Principal, or designee, is the subject of the investigation, in which case the SVA Board of Directors shall appoint an investigator. The individual responsible for the investigation will hereinafter be referred to as the "Investigator." If the Investigator deems it necessary, he or she will convene a Team of trained investigators to proceed in the investigation.

INVESTIGATION

- Complaints will be treated seriously and investigated immediately.
- Complaints will be handled confidentially.
- Complainants will be promptly and fully informed of their rights pursuant to this policy.
- All witnesses and the accused will be properly and fully informed of their rights and remedies pursuant to this policy.
- All interviews of the accused, witnesses and the complainant shall be conducted in a private area.
- The Investigator will be properly trained to listen to the allegations, make complete notes, attempt to identify all persons involved, as well as all possible witnesses, and interview the accused.
- No complainant, witness, or party who assists in the investigation will be retaliated against.
- The School will take steps to prevent the recurrence of any harassment and will correct any discriminatory effects on the complainant and others.
- The Investigator will initiate an investigation to determine whether there is reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred.
- "Reasonable cause" is shown if a person of ordinary caution or prudence would be led to believe and conscientiously entertain a strong suspicion of a violation of the sexual harassment policy.
- All individuals involved in the investigation including the complainant, witnesses and the accused shall be fully informed of their rights under this policy.
- The accused shall be provided with a copy of the complaint form and an opportunity to respond to the allegations within seven (7) days of receipt of the request for a formal inquiry. The investigation will include interviews with the complainant and other witnesses as determined by the circumstances.
- The Investigator shall fully and effectively conduct an investigation that includes interviewing:
 1. The complainant;
 2. The accused;
 3. Any witnesses to the conduct; and
 4. Any other person who may be mentioned during the course of the investigation as possibly having relevant information.
- When appropriate, interim protections or remedies for the complainant, such as limitations on contact, alternative course schedules, and the like,

may be recommended to the appropriate School administrator at any time during the process. The complainant will be kept informed of the status of the complaint, consistent with the Board's policy and regulation and applicable law.

- The formal investigation shall typically be completed within sixty (60) days of the date of the filing of the request.
- The final determination of the Investigator's investigation shall result in a report which shall contain, at the minimum:
 1. A statement of the allegations and issues;
 2. The positions of the parties;
 3. A summary of the evidence received from the parties and the witnesses;
 4. Any response the accused wishes to add to the report; and
 5. All findings of fact.
- The final determination report shall state a conclusion that the Investigation Team:
 1. Found reasonable cause that the accused violated the sexual harassment policy; or
 2. Did not find sufficient evidence to find reasonable cause that the accused violated the sexual harassment policy. Where the Investigator did not find reasonable cause but believes the behavior complained of may constitute misconduct, the Investigator may state such a conclusion and refer the matter to the appropriate School administrator.
- The report shall be submitted to the appropriate School administrator(s) for action, within thirty (30) days of the completion of the investigation or as soon thereafter as is feasible.
- The Investigator will inform the complainant and the accused that the report has been forwarded and to whom. The appropriate administrator(s) will ensure that the complainant and the accused are timely notified in writing of the disciplinary action taken.
- Within fifteen (15) days of disciplinary action being taken against the accused, or as required by applicable Board procedures, the appropriate administrator(s) shall provide written notification to the complainant indicating:
 - Individual remedies available to the complainant; and
 - All sanctions against the accused of which the complainant needs to be aware in order for the sanctions to be fully effective.
- Within fifteen (15) days of taking disciplinary action against the accused, the appropriate administrator(s) shall provide written notification to the Investigator indicating:
 - The results of any disciplinary actions and the initiation of any appeals; and
 - All further individual remedies available to the complainant.
- If the final determination is that sexual harassment has occurred, a prompt, relevant and effective remedy shall be provided to the

complainant and appropriate disciplinary action taken against the harasser.

APPEAL

Appeal of Sexual Harassment Investigation Finding of No Reasonable Cause - There are different ways to appeal a finding of no reasonable cause depending on whether the complainant is a student, faculty, or staff. In most cases, existing School complaint procedures provide a mechanism for such an appeal, and where available, such procedures must be utilized.

NOTICE TO THE COMPLAINANT

Where the Investigator concludes that there is no reasonable cause to believe that a violation of the Board's sexual harassment policy has occurred and the complaint is to be dismissed, a copy of the report will be sent to the complainant and the accused in accordance with the Board policies/regulations applying to the disclosure of information from School records.

WRITTEN APPEAL

A written appeal must be directed to the appropriate administrator, as designated by the Principal, within thirty (30) days of notification to the complainant of the dismissal of the complaint.

BASIS FOR APPEAL

The appeal may be based only on one of the following grounds:

1. There is newly discovered important evidence not known at the time of the report;
2. Bias on the part of an Investigator member; or
3. The Investigator failed to follow appropriate procedures.

DECISION

The Principal or designee will consider the appeal and will provide a written decision to the complainant and the Investigator within thirty (30) days of receipt of the appeal.

