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MARIA MONTESSORI CHARTER ACADEMY

2025 - 2026 school year

SCHOOL SAFETY AND INCIDENT MANAGEMENT PLAN (Public View)

Revised Plan Date: April 29, 2025

Original Approval Date: July 2013

Original Plan Authors:

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- Parents: MMCA Board of Directors
- Classified Employee: Denise Thorman
- Law Enforcement Representative: Brett Keller
- Student Representatives: 7th/8th Grade Teen CERT students

Preface

The goal of this safety plan is to ensure that the MMCA campus is a secure and safe environment. Key elements of our safety plan include:

- The campus is closed. Visitors must sign in and receive a visitor's pass before they can be on campus. Staff is trained to direct unidentified persons to the main office. Students must be signed out before they can leave the campus.
- Students are not released to anyone not listed on their emergency card or designated by their parent or guardian.
- Lock-down and evacuation procedures are in place. Office staff and principal assess the procedures during regularly scheduled drills. Emergency exit plans are posted in every classroom. Teachers discuss and review the emergency plans with students.
- The classroom doors lock (using key) from the inside to allow teachers to secure their classrooms without having to step outside.
- Main entry and exit points of the campus are monitored.
- Emergency Response Backpacks are in place. Current phone numbers are kept in the emergency backpack to be used in case of student and staff evacuation.
- Physical conditions that could lead to accidental harm are promptly corrected. School safety inspections are conducted several times a year. The inspections include a tour of the school site checking for safety hazards.
- The school policy dealing with vandalism includes procedures for painting over graffiti and making repairs before students arrive on campus. Families may be held liable for financial restitution for graffiti, vandalism and damage to school property. Broken windows will be replaced immediately.
- School buildings and classrooms are well maintained and free of physical hazards. They are designed for student safety, security and to prevent criminal activities.
- Procedures are in place for student evacuation in alignment with local law enforcement. Procedures are in place for a Sheltering In-Place if a chemical is spilled near the location of the school. Procedures for evacuation to the Margaret Azevedo Park are in place for a gas leak or bomb scare. Procedures are in place for evacuation to an alternate site if necessary.
- There is adequate supervision during recesses and high traffic areas as assessed by parent, staff and student surveys and office referrals.
- Adequate lighting is in place to ensure safety on the campus at night.
- A Security system is in place and the custodians, principal and District maintenance crew monitors its use.

This Safety Plan is intended as a detailed Action Plan should an Emergency Event occur. In addition, a condensed Emergency Flipbook has been created in connection to this plan and is available within every room on campus.

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INCIDENT MANAGEMENT PLANNING

I. Incident Management Preparation

National Incident Management System (NIMS)

NIMS is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent of NIMS is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Improve coordination and cooperation between public and private entities in a variety of domestic incident management activities.
- NIMS provides a set of **standardized** organizational structures, as well as requirements for processes, procedures, and systems designed to improve interoperability.

NIMS standard incident management structures are based on three key organizational systems:

- The **Incident Command System (ICS)**, which defines the operating characteristics, management components, and structure of incident management organizations throughout the life cycle of an incident
- **Multi-agency Coordination Systems**, which define the operating characteristics, management components, and organizational structure of supporting entities
- **Public Information Systems**, which include the processes, procedures, and systems for communicating timely and accurate information to the public during emergency situations

The Incident Command System (ICS)

An incident is an occurrence, either caused by humans or natural phenomena, which require action by emergency service personnel to prevent or minimize loss of life or damage to property and/or the environment.

Examples of incidents include:

- Fire
- Hazardous materials incidents
- Search and rescue missions
- Natural disasters
- Accidents and injuries
- Planned events, such as dances, field trips or rallies, just to name a few.

The Incident Command System, or ICS, is a standardized, on-scene, all-hazard incident management concept. ICS allows its users to adopt an integrated organizational structure to match the complexities and demands of single or multiple incidents without being hindered by jurisdictional boundaries.

ICS has considerable internal flexibility. It can grow or shrink to meet different needs. This flexibility makes it a very cost effective and efficient management approach for both small and large situations.

Organizational Structure—Incident Commander On small incidents and events, one person, the Incident Commander, may accomplish all five management functions. In fact, the Incident Commander is the only position

that is always staffed in ICS applications. However, large incidents or events may require that these functions be set up as separate Sections or persons within the organization.

Below is a brief description of each ICS function:

- **Incident Command:** Sets the incident objectives, strategies, and priorities and has overall responsibility at the incident or event.
- **Operations:** Conducts tactical operations to carry out the plan. Develops the tactical objectives and organization, and directs all tactical resources
- **Planning:** Prepares and documents the Incident Action Plan to accomplish the objectives, collects and evaluates information, maintains resource status, and maintains documentation for incident records
- **Logistics:** Provides support, resources, and all other services needed to meet the operational objectives.
- **Finance/Administration:** Monitors costs related to the incident. Provides accounting, procurement, time recording, and cost analyses.

Additional Command Staff

Depending upon the size and type of incident or event, it may be necessary for the Incident Commander to designate personnel to provide information, safety, and liaison services for the entire organization. In ICS, these personnel make up the Command Staff and consist of the:

- **Public Information Officer**, who serves as the conduit for information to internal and external stakeholders, including the media or other organizations seeking information directly from the incident or event
 - **Safety Officer**, who monitors safety conditions and develops measures for assuring the safety of all assigned personnel
 - **Liaison Officer**, who serves as the primary contact for supporting agencies assisting at an incident.
-
- **Organizational Structure—ICS Sections**
Each of the primary ICS Sections may be subdivided as needed. (*See expanded organization chart in roles and responsibilities section.*) The ICS organization has the capability to expand or contract to meet the needs of the incident.

A basic ICS operating guideline is that the person at the top of the organization is responsible until the authority is delegated to another person. Thus, on smaller incidents when these additional persons are not required, the Incident Commander will personally accomplish or manage all aspects of the incident organization.

Selecting and Changing Incident Commanders

Initially, the first person on the scene is designated as the Incident Commander. As incidents expand in size, change in jurisdiction or discipline, or become more complex, command may change to a more experienced Incident Commander. Rank, grade, and seniority are not the factors used to select the Incident Commander. The Incident Commander is always a highly qualified individual trained to lead the incident response. Transfer of command at an incident always requires that there be a full briefing for the incoming Incident Commander and notification to all personnel that a change in command is taking place.

The chart below outlines fulfillment of annual preparation tasks and responsibilities necessary to be response implementation ready. The lead site administrator is responsible to oversee fulfillment of all tasks.

Schedule for Updating Procedures and Supplies		
What?	Who?	When?
IRMP	Brent Boothby	September
Student Emergency Cards - 1 set in library, MPR & computer lab, 1 set in check out box, 1 Teacher set	Cynthia Brown/Tamara Fernandes	September / January
Staff Emergency Cards	Tamara Fernandes	September
Ask Parents if emergency cards are current	Cynthia Brown /Tamara Fernandes	August, March
Restraining Order List	Cynthia Brown	September
Office-Based Emergency Supply Box	Tamara Fernandes	July/August
Emergency Envelopes	Cynthia Brown/Tamara Fernandes	August
Classroom Backpacks	/Tamara Fernandes	July/August
Evacuation Maps	Cynthia Brown/Tamara Fernandes	August
Send updated Incident Response plan to D.O.	Brent Boothby	February
Review procedures with staff	Brent Boothby	September, March
Drills (w/ annual schedule to Amanda at DO)	Brent Boothby	Monthly
Staff, Parent Updates & notification	Brent Boothby	Monthly
Facilities Plan / Blue Print w/copies to DO, fire and police department	Brent Boothby	September
Replace all Batteries in Incident Response Bags around school site	Jason Mikels	September

Staff Capacity Inventory

The chart below should be used to record a skills inventory of staff members. The skills to consider and inventory would be those important during incident response situation, such as: CPR, First Aid, Triage experience, building safety knowledge, de-escalation skills, second language abilities.

STAFF CAPACITY INVENTORY

NAME	SKILL	CERTIFICATE (with date) Y/N/NA	Comments
Any staff member	CPR/First Aid	Yes (renewed biennially or as required)	Certificate on file
Brent Boothby Jason Mikels Ray Baldonade	Knowledge of building safety/ facilities/ and location of gas and water mains	NA	Maps of location of gas and water mains (attached)
Tamara Fernandes Cynthia Brown	Knowledge of student medical plans	NA	Medical plans in Nurse's Office (Admin Building)

Annually, each lead site administrator should confirm membership of the site's incident response team. The following outline of duties and activities is important to preparing all stakeholders for the event of an incident.

Incident Response Planning Team Duties

1. Develops a comprehensive incident plan for all levels of incident:
 - a. "Lock Them In"
 - b. "Get Them Out"
 - c. "Bring Them Back"
2. Establishes an Incident Response Team.
 - a. Identify team roles and responsibilities.
3. Establishes specific evaluation plan.
4. Purchases / Compiles and maintains health/first aid supplies, and emergency equipment, in addition to other items identified in the "Updating Procedures and Supplies Matrix". All supplies will be kept in rolling containers for easy mobility.
5. Notifies and trains all staff regarding procedures.
6. Schedules and holds regular drills.
7. Informs parents about the incident response plan.
8. Establishes a yearly update plan for supplies and procedures.

Office Staff Duties

1. Has a list of items to take if the office needs to be vacated.
2. Has supplies and procedures to set up a student check out area.
3. Has emergency health supply containers. Containers are maintained by office staff with notification by school office staff.
4. Additional copies of staff and student emergency cards, and current class lists are kept in two alternate locations in the event the original cards cannot be accessed.
5. Notifies substitutes of emergency procedures upon arrival to the school.
6. Notifies staff of restraining orders on file.
7. Follows the established procedure for persons defying restraining orders.
8. Insures that Bomb and Threatening Call Checklists are readily available. Follows the established procedure for handling bomb threats.

Parent Preparation

1. Frequently requested to keep emergency cards current.
2. Required to read the safety plan which includes an emergency procedures page.

Guidelines for Preparing a Buddy Teacher List

1. Teachers assigned to the same class (team teachers) will be “buddies” in an emergency.
2. Review evacuation routes.
3. After incident and classroom status check, buddy teachers check with each other to determine: each other’s health status, need to assist with injuries, need to stay with injured students, etc. If possible, injured students should not be left alone.

Remember: Teacher’s responsibility is to all students, but in situations which threaten the lives of all, **do the greatest good for the greatest number.**

4. If necessary, one buddy teacher will evacuate the classroom. Students should exit **without** the teacher leading them. Teacher should stay back to check the classroom and close the door (do not lock). If both buddy teachers are available for evacuation, one leads and the other brings up the rear, checking briefly to make sure the classroom is empty and closing doors.
5. Once in assembly area, the teacher(s) should take roll. All teachers are to fill out written Student Accounting Forms to be delivered to the Command Post.
6. Be sure that substitute teachers know the emergency procedures as well as who and where their buddy teacher is.

Classroom Contents Preparation

1. Emergency Signals and Incident Response Activities will be posted by the primary entry door of each classroom, library, cafeteria, staff office, and other student service areas.
2. Incident Response Plan binders will be in the Classroom Incident Response Backpack near the main exit.
3. Emergency envelopes are posted by each classroom door.
4. Classroom Incident Response Backpack.
 - Students will be assigned to take out the backpack in an emergency.
5. Substitute folders with emergency information are readily available in each classroom (*See substitute folder contents*).

Classroom Response

Classroom Back Pack (PreK-8 grades)
<p>Every class has an emergency clipboard by the door. The clipboard has the evacuation route in green on one side of the clipboard and a red piece of paper laminated to the other side of the clipboard. The purpose of the two colors is to signal student count during a drill, or real incident.</p> <ul style="list-style-type: none">• Hold up the green side if all students are accounted for.• Hold up the red side if one or more students is missing.
<p>Classroom Back Pack Contents:</p> <ol style="list-style-type: none">1. Flipchart/clipboard2. Class list / Class roster (formatted to include parent information)3. Pen4. Black broad-tipped permanent marker5. Mechanical pencil6. labels7. Small pad of paper8. Open package of Post-It notes9. Roll of masking, duct or adhesive tape10. Special Health Needs for students list / Careplans11. Student Emergency Cards12. NON-Latex gloves (3) sealed in sandwich bag13. Band-Aids (assortment) sealed in sandwich bag14. Hand held sign with teacher's names and room color15. Gauze & Tape16. Bottled water (2 – 12oz)17. Space Blanket (2)18. Whistle19. Large Garbage Bags (3)20. Flashlight –empty of batteries21. Sealed package of batteries to suit above flashlight22. Lifesavers (2 rolls) or sugar free gum23. Sugar packets – <u>not</u> sugar substitute24. Walking shoes for teacher (optional)25. Box of large garbage bags (raincoats)26. Bag inventory tag to be reviewed annually and initialed

Emergency Evacuation: Health Supplies Policy and Procedure

1. In the event of an emergency evacuation the person designated by the site administrator will gather these items;
 - a. Medical issues list in the medicine drawer.
 - b. All medications for students that are kept in the medication cabinet.
 - c. All medical equipment that a student may use due to a medical condition i.e. glucose monitoring kit, oxygen, and peak flow meters.
2. These items are, as much as possible, to be placed in a modular First Aid filing cabinet.
3. The modular first aid filing cabinet and medical equipment will be placed in the conference room closet.
4. The designated individual is to proceed to exit the building and follow the directions of the Incident Coordinator.
5. Health-related emergency items will be assembled and annually inventoried by MMCA staff.