EXTENSIONS OF DEADLINES

Extensions of all deadlines contained in these procedures may be granted at the discretion of the Investigator for good cause. The Principal shall be consulted before a decision is made on requests for extensions involving faculty and staff.

Policy 13: UNIFORM COMPLAINT PROCEDURES

The following policy has been modeled directly after VUSD's BP 1312.3(a), adopted April 14, 1997 and revised July 13, 2010.

The Board of Directors recognizes that the School is primarily responsible for complying with applicable state and federal laws and regulations governing educational programs. The School shall investigate complaints alleging failure to

comply with such laws and/or alleging discrimination and shall seek to resolve those complaints in accordance with the School's uniform complaint procedures. (5 CCR 4620)

The School shall follow uniform complaint procedures when addressing complaints alleging unlawful discrimination against any protected group as identified under Education Code 200 and 220 and Government Code 11135, including actual or perceived sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability, or 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 School program or activity that receives or benefits from state financial assistance. (5 CCR 4610)

Uniform complaint procedures shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in adult education programs, consolidated categorical aid programs, migrant education, career technical and technical education and career technical and technical training programs, child care and development programs, child nutrition programs, and special education programs. (5 CCR 4610)

Complaints related to sufficiency of textbooks or instructional materials, emergency or urgent facilities conditions that pose a threat to the health or safety of students or staff, and teacher vacancies and misassignments shall be investigated pursuant to the School's Williams uniform complaint procedure, which shall be modeled directly after VUSD AR 1312.4(a), adopted May 10, 2005, and revised March 8, 2011.

The Board encourages the early, informal resolution of complaints at the site level whenever possible.

The Board acknowledges and respects every individual's right to privacy. Discrimination complaints shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This may include keeping the identity of the complainant confidential, as appropriate and except to the extent necessary to carry out the investigation or proceedings, as determined by the Principal or designee, on a case-by-case basis.

The Board prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of discrimination. Such participation shall not in any way affect the status, grades, or work assignments of the complainant.

The Board recognizes that a neutral mediator can often suggest a compromise that is agreeable to all parties in a dispute. In accordance with uniform complaint procedures, whenever all parties to a complaint agree to try resolving their

problem through mediation, the Principal or designee shall initiate that process. The Principal or designee shall ensure that the results are consistent with state and federal laws and regulations.

Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure School compliance with law:

Program and Personnel: School Principal
School Address: TBD

The Principal or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the Principal or designee.

Notifications

The Principal or designee shall annually provide written notification of the School's uniform complaint procedures to students, employees, parents/guardians, the School advisory committee, school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR 4622)

The Principal or designee shall make available copies of the School's uniform complaint procedures free of charge. (5 CCR 4622)

The notice shall:

1. Identify the person(s), position(s), or unit(s) responsible for receiving complaints
2. Advise the complainant of any civil law remedies that may be available to him/her under state or federal discrimination laws, if applicable
3. Advice the complainant of the appeal process pursuant to Education Code 262.3, including the complainant's right to take a complaint directly to the California Department of Education (CDE) or to pursue remedies before civil courts or other public agencies
4. Include statements that:
 - a. The School is primarily responsible for compliance with state and federal laws and regulations
 - b. The complaint review shall be completed within 60 calendar days from the date of receipt of the complaint unless the complainant agrees in writing to an extension of the timeline
 - c. An unlawful discrimination complaint must be filed not later than six months from the date the alleged discrimination occurs, or six months from the date the complainant first obtains knowledge of the facts of the alleged discrimination
 - d. The complainant has a right to appeal the School's decision to the CDE by filing a written appeal within 15 days of receiving the School's decision

- e. The appeal to the CDE must include a copy of the complaint filed with the School and a copy of the School's decision

Procedures

The following procedures shall be used to address all complaints which allege that the School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions, including all information required for compliance with 5 CCR 4631 and 4633. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the School. (5 CCR 4630)

A complaint alleging unlawful discrimination shall be initiated no later than six months from the date when the alleged discrimination occurred, or six months from the date when the complainant first obtained knowledge of the facts of the alleged discrimination.

A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination or by a person who believes that an individual or any specific class of individuals has been subjected to unlawful discrimination. (5 CCR 4630)

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and a date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, School staff shall assist him/her in the filing of the complaint. (5 CCR 4600)

Step 2: Mediation

Within three days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make all arrangements for this process.

Before initiating the mediation of a discrimination complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the School's timelines for investigating and

resolving the complaint unless the complainant agrees in writing to such an extension of time. (5 CCR 4631)

Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint. (5 CCR 4631)

A complainant's refusal to provide the School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation. (5 CCR 4631)

The School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant. (5 CCR 4631)

Step 4: Response

Within 30 days of receiving the complaint, the compliance officer shall prepare and send to the complainant a written report of the School's investigation and decision, as described in Step #5 below. If the complainant is dissatisfied with the compliance officer's decision, he/she may, within five days, file his/her complaint in writing with the Board.