***** Maintenance of the following kits are responsibility of the Logistics Section Chief.**

Office-Based Emergency Response Supply Box*– to be maintained in modular first aid filing cabinet*

Emergency Health / First Aid Response Supplies List	
<u>Item</u>	<u>Quantity</u>
IRMP	1
Medical Issues List	1
Student Medication <i>from medication cabinet</i>	Varies
Student Medical Necessities equipment (<i>glucose monitoring kit, oxygen, and peak flow meters</i>)	Varies
Student Emergency Card Binder	1 – office desk
American Red Cross First Aid Handbook (<i>2000 edition or later</i>)	1
Comprehensive Set of Teacher/Student class (lists)	1
4 “ x 4” compress	1 box
4” cling wrap bandages	6
Kerlix bandaging	1 per student
2-inch Ace wrap	12 per campus
4-inch Ace wrap	12 per campus
Triangular bandage	24 per campus
Cardboard splints	24 each small, medium, large
Scissors (paramedic)	4 per campus
Tweezers	3 assorted sizes per campus
Latex gloves	100 per 500 students
Oval Eye	50 per campus
Pocket mask	2 – adult / pediatric
Penlight	1
Paper tape	20 rolls
Band-aids	2 boxes
Large battery-powered flashlight	1
Small paper cups	In health office
Safety pins – large and small	In health office
Kwik Kold Ice packs	1 box
Paper and Pencil	1

Maintenance Emergency Response Items

IRMP
Laminated Incident Response Duty descriptions
<i>Redi Action Guide & Emergency Operations Guide</i>
Fire and Security Alarm Turn-off Procedures <i>(how and where located)</i>
Sprinkler System Turn-off Procedures <i>(how and where located)</i>
Utility Shut-Off Valves for Electric, Gas, Water <i>(how and where located)</i>
Breaker Box locations <i>(how to shut off and where located)</i>
Cable TV Shut-off <i>(identify where and how)</i>
Student and Staff Photos <i>(class photos from Lifetouch)</i>
Barricade Tape
Duct Tape
Flashlight w/ extra batteries
Large Garbage Bags (10)
Latex Gloves (10)
Multi-purpose mini-tool kit
Paper towels
School site map (showing room numbers; exit routes; phone numbers; computers, email and cable TV hook-ups and access; threat areas = chemistry, biology, shops, labs, maintenance, etc.)
Set of Master Keys (2) <i>(this will actually be 3 copies of a list/matrix showing which staff has which keys to what at each site and at the DO)</i>
Poster board (3)
Space Blankets (10)
Scissors
Wet/Dry Towelettes (individual packets) (50)
Clip Boards (6)
Permanent Markers (3 extra wide tip) & (3 small tip)
Large Rolling Duffel bag (2)
Orange Emergency Vests (6)
<i>Not in Emergency Bag:</i>
Cell Phones
Fire Extinguishers
Emergency Response - Health Emergencies Bag
Minivox (bullhorn)
Radios/Walkie Talkies
<u>School Site Emergency / Maintenance Supplies</u> <i>(located in primary campus maintenance location, clearly marked & known to core response team members)</i>
Bolt Cutters
Crowbar
Wrench(es) <i>for turning off utilities, etc.</i>

INCIDENT MANAGEMENT

EMERGENCY SIGNALS, ACTIONS & RESPONSE

II. EMERGENCY SIGNALS & ACTIONS

Communication Plan

Communications **equipment** we have: telephones, public address system, cell phones, One Call Now, mass email and texting systems

If an incident happens during **school hours**, we will communicate:

With the Incident Management Team by: Telephones, cell phones

With the staff by: Telephone, public address system, runners

With the students by: Telephone, public address system, runners

With parents by: One Call Now automated system, telephone, email

If an incident happens during **non-school hours**, we will communicate

With the Incident Management Team by: Telephone

With the staff by: Telephone

With the students by: One Call Now automated system, telephone

With parents by: One Call Now automated system, email

During a **Shelter In Place** or **Lock Down** incident we will communicate

With our Incident Management Team by: Telephone, cell phones

With our Staff by: Telephone, Public Address System, cell phones

With our Students by: Public address system, bullhorns, verbal instructions by staff

With our Parents by: One Call Now automated system, email

One Call Now Sample Call:

SAMPLE -- PUBLIC INFORMATION RELEASE

Check (x) as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____ has just experienced a(n) _____

___ The (students/employees) [(are being) or (have been)] accounted for.

___ No further information is available at this time.

___ Emergency medical services [(are here) or (are on the way) or (are not available)].

___ Police [(are here) or (are on the way) or (are not available to us)].

___ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

___ _____ [(are here) or (are on the way) or (are not available)].

___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

___ Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.

___ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.

___ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

___ Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at _____

___ Confirmed deaths have been reported at _____.

Names cannot be released until families have been notified.

___ Structural damage has been reported at the following sites: _____.

___ Release restrictions: ___ No ___ Yes If yes, what? _____

___ Released to the public as Public Information Release # _____

Date/Time: _____

Emergency Action Signals

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SECURE BUILDING (LOCKDOWN)	26
STAND-BY	28
TAKE COVER	29

THE FOLLOWING SIGNALS AND ACTIONS MAY OCCUR IN THE EVENT OF AN INCIDENT

EMERGENCY ACTION

(1) ALL CLEAR

ANNOUNCEMENT:

1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 1, ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) Thank you."

2. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Office staff or aides

Routing: Sweep from Building D (Preschool) to Building A, Building B, and Building C
(See maps in this binder, or site map posted in Key Room – Administration Building, or following,)

DESCRIPTION

1. This ACTION signifies the end of the ACTION that had been initiated.
2. Teachers should immediately begin discussions, activities, etc., to assist students in addressing fear, anxiety, etc.
3. Use Parent Telephone Alert System (One Call) if appropriate.

WHEN USED

1. This **ACTION** is used as the final **ACTION** to conclude:

- Duck, Cover and Hold On
- Leave Building
- Secure Building
- Stand-By
- Take Cover

“BRING THEM BACK” PROCEDURES

(these roles should correspond to NIMS team member roles)

INCIDENT COMMANDER:

Principal, Assistant Principal, or Lead Teacher

- a) Verify information.
2. Contact NIMS team leaders.
 - a. Review facts and determine what information is to be shared and determine how the information is to be shared.
 - b. Identify necessary resources and designate team members to call.
 - c. Determine if additional support is needed.
3. Contact your own family to assess their safety and advise them of your situation.
4. Determine whether or not to activate the district-level aftermath team (Roger Stock at 630-2230) or to activate the site-level team only.
5. Conduct staff debriefing meeting (consult with counseling staff).
6. Conduct an evaluation of the incident response plan when things settle down.
7. Contact victim(s) family, if appropriate.
8. Coordinate with the counseling staff any written communication to be sent home to students or parents.
9. Oversee attendance clerks with student accountability system. Communicate information with parents and district office.
10. If necessary, coordinate parent meetings with counseling staff.

OPERATIONS OFFICER: Staff Liaison

School Secretary

1. Inform staff of situation.
2. Find out which teachers would like assistance with classroom notification.
3. Provide copies of follow-up activities for use in the classroom (see counseling staff).
4. Check in with each staff member regularly to assess his/her needs.
5. Contact your own family to assess their safety and advise them of your situation.
6. Call in any adults to substitute for teachers needing relief (see incident team member role).

OPERATIONS OFFICER: Student Liaison

To Be Assigned At Time of Emergency

1. After being called by counselors, meet at designated place.
2. Provide counseling to students (group or individual).
3. Have a designated peer counselor talk to the students and clear any misunderstandings and rumors.
4. Be flexible and willing to respond to directions by adult incident team members.
5. Assist in the planning of a remembrance/gathering if the incident results in the death of student or staff member.
6. Be prepared to go to another school, if a incident should occur there.
7. Follow-up and debrief situation.

PUBLIC LIAISON OFFICER

School Secretary

1. Contact community agencies to enlist their support.
2. Obtain a list of all community agency personnel who will be on site.
3. Update other team members as necessary.

NURSE/NURSE ASSISTANT

District Nurse / Nurse Assistant

1. Assist in communicating medical updates from the school site or hospital to parents.

2. Assist in handling incoming phone calls if a non-medical emergency.
3. Be available for incident counseling.

COUNSELORS/PSYCHOLOGISTS

District Counselors / Psychologists

1. Alert peer counselors if appropriate.
2. Assist staff liaison with staff debriefing meeting, as appropriate.
3. Assist teacher with class discussions regarding the incident at the teacher's request.
4. Assist with staffing the incident intervention room for students and staff.
5. Distribute handouts to staff and parents regarding grief, as appropriate.
6. In cooperation with the community liaison, call appropriate community agencies.

TEAM MEMBERS

All Remaining Staff Members

1. Assist with staffing the incident intervention room for students and staff.
2. Assist with teacher's duties if they need relief.
3. Be flexible and willing to take on tasks as assigned (i.e. crowd control, attendance sign in/out, phone calls etc.)
4. Assist in debriefing process and planning for follow-up.

ANNOUNCEMENT

1. During School Hours

- An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 2, CONVERT SCHOOL.** (Pause) **CONVERT SCHOOL** (Pause) **CONVERT SCHOOL.**"

2. Other than School Hours

- Use the School Personnel Telephone Alert System to notify all school employees.

DESCRIPTION

1. During School Hours

- Dismissal for all classes, followed by **ACTION GO HOME**, or if the situation dictates, hold students at school for temporary care.
- Conversion of the school into an Emergency Hospital, First Aid Station or Congregate Care Center. (Congregate Care Center is operated by officials of the Department of Health and Human Services or the American Red Cross.)
- This action will normally be preceded by one or more of the other Emergency Actions.

2. Other than School Hours

- Alerting school employees through the use of the School Personnel Alerting System.
- Suspension of scheduled classes. Use Telephone Alert System. Notify District Office for assistance by other means.
- Conversion of the school into an Emergency Hospital, First Aid

3. When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

WHEN USED

1. This **ACTION** will be initiated only by action of the Superintendent and/or upon the direction of officials from the Department of Health and Human Services or upon the request of the American Red Cross.
2. It is deemed appropriate for use during any disaster in which a requirement exists for additional medical facilities or Congregate Care Centers.

EMERGENCY ACTION

(3) DIRECTED TRANSPORTATION/EVACUATION

ANNOUNCEMENT

1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 3, DIRECTED TRANSPORTATION** when dismissal bell rings.

(Pause) **DIRECTED TRANSPORTATION** (Pause) **DIRECTED TRANSPORTATION** (Pause)

When the dismissal bell rings."

2. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Office staff or runners

DESCRIPTION

1. Students and staff will be moved by any available means from an area of greater danger to an area of lesser danger.

- Who is assigned to each loading area? Brent Boothby
- Where are loading areas? In front of Administration Building or Margaret Azevedo Park Turn a round circle.
- What, if any, change in vehicle traffic patterns are necessary? None
- What staff supervises this **ACTION**, and where? Brent Boothby

2. Use Parent Telephone alert system as time permits prior to the event or evacuation action and also concluding the event or evacuation action.

3. This **ACTION** will normally be preceded by **ACTION STAND-BY** or another Action.

WHEN USED

1. This **ACTION** is considered appropriate for, but is not limited to, the following:

- Flood
- Fire
- Chemical accident

TAKE YOUR ROLL BOOK OR CLASS LIST WITH YOU. Make sure you have an accurate, up to date record of the students in each of your classes. Take this out with you, including the current period attendance.

Please refer to the campus map to identify the route for you to escort your students to your designated area in the event of an emergency. If your route is blocked, escort your class to the designated area by the safest visible route.

When you arrive at your designated area, take role and note any student who was in your classroom that period and should currently be with you but is not. Keep your students together as a class and supervise them, making sure that they do not wander into or block emergency access routes.

BUDDY SYSTEM: Since several staff members are assigned to damage assessment and search teams and

will therefore need to leave their students, it is necessary to pair all teachers in a manner that allows for ongoing supervision of all students. In addition, this will take care of situations in which a teacher is not able to accompany their students in an evacuation or in the event of needing to assist substitute teachers.

ANNOUNCEMENT

An oral command to "**DUCK, COVER AND HOLD ON**" (repeat as needed) given by the teacher or other staff member who realizes that an earthquake is occurring.

DESCRIPTION

1. When inside
 - Upon the command "**DUCK, COVER AND HOLD ON**", students and staff should immediately drop to the floor, get under their desk and hold on. Desks should be arranged so that they do not face windows.
2. When outside
 - Upon the command "**DUCK, COVER AND HOLD ON**", students and staff should immediately move away from buildings and other objects which might topple over.
3. Use Parent Telephone Alert System if appropriate.

WHEN USED

1. This **ACTION** is appropriate for:
 - Earthquake
 - Explosion
 - Surprise Attack

ANNOUNCEMENT

1. Fire alarm (bell or horn signal).
2. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

Names of messengers: Office staff or aides

DESCRIPTION

1. The orderly movement of students and staff along prescribed routes from inside school buildings to an outside area of safety.
2. This **ACTION** should be followed by another action or a return to school buildings and normal class routine.

All clear signal: Utilize Public Address system

3. Use Parent Telephone Alert System when appropriate.

WHEN USED

1. This **ACTION** is considered appropriate for, but is not limited to, the following:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake
- Other similar occurrences which might make the school buildings unsafe

TAKE YOUR ROLL BOOK OR CLASS LIST WITH YOU. Make sure you have an accurate, up to date record of the students in each of your classes. Take this out with you, including the current period attendance.

Please refer to the campus map to identify the route for you to escort your students to your designated area in the event of an emergency. If your route is blocked, escort your class to the designated area by the safest visible route.

When you arrive at your designated area, take role and note any student who was in your classroom that period and should currently be with you but is not. Keep your students together as a class and supervise them, making sure that they do not wander into or block emergency access routes.

BUDDY SYSTEM: Since several staff members are assigned to damage assessment and search teams and will therefore need to leave their students, it is necessary to pair all teachers in a manner that allows for ongoing supervision of all students. In addition, this will take care of situations in which a teacher is not able to accompany their students in an evacuation or in the event of needing to assist substitute teachers.

ANNOUNCEMENT

1. A tone over the Public Address System will be activated, indicating teachers should secure their classrooms.
2. Teachers should initiate this **ACTION** anytime they hear extremely violent behavior, i.e., shots, etc., outside their classroom.
3. Use messengers with oral or written word as an alternate means of staff notification.

Names of messengers: Office staff or aides

Routing: Sweep campus from Preschool – Building A – Building B - MPR

DESCRIPTION

1. Teachers and other staff members are to immediately lock doors and have students lie on the floor.
2. While students are getting on floor, close any shades and/or blinds if it appears safe to do so.
 - Turn off AC and Heat, close windows, etc.
3. Teachers and students are to remain on the floor until a staff member they recognize assures them that it is safe to unlock doors.
 - Implement red / green procedure for accountability of all students and staff. (Signals should be posted in classroom windows and/or otherwise communicated to the ICS.
 - Implement phone tree according to predetermined process to confirm accountability of students and staff.
4. This **ACTION** will not normally be preceded with any warning.
5. Use Parent Telephone System as soon as possible.

Recess Lock Down Description

1. Yard duty personnel are to immediately usher students to area designated below. When students are inside lock all doors, close blinds, take attendance, and report to office any missing students.
 - a. Main playground to Multipurpose – students should sit on the floor in the areas where their lunch table would normally be. If tables are down sit on a bench.
2. Staff and students are to remain in the lock down mode until the all clear or further instructions are given.
3. This action will not normally be preceded with any warning.
4. Use Parent Telephone System as soon as possible.

Whistle, Stop, Listen and Follow Directions

1. Yard duty personnel blow short repeated whistle blasts.
2. Students freeze, are silent, listen to and immediately follow Yard Personnel's direction.
3. Yard duty personnel give appropriate directions based on emergency.
4. This action will not normally be preceded with any warning.
5. Use Parent Telephone System if necessary, as soon as possible.

WHEN USED

1. This **ACTION** is considered appropriate for, but not limited to, the following:

- Extreme Violence
- Gunfire
- Hazardous Substance in Environment

ANNOUNCEMENT

1. An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 7, STANDBY.** (Pause) **STAND BY.** (Pause) **STAND BY.** (Pause) Additional information to follow."

2. Use messengers with oral or written word as an alternate means of faculty notification.

Names of messengers: Brent Boothby, Office Staff or Aides

3. Use Parent Telephone Alert System if appropriate.

DESCRIPTION

1. If outside, teachers are to return students to their classrooms.
2. If inside, teachers will hold students in classrooms pending receipt of further instructions.
3. It must be followed by another **ACTION** or return to normal school activities.

All clear signal: utilize Public Address system

WHEN USED

1. This **ACTION** is appropriate for all disasters or emergencies, except those that occur without warning.

ANNOUNCEMENT

1. Enemy Attack

- A three (3) minute undulating siren tone for schools near an Attack Warning Siren.
- An announcement in person directly or over the school public address system for schools not near an Attack Warning Siren.

Example: "Your attention please. (Pause) **ACTION 8, TAKE COVER** (Pause) **TAKE COVER.** (Pause) **TAKE COVER** (Pause) Enemy attack imminent."

- Continuing short buzzer or bell signals (use lockdown tone)
- Use messengers with oral or written word as an alternate means of faculty notification.

Names of messengers: Brent Boothby, Office Staff and Aides

2. Natural Disasters

- An announcement in person directly or over the public address system.

Example: "Your attention please. (Pause) **ACTION 8, TAKE COVER** (Pause) **TAKE COVER.** (Pause) **TAKE COVER** (Pause) Severe Windstorm imminent."

- Continuing short buzzer or bell signals (use lockdown tone)
- Use messengers with oral or written word as an alternate means of faculty notification.

Names of messengers: Brent Boothby, Office Staff and Aides

DESCRIPTION

1. Move to and take refuge in the best shielded areas within the school buildings.
2. Use Parent Telephone Alert System as soon as possible.

WHEN USED

1. This **ACTION** is appropriate for, but is not limited to, the following:

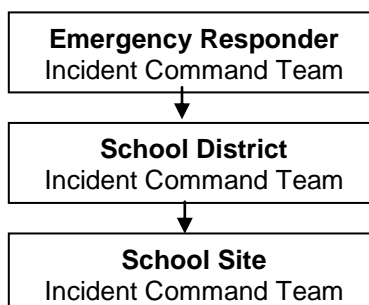
- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

III. National Incident Management System (NIMS) Incident Team Member Roles and Responsibilities

In an incident:

1. The individual identifying a need to call 911 (*be specific about location of incident*) does so, then:
 - begins incident response procedures
 - Until otherwise relieved, the 1st person on the scene is the Incident Commander and should begin activating the Incident Command System / Team and establish the ICS location.
 - The Incident Response bag should be immediately taken to the ICS location.
 - Note: When any phone on campus calls 911, the call is routed to the office main desk and the secretary will be able to hear the conversation between the classroom and the 911. This allows the office to gather information and send needed support to the class.
- b) The administrator/Incident Commander (IC) will call the district office (624-2428) and speak with Superintendent to report incident.
- c) The administrator/Incident Commander (IC) will join the Incident Response Team.
- d) The Incident Response Team will decide on procedures depending on the nature of the incident.
 - ***No statements should be made to media by anyone except the district or emergency responder designated (PIO) Public Information Officer.***
 - ***The PIO location needs to be established ASAP at a location away from the ICS.***
- e) District Office (DO) NIMS Officers supersede responsibilities of school site staff in all instances where DO ICS team staff is present at the incident.
 - RUSD staff wanting access to the Incident site must have RUSD identification for access to the area.
6. ***Emergency Response (Fire, Police, etc.) ICS officers supersede ICS responsibilities of district staff in all instances where emergency responder ICS team staff is present at the incident, except for the provision, safety and handling of students.***
 - Upon arrival of school Incident Commander should approach emergency responders with updated information regarding the situation.
 - The School Site Liaison needs to know and report accounting of students, staff, etc.

Incident Command Order of Hierarchy



Incident Team Member: Role Identification

Roles should be pre-incident designated for 2 – 3 deep (back-ups) at all sites.

Role	Name
Incident Commander (Administrator)	Brent Boothby
Back-up Incident Commander	Laura Crouch
Safety	Jason Mikels
Public Information	Brent Boothby
School Agency Representative to ICS Liaison	Cynthia Brown
Operations	Ray Baldonade
• Site Facility Check / Security	<i>To be assigned at the time of event</i>
• Medical	<i>To be assigned at the time of event</i>
• Student, Staff, Visitor Care & Accountability	<i>To be assigned at the time of event</i>
• Student Release	<i>To be assigned at the time of event</i>
• AfterMath	<i>To be assigned at the time of event</i>
Planning / Intelligence	Brent Boothby
• Documentation	Cynthia Brown
• Situation Analysis	<i>To be assigned at the time of event</i>
Logistics	Tamara Fernandes
• Supplies / Facilities	<i>To be assigned at the time of event</i>
• Staffing	<i>To be assigned at the time of event</i>
• Communications	<i>To be assigned at the time of event</i>
Finance & Administration	Denise Thorman/Tamara Fernandes
• Timekeeping	<i>To be assigned at the time of event</i>
• Purchasing	<i>To be assigned at the time of event</i>
All Staff Personnel Pool	<i>All site staff to be of service as assigned at time of event; <u>No</u> staff is permitted to leave the school site until released by the principal or superintendent</i>

Keys to Responding

- **Confirm the Facts**
- **Communication / Contact**
 - **911**
 - **District Superintendent**
- **Convene the school Incident Response Team**
- **Set-up Command Center**
- **Implement Appropriate ICS Structure**
- **Establish Objectives**
- **Assign Staff to Meet Objectives**

Responding to an Incident—Timelines

The First 10 Minutes

1. Secure safety of students, staff. Get as many people out of harms way as soon as possible and as quickly as possible. Follow the school's incident policy or procedure in notifying the rest of the students and staff who may be in jeopardy.
2. Place calls to appropriate emergency agencies. Let them know what has happened and your exact location.
3. Activate your ICS team.
4. Provide whatever immediate medical help is needed and is possible.
5. Remain calm and keep others quiet so you can hear response agencies' arrival.
6. Get first-respondents into the building as safely and as quickly as possible.
7. Double check communication systems/assignments.

The Next 50 Minutes

1. Verify all ICS and staff assignments. Check that the assigned media person is present and make sure that person is responding.
2. Direct students, staff to "safe room" or "safe place" off-site if one has been designated.
3. Once incident has been contained, ask police, fire, etc. if you can have your response team roam the halls, playground, lunchroom, etc. with them.
4. Plan for a debriefing meeting for staff to be held as soon as possible.
5. Plan communication with parents, if appropriate.
6. Decide if any planned school event should be canceled.
7. Plan for support group involvement; get community assistance from appropriate agencies.
8. Decide if any additional support people are needed. Make immediate arrangements to get them to your site.
9. Begin strategies for **Rumor Control**: develop and distribute a *Fact Sheet*, distribute a list of *Informational Telephone Numbers*, describe anticipated *Next Steps*. (See attached sample of a community letter.)

COMMAND SECTION: INCIDENT COMMANDER

RESPONSIBILITIES: The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.

Ensure the safety of students, staff, and others on campus. Lead by example: your behavior sets tone for staff and students.

START-UP ACTIONS

- ☐ Obtain your personal safety equipment (i.e., hard hat, vest, clipboard with job description sheet).
- ☐ Assess the type and scope of emergency.
- ☐ Determine the threat to human life and structures.
- ☐ Implement the emergency plan and hazard-specific procedures.
- ☐ Develop and communicate an incident action plan with objectives and a timeframe to meet those objectives.
- ☐ Activate functions and assign positions as needed.
- ☐ Fill in the Incident Assignments form.
- ☐ Appoint a backup or alternate Incident Commander (as described in the emergency plan).

ONGOING OPERATIONAL DUTIES:

***** In all cases as directed by emergency responder (fire, police) ICS officers, district staff should focus on management of students, other ongoing and closing down duties will be handled by emergency responders. See bold font items specifically.**

- ☐ Continue to monitor and assess the total school situation:
- ☐ View the site map periodically for search and rescue progress and damage assessment information.
- ☐ Check with chiefs for periodic updates.
- ☐ Reassign personnel as needed.
- ☐ **Report (through Communications) to the school district on the status of students, staff, and facility, as needed (Site Status Report).**
- ☐ Develop and communicate revised incident action plans as needed.
- ☐ **Begin student release when appropriate.**
NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the superintendent, except at the request of parent/guardian.
- ☐ **Authorize the release of information.**
- ☐ Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.
- ☐ Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- ☐ **Release teachers as appropriate. (By law, during a disaster, teachers become disaster workers.)**
- ☐ **Remain on and in charge of your campus until redirected or released by the superintendent.**

CLOSING DOWN:

- ☐ Authorize deactivation of sections, branches, or units when they are no longer required.
- ☐ At the direction of the Superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an "all clear," contact the district before taking any further action.
- ☐ Ensure that any open actions not yet completed will be taken care of after deactivation.
- ☐ Ensure the return of all equipment and reusable supplies to Logistics.
- ☐ Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to

the Documentation Unit.

- ☐ Announce the termination of the emergency and proceed with recovery operations if necessary.
- ☐ Hold immediate de-briefing with ICS team
What worked?, What can be improved?
- ☐ Hold follow-up de-briefing 3 – 4 days later with ICS team, evaluators and stakeholders. (Forward results and feedback to District Incident Response Plan Developer and Coordinator)

COMMAND SECTION: SAFETY OFFICER

RESPONSIBILITIES:

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

START-ACTIONS:

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

OPERATIONAL DUTIES:

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

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Vest or position identifier, if available
- ☐ Hard hat, if available
- ☐ Clipboard, paper, pens
- ☐ Two-way radio, if available

COMMAND SECTION: PUBLIC INFORMATION OFFICER (PIO)

PERSONNEL: Available staff with assistance from available volunteers

POLICY:

The public has the right and need to know important information related to an emergency/disaster at the school site ***as soon as it is available.***

The PIO acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should be used only if the media is on campus and the district PIO is not available.

News media can play a key role in assisting the school in getting emergency/ disaster-related information to the public (parents).

Information released must be consistent, accurate, timely, ***and approved for release by the Incident Commander.***

START-UP ACTIONS:

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

OPERATIONAL DUTIES:

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

CLOSING DOWN:

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

Rocklin Unified School District

SAMPLE -- PUBLIC INFORMATION RELEASE

Check (x) as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____ has just experienced a(n) _____

___ The (students/employees) [(are being) or (have been)] accounted for.

___ No further information is available at this time.

___ Emergency medical services [(are here) or (are on the way) or (are not available)].

___ Police [(are here) or (are on the way) or (are not available to us)].

___ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

___ _____ [(are here) or (are on the way) or (are not available)].

___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

___ Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.

___ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.

___ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

___ Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at _____

___ Confirmed deaths have been reported at _____.

Names cannot be released until families have been notified.

___ Structural damage has been reported at the following sites: _____.

___ Release restrictions: ___ No ___ Yes If yes, what? _____

___ Released to the public as Public Information Release # _____

Date/Time: _____

COMMAND SECTION: SCHOOL AGENCY REPRESENTATIVE TO ICS LIAISON

RESPONSIBILITIES: Critical position to serve as the point of contact for emergency responders from assisting organizations regarding communication with school district personnel and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

START-UP ACTIONS:

- ☐ Check in with the Emergency Responder Incident Commander for a situation briefing.
- ☐ Determine your personal operating location and set it up as necessary.
- ☐ Obtain the necessary equipment and supplies from Logistics.
- ☐ Put on a position identifier, such as a vest, if available.
- ☐ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

OPERATIONAL DUTIES:

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

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Vest or position identifier, if available
- ☐ Cell phone
- ☐ Two-way radio, if available
- ☐ Clipboard, paper, pens

OPERATIONS SECTION: OPERATIONS SECTION CHIEF

RESPONSIBILITIES:

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

***** Operation functions will be superseded by emergency responder activities, except in the case of student management.**

- ☐ Site Facility Check/Security
- ☐ Student Care
- ☐ Student Release

START-UP ACTIONS:

- ☐ Check in with the Incident Commander for a situation briefing.
- ☐ Obtain necessary equipment and supplies from Logistics.
- ☐ Put on a position identifier, such as a vest, if available.

OPERATIONAL DUTIES:

- ☐ Assume the duties of all operations positions until staff are available and assigned.
- ☐ As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.
- ☐ If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- ☐ As information is received from operations staff, pass it on to situation analysis and/or the Incident Commander.
- ☐ Inform the Planning Section Chief of operations tasks and priorities.
- ☐ Make sure that operations staff are following standard procedures, using appropriate safety gear, and documenting their activities.
- ☐ Schedule breaks and reassign staff within the section as needed.

CLOSING DOWN:

- ☐ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ☐ Return equipment and reusable supplies to Logistics.
- ☐ When authorized by the Incident Commander, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- ☐ Hold immediate de-briefing with ICS team
What worked?, What can be improved?
- ☐ Hold follow-up de-briefing 3 – 4 days later with ICS team, evaluators and stakeholders. (Forward results and feedback to District Incident Response Plan Developer and Coordinator)

EQUIPMENT/SUPPLIES:

- ☐ Vest or position identifier, if available
- ☐ Two-way radio
- ☐ Job description clipboard, paper, pens
- ☐ Maps:
 - ☐ Search and rescue maps
 - ☐ Large campus map

STUDENT CARE: TEACHER RESPONSIBILITIES

PERSONNEL: All teachers and substitute teachers

RESPONSIBILITIES:

General:

- ☐ Assess the situation and remain calm.
- ☐ If the ground is shaking or wind is blowing to the point that glass breakage or other damage to the school poses a risk to students, lead “**drop, cover, and hold.**”
- ☐ Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown or Shelter in Place:

- ☐ If gunfire or explosions are heard, get everyone to lie flat on the floor.
- ☐ If shelter in place is activated, follow procedures as described in your school's plan. (Note: These procedures should be in your classroom “Go Kit” as well.)

Evacuation:

- ☐ Check with your buddy teacher and assist as necessary.
- ☐ Take classroom Go Kit, emergency cards, and roll book.
- ☐ Evacuate to emergency assembly area:
 - ☐ Check with your buddy teacher and assist or, if necessary, evacuate both classes together.
 - ☐ Use the safest route; stay alert for hazards; move quickly and quietly.
 - ☐ Close the classroom door, but leave it unlocked for search and rescue access.

Assembly Area:

- ☐ Instruct the students to sit on the grass or blacktop.
- ☐ Take attendance and complete a Student Accounting Form.
 - Implement Red / Green accountability signals in accordance with accounting of students.
- ☐ One of each pair of buddy teachers must take the accounting forms to documentation and reports (at the Command Post).

STUDENT CARE: TEACHER RESPONSIBILITIES (continued)

Remaining Supervising Teacher:

- ☐ Supervise and reassure students.
- ☐ Administer first aid as necessary, or send the student(s) to the First Aid area with his/her emergency card.
- ☐ Fill out a Notice of First Aid Care form if first aid is given. Retain one copy; attach the other to the emergency card.
- ☐ Locate each student's emergency card.
- ☐ Keep a record of the location of all students at all times, using the Student Accounting Form.
- ☐ Be alert for latent signs of injury/shock in *all* students.

Student Release:

- ☐ Student runners will bring a form requesting the student.
- ☐ Note that the student has left on the Student Accounting Form.
- ☐ Send the emergency card and any first aid forms with the student.
- ☐ The student will accompany the runner to the release area.
- ☐ If a parent demands the child, breaking release procedure, make an appropriate notation describing the incident on the emergency card and store it in the Classroom Kit. Avoid confrontations.