The Board may consider the matter at its next regular Board meeting or at a special Board meeting convened in order to meet the 60-day time limit within which the complaint must be answered. The Board may decide not to hear the complaint, in which case the compliance officer's decision shall be final.

If the Board hears the complaint, the compliance officer shall send the Board's decision to the complainant within 60 days of the School's initial receipt the complaint or within the time period that has been specified in a written agreement with the complainant. (5 CCR 4631)

Step 5: Final Written Decision

The School's decision shall be in writing and sent to the complainant. (5 CCR 4631)

The School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law. The decision shall include:

1. The findings of fact based on the evidence gathered (5 CCR 4631)
2. The conclusion(s) of law (5 CCR 4631)
3. Disposition of the complaint (5 CCR 4631)
4. Rationale for such disposition (5 CCR 4631)
5. Corrective actions, if any are warranted (5 CCR 4631)
6. Notice of the complainant's right to appeal the School's decision within 15 days to the CDE and procedures to be followed for initiating such an appeal (5 CCR 4631)
7. For discrimination complaints, notice that the complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies (Education Code 262.3)

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of School expectations. The report shall not give any further information as to the nature of the disciplinary action.

Appeals to the California Department of Education

If dissatisfied with the School's decision, the complainant may appeal in writing to the CDE within 15 days of receiving the School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the School's decision. (5 CCR 4632)

Upon notification by the CDE that the complainant has appealed the School's decision, the Principal or designee shall forward the following documents to the CDE: (5 CCR 4633)

1. A copy of the original complaint
2. A copy of the decision
3. A summary of the nature and extent of the investigation conducted by the School, if not covered by the decision
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by the parties and gathered by the investigator
5. A report of any action taken to resolve the complaint
6. A copy of the School's complaint procedures
7. Other relevant information requested by the CDE

The CDE may directly intervene in the complaint without waiting for action by the School when one of the conditions listed in 5 CCR 4650 exists, including cases in which the School has not taken action within 60 days of

the date the complaint was filed with the School.

Civil Law Remedies

A complainant may pursue available civil law remedies outside of the School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For discrimination complaints, however, a complainant must wait until 60 days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

POLICY 14: CONDITIONS FOR CLASSROOM AND SCHOOL VISITATION AND REMOVAL POLICY

While the School encourages parents/guardians and interested members of the community to visit the School and view the educational program, the School also endeavors to create a safe environment for students and staff.

To ensure the safety of students and staff as well as to minimize interruption of the instructional program, the School has established the following procedures, pursuant to California Penal Code Sections 627, et. seq., to facilitate visits during regular school days:

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least three days in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parents seeking to visit a classroom during school hours must first obtain the written approval of the classroom teacher and the Principal or designee.
2. All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Principal or designee may design a visible means of identification for visitors while on school premises.
3. The Principal, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers,

or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.

4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or the Board Chair within five days after the denial or revocation. The Principal or Board Chair shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.
8. At each entrance to the School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Principal or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
9. No electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Principal's written permission.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.
2. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

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Sycamore Valley Academy Emergency Plan Outline

(To be completed once school site and staff are identified)

IMPORTANT INFORMATION

Fire Department	911
Police Department	911
California Highway Patrol	911
Paramedics/Ambulance	911
Poison Control	1 (800) 876-4766 or 911
Suicide & Crisis-24 hours	1 (800) 320-1616 or (559) 733-6877

Non-Emergency Visalia POLICE: (559) 734-8116

Non-Emergency Visalia FIRE: (559) 713-4266

Kaweah Delta District Hospital: (559) 624-4200

UTILITY COMPANIES

Gas Company: The Gas Company	Phone: 1 (800) 427-2000
Electric Company: Edison International	Phone: 1 (800) 990-7788
Water Company: California Water Company	Phone: (559) 734-6734
Telephone Company: Pacific Bell Phone: 611	All Repairs Business 1 (800) 750-2355

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DRAFT

Procedure to call 911

1. State your emergency.
2. Stay Calm.
3. Give your name and the school's name and address
4. Listen. Allow the 911 employee to direct the conversation.
5. Be prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

Staff Instructions

1. Inventory staff for skills such as First Aid and CPR. Require staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. The Red Cross offers classes in First Aid and CPR.
2. Assign teachers in a "buddy system" to assist each other during any disaster.
3. Inform staff of California Government Code 3100, designating all public school employees as Disaster Service Workers. This may require their presence at the school for several days.
4. Instruct staff to prepare emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies.

Family Information

1. Send an annual letter to families about the school's emergency plans. Include instructions about what each parent should/should not do in the event of an emergency. Ask each family to supply their child's individual emergency kit as well as some of the canned or dry food supplies listed under earthquake supplies.
2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
3. Ask for parent volunteers would be willing to come to the school site after an earthquake to assist in other areas such as Search and Rescue Teams, etc.

Preparing for an Earthquake

1. Determine who will be assigned to the Emergency Response Teams. Direct each team to complete their team's responsibilities.