SUPPORT STAFF RESPONSIBILITIES

PERSONNEL:

Librarian
Cafeteria Workers
RSP
SDC
Classroom Aides
School Volunteers
Resource Teachers

Guidance Counselors
Maintenance Workers
Day Care Providers
ROP
Curriculum Specialist
Deans
Custodians

RESPONSIBILITIES:

- ☐ Follow standard safety procedures.
- ☐ **If remaining with the students, follow Classroom Teacher Responsibility guidelines.**
- ☐ Check in at the Command Post for assignment.
- ☐ Report any known injuries or damage.
- ☐ Use safety equipment and follow directions.

OPERATIONS SECTION: MEDICAL TEAM LEADER

RESPONSIBILITIES: The Medical Team Leader is responsible for providing (temporary) emergency medical response, first aid, and counseling. He or she informs the Emergency Responder Operations Chief or Incident Commander when the situation requires health or medical services that staff cannot provide and ensures that appropriate actions are taken in the event of deaths.

START-UP ACTIONS:

- ☐ Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.
- ☐ Make personnel assignments. If possible, assign a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.
- ☐ Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from students and parents, with access to emergency vehicles. Obtain equipment and supplies from the storage area.
- ☐ Assess available inventory of supplies and equipment.
- ☐ Review safety procedures and assignments with personnel.
- ☐ Establish a point of entry ("triage") into the treatment area.
- ☐ Establish "immediate" and "delayed" treatment areas.
- ☐ Set up a separate psychological first aid area if staff levels are sufficient.

OPERATIONAL DUTIES:

- ☐ Oversee the assessment, care, and treatment of patients.
- ☐ Ensure caregiver and rescuer safety: Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.
- ☐ Make sure that accurate records are kept.
- ☐ Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.
- ☐ If needed, request additional personnel from Logistics.
- ☐ Brief newly assigned personnel.
- ☐ Report deaths immediately to the Operations Section Chief.
- ☐ Keep the Operations Section Chief informed of the overall status.
- ☐ Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.
- ☐ Stay alert for communicable diseases and isolate appropriately.
- ☐ Consult with the Student Care Director regarding health care, medications, and meals for students with known medical conditions (e.g., diabetes, asthma, etc.).

OPERATIONS SECTION: MEDICAL TEAM LEADER (continued)

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ First aid supplies. (See the following list)
- ☐ Job description clipboards
- Vests, if available
- ☐ Tables and chairs
- ☐ Staff and student medication from the Health Office
- ☐ Masking tape
- ☐ Marking pens
- ☐ Blankets
- ☐ Quick reference medical guides
- ☐ Ground cover/tarps

☐ **Forms:**

- ☐ Injury and Missing Persons Report
- ☐ Medical Treatment Log

Recommended First Aid Supplies:

- ☐ 4 x 4" compress: 1000 per 500 students
- ☐ 8 x 10" compress: 150 per 500 students
- ☐ Kerlix bandaging: 1 per student
- ☐ Ace wrap: 2-inch: 12 per campus
- ☐ Ace wrap: 4-inch: 12 per campus
- ☐ Triangular bandage: 24 per campus
- ☐ Cardboard splints: 24 each of sm, med, lg.
- ☐ Steri-strips or butterfly bandages: 50 per campus
- ☐ Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- ☐ Neosporin: 144 squeeze packs per campus
- ☐ Hydrogen peroxide: 10 pints per campus
- ☐ Bleach: 1 small bottle
- ☐ Plastic basket or wire basket stretchers or backboards: 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: 50 per campus
- ☐ Tapes: 1" cloth: 50 rolls/campus 2" cloth: 24 per campus
- ☐ Dust masks: 25 per 100 students
- ☐ Disposable blanket: 10 per 100 students
- ☐ First Aid Books: 2 standard and 2 advanced per campus
- ☐ Space blankets: 1 per student and staff
- ☐ Heavy duty rubber gloves: 4 pair

OPERATIONS SECTION: MEDICAL TEAM

PERSONNEL: First-aid trained staff and volunteers

RESPONSIBILITIES: Use approved safety equipment and techniques.

START-UP ACTIONS:

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

OPERATIONAL DUTIES:

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

Triage Entry Area:

The triage area should be staffed with a minimum of two trained team members, if possible.

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

Treatment Areas ("Immediate and Delayed"):

Treatment areas should be staffed with a minimum of two team members per area, if possible.

- ☐ One member completes secondary head-to-toe assessment.
- ☐ Second member records information on the triage tag and on-site treatment records.
- ☐ Follow categories: Immediate, Delayed, Dead
- ☐ When using the two-way radio, do not use the names of the injured or dead.

CLOSING DOWN:

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

OPERATIONS SECTION: STUDENT CARE & ACCOUNTABILITY

PERSONNEL: Classroom teachers, substitute teachers, and staff as assigned.

RESPONSIBILITIES: Ensure the care and safety of all students on campus except those who are in the medical treatment area.

START-UP ACTIONS:

- ☐ Wear an identification vest, if available.
- ☐ Take a job description clipboard and radio.
- ☐ Check in with the Operations Section Chief for a situation briefing.
- ☐ Make personnel assignments as needed.
- ☐ If evacuating:
 - ☐ Verify that the assembly area and routes to it are safe.
 - ☐ Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - ☐ Initiate the set-up of portable toilet facilities and hand-washing stations.

OPERATIONAL DUTIES:

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

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Vest
- ☐ Clipboard with job description
- ☐ Ground cover, tarps
- ☐ First aid kit
- ☐ Student activities: books, games, coloring books, etc.
- ☐ Forms:
 - ☐ Student Accounting Form
- ☐ Notice of First Aid Care
- ☐ Campus two-way radio
- ☐ Water, food, sanitation supplies

OPERATIONS SECTION: STUDENT RELEASE

PERSONNEL: School secretary, available staff and disaster volunteers. Use a buddy system. The Student Release process is supported by student runners.

RESPONSIBILITIES: Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates. (Police assistance may be requested to facilitate an orderly release of students.)

RUSD Board policy regarding Release of Students

The following procedures shall be followed in releasing students in the event of an emergency or disaster:

1. The school staff shall receive authorization from the Superintendent or designee before releasing students.
2. Individual students shall not leave school without receiving permission from the Principal or designee.
3. If possible, staff shall release students only to persons authorized on the student emergency card.
4. In absence of an emergency card or in an emergency in which reference to the emergency card is impossible, individual students shall be released, upon presentation of identification, to parents/guardians, persons authorized by the parents/guardians, or to authorized persons representing public agencies that may take responsibility, when necessary, for the safety of the student.
5. The Principal or designee shall record the release of all students.

START-UP ACTIONS:

- ☐ Obtain and wear a vest or position identifier, if available.
- ☐ Check with the Operations Section Chief for assignment to the Request Gate or Release Gate.
- ☐ Obtain necessary equipment and forms from Logistics.
- ☐ Secure the reunification area against unauthorized access. Mark the gates with signs.
- ☐ Set up the Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- ☐ Have Student Release Forms available for parents outside of the fence at the Request Gate. Assign volunteers to assist.
- ☐ Set up the Release Gate some distance from the Request Gate.

OPERATIONAL DUTIES: Follow the procedures outlined below to ensure the safe reunification of students with their parents or guardians:

- ☐ **Refer all requests for information to the POI. Do not spread rumors!**
- ☐ If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to Logistics. If they are not registered (i.e., do not have badges), direct them to a branch library to register.
- ☐ Translators may need to be operationalized to facilitate verbal communication with non-English speaking parents.

OPERATIONS SECTION: STUDENT RELEASE (continued)

PROCEDURES:

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

If the student is with the class:

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

If the student is not with the class:

- ☐ The teacher makes the appropriate notation on the Student Release Form:
 - ☐ "*Absent*" if the student was never in school that day.
 - ☐ "*First Aid*" if the student is in the Medical Treatment area.
 - ☐ "*Missing*" if the student was in school but now cannot be located.
- ☐ The runner takes Student Release Form to the Command Post.
- ☐ The Command Post verifies the student's location if known and directs the runner accordingly.
- ☐ If the runner is retrieving multiple students and one or more are missing, the runner walks the available students to the Release Gate before returning "Missing" forms to the Command Post for verification.
- ☐ The parent should be notified of the missing student's status and escorted to a incident counselor.
- ☐ If the student is in First Aid, the parent should be escorted to the Medical Treatment Area.
- ☐ If the student was marked absent, the parent will be notified by a staff member.

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Job description clipboards
- ☐ Pens, stapler
- ☐ Emergency Cards
- ☐ Signs to mark Request Gate and Release Gate
- ☐ Signs for alphabetical grouping to organize the parents (A-F, etc.)
- ☐ Empty file boxes to use as out boxes

Forms:

- ☐ Student Release Form (copies for every student)

OPERATIONS SECTION: SCHOOL COUNSELOR / PSYCHOLOGIST *(beginning of Aftermath Plan)*

Responsibilities: Attend to the counseling needs of the students and staff.

- ☐ Report to the Command Center and check in and put on I.D.
- ☐ Serve as the intake counselor for highly traumatized students/parents.
- ☐ Notify or meet with the parents of victims.
- ☐ Assist the school Incident Response Team Student Liaison in getting all students appropriate support
- ☐ Conduct psychological triage and assessment for students and staff.
- ☐ Set up and run the Post-vention Safe Rooms for students and staff.
- ☐ Set up staffing as necessary. Assess needs and decide on the extent of emotional support needed
- ☐ Keep accurate records of activities and report back to the CRT Leader
- ☐ Decide on Safe Rooms
 - o Possible safe rooms: library, computer lab, administrative offices
 - o Set up directional signs
- ☐ Send updates to the Command Center: staffing, community assistance, supplies, other needs
 - o Keep a log of students and staff using the services
 - o Send ongoing updates to the Command Center
- ☐ Ongoing (aftermath) assessment of emotional support needed
 - o Be available on the playground at recess.
 - o Meet with individuals, as needed.
 - o If the incident included the death of a teacher, pay particular attention to that classroom.
 - o Consult with the district school services director and advise him/her of stress management resources needed.
 - o Conduct group meetings with students, parents, and staff as needed.

Supplies needed:

- o Current community resource list,
- o assessment forms, Aftermath Forms
- o tissue,
- o puppet or stuffed animals.

LOGISTICS SECTION: LOGISTICS SECTION CHIEF

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

START-UP ACTIONS:

- ☐ Check in with the Incident Commander for a situation briefing.
- ☐ Open the supplies container or other storage facility.
- ☐ Put on position identifier, such as a vest, if available.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Ensure that the Command Post and other facilities are set up as needed.

OPERATIONAL DUTIES:

- ☐ **Assume the duties of all Logistics positions until staff is available and assigned.**
- ☐ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ☐ Coordinate supplies, equipment, and personnel needs with the Incident Commander.
- ☐ Maintain security of the cargo container, supplies and equipment.

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Two-way radio
- ☐ Job description clipboard
- ☐ Paper, pens
- ☐ Cargo container or other storage facility and all emergency supplies stored on campus
- ☐ Clipboards with volunteer sign-in sheets
- ☐ Forms:
 - ☐ Communications Log
 - ☐ Message forms

LOGISTICS SECTION: SUPPLIES/FACILITIES

RESPONSIBILITIES:

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

START-UP ACTIONS:

- ☐ Check in with the Logistics Section Chief for a situation briefing.
- ☐ Open the supplies container or other storage facility if necessary.
- ☐ Put on a position identifier, such as a vest, if available.
- ☐ Begin distribution of supplies and equipment as needed.
- ☐ Set up the Command Post.

OPERATIONAL DUTIES:

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

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Two-way radio
- ☐ Job description clipboard
- ☐ Paper, pens
- ☐ Cargo container or other storage facility and all emergency supplies stored on campus

LOGISTICS SECTION: STAFFING

RESPONSIBILITIES:

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

START-UP ACTIONS:

- ☐ Check in with the Logistics Section Chief for a situation briefing.
- ☐ Put on a position identifier, such as a vest, if available.
- ☐ Open three logs to list staff, volunteers, and students who are awaiting assignment.

OPERATIONAL DUTIES:

- ☐ Deploy personnel as requested by the Incident Commander.
- ☐ Sign in volunteers, making sure that volunteers are wearing their ID badges and are on the site disaster volunteer list.

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Two-way radio
- ☐ Job description clipboard
- ☐ Paper, pens
- ☐ Cargo container or other storage facility and all emergency supplies stored on campus
- ☐ Clipboards with volunteer sign-in sheets

LOGISTICS SECTION: COMMUNICATIONS

PERSONNEL:

☐ **A school staff member with a campus two-way radio**, supported by student or disaster volunteer runners, and **a disaster volunteer who is a qualified amateur radio operator**.

RESPONSIBILITIES:

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

START-UP ACTIONS:

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

OPERATIONAL DUTIES:

- ☐ Communicate with the district EOC per district procedure. At the direction of the Incident Commander, report the status of students, staff, and campus, using the Site Status Report form.
- ☐ **Receive and write down all communications from the district EOC.**
- ☐ Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.
- ☐ Maintain the Communications Log: date/time/originator/recipient
- ☐ Follow communications protocol. Do not contact the city directly if the district EOC is available.
- ☐ Direct the media or the public to the PIO.
- ☐ Monitor AM/FM radio for local emergency news: [specify station(s) and frequency].

CLOSING DOWN:

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

EQUIPMENT/SUPPLIES:

- ☐ Two-way radios with spare batteries for each
- ☐ Paper, pens
- ☐ Table and chairs
- ☐ AM/FM radio
- ☐ File boxes, tote tray for outgoing messages
- ☐ Forms:
 - ☐ Emergency Status Report
 - ☐ Message forms

IV. Building & Safety Maps

- Evacuation

(See attached maps, immediately following)

- Site map should include ICS Command Post primary and alternative locations.
- Evacuation maps and routes should include primary routes of exit and secondary routes of exit if primary route is blocked, dangerous, or otherwise unavailable or unsafe. (Each should be practiced yearly.)
- Evacuation activities should include all individuals on the campus, and meet annually specified compliance and timeliness goals with use of ICS at least 2 times per year.
- The annual compliance and timeliness goals for this site include:
 - Evacuation of all individuals to area “A” (park adjacent to school): within 8 minutes minutes.

- Emergency Shut-off maps and procedures

(See attached maps, immediately following)

- Material Safety Data Sheet containing type and location of all hazardous materials.

The Material Safety and Data Sheets binder is kept in the Custodian's office in the Multi-purpose Room. The only hazardous materials are cleaning products which are kept in the locked custodian's closets, adjacent to the Custodian's Office, and in the custodian's closet in the MPR.

(See attached map, immediately following)

V. Incident Specific Strategies

Restraining Order Procedures

Annual Process Tool Updating Activity	Responsibility	When?
Clear file	Cynthia Brown/ /Tamara Fernandes	August
Make copies of the quick scan sheet	Cynthia Brown / Tamara Fernandes	August
Tag emergency cards	Cynthia Brown/ Tamara Fernandes	September / Ongoing
Review restraining order procedures with staff	Cynthia Brown/ /Tamara Fernandes	September
Inform office subs of special alert students and the procedures to follow	Cynthia Brown/Tamara Fernandes	Ongoing

Restraining Order Procedures:

Parent brings in the restraining order.

1. Fill in the quick scan sheet while the parent is there.
2. Was the restraining order served? If yes, when? If no, when will it be served?
3. Parent fills out a new emergency card. Flag the card.
4. Teacher is notified.
5. Staff is notified.
6. Transportation is notified.

Restrained parent comes to the office to request the child from the classroom.