2. Prepare a color-coded utility map of the school site. (electric: red, gas, oil, steam: yellow, communication: orange, water: blue, sewer: green).
3. Paint utilities on building the colors depicted on the utility map.
4. Conduct "Duck-Cover-Hold" and the "assemble at meeting place" earthquake drills once per quarter at the elementary level.
5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
6. Prepare and inventory earthquake supplies for school site
7. Determine who will have access to the earthquake storage supplies.
8. Issue keys to the individuals responsible for the Search and Rescue Teams, the Security/Damage Assessment Team and your designee in the event of your absence.

Preparing for a Fire

1. Prepare fire drill map of school site.
2. Conduct fire drills quarterly.
3. Obtain fire extinguisher training for self and staff.
4. Know number and locations of fire extinguishers. Check them monthly/have them serviced annually.

Preparing for Evacuation

1. Prepare evacuation plan of school site. Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
2. Determine how many busses would be needed to accommodate the entire student population and staff. Also assess availability of alternative vehicles
3. Conduct a full-scale evacuation drill annually.

Preparing for a Chemical Accident

1. Prepare shelter-in-place map of school site.
2. Conduct shelter-in-place drills quarterly.

Preparing School Site for Disaster

1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
2. Review the school emergency plans with the Executive Director.
3. Teachers should prepare the emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies.
4. Correct or remove hazards identified in your area by the hazard assessment of the school site.

5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP -DROP-ROLL, earthquake readiness and DUCK-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
6. Participate fully in all emergency drills.
7. Know your buddy assignment and coordinate with your buddy teacher.
8. Become certified in First Aid and CPR through the Red Cross.
9. Become prepared to perform your Emergency Team assignments in the event of an earthquake.
10. Take fire extinguisher training.

Hazard Assessment of School Site

A qualified structural and/or civil engineer should perform the hazard assessment of the school site where appropriate. The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards. The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and possible effects of flooding, including proximity to dams in the event of their failure.
- Likelihood and possible effects of a wildland fire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, etc. such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Prevention of the school piano from rolling during an earthquake.
- Security of AV equipment, computers, TV monitors, aquariums, etc. from motion during an earthquake.

An effort should be made to remove or correct the identified hazards to the school site if possible to do so.

Emergency Backpack for Classroom

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs.

The emergency backpack is to be carried by the teacher during the evacuation.

- 1 pint bottled water
- Personal snacks similar to individual student kits
- Work gloves
- Neck lanyard with whistle
- 18" pry bar
- 3 space blankets
- 1 Richter highway blanket
- 1 flashlight
- 1 portable radio
- 2 sets spare batteries for each flashlight and radio
- 3 pressure dressings
- 3 pair latex gloves
- 6 rolls Kerlix bandaging material
- 4 rolls medical tape
- 1 pair medical scissors
- 4 ice packs
- 1 package Band-Aids
- Classroom roster
- Paper and writing tools (chalk, pens or sharpies)
- Student release forms
- Copies of student emergency cards
- Copy of disaster plan
- Copy of "What to Expect After a Disaster: Children's Typical Reactions" from the Governor's Office of Emergency Services.
- Buddy list
- Copy of utility map
- Search and Rescue tags--green for all clear, red for injured or trapped individuals
- Suitable container to hold supplies (like a large backpack)

Individual Student Emergency Kits

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs.

The individual student emergency kits may either be carried by each student, or the large container with all the kits inside may be carried out of the classroom. At the beginning of the school year, parents should be asked to provide this kit for their children.

Put all these items in a 1 gallon zip lock bag:

- 2 high energy bars (granola, etc.) Stay away from any containing peanut butter.
- 1 fruit cup, not from refrigerator section. Alternative--2 Jell-O cups.
- 1 package unsalted crackers or wafers (no larger than 4x4x2).
- 2 Fruit roll-ups
- 1 pint plastic bottled water
- 2 small pocket size Kleenex (4x2x1), not in a box.
- Completed copy of student's emergency card, covered in clear contact paper.

Procedure to Evacuate a School Site

Evacuation of the Building:

Students and staff will leave the building in an orderly fashion using the primary or alternate fire route. These routes should be selected considering students with disabilities. The emergency backpack and student kits will be brought along. The assembly area will be the parking lot. Roll will be taken BY MENTOR GROUP and attendance reported to the director or designee.

Evacuation of the School Site (leaving the campus):

This action should be implemented if it not safe to remain on the school campus. The students and staff should evacuate the building as above. The campus should be left by vehicle or by walking. The emergency backpack and student kits should be brought along.

To Evacuate by Walking:

If it is safe to do so, students may be walked to evacuation sites nearby.

Students should be lined up in an orderly fashion and walk away from the

danger. The procession should follow the safest route to the evacuation site.

Attendance should be taken before leaving the campus and upon arrival at the safe site.

Emergencies

Air pollution episode

This event could affect students and staff who are susceptible to respiratory problems.

RESPONSIBILITIES:

1. Develop and maintain a file of students and staff who are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
3. When notified from district office or via news media of a smog advisory, the Executive Director shall inform all staff and notify those individuals in file to stay indoors and minimize physical activity.
4. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity.
5. Instruct employees to minimize strenuous physical activity.
6. Cancel any events, which require the use of vehicles.

Bomb threats

In the event that the school receives a bomb threat, by letter or telephone, the following procedures will be accomplished.

1. If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
2. If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received, manner of caller, background noises and what the caller is saying.
3. Immediately notify the police and fire departments (or designee) (call 911).
4. If the caller is still on the phone, call the phone company to trace the call.
5. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use these devices during this threat.
6. Caution students against picking up or touching any strange objects or packages.
7. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
8. Evacuate students using primary and alternate routes. Take emergency backpack and student kits. Check to be sure all students have left the building.

9. Upon arrival at the designated safe site, take roll. Notify the Executive Director/designee and emergency response personnel of any missing students.
10. Do not return to the building until emergency response officials determine it is safe.

Chemical accident (offsite)

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished.

WARNING: An alert message will be broadcast over the "Weather Radio" located in your school office and the safety siren may be heard.

1. Have all students report to nearest designated building.
2. Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in place).
3. Take roll. Notify Executive Director or designee of any missing students.
4. If necessary, use tape, rags, clothing or any other available material to seal air leaks.
5. CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor and radio station for further instructions.
6. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
7. If evacuation orders are received, proceed with school evacuation plan (refer to p. 13-15).
8. Evacuate students. Take the class roster and emergency backpack and student kits.
9. A check should be performed to be sure all students have been evacuated.
10. A notice should be left on the office door stating where the school has relocated and notify the school district.
11. Upon arrival at safe site, take roll and report attendance to Executive Director/designee immediately.

Chemical accident (onsite)/threat of explosion

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Should any such accidents endanger the students or staff, take the following actions:

1. Determine if evacuation is required.
2. Notify appropriate local authorities of incident (call 911).
3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.

4. Evacuate students from the building using primary and/or alternate fire routes. Take class roster and emergency backpack. Check to be sure all students have left the school building.
5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
6. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately. Notify emergency response personnel of any missing students.
7. Do not return to the building until emergency response personnel have determined it is safe.

Criminal act

This incident could occur if a crime has been committed on the campus.

1. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.
2. Notify police (dial 911).
3. Identify all parties involved (if possible). Identify witnesses, if any.
4. Deny access to crime scene until police arrive.
5. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.

Explosion

If an explosion occurs in the school building, the following shall be accomplished.

1. If there is an explosion, instruct students to DUCK and COVER.
2. Notify police and fire departments (call 911).
3. Immediately after the passage of the blast wave, proceed with school evacuation procedure using primary or alternate routes (p. 14).
4. Take class roster and emergency backpack.
5. Check to be sure all students have left the school site.
6. Students are not to be left unattended at any time during evacuation process.
7. Upon arrival at evacuation site, take roll and report attendance to Executive Director/designee immediately.
8. Notify emergency response personnel of any missing students.
9. Care for the injured, if any.
10. Do not return to the building until the emergency response personnel determine it is safe.

Fire (onsite)

This incident could occur if the school building is on fire; should any such event endanger the students or staff, the following will be accomplished.

WARNING: The school fire alarm sounds.

1. Notify the fire Department (call 911).
2. Proceed to evacuate the school using the primary or alternate fire routes.
3. An inspection will be performed to be sure all students and personnel have left the building.
4. Evacuate students from the building using primary or alternate fire routes. Take emergency backpack. Maintain control of the students a safe distance from the fire and fire fighting equipment.
5. Take roll. Report any missing students to the Executive Director/designee and emergency response personnel.
6. Do not return to the building until the Fire Department determines it is safe.

Threatening individuals/Lock Down

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

1. If any students are outside, get them inside the school (staff) building. If unable to do so, have students lie down and cover their heads.
2. Once students are in the school building, lock the doors and secure the facility.
3. Notify police (dial 911).
4. Close all curtains and blinds.
5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
6. Cancel all outside activities.
7. Remain with students until all clear is given.
8. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.

Earthquake

During an earthquake

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In library, immediately move away from windows and bookshelves. Take appropriate cover.
- In the multi-use room, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.

NOTE:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency backpack) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in emergency backpack) to alert rescuers.
- Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher should evacuate both classes according to the earthquake evacuation procedure.

After the earthquake

1. Evacuate students from the building. Take class roster, emergency backpack and student kits. If safe to do so, check to be sure all students have left the school building.
2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
3. Upon arrival at prearranged safe site, take roll and report attendance to Executive Director/designee immediately.
4. Notify police and fire (dial 911) if you have trapped or missing individuals.
5. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify director/designee of actions.
6. Notify utility companies of any break or suspected break in utility lines.

7. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the director/designee.
8. Students should be released only to authorized adults during normal school hours. Fill out student release forms for each student allowed to leave during normal school hours.