***** DO NOT CALL THE CHILD TO THE OFFICE.**

1. **Stall.** Call but have difficulty locating the class.
2. Tell the parent you are going to ask an administrator if he knows where the class is. The administrator or designee calls the police.
3. Secretly instruct the teacher to secure her room. "Mrs. Brown, the locksmith is here."
4. Call adjacent rooms with "locksmith" cue.
5. Call the police from another office, if they have not been called.

Restrained parent is on campus without checking in at the office.

1. Initiate Lockdown Procedures
2. Call 911
3. Instruct the teacher to secure the classroom. "The locksmith is here." If the student is not in the room, the teacher informs the office regarding the student's location.

A special alert child is called to the office. The classroom teacher should ask the reason before sending the child to the office.

Bomb Threat Procedures:

Rocklin Unified School District

Administrative Regulation AR 3516.2

Bomb Threats

Receiving Threats

This regulation has been prepared to assist school administrators and staff in their initial response to incidents involving explosives, explosive devices, or explosion/bombing incidents. Under no circumstances should these guidelines be interpreted as compromising the safety of students, staff, administrators, or the public. When confronted with an incident involving explosives, safety shall always be the primary consideration.

Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line so as to gather information about the location and timing of the bomb and the person(s) responsible. He/she should also try to determine the caller's gender and age and should take note of any distinctive features of voice or speech and any background noises such as music, traffic, machinery, or other voices. If the threat is in writing, he/she shall place the message in an envelope and take note of where and by whom it was found.

Staff members who customarily receive telephone calls or handle packages shall receive training related to bomb threats.

Procedures

1. Any employee who receives a bomb threat shall immediately notify the principal or their administrative lead designee. In turn, the principal or designee will call 911 by a landline phone or (916) 632-4093 by a cell phone to report the threat to law enforcement.
2. Any student or employee seeing a suspicious package shall promptly notify the principal or designee and follow the Procedures for Handling Potentially Explosive Devices as outlined in the Incident Response Manual.
3. Through review of bomb threat information, the principal or designee shall determine credibility of threat and determine the need to evacuate the school using fire drill signals and institute standard evacuation procedures as specified in the emergency plan.

Upon determination of the need to evacuate, the evacuation site should first be observed for suspicious packages or devices by the principal or designee. Upon evacuating, all staff and students should take personal belongings in their immediate vicinity.

(cf. 3516 - Emergency and Disaster Preparedness Plan)
(cf. 3516.1 - Fire Drills and Fires)

4. The principal or designee shall instruct all staff, students, and visitors to not transmit on any equipment that produces radio frequency energy, including cell phones, within 300 feet of suspected device locations.

Law enforcement, including Student Resource Officers (SROs) shall conduct the bomb search. The school site administrative team, as instructed by law enforcement, shall assist in the bomb search. No school staff shall handle any explosive or incendiary device.

Except for school police officers and school site administration designated by law enforcement to assist in the search, no staff or students shall reenter the threatened building(s) until the law enforcement advises the principal or designee that reentry is safe.

Any student who makes a bomb threat shall be subject to disciplinary procedures up to and including suspension, expulsion, and criminal charges.

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

Legal Reference:

EDUCATION CODE

44810 Willful interference with classroom conduct

48900 Grounds for suspension or expulsion

51202 Instruction in personal and public health and safety

PENAL CODE

17 Felony, misdemeanor, classification of offenses

148.1 False report of explosive or facsimile bomb

245 Assault with deadly weapon or force likely to produce great bodily injury; punishment

594 Vandalism; penalty

Regulation ROCKLIN UNIFIED SCHOOL DISTRICT

Approved: February 1, 2006 Rocklin, California

Bomb Incident Plan

Making a bomb threat is a crime in the state of California and must be reported. If officers respond, they will make a report at the scene. If you have decided to treat the threat as a hoax, you still need to call in and report the threat by calling the local law enforcement non-emergency number to report that you have received a bomb threat. Notifying the authorities is important. If there are multiple hoax reports at certain locations, the police will attempt to locate and trace the telephone calls responsible for those threats.

The principals of each school should hold a meeting with the faculty and staff to discuss the Bomb Incident Plan. The principal or his or her designee is responsible for evacuating the school. The key to handling any kind of bomb threat is a very small amount of preparation, training, and practice. With this commitment, a bomb incident can be handled very well and without incident. Without it, a bomb threat can be disaster.

Receiving a Bomb Threat Telephone Call

- Always have a Bomb Threat Report Form near call-taker stations.
- Fill out the Bomb Threat Report Form as the caller is speaking.
- Listen closely to the voice (male or female), voice quality (calm, excited), accents, and speech impediment. Immediately after the caller hangs up, report the threat to the person designated by the administration to receive such information.
- Report the information immediately to law enforcement.
- Remain available because law enforcement personnel will want to interview you.
- When a written threat is received, save all materials, including the envelope or container. Once the message is recognized as a bomb threat, further handling should be avoided. Every possible effort must be made to retain such evidence as fingerprints, handwriting or typewriting samples, paper, and postal marks. These items will prove essential in tracing the threat and identifying the writer.
- Although written messages are usually associated with generalized threats or extortion attempts, a written warning of a specific device occasionally may be received. It should never be ignored.

Decision Time

There are three alternatives in handling a bomb Threat:

1. Ignore the threat.
2. Search and evacuate, if warranted.
3. Evacuate immediately.

The Search

It is imperative that personnel involved in a search be instructed that their *only* mission is to search for and report suspicious objects. Under no circumstances should anyone move, jar, shake, or touch a suspicious object or anything attached to it. The removal or disarming of a bomb must be left to the professionals in explosive ordinance disposal.

Each facility should have designated searchers who report to the Incident Commander. Each searcher will be responsible for a geographic area of the school and should be very familiar with the things that do and do not belong in this area. If the school is evacuated and the searchers complete their task and report to the Incident Commander that no device was found, then the next decision is to search further or resume school. If however, the searchers do report one or more unusual objects, such as suitcases, packages, or briefcases that do not belong in their specific area, the next step would be to report the incident to the police.

The location of the device needs to be ascertained first. The local police have access to dogs that can sniff out explosives. If you believe that the bomb threat is a serious threat, evacuate the area and call the police by dialing 911. If you feel that the threat is possible, but not probable, the single biggest help you can provide to law enforcement is to locate – but not move – the device.

Bombs can be constructed to look like almost anything and can be placed or delivered in any number of ways. The probability of finding a bomb that looks like the stereotypical bomb is almost nonexistent. The only common denominator that exists among bombs is that they are designed or intended to explode.

Most bombs are homemade and are limited in their design only by the imagination of, and the resource available to, the bomber. Remember, when searching for a bomb, suspect anything that looks unusual. Let the trained

bomb technician determine what is or is not a bomb.

With the use of pagers and cell phones all around us, a bomb that is sensitive to RF energy would probably have detonated already. Handheld radios should be used on campus. A communications network is needed to make an effective search. However, specific directions should be given to all search personnel to refrain from using radios near anything they deem to be suspicious. If a suspicious object is found, use this commonsense rule: *If you can see a bomb, it can "see" you.*

If the police have been called, assign someone to escort the officer(s) to the Incident Commander. The officer(s) and the Incident Commander should have an immediate conference. The arrival of the police will lead to another viewing of the device or use of a dog to confirm the presence of explosives. Then a decision will be made by the supervisor or senior officer on the scene to call in the bomb squad. Once these officers have confirmed the device in place, they will make a decision how best to render the device harmless.

Responding to Bomb Threats

It is critical to train the school staff who answer the telephone to properly handle a bomb threat call. If practical, run mock telephone drills and evaluate the information recorded by the call takers. Instruct all personnel, especially those at the telephone switchboard, in what to do if a bomb threat call is received. It is not recommended that students operate school switchboards. (this is especially true during a rash of threat hoaxes. More experienced staff should handle the phone). It is always desirable for more than one person to listen in on the call. A covert signaling system may be implemented by using hand signals, preprinted signs, or any other method that will alert a nearby worker. Bomb Threat Report Forms should be available at all call-taker locations.

A calm response to the bomb threat caller could result in obtaining additional information. This is especially true if the caller wishes to avoid injuries or death. If told that the building is occupied or cannot be evacuated in time, the bomber may be willing to give more specific information on the bomb's location, components, or method of installation.

If the individual making the threat sounds like a giggling child and does not give any specific information relative to the device itself, then you may conclude that the bomb threat is a false threat. The things that increase your awareness of the seriousness of the problem are such factors as the caller being very specific about:

- The type of device
- The type of explosives used
- The placement of the device
- The time it is going to go off
- Whether it is intended to harm people
- The motive for setting the device

One or more of these factors can be used to determine the validity of the threat. If all the criteria above are met, there is a high probability that the device is real and in place, and evacuation should be conducted immediately. The decision to evacuate the school ultimately rests with the principal.

The bomb threat caller is the best source of information about the bomb. When a telephone caller makes a bomb threat, keep in mind that following guidelines:

- Try to keep the caller on the line as long as possible. Ask him or her to repeat the message. *Record every word that is spoken by the caller.*
- If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him or her for this information. Inform the caller that the building is occupied and that the detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, people talking, and any other noise that may give a clue about the location of the caller.

Unfortunately, each set of circumstances has its own dynamic and special problems. These are intertwined and when looked upon as a total entity they can help you see the problem in better focus.

The Evacuation

All teachers are required to take their attendance rosters with them during an evacuation. For a bomb threat, teachers should make a cursory inspection of their room for unidentified objects before evacuating. If a PA system

is available in the school, establish a secret code know only to the teachers. Announce this code over the PA system to signal teachers to make a quick search of their areas for unidentified objects. Student emergency card information should also be taken during the evacuation. This information will be necessary for reuniting parents and students should the need arise.

The Hoax

An important consideration for all principals must be the message that we send to threatening persons by evacuating a school. In essence, we are giving the person delivering the phony threat just what he or she wants – the disruption of school activity and continuing physical and emotional impact on the staff and students.

This is not to say that public relations considerations are not a factor in our decision-making process. We have to consider the image of the school and the relations that we have with the parents and neighbors as factors in our decision-making process. For example, if there was a destructive event at a school recently and the concerns of parents and district officials were very high, we may want to conduct a search or evacuation anyway. A cursory search or building evacuation can both be sound practices to show all concerned parties that we are taking care of the safety issues regarding children. We never want to be lulled into a sense of false security and assume that all threats are false.

Bomb Threats: The Decision-Making Process

REDACTED FROM PUBLIC VIEW

Handling of Potentially Explosive Devices on School Grounds

REDACTED FROM PUBLIC VIEW

VI. FORMS

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SAMPLE -- PUBLIC INFORMATION RELEASE

Check (x) as appropriate: District/District-wide _____ School _____

Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments. [Check off, fill in, and cross off as appropriate.]

_____ has just experienced a(n)

___ The (students/employees) [(are being) or (have been)] accounted for.

___ No further information is available at this time.

___ Emergency medical services [(are here) or (are on the way) or (are not available)].

___ Police [(are here) or (are on the way) or (are not available to us)].

___ Fire Dept./paramedics [(are here) or (are on the way) or (are not available to us)].

___ _____ [(are here) or (are on the way) or (are not available)].

___ Communication center(s) for parents (is/are) being set up at _____ to answer questions about individual students.

___ Communication center(s) for families (is/are) being set up at _____ to answer questions about individual employees.

___ Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.

___ Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].

___ Students have been taken to the local emergency room for treatment of serious injury. Parents of injured students should go to the emergency room at _____

___ Confirmed deaths have been reported at _____.

Names cannot be released until families have been notified.

___ Structural damage has been reported at the following sites: _____.

___ Release restrictions: ___ No ___ Yes If yes, what? _____

___ Released to the public as Public Information Release # _____

Date/Time: _____

Rocklin Unified School District MARIA MONTESSORI CHARTER ACADEMY Student Check-out Form	
Date:	Time:
Parent Name: Parent Signature:	Phone Number: () <i>Circle type of phone:</i> Work # Home # Cell # Other #: _____
Student Name(s):	
Reason for Check Out: <input type="checkbox"/> Absent <input type="checkbox"/> <i>Missing</i> <input type="checkbox"/> <i>First Aid</i> <input type="checkbox"/> <i>Released to Parent/Guardian</i>	
Office / Teacher Signature:	

Rocklin Unified School District MARIA MONTESSORI CHARTER ACADEMY Student Check-out Form	
Date:	Time:
Parent Name: Parent Signature:	Phone Number: () <i>Circle type of phone:</i> Work # Home # Cell # Other #: _____
Student Name(s):	
Reason for Check Out: <input type="checkbox"/> Absent <input type="checkbox"/> <i>Missing</i> <input type="checkbox"/> <i>First Aid</i> <input type="checkbox"/> <i>Released to Parent/Guardian</i>	
Office / Teacher Signature:	

STUDENT RELEASE LOG

School: _____ Date: _____

[illegible]

TELEPHONE COMMUNICATION LOG

School: _____

[illegible]

Rocklin Unified School District MARIA MONTESSORI CHARTER ACADEMY Restraining Order Quick Scan Sheet		
Date:		
Student to be protected:		
Person to be restrained:		
Teacher:		
Has the restraining order been served?	Yes	Date served:
	No	Date to be served:
Effective date of order:		
Expiration date of order:		
Picture of the restrained person provided:	Yes	No
Name of the parent/guardian the child lives with:		
Home phone: ()		
Work phone: ()		
Emergency phone contact:		
Name:	Phone: ()	
Name:	Phone: ()	

Bomb Threat Checklist

Today's Date ____/____/____

Information on call

Date of call	Time of call <input type="checkbox"/> AM <input type="checkbox"/> PM	Duration of call	Phone number called: () _____
Name of person called:			Phone number to call for follow up: () _____

Questions for caller (Try to ask these questions and document responses)

When will bomb explode?	What kind of bomb is it?	What will cause the bomb to explode?
Where is the bomb located?	What does the bomb look like?	What is your name?
Did you place the bomb? If so, why?	Where are you calling from?	
Document exact wording of threat:		

Information on caller

Gender of caller: <input type="checkbox"/> Male <input type="checkbox"/> Female <input type="checkbox"/> Unknown	Approximate age of caller:	Does voice sound familiar?	If yes, who does it sound like?
---	----------------------------	----------------------------	---------------------------------

Description of caller (Check all that apply)