Post-earthquake

Evacuation of a school building

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark. Before evacuating students, do the following:
 - Assess the situation. Coordinate with your Buddy teacher.
 - Determine if the primary or alternate building evacuation routes are clear. If not, coordinate with other staff to have them cleared of dangers.
 - Determine if the assembly site is safe. If not, select an alternative assembly site.
 - If wires are down, they should be avoided.
 - Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
 - Don't forget to consider students with disabilities as you determine your evacuation routes. [list of students and staff with any disabilities and how they can be accommodated during evacuations]

After you have determined it is safe to do so, proceed with the evacuation of the school building.

IF THIS IS A SEVERE EARTHQUAKE, the school site may have to care for children up to 3 days after the event. The following supplies should be accumulated before an earthquake and stored in a shed separated from the school building. Having minimally these supplies will help in the aftermath of a severe earthquake. Remember: Prepare to be isolated 72 hours.

Earthquake supplies

Immediately Accessible Supplies:

- Portable radio and batteries
- Map of utility shut-offs and emergency areas (color coordinated)
- Flashlights and batteries

- Bullhorn or megaphone
- Radio communication system such as HAM equipment
- utility shut off wrench--1/utility
- Storage containers for disaster supplies--Aluminum or wood sheds
- Water:
 - 1/2 gallon/person/three days
 - 3 1/2 oz. paper, biodegradable cups for water distribution--5 cups/day/person
 - appropriate tool for dispensing water from container into cup
- Sanitation supplies:
 - Toilet--buckets with plastic bags
 - Privacy shelter--1 per 25 people
 - Toilet paper--20 rolls per 100 people
 - Wet wipes--300 per 100 people
 - Plastic bags, ties--10 per 100 people
- Food: (Non perishable foods such as canned vegetables and fruits. Avoid salty foods.)
- Matches
- Cooking supplies--can opener, pots/pans, camp stove, fuel for cooking
- paper plates, cups, paper towels, aluminum foil
- Instant coffee
- Hard candies, Fruit roll-ups, other snacks
- The following can be collected by asking each child to bring in one "Costco"-sized can of the following.
- Divide assignments up by grade level e.g. each ninth grade student brings 1 large box of soda crackers.
- 40 oz. cans of beef stew
- Boxes of unsalted soda crackers
- Large cans of fruit cocktail
- Large cans of peaches
- Large cans of pork-n-beans
- Canned stews
- 46 oz. Cans of canned juices
- Cans of vegetable soup
- 42 of 59 pages
- First Aid:
 - 4x4 compress--1000 per 500 students
 - 8x10 compress--150 per 500 students
 - Sterile ABD combine pads 5"x9"--25 per campus
 - Sterile non stick Telfa pads 3"x4"--400 per campus

- Gauze rolls, non sterile--60 rolls of 3" by 10 yards
- Kerlix bandaging--1 per student
- Ace wrap 2 inch--12 per campus
- Ace wrap 4 inch--12 per campus
- Triangular bandages--24 per campus
- Cardboard splints, small--24 per campus
- Cardboard splints, medium--24 per campus
- Cardboard splints, large--24 per campus
- Aqua-Blox--0.016 x students/staff=number of cases
- Band-Aids, 3/4 inch size--300 per campus
- Extra large Band-Aids--50 per campus
- Butterfly bandages--50 each per campus
- Hydrogen peroxide--10 pints per campus
- Backboard with straps--1.5 per 100 students
- scissors (paramedic)--4 per campus
- Tweezers--3 assorted per campus
- Triage tags--50 per 500 students
- latex gloves--100 per 500 students
- oval eye patch--1 box of 50 per campus
- 1 inch cloth tapes--50 rolls per campus
- 2 inch cloth tapes--24 rolls per campus
- Dust masks--24 per 100 students
- Disposable Richter highway blankets--10 per 100 students
- First Aid books, standard--2 per campus
- First Aid books, advanced--2 per campus
- Space Blankets--1 per student/staff
- Two 20 feet by 20 feet ground covers for first aid station
- Clipboard, paper, report forms
- Self-inflating resuscitation bag and mask
- Tourniquets--25
- Cervical Collars--5
- Sterile saline solution--30 1000mL bottles
- Irrigation trays-8
- Hydrogen peroxide
- Burn paks, 3"x3"--40 per campus
- Cold packs--20 per campus
- Medications (Need to be dated and rotated): 10 Ammonia inhalants, 4 64 oz Powdered Gatorade
- or other oral electrolyte, 1000 antacid tablets, 1000

- 325 mg Tylenol, 150 25 mg Benadryl capsules, 2 Dramamine (for motion sickness from ground)
- shaking), 2 bottles Imodium or Kaopectate, Neosporin--box of 144 squeeze packs per campus
- 15 pints alcohol
- 12 rolls paper towels
- 12-33 gallon plastic bags
- 40 small plastic bags
- 200 pre moistened towelettes
- 2 packages safety pins
- 20 packets of tissues
- 30 blankets
- 30 foam sleeping pads
- 2 thermometers
- Feminine hygiene products
- Miscellaneous tools for uses additional to search and rescue
- Utility shut off wrench--1/utility
- Pry bars, five to six feet--2
- Pick ax 6#
- Sledge hammer
- Square shovel
- Round shovel
- Barrier tape 3 inches x 1000 feet--3
- Street grade broom--1 per campus
- Wedges--6 per campus
- Flathead and Phillips screwdrivers