Voice	Speech	Language	Behavior	Background Noises	Background Conditions
<input type="checkbox"/> Clear	<input type="checkbox"/> Accented	<input type="checkbox"/> Educated	<input type="checkbox"/> Agitated	<input type="checkbox"/> Airport	<input type="checkbox"/> Tavern/Bar
<input type="checkbox"/> Distorted	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Foreign	<input type="checkbox"/> Angry	<input type="checkbox"/> Animals	<input type="checkbox"/> Television
<input type="checkbox"/> Hoarse	<input type="checkbox"/> Distinct	<input type="checkbox"/> Foul	<input type="checkbox"/> Blaming	<input type="checkbox"/> Baby	<input type="checkbox"/> Traffic
<input type="checkbox"/> Loud	<input type="checkbox"/> Fast	<input type="checkbox"/> Intelligent	<input type="checkbox"/> Calm	<input type="checkbox"/> Birds	<input type="checkbox"/> Train
<input type="checkbox"/> Muffled	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Irrational	<input type="checkbox"/> Clearing Throat	<input type="checkbox"/> General Noise	<input type="checkbox"/> Typing
<input type="checkbox"/> Nasal	<input type="checkbox"/> Lisped	<input type="checkbox"/> Rational	<input type="checkbox"/> Crying	<input type="checkbox"/> Guns Firing	<input type="checkbox"/> Water/Wind
<input type="checkbox"/> Pitch – High	<input type="checkbox"/> Slowed	<input type="checkbox"/> Slang	<input type="checkbox"/> Fearful	<input type="checkbox"/> gymnasium	<input type="checkbox"/> Other
<input type="checkbox"/> Pitch – Mid	<input type="checkbox"/> Slurred	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Intoxicating	<input type="checkbox"/> Machinery	
<input type="checkbox"/> Pitch – Low	<input type="checkbox"/> Stuttered	<input type="checkbox"/> Unintelligible	<input type="checkbox"/> Laughing	<input type="checkbox"/> Music	
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Other	<input type="checkbox"/> Other	<input type="checkbox"/> Nervous	<input type="checkbox"/> Party	
<input type="checkbox"/> Raspy			<input type="checkbox"/> Self-Righteous	<input type="checkbox"/> PA system	
<input type="checkbox"/> Smooth			<input type="checkbox"/> Other	<input type="checkbox"/> Quiet	
<input type="checkbox"/> Soft				<input type="checkbox"/> Restaurant	
<input type="checkbox"/> Squeaky				<input type="checkbox"/> Static	
<input type="checkbox"/> Unclear				<input type="checkbox"/> Street Noise	
<input type="checkbox"/> Other				<input type="checkbox"/> Talking	

Other – Please provide any additional details or information: _____

Rocklin Unified School District
MARIA MONTESSORI CHARTER ACADEMY
 Staff Emergency Information

PERSONAL DATA			
Name:		Spouse's Name:	
Home Address:		Home Address (if different):	
Home Phone:	Work Phone: Ext.:	Home Phone:	Work Phone: Ext.:
Cell:	Pager:	Cell:	Pager:

EMERGENCY CONTACTS	
Person to Call in an Emergency:	Phone:
	Relationship:
Person to Call in an Emergency:	Phone:
	Relationship:

MEDICAL INFORMATION		
Physician:	Phone:	Birth Date:
Hospital:		
Insurance Carrier:	ID#	Blood Type:
Allergies	Other Medical Information:	

CHILDREN WHO ATTEND MMCA	
Name	Classroom

Date Completed	Signature
----------------	-----------

RUSD Personnel to complete annually

CLASSROOM POTENTIAL HAZARDS CHECKLIST

School: _____ Room # _____

	Yes	No	Unknown	Not Applicable
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?				
Is lab equipment secure to prevent movement?				
Are chemicals stored to prevent spillage?				
Is ventilation adequate where chemicals are stored?				
Are typewriters, computers and other heavy equipment secured to prevent movement?				
Are animal cages secured to prevent movement?				
Are objects around doors secured so as not to fall and block egress?				

Completed by: _____

Date: _____

DAMAGE REPORT AND ASSESSMENT

School _____ Room # _____

Completed by: _____ Date : _____ Time: _____

Total of Injuries		Number of Serious Injuries	Structural Damage
Students	Adults		

EMERGENCY DRILL RECORD

School: _____

Type of Drill	Date Held	Time		Remarks	Recorded by
		Start	End		

EMERGENCY STATUS RECORD

This form is to be completed and forwarded to the District Office by the Principal or designee as soon as evacuation has been completed and the required information collected. ***An alert phone contact should be made to the district office at the beginning of the incident.***

School: _____

Completed by: _____ Date: _____ Time: _____

Immediate Assistance Required

_____ None _____ Medical _____ Fire

_____ Search & Rescue _____ Support Personnel

Condition of Students

_____ All Accounted For _____ No Injuries _____ No immediate help required

_____ Missing (number)

Names

_____ Trapped in Building (number)

Names

_____ Injured (number) _____ Number Requiring Immediate Medical Attention

Names	Type of Injury

EMERGENCY STATUS RECORD (continued)

Condition of Staff

_____ All Accounted For _____ No Injuries _____ No immediate help required
_____ Missing (number)

Names

_____ Trapped in Building (number)

Names

_____ Injured (number) _____ Number Requiring Immediate Medical Attention

Name	Type of Injury

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

EMERGENCY STATUS UPDATE REPORT

School: _____

Completed by: _____ Date: _____ Time: _____

_____ Number of children remaining at school

_____ Number of staff members remaining to care for children

_____ Assistance Required:

_____ water

_____ food

_____ blankets

_____ additional personnel (number) to assist in student care

_____ Other:

To be completed by RUSD personnel and Fire Inspector annually

EVACUATION ROUTES HAZARD CHECKLIST

School: _____

	Yes	No	Location
Is any maintenance and/or repairs being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Are clay or slate tiles on roofs of school buildings?			
Are gas, sewer and power lines near outdoor assembly areas?			

Note:

(1) This form is to be completed each school year prior to return of teachers.

(2) Results from this assessment may:

- result in memo to staff alerting them to temporary changes in normal evacuation routes
- require the completion of a Hazardous Report Form

Completed by: _____ Date: _____

INJURY AND MISSING PERSONS REPORT

Teacher's Name: _____ Date: _____

School: _____ Room: _____

INJURED		
Name	Type of Injury	Location

MISSING PERSONS	
Name	Possible Location

MEDICAL TREATMENT LOG

[illegible]

**Rocklin Unified School District
EMERGENCY RESPONSE DOCUMENTATION LOG**

Incident Team Member: Role Identification

Date: _____ School Site: _____
Recorded by: _____

Important: This is a permanent log that can be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records for submission to the ICS – Incident Commander. These are legal documents. *(Complete additional logs as appropriate to emergency response activities).*

Role	Name	Time Assigned
Incident Commander (Administrator)		
Safety		
Public Information		
School Agency Representative to ICS Liaison		
Operations		
• Site Facility Check / Security		
• Medical		
• Student, Staff, Visitor Care & Accountability		
• Student Release		
• AfterMath		
Planning / Intelligence		
• Documentation		
• Situation Analysis		
Logistics		
• Supplies / Facilities		
• Staffing		
• Communications		
Finance & Administration		
• Timekeeping		
• Purchasing		
All Staff Personnel Pool		

Page _____ of _____

**Rocklin Unified School District
EMERGENCY RESPONSE DOCUMENTATION LOG**

Date: _____

School Site: _____

Recorded by: _____

Important: This is a permanent log that can be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records for submission to the ICS – Incident Commander. These are legal documents.

TIME	ACTIVITY	PEOPLE / PERSON INVOLVED

Page _____ of _____

Emergency Contact Numbers

- **Local Hospital Addresses:**

Sutter Roseville Medical Center
1 Medical Plaza
Roseville, CA
781-1000

Kaiser Permanente Medical Center
1600 Eureka Road
Roseville, CA
784-4000

Mercy San Juan Hospital
6501 Coyle Avenue
Carmichael, CA
537-5000

UC Davis Medical Center
2315 Stockton Blvd.
Sacramento, CA
734-2011

Sutter Auburn Faith
11815 Education
Auburn, CA
(530) 888-4500

Instructions to Activate One Call Now

Quick Reference Guide – Sending Messages

Call: (877) 698-3261 or (866) 321-4255

When Prompted:

1. Enter ID and PIN: enter the pound sign (#) followed by your Group ID and PIN.
REDACTED FROM PUBLIC VIEW
2. Press 1 to send a message
3. Touch-tone response needed? If your message is asking members to respond to a question, and you would like a touch-tone response, press 1. Press # if you do not need a touch-tone response.
4. Record your message. At the tone, you will have 60 seconds to record your message. Press # to stop recording.
5. Listen to your message and make certain it is clear and complete. Press 1 to accept, or press 2 to re-record your message.
6. Select group to receive your message. To send your message to your entire roster, press 00, or enter the 2 digit subgroup number to send your message to an individual subgroup.
7. Select additional subgroups. If you would like your message sent to additional subgroups, enter the 2 digit subgroup number or press # if you are finished entering subgroups.
8. Send your message. Press # to send your message now, or press 1 to modify your deliver times and options. Modifying your delivery times allows you to override your default deliver times and settings for making attempts on a second day.
9. Confirmation. Your message will be delivered after you hear “Message delivery has been confirmed.” If you hang up before this prompt, your message will not be sent.

Need Assistance?

Support Staff at (877) 698-3262 ext. 1399

Or

Online at www.onecallnow.com

M.M.C.A.
1850 Wildcat Blvd., Rocklin, CA 95765

SCHOOL EMERGENCY SAFETY PROCEDURES

DIAL 911 "This is an emergency. – (Describe the nature of the emergency).

"I need -- (Ambulance / Police / Fire) assistance"

"I am at M.M.C.A. – 1850 Wildcat Blvd., Rocklin

I am in: Room or Area _____" on the N S E W SIDE OF THE CAMPUS

"My name is _____"

My callback number is _____"

Do not hang up until told to do so. Verify that the information was received correctly. Be ready to give additional information if requested. AFTER HANGING UP - THEN SEND A GUIDE TO THE FRONT OF THE SCHOOL and NOTIFY THE SCHOOL OFFICE, TELL THEM WHAT HAPPENED. THEY WILL NOTIFY ALL THE APPROPRIATE SCHOOL AND DISTRICT PERSONNEL.

EMERGENCY CALLS – FIRE / POLICE / MEDICAL – 911

If you discover fire or smoke, GET AWAY FROM THE FIRE AREA!

Close Doors and any Windows as you leave.

FLIP to the emergency calls section- IMMEDIATELY call in a Fire

If no alarms are sounding -- pull the nearest fire alarm.

Extinguish small fires only if possible.

Follow the instructions of your room and evacuate OUT OF THE BUILDING.

My nearest fire pull station is _____

My nearest fire extinguisher is _____

FIRE

SUDDEN -- SEVERE FLOODING:

- Evacuate all affected classroom and office spaces immediately –
- Relocate, Walk to a safe place / high ground, higher than water level –
- Do not try to leave the school in a bus or car –
80 percent of flood fatalities occur in vehicles.

SLOW RISE FLOODING -- Sufficient notice will be available to evacuate the school.

Before evacuating the school – Shut Off all Utilities (Gas, Water, Electricity)

Move / Relocate or Try to Protect records and electronic equipment such as calculators and computers as best as possible.

FLOOD

MINOR / LOCAL / HAZMAT INCIDENT IN A BUILDING

If a chemical is reacting in any way, is generating gas or fumes, represents a fire hazard, or is toxic:

- 1. Evacuate the students from the building, direct students to the nearest safe area, upwind from the incident or classroom**
- 2. If you can : Shut off Bldg HVAC – Heating Ventilation and Air-Conditioning**
- 3. Notify Administration immediately who will notify 911 for Fire Department / Hazmat response**
- 4. Follow Shelter in Place procedure listed below if instructed to do so by School Authority/Incident Commander**

MAJOR / AREA WIDE / HAZMAT INCIDENT

If a spill occurs off campus that could affect our school, the Campus Authority/Incident Commander will make a decision to Shelter in Place or Evacuate depending upon information received. Follow the Shelter in Place-Hazmat procedures below if requested to do so:

- 1. Close and Lock all Windows and Doors – Open the Shelter in Place Kit**
- 2. Tape any Cracks in Doors and Windows – Wet Towels as Air Filters**
- 3. Wait for the ALL CLEAR – DO NOT GO OUTSIDE UNTIL TOLD**

HAZMAT

HOSTAGE INCIDENT

REDACTED FROM PUBLIC VIEW

Stranger on campus

REDACTED FROM PUBLIC VIEW

If A Person Appears With A Weapon:

REDACTED FROM PUBLIC VIEW

DUCK -- COVER -- HOLD

Once the shaking has stopped, assess the area around you –

Render any aid you can –

Call for medical or rescue assistance if necessary-

Evacuate to an open area safely - Stay away from overhead fixtures, windows, skylights, filing cabinets and bookcases.

IN A FULL SCHOOL EVACUATION:

My Primary Rally Point / Assembly Site is Margaret Azevedo SB Field

My Secondary Assembly Site is: St. Augustine Church Parking Lot

REMEMBER -- expect aftershocks, do not re-enter a building. Beware of falling debris or electrical wires, do not use the telephone unless for emergency assistance.

EARTHQUAKE

STUDENT BEHAVIOR CRISIS

- Remove students from immediate area of student misbehavior or
- Remove disruptive student from peers
- Notify office using available systems (cell phone, campus phone #200, Gmsg).
- Commence procedures outlined in individual student behavior plan if available or
- Rely upon office or designee for next steps

Violent Student

- Remove students from immediate area of student misbehavior
- Commence restraint procedures if student is attacking others
- Monitor objects that can be thrown
- Notify the office using available systems (cell phone, campus phone #200, radio).

STUDENT BEHAVIOR CRISIS / VIOLENT STUDENT

BOMB THREAT REPORT

REDACTED FROM PUBLIC VIEW

BOMB THREAT

(Page 1 of 2)

(Page 2 of 2)

SCHOOL EVACUATION

My primary way out of the building is _____

My secondary way out of the building is _____

My refuge for a fire is _____

My retreat during a violent incident is _____

My School Casualty Collection Point is: _____

In a School Evacuation - My Primary Rally Point is _____

In a School Evacuation My Secondary Rally Point is _____

All faculty and students shall proceed to the nearest evacuation routes.

If students or faculty are not in their regular work areas, they will evacuate immediately using the nearest exit or in the same manner as the group they are with. Walk in an orderly fashion quickly and quietly. STAY CALM.

When the “ALL CLEAR” is received and it is safe to re-enter the buildings, each rally point group will be notified by the Principal or designee when it is clear to re-enter the building.

BUILDING EVACUATION / RELOCATION

Serious Injury

- Begin First Aid procedures and/or
- Notify the office using available systems (cell phone, campus phone, radio).
- Activate the Emergency Monitoring System/call 911
- Send students to neighboring classroom
- Stay with victim until relieved by paramedic or other qualified individual
- Identify a liaison to direct emergency responders to the scene

Student Seizure

- Be aware of procedures associated with individual
- Clear an area around the student
- Remove students to another area outside the classroom
- Do not restrain
- Contact office
- Activate the Emergency Monitoring System/call 911
- Wait with student
- Debrief- If needed support personnel from site/district will be available

CPR / FIRST AID

- **The American Red Cross “cheat sheet” for CPR / First Aid is the last 2 pages of this Flipbook**

SERIOUS INJURY / SEIZURE / CPR / FIRST AID

Dangerous animal or insect

1. Ensure the scene is safe. If the animal is still around (i.e. roaming dog) or there are more (i.e. swarm of bees), move students inside.
2. If someone has been injured, attempt to determine what the bite or sting is from. However, DO NOT attempt to catch or kill the animal/insect. Alert the office.
3. SPECIAL NOTE: Never touch a bat, *even a dead one*; they can transmit rabies and any contact will require rabies shots.

Spider/Centipede Bite or Bee/Wasp/Scorpion/Ant Stings:

1. **CALL 911 IF:** the victim reports being allergic to stings, the sting is directly on the tongue or mouth, or the insect is suspected to be a black widow or scorpion.
2. Loosely immobilize or splint injury (if in arm, leg, hand or foot) in comfortable position at or above heart level.
3. Clean wound site and control bleeding.
4. Apply ice for pain control as needed.
5. Remove constrictive clothing/jewelry.
6. Monitor for signs of allergic reaction: difficulty breathing or swallowing or rash.

Snakebite

1. Note the **time** of the bite. Call 911.
2. DO NOT apply ice, cut or slice wound or use suction on wound to remove venom, or apply tourniquets.
3. Remove constrictive clothing/jewelry.
4. Clean wound site and control bleeding.
5. Loosely immobilize or splint injury (if in arm, leg, hand or foot) in comfortable position at or above heart level.
6. Using a Sharpie marker, mark the edge of the swelling or redness on the skin, including the time. (Medical personnel will need to be able to monitor how quickly the swelling is progressing.)

Dog/Cat/Other Mammal/Human Bites

1. **CALL 911 IF:** the bite is to the face or neck, or is to another part of the body but appears traumatic.
2. Clean wound site and control bleeding.
3. Loosely immobilize or splint injury (if in arm, leg, hand or foot) in comfortable position at or above heart level.
4. Apply ice for pain control as needed.
5. If the bite is from a cat or other carnivore, there is concern for rabies and tetanus, and high risk of other infections. Alert victims/parents to follow up with their own doctors immediately. *Any contact* with bats must also be followed up by a doctor visit.

SNAKES / SPIDERS / DANGEROUS ANIMALS

CAMPUS MAP

Addendum 1: Student ingress & egress, including school drop-off / pick-up procedure

Safe ingress and egress of pupils, parents and school employees to and from school is important at MMCA. There is constant communication to parents on the safe ingress and egress procedures.

Safe drop off and pick up of students is a priority. Drivers are advised to exercise good judgment and extreme caution particularly during the peak hours of 8:10am to 8:35am and 3:00pm to 3:25pm.

Teachers, staff, and parent volunteers monitor the loading/unloading of cars and student arrival/departures before and after school.

MMCA Student Drop-off / Pick-up Procedures:

Safety is our number one concern when it comes to drop off and pick up. For us to ensure your child's safety, please follow these basic parking lot etiquette guidelines:

- There is one lane of traffic coming down the long driveway.
- The Preschool loop is not to be used to “cut” in front of other cars waiting.
 - Preschool parents: To ensure safety, NO LEFT TURNS from the preschool drop-off area; please proceed through the parking lot as you exit.
 - If you see a “hole” in the loading/unloading zone that does not mean that you can go around cars in front of you to get that spot. Please use common courtesy and wait your turn.
 - The right hand lane (closest to the curb) is the only lane that we will allow kids to get into cars. This is the pick up / drop off lane. You are never to leave your car unattended when parked in this lane. It's hard to believe, but even with a ¼ mile long driveway, we have backed up on to Wildcat Blvd. when parents have left their car parked in this lane for whatever reason.
 - The left hand lane by the school is the drive-thru lane for parking purposes.
 - Please use this lane if you are going to park your vehicle to drop-off / pick-up your child. For safety reasons, it is not the “hurry up and get in the car to bypass the long line” lane.
- PLEASE DO NOT BLOCK CROSSWALKS
- There are two cross walks for a reason, and we require everyone to use them. It's very important that the cross walk is used, and please hold the hands of little ones, as they are hard to see over the hoods of cars. Please help us keep you and your family safe and use the cross walks at all times.
- If at all possible, please have your child load and unload from the passenger side, so that there are no accidents.

- We ask that you drive all the way up to the next car in the unloading/loading zone so that we can get more kids in and out of their car. Teachers and parent volunteers will be on the sidewalk directing traffic during pick-up, so please follow their lead.
- Overflow event parking:
 - For any “event” at MMCA, like our Parent Information Night, Back to School Night, 1st Day of School, Classroom plays, etc., we do not have enough parking on campus to accommodate everyone. We **HIGHLY** encourage parents to park next door at Margaret Azevedo Regional Park, which has several hundred parking spots available and a short, paved pathway directly to our campus.
- Pick-up from the Park: Given our proximity to Margaret Azevedo Park, we have allowed parents to pick up 1st-8th grade students at the park IF they have filled out and signed our Park Release form (available in the front office). The park is intended as an alternative pick-up location to help alleviate traffic concerns – it is not intended as an alternative mode of child care. The park itself is NOT supervised, and we have no idea who else may be at the park. Our After Care staff will do daily sweeps at the park after school and report back to me about any students still left at the park without their parents, as I’d like to minimize, as much as is reasonably possible, exposure of our students to adult strangers.

Addendum 2: Parent Emergency Response preparedness letter

Dear Parents,



1850 Wildcat Blvd.
Rocklin, CA 95765
(916) 630-1510
www.mmcharter.org

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that all schools have made preparations to respond effectively to such situations. Should we have a major event or emergency during school hours, your child(ren) will be cared for at their school. Our School District has a detailed emergency plan which has been formulated to respond to major catastrophes of all types. In the event of an emergency situation or critical event, early dismissal of school sites and students is determined by the district superintendent. Our superintendent may direct us to dismiss schools during an emergency. You can listen to radio announcements to find out if we are directed to dismiss earlier than usual.

Your cooperation is necessary in any emergency.

1. Do not telephone the school. Telephone lines may be needed for emergency communication.
2. In the event of a serious emergency event, students will be kept at their school until they are picked up by an identified, responsible adult who has been identified as such on a School District Emergency Card which is required to be filled out by parents at the beginning of every school year. *Please make you're your information is up to date.* Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
 - they are 18 years of age
 - they are usually home during the day
 - they are known to your child
 - they are both aware and able to assume this responsibility
3. Turn your radio to 1530 AM for emergency announcements. If students are to be kept at school, radio stations will be notified.
4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency. Students will be released only to parents and persons identified on the School District Emergency Card. Please instruct your student to remain at school until you or a designee arrives.

Since cars are never allowed to be left unless they are in a designated parking space, most cars would need to park on the street and have the person walk onto the campus. The Fire and Police Department will not allow cars to block access to the school or the street since emergency vehicles can't pass through. Cars parked in access areas will be removed at the owner's expense.

Please feel free to contact the school office if you need further information at any point.

Sincerely,

Brent Boothby
Principal

Addendum 3:

Maria Montessori Charter Academy Community Code of Conduct

I. Introduction

M.M.C.A.'s Mission Statement (quoted from our governing charter document):

“The mission of M.M.C.A. is to provide a Montessori based educational environment which has the tools, programs, resources and support to enable students to become educated to high international academic standards and to develop themselves to their fullest capacity as competent, happy, productive individuals, family members, workers, and contributors to a better society and a peaceful world. This is achieved through a heavy commitment from the village: parents, teachers, community groups, the legislature and, most importantly, the individual child, and is grounded in a philosophy of trust in individuals to seek their own highest levels.”

Connected to our mission, we have adopted several core values. These core values include:

Core Values (quoted from our charter document):

- [H]igh academic standards and expectations of achievement with emphasis on CORE subjects;
- Small total school population and mixed age classrooms;
- Creative, passionate, progressive teachers who are committed to Montessori philosophy;
- Responsibility, accountability, and freedom for individual progress within the academic framework
- Challenges to develop critical reasoning, openness to encourage creativity, and opportunities to facilitate service
- High, unwavering Standards of Conduct:
 - Respect: Seeking ones share of the workload
 - Honesty: Balancing individual and group needs
 - Courtesy: Exceptional manners
- Emphasis on collaboration, peer governance, problem solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

This community-based Code of Conduct is intended address the school policies and expectations related to these specific core values:

- Responsibility, accountability, and freedom for individual progress within the academic framework
- High, unwavering Standards of Conduct:
 - Respect: Seeking ones share of the workload
 - Honesty: Balancing individual and group needs
 - Courtesy: Exceptional manners
- Emphasis on collaboration, peer governance, problem solving, and goal-setting according to developmental readiness
- High parental involvement and collaboration in education and governance

This is intended to be a living document. As the school continues to grow, the policies related to this Code of Conduct may be amended or changed. The specific policies addressed within this Community Code of Conduct include:

- M.M.C.A. Communications Pathways (school communications policy);
- Student-related policies, including:

- Student Discipline Policy;
 - Student use of Technology Policy, including personal electronic devices;
 - Student Code of Conduct for extra-curricular activities
 - Healthy Lunch and Food Policy; and
 - Student Uniform Policy
- Parent-related policies, including:
- Volunteer Commitment Policy;
 - Visitor and Classroom Observer Guidelines;
 - Parents as “spectators” at School-related Events Policy;
 - Field Trip Driver/Chaperone Policy; and
 - Events Policy
- After School Extra-curricular Activity Leader Policy (whether the position is paid or volunteer, this policy covers Teachers, Coaches, Club Coordinators and Instructors of our various E-C programs)

III. MMCA Communication Pathways Policy (est. 2005, rev. 2019) (school communication policy)

MMCA is vibrant school community that depends on open, honest communication between Parents, Teachers, Administrators and the Board of Directors. As a community, we want to make sure all issues are brought to the appropriate attention and addressed in a timely manner.

To and From Teachers:

MMCA Teachers are happy to meet you at any mutually convenient time. You can contact them by email, by leaving a message on the office phone, or by sending a note with your child.

Teachers provide regular communication to parents on a weekly, monthly and semi-annual basis.

- Teachers regularly communicate electronically via email and updates to their class website.
- Teachers send home weekly packets including completed schoolwork, notices of upcoming class events, field trips, projects, etc.
 - Communication about off-site field trips, include driver volunteer opportunities, will be shared 1 week prior to the event.
- Teachers contribute to a newsletter containing updates on the efforts and accomplishments in the classrooms.
- Teachers provide two annual parent-teacher-student goal setting conferences.

To and From the Principal:

A weekly “Friday Flyer” contains updated information from the Principal and the PTA on general school-wide events and issues. It is sent home by email and shared on social media. Paper copies can be obtained in the office.

The Principal is accessible to parents by phone (916-630-1510), by email (brent@mmcharter.org), or by stopping in to make an appointment as needed.

To and From the PTA:

PTA is a group of parents and teachers at our school that plans community events and fundraisers. All members of the MMCA community are encouraged to join the PTA and/or to attend monthly meetings.

To and From the Board:

The Board of Directors has regularly scheduled monthly meetings to define the mission of the school and clarify its philosophy. These meetings are posted on the school calendar. Three times a year, Board of Directors will publish an update in the weekly “Friday Flyer” to share progress and plans for the coming year.

To communicate with the Board:

- reach out to any individual MMCA Board member in person or via email (email addresses are listed on the MMCA website),
- use the Board mailbox in the office for written communications,
- attend the monthly public Board meetings. If you wish to address the board during a public meeting, you will be given 5 minutes to speak during Public Comments. If necessary and appropriate, the Board will respond and/or take action at the next Board meeting.

The minutes of each meeting are placed in an accessible binder in the front office and on the website after they are approved (usually at the following month’s meeting).

IV. Student-related Code of Conduct Policies

➤ **Maria Montessori Charter Academy *DISCIPLINE POLICY* (rev. 2009)**

Maria Montessori developed the concept of "normalization" to describe the process by which each child acquires certain personality characteristics that lead to success in the classroom and throughout life. A "normalized" child will love learning, be kind to others, develop concentration and good work habits, and become independent.

Our goal is to create and maintain an environment in which each child can successfully reach this level of normalization. Normalization of the classroom begins with the modeling of the appropriate behavior by the teacher combined with a high level of respect for each student. Many discipline problems can be avoided by the following proactive strategies practiced in every MMCA classroom.

The teacher will:

1. Provide a structured Montessori environment in which a child feels secure and confident to choose his/her work;
2. Set behavioral expectations through classroom instruction, role modeling, and class meetings;
3. Post and discuss classroom rules and the Montessori Standards of Behavior;
4. Redirect a child and use conflict resolution techniques;
5. Work one-on-one with children who need additional guidance; and
6. Refer child to Student Success Team to discuss ways to help him/her succeed in the classroom

The behavioral expectations we have for the children are:

1. Respect yourself, others and our environment.
2. Demonstrate responsibility, respect, and self-restraint.
3. Treat all classroom materials with great respect and care.
4. Return all things to their proper place.
5. Keep the MMCA environment clean and orderly.
6. Keep bathrooms neat and clean at all times.
7. When in the classroom, be "engaged" in an activity/job at all times.
8. Work quietly in the classroom.
9. Use walking feet at all times except when on the playground.

A child's behavior becomes a problem when his/her negative actions disrupt the school environment and affect the positive values and culture defined in the MMCA charter. For the safety and well being of all individuals in the MMCA environment, the following are **unacceptable behaviors**:

1. Talking back and arguing;
2. Intentionally disrupting the learning environment;
3. Misuse of MMCA materials or playground equipment;
4. Intentionally not following directions in the classroom, in the lunch area or on the playground;
5. Encouraging others to misbehave;
6. Disrupting or impeding the work of others;
7. Showing rudeness or disrespect to others; and
8. Littering

If a child exhibits unacceptable behavior, the following **disciplinary actions** will be taken, according to the severity of the misbehavior.

1. He/she will discuss the unacceptable behavior with the teacher(s) and discuss a better alternative choice.
2. He/ she will be sent outside the immediate environment for a time out or be given a "community service improvement" task to perform (litter pick-up, cleaning, etc.).
3. Student will be given an age-appropriate "Student Response Form" to complete. The completed Student Response Form will be sent home for parent/guardian signature and returned to school the following day.
4. He/ she will be sent to the Director, who will discuss the behavior issue with the child and may opt to:
 1. Give the child community service and/or a Student Response Form to fill out if the behavioral incident occurred during recess;
 2. Call the parent/guardian to discuss the issue with the child present, and/or
 3. Place the child in "in-school suspension" and he/she will not be allowed to return to class until the parent/guardian has spoken to the Director; and/or
 4. A parent/guardian will be called to immediately remove the child from school for a specific length of time (Suspension) and conditions will be set for the child's re-admittance.

*** At any stage of the disciplinary action plan, a teacher may contact the parent/guardian by phone to discuss the student's behavior and work out a home/school plan for improvement.

The teacher or parent/guardian may request a conference at any time to discuss behavior issues.

MMCA Suspension / Expulsion Policy

The MMCA Discipline Policy will follow the Suspension/Expulsion/Due Process guidelines of California Education Code 48900. Teachers, staff and volunteers are required to document on an Incident Report any behavior requiring disciplinary action. All witnesses are encouraged to document their concerns and all views will be respected and treated as valid. A copy of the 48900 guidelines for suspension and expulsion are available for review in the MMCA office. Additionally, all staff, students, parents and volunteers must adhere to the State of California Education Code and federal guidelines concerning student behavior and discipline.

Each child will be treated individually and with respect. Disciplinary action for a student with an Individual Education Plan with stated behavioral objectives will be handled in an appropriate manner.