Miscellaneous:

- Fire extinguishers
- Optional Item: Generator

Search and rescue (SAR) equipment:

- Protective gear for SAR teams:
- Develop 5 member SAR teams--number based upon per classroom needed to search school site within 20 minutes.
- hard hat--1/team member
- vest--1/team member
- gloves with leather palms--1/team member
- safety goggles--1/team member
- dust mask--1/team member
- whistles--1/team member

- Keys--one set/SAR team or one set/assigned area
- Basic SAR tools
- adjustable 10 inch pliers--1 per campus
- 8 inch lineman pliers-- 1 per campus
- Pry bar 24 inches--1 per campus
- mini folding hacksaw--1 per campus
- 18 inch bolt cutters--1 per campus
- hammer, 3#--1 per campus
- duct tape--1 roll per campus
- plastic bags--6 per campus
- folding shovel--1 per campus
- angle head flashlight--1 per campus
- 6 inch screwdriver--1 per campus
- 4 inch Phillips screwdriver--1 per campus
- Utility knife--1 per campus
- Container to hold tools--1 per campus
- Rope--20 feet
- SAR tags (red and green)
- Additional flashlights
- Batteries for flashlights (at least 2 sets per flashlight)
- Emergency lanterns
- 8'x10' heavy tarp
- 1 stretcher/team

Emergency Response Teams

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake.

REMEMBER: BE PREPARED TO BE ISOLATED FOR 72 HOURS.

1. Emergency Operations Center Team. The Executive Director or designee should head this team. The Emergency Operations Center Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the Emergency Operations Center. A person on this team should be designated as responsible for communication.
2. Search and Rescue Team. One or more groups of staff and/or parent volunteers (a team of adults) designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. One member of each group should have some first aid training. These

team members should also be trained in fire suppression. This team's efforts should be coordinated with the First Aid Team. All activities should be reported back to the Emergency Operation Center.

3. First Aid Team. This team of staff, students and/or parent volunteers should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Emergency Operation Center.
4. Security/Damage Assessment Team. This team of staff and/or parent volunteers (a team of adults) shuts off utilities, assists in fire fighting efforts, secures the campus and puts up signs to direct parents to student release areas. All activities should be reported back to the Emergency Operation Center. After the immediate danger has passed, they will do a preliminary assessment of the buildings and report the nature and extent of damages to the Emergency Operation Center.
5. Student Release Team. This team of staff is crucial to the timely and accurate release of students to their parents. This team coordinates with teachers to have orderly release of the students. Often the school secretary will head up this team. A report should be given to the Emergency Operation Center.
6. Support Team. This team of staff, students or parent volunteers is not an immediate response team. They will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff. They are also responsible for the maintenance of the food and water supplies. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Emergency

1. Operation Center.

Emergency operations center team Responsibilities

Duties: the Executive Director or designee should head this team. The Emergency Operations Center (EOC) Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency.

Who could do this job?

Minimally a team of 4 staff or parent volunteers should be developed to serve as the EOC Team. The Executive Director or designee should head the team. One person on the team should be responsible for communications. One person on the team should be responsible for accounting for students and staff.

1. Team Leader: The Executive Director or designee. This person is responsible for all activities on the school site. This person should

determine the schedule for their emergency teams. Avoid overworking personnel, it is generally recommended that people should not be working longer than a 12-hour shift plus shift transition periods.

2. Assistant to Team Leader (Shadow): This person serves as the liaison for the team leader and the other team members. If the team leader is in the field, this person provides communication between the EOC and the team leader.
3. Communications Team Member: This person is responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as the district office, emergency response personnel, the Red Cross, parents, etc. The communications person should prioritize communication in the following manner: 1) life threatening, 2) property threatening, 3) non-emergency. If you have a larger school, more than one person may need to do this job.
4. Enumeration's Team Member: This person is responsible for accounting for all students and staff. They should have the roll call from the teachers in order to determine if any students are missing. Lists from Search and Rescue Teams and the First Aid team should also be given to this person. The Student Release Team should reports should also be given to this person. They should be able to determine if all staff and students are accounted for, the status of their health and whether or not they have been released to go home.

Before the Earthquake: Determine how communications, rosters and costs will be documented. In order to be reimbursed for costs from FEMA, Standardized Emergency Management System (SEMS) Training may be required. Contact your superintendent.

Search and rescue team

Responsibilities

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. In addition, they should help suppress fires.

Who could do this job?

Teams of 5 staff or parent volunteers should be developed as needed for the size of the school. This team should only consist of adults. Students should not be assisting in search and rescue efforts. Custodians may not be a good choice for this team as they will be needed to assist with other urgent tasks such as shutting off utilities.

Before the Earthquake:

1. Each team member should be assigned to be primarily responsible for either search or rescue. This is to prevent team members being torn between stopping to rescue people and continuing the search for other

injured. Each team should designate who will serve as the leader and back-up to the leader.

2. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
3. Obtain/Develop a resource list of the neighborhood people trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
4. Annually check the search and rescue supplies on site.
5. Team members should be trained in search and rescue techniques, first aid and fire suppression.
6. Team members should also cross-train with the Security/Damage Assessment team so these teams can serve as back-up to one another.
7. Establish a pattern for searching the school site.
8. Check fire extinguishers annually.

Immediately after the earthquake:

1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
2. Report to earthquake supply shed for search and rescue equipment.
3. Sweep through the school buildings following a pre-established pattern to quickly identify who is trapped or injured.
4. Note tags on classroom doors. Green=OK, Red=trapped or injured people.
5. Check every room in the school visually, vocally and physically as part of the initial sweep of the building. Make notes on the tags if additional trapped or injured are found.
6. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
7. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
8. Report to the Emergency Operations Center about the number and status of trapped victims. Request additional help as needed.

First aid team

Responsibilities

Duties: This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team. Who could do this job? Teams of staff, students or parent volunteers should be developed as needed for the size of the school. These individuals should be trained in First Aid and CPR.

Before the Earthquake:

1. Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake.

2. Team members should be certified in First Aid and CPR and should keep this certification current.
3. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
4. Obtain/develop a resource list of medically-trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
5. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.

Immediately after the earthquake:

1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
2. Report immediately to the Emergency First Aid station area.
3. Triage injured brought to the first aid station.
4. Administer first aid to the injured.
5. Coordinate with the Search and Rescue Team. Provide first aid to trapped or injured as they are rescued. If necessary be prepared to assist Search and Rescue Team provide first aid to injured while they are trapped.
6. Keep emergency card with each injured person.
7. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
8. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
9. Notify the Emergency Operations Center of number of injured and status of first aid treatment.

Security / damage assessment team

Responsibilities

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should help suppress fires and coordinate with Search and Rescue Team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to student release area.

Who could do this job? A team of staff or parent volunteers should be developed as needed for the size of the school. Custodians would be a good choice for this team. Team members should have access to master keys and should be trained as backup to the Search and Rescue Team.

Before the Earthquake:

1. Team members should be trained to know when, how and where to shut off utilities, gas, electricity and water, as required.
2. Check supplies to be sure the necessary tools to shut off utilities are there.
3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
4. Check utility map of the school site for accuracy and completeness.
5. Obtain training in emergency damage assessment.
6. Go through the Hazard Assessment of the school site. Remove or correct any of the problems identified by the hazard assessment if possible.
7. Team members should cross train with Search and Rescue Teams so that these teams can serve as back-up to one another.
8. Check fire extinguishers annually.

Immediately after the earthquake:

1. Report to the earthquake supply shed for necessary supplies.
2. A methodical sweep of the campus should be performed. Rapidly inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, turn off the gas main, electricity and/or water main. Do not enter damaged structures.
3. Assist Search and Rescue Team as needed in fire suppression or other activity.
4. Check the perimeter of the school site for damage such as downed wires.
5. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
6. Activities of the team should be reported to the Emergency Operations Center.

Student release team

Responsibilities

Duties: This team should document and assist the teachers in the release of students to parents and designated adults.

Who could do this job? A team of staff or parent volunteers supervised by the school secretary would be a likely choice for this team.

Before the Earthquake:

1. A letter should be sent home to parents at the beginning of each school year with the student emergency card, which explains the emergency plans of the school site. This letter should also explain what parents need to supply for their children and what procedures they should follow during a disaster.
2. All student information should be in triplicate. One copy should be in the individual student kit, one copy in the teacher's emergency backpack and one copy should be kept in the office.

3. Determine which site will be the emergency student release area. Develop the procedure to be used for releasing students.
4. During the annual earthquake drill, test the student release procedure.

Immediately after the earthquake:

1. Evacuate the office and bring emergency cards
2. Set up Student Release Area.
3. Have parents/designated adults sign-out students. The time and destination of the sign-out should be recorded.
4. Coordinate with the Emergency Operations Center so it is known which students are trapped or injured.
5. Report all activities to the Emergency Operations Center.

Support team

Responsibilities

Duties: This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.

Who could do this job? A team of staff, student or parent volunteers sufficient for the school size.

Before the Earthquake:

1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
2. At the beginning of the school year, all children should be asked to bring the zip lock bag containing their emergency kit supplies. In addition, each child should bring some canned or dry foodstuffs listed in supplies.
3. Determine the best location of food preparation, food service, and water distribution. In addition, determine a location for the sanitation tents or shelters away from the food preparation area.
4. Develop a food consumption plan for the school population, *i.e.* Students consume supplies in zip lock bag first. Remember the first hours after the earthquake will largely be spent rescuing the trapped and injured.

Immediately after the earthquake:

1. Report to the Emergency Operations Center. Coordinate with the Executive Director/designee.
2. Set up cooking area, water distribution area and sanitation areas. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.
3. Set up sheltering tents as necessary to protect the students from the elements.