Behaviors that require immediate suspension or possible expulsion hearings are as follows:

1. Swearing or using abusive sarcasm, directed at another student, staff member, or parent;
2. Intentional abuse and/or vandalism to school property;
3. Bringing on campus any pornography, or explicit photography or written material;
4. Physical harm to another person with the intent to do bodily injury, exhibited by, but not limited to, hitting, stabbing, poking, pushing, slapping, kicking;
5. Bringing on campus any illegal substances or prescription medications for unauthorized use, sale or intent to disburse;
6. Stealing;
7. Touching another person's private body parts or intentionally exposing one's self for the sole purpose of self-gratification or harming (emotionally or physically) another individual; and

8. Bringing guns, knives or any type of weapon used to intimidate or threaten another person

PARENT/GUARDIAN'S ROLE IN SUPPORTING POSITIVE BEHAVIOR

Modeling

A parent is the most important teacher in a child's life. Children observe and imitate the behavioral responses that are used by the significant adults in their environment. Parents who are respectful and kind to others, especially their own children, are likely to see that same behavior develop in their children. Demonstrating a variety of healthy responses to frustration and set-backs, as well as modeling effective problem-solving techniques and non-judgmental communication are especially valuable to young children who are still learning to establish their own self control.

Discussion

While children absorb a great deal by observation, discussing ways to show respect, build trust, show empathy, manage anger, and practice forgiveness can help a child build successful relationships.

Reinforcement

Montessori philosophy does not advocate external rewards for desired behavior, as this tends to reduce intrinsic motivation. However, acknowledging and praising positive behavior is always important and will help shape a child's behavior far better than criticism.

Teaching Values

MMCA is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole, and take only what they really need. The community seeks to raise the level of the lowest members while keeping the entire community progressing forward toward a shared vision. At MMCA, we value:

1. Respect for ourselves, others and the environment;
2. Honesty;
3. Courtesy and exceptional manners;
4. Empathy for others and respect for differences among people and cultures;
5. Accepting responsibility for personal decisions and actions;
6. Working cooperatively with others, which includes listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand;
7. Seeking one's share of the work load;
8. Creating a balance between the needs of individual students and families and the needs of the school population as a whole; and
9. Pride in our school

Home/School Communication

Changes in a child's home life may affect his/her behavior and performance at school. Please notify the office and your child's teacher if any significant changes occur, such as:

1. Extended vacations or business trips by a family member;
2. Child staying somewhere other than home (relative/friend's house) for more than a day or two;
3. Loss of family member, including pets;
4. Moving; and
5. Change in family environment (separation, divorce, new partner, new baby);

** This information will be strictly confidential*

Parent Education

Acquiring the knowledge, skills, and patience to raise healthy, happy and well-adjusted children is an on-going process that requires a tremendous amount of effort, time, and diligence. Several resources are available and parents are expected to take proactive responsibility in this area.

1. The school has a small library of helpful books and videos that can be checked out by parents. MMCA can provide a recommended reading list that covers Montessori and other topics of education.
2. Parents are encouraged to participate in parent education classes offered by local schools, community agencies, and local hospitals (Kaiser, Sutter, UC Davis).
3. MMCA, in collaboration with the Board of Directors and Parent Teacher Association, occasionally hosts educational evenings that are designed to assist parents in building positive parenting practices, as well as increase the awareness of Montessori philosophy.
4. Parent/Teacher discussions may be scheduled at any time with your child's teacher to exchange ideas and strategies for specific behavioral issues that may be impacting the student or family. The director is also available at to discuss educational and behavioral issues.

MMCA is a **SCHOOL OF CHOICE**. Students who are unable to progress or become responsible, independent, and productive members of the Montessori Community have the option to return to the school offered by their local public school district. Traditionally, public schools offer a more structured group approach to instruction and classroom set-up and this approach may more suitable for some children.

Parent understanding and support of the expectations established by MMCA is vital to each child's behavior and successful performance. As mentioned in much of our literature, this is a COMMUNITY EFFORT. While children should not be denied to access to educational opportunities based on their parent's unwillingness to follow the strategies outlined for success, these same children cannot be permitted to interrupt the learning environment and process for others.

----- **Tear along dotted line** -----

If you understand and agree to adhere to the M.M.C.A. discipline policy, please sign where designated and return this section to school.

Student's Name _____

Parent/Guardian's Printed Name _____

Parent/Guardian's Signature _____

Student's Signature _____

Date _____

➤ **Student use of Technology Policy, including personal electronic devices**

School “Technology” includes school desktop computers, laptops, printers, and all Audio/Visual equipment. When using school “technology”, as a student you agree:

- To follow the direction of teachers and school staff.
- To follow the rules of the school, district, and any network you access.
- Be considerate and respectful of other users.
- Remember that use of school technology and access to the internet is a privilege. If you do not follow the rules, you may be disciplined and you may lose computer privileges.
- School “Technology” is school property. Like a library book, if you damage school technology, you (or your parent(s)) may be financially responsible to fix or replace the damaged item.
- School computers are to be used for school-related education and research only. Do not use school computers and networks for personal or commercial activities without permission.
- Do not produce, distribute, access, use, or store information which is:
 - i. Unlawful
 - ii. Private or confidential
 - iii. Harmful, threatening, abusive, or degenerating to others
 - iv. Obscene, pornographic, or contains inappropriate language
 - v. Interferes with or disrupts the work of others
 - vi. Causes congestion or damage to system

Student E-Mail Etiquette

- Give only your e-mail address for communication. Never give out personal information such as your home address or telephone number.
- Protect the privacy of others. Never give out personal information about anyone.
- Check e-mail frequently and delete unwanted messages.
- End e-mail messages with your name, MMCA, and your internet address.
- Follow guidelines for good writing:
 - i. Be concise and brief
 - ii. Use descriptive titles
 - iii. Summarize your response
 - iv. Use normal punctuation
 - v. Check your spelling
 - vi. Use both capital and lower case letters

Student Cell Phones and Personal Electronic Devices

Cell phones, MP3 players, video players, video games and other personal electronic media are not to be used on campus between 8:10 and 3:15PM, during school field trips, or during after school extra-curricular activities, except at the discretion of the supervising teacher.

Electronics and cell phones must be put away and turned off during school hours. Teachers may collect electronics and cell phones at the entry to each classroom each morning and return them upon dismissal each afternoon. Students who are seen using their *cell phone / electronic device* during the school day will be assigned school discipline. The device will be confiscated by the school and made available in the office for the parent to pick up. The parent (not carpool or older sibling) must pick up the electronic device / cell phone that has been confiscated. Repeat offenses will lead to escalated disciplinary consequences, including suspension.

MMCA is not responsible for lost or stolen cell phones, personal electronic devices and personal property.

➤ Student Code of Conduct for Extra-curricular Activities

MMCA students have the opportunity to participate in a number of extra-curricular activities. Examples of these activities include:

- Athletics (examples: Girls' VB team, Boys' BB team, etc.);
- Clubs (examples: Chess Club, Dance Club, etc.);
- Overnight Outings (examples: the Fall and Spring Campout, Sly Park, and Washington, D.C.)

PHILOSOPHY

The Maria Montessori Charter Academy Board of Directors ("MMCA Board") believes strongly that a well-developed after school program is integral to students' educational progress and that participation will enhance students' social, physical and educational development. The MMCA Board supports a comprehensive program that is challenging and rewarding to the school's students. Maria Montessori Charter Academy Coaches and event and activity organizers will adhere to the following principles in all athletic programs and other offerings:

We promote extra-curricular activities as an educational experience provided to students as an extension of the classroom and an enhancement to a student's social, physical, and educational development;

We promote the spirit of sportsmanship, teamwork, and fair play with student-athletes/competitors and coaching staff in all competitions, minimizing the focus on wins and losses as sole factor of success;

We encourage coaches, parents, and fans to be positive examples and role models to student-athletes/competitors in the spirit of fair play and competition;

Coaches, student-athletes/competitors, and parents involved in MMCA programs should demonstrate the highest standards of ethics and sportsmanship.

The development of good character and other important life skills should be at the forefront of student-athlete/competitor participation.

Participation in Maria Montessori Charter Academy (MMCA) extra-curricular activities is a privilege earned by students through his/her observance of the following policies. The highest potential of any competition or activity is achieved when students, coaches and parents are committed to achievement with honor, respect, responsibility, fairness, caring, and good sportsmanship.

Expectations of Attitude

Students in extra-curricular activities are expected to be respectful of themselves and of others.

They shall be punctual, honest, communicative, be able to work as part of a team and conduct themselves in a way that brings honor to their school.

Participants shall follow all school rules and all rules related to their activity.

Students who do not demonstrate these behavioral expectations may be removed from the E-C activity.

Sportsmanship

Student athletes/competitors are expected to be a model of good sportsmanship at all times.

Controlled Substances

Use of drugs and alcohol is prohibited for all students at MMCA. Any participant caught testing positive for or under the influence of a controlled substance at any time? will be dismissed from the activity and may be expelled from the school.

Academic Eligibility for Extra-curricular Activities:

Academics are the primary focus of MMCA. Special attention will be paid to the grades of all the students in our e-c activities. Frequent checks on grades will be made by the Principal. Students are strongly encouraged to utilize their “free time” (e.g. “off” period(s), weekends) wisely. Specifically, players are strongly encouraged to complete their schoolwork ahead of schedule.

Students are required to have the equivalent of a 2.0 GPA to be eligible to participate.

Tryouts and Evaluation Procedures for E-C Activities with a limited capacity:

For some of our E-C activities, particularly sports teams, try-outs may be necessary. While the try-out process is a relatively subjective process, it is important that all students are aware of the general criteria that will be used by coaches / club coordinators / staff in assessing students for E-C activity participation. The following examples are compiled in no particular order, but demonstrate elements of particular note:

- Talent
- Capacity for filling a needed team/club role
- Potential for development
- Attitude
- Support of class/teammates
- Eagerness to learn
- Dedication to individual and team/group improvement
- Commitment to academics

Nutrition for students participating in E-C Activities:

Parents are strongly encouraged whenever possible to provide your child (ren) with daily lunches and snacks prepared from home. Proper nutrition every two hours like fruits, vegetables, breads, meats, cheeses, hardboiled eggs, granola bars, and plenty of water will enhance your child’s academic and extra-curricular performance. In addition, this includes a snack to be eaten within 15 minutes after the conclusion of any daily workouts. This will aid in your child’s muscular and skeletal recovery process.

After School Extra-curricular Activity Leader Policy (whether the position is paid or volunteer, this policy covers Teachers, Coaches, Club Coordinators and Instructors of our various E-C programs)

MMCA is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole. At MMCA, the Leaders of our After School Extra-curricular Activities will exemplify the same values we are teaching our students. These values are listed in our Student Discipline Policy and include:

1. Respect for ourselves, others and the environment;
2. Honesty;
3. Courtesy and exceptional manners;
4. Empathy for others and respect for differences among people and cultures;
5. Accepting responsibility for personal decisions and actions;

6. Working cooperatively with others, which includes listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand;
7. Seeking one's share of the work load;
8. Creating a balance between the needs of individual students and families and the needs of the school population as a whole; and
9. Pride in our school

In addition, all Leaders of our after school extra-curricular activities will

- Go through a background check if they will be working with our students unsupervised;
- Be trained in 1st Aid / CPR if they are taking their activity off-campus; and
- Advise the Principal if they suspect any student in their activity has been subjected to child abuse or is involved in the use of a controlled substance?.

Parents as “spectators” at School-related events Policy

Parents play a vital role in the success of our program. We encourage positive support of our program in the community as well as within your homes.

- With athletic teams in particular, as well as in other competitive events, there can be some highly stressful situations in our league: intense competition, hostile crowds, and local publicity.
 - i. Knowing this, as coaches we try to remain positive in discussing team issues with your children.
 - ii. We want you to encourage your child, cheer for them, and try to keep things positive.
- Appropriate Behavior
 - i. As parents, you are very closely connected to our school. Because of this it is imperative that you behave in an appropriate manner when you're a spectator. We ask that you:
 1. Refrain from complaining to referees, coaches, teachers or coordinators during the E-C event. This includes voicing disapproval from the stands during athletic events or other competitions.
 2. Furthermore, we ask that you avoid shouting commands or criticism in the direction of our players during athletic events or other competitions. Often times, your child will pick up on voices / instructions which might contradict instructions given by coaches. This is an unfair situation for players to be in since they want to please both parties.
 3. If, at any moment, a particular fan or parent becomes overly vocal or obnoxious in the stands during an athletic event or other competition, the coach has been instructed to take out any player connected to that particular spectator. In this situation, the only person who suffers is the player. We hold our coaches and players to a high standard, and we expect the same of our parents.

➤ **M.M.C.A. Healthy Lunch and Food Policy**

We encourage wholesome, nutritional snacks and lunches for your child. Let your child be responsible for remembering it. Snacks which expose our children to interesting and appealing foods originating from the country or food group currently being studied, and snacks that relate to the cultural and ethnic background of the children can also be appropriate. Suggestions for snacks include:

- Vegetables and fruits (cut to child's finger size)
- Crackers and cheese
- Different baked breads (banana, carrot)
- Nutritious cookies and muffins (oatmeal, carob)
- Applesauce
- Raisins
- Yogurt
- Cheese cubes
- Hard boiled eggs
- Graham crackers
- Dried fruit
- A nice note or picture is enjoyed as much as a sweet

Part of our "grace and courtesy" exercises includes practicing table manners at lunchtime. This involves carefully setting our table, laying out the food, having a moment of quiet or a song, and then, after an enjoyable meal together, cleaning the dishes and the table. Every day, each child will bring his/her own cutlery and two cloth napkins.

Gum and candy are not permitted at school. Please help us by not packing these items in box lunches.

It is your responsibility to notify the school if your child has a known food allergy. Please have a doctor's signed statement to put in your child's file.

➤ Student Uniform Policy

Tops

Styles: Uniform-style oxfords, polos, turtlenecks, T-shirts or blouses. Tops must be sleeved (long or short). Other than the MMCA logo, all tops must be completely unadorned (no logos, lettering, graphics, sparkles, sheen, patterns, decorative accents, etc.).

Colors (solids): white, blue or green.

Second layer: sweater, cardigan or vest in navy blue, MMCA sweatshirts (available thru PTA) are allowed.

Outerwear: not regulated.

Bottoms

Styles: Uniform-style pants, capris, shorts, skirts, dresses, or jumpers not shorter than 2" above the knee.

Colors (solid): Navy blue or tan khaki.

Examples of unacceptable bottoms: jeans, sport- or sweat-pants, overalls, leggings as pants.

Footwear

Socks or tights in white, navy blue or forest green.

Indoor and outdoor shoes are to be closed at toe and heel, with non-skid soles.

Shoes containing integrated skates must have the skate components removed.

Outdoor shoes must be appropriate for P.E. and running games.

Accessories/Hair

Hairstyles are expected to be non-distracting and out of the student's eyes.

Hair accessories are to be minimal, non-distracting and in one of the uniform colors.

Jewelry and other accessories are limited to wristwatches and stud earrings.

Hats or hoods will be worn outdoors only, and in the manner for which they were designed.

General

1. Any item, type, or color of clothing not specifically allowed in the document is disallowed.
2. Clothing should be clean and should fit properly.
3. Please mark all removable clothing with the student's name in permanent ink.
4. Shirts and blouses with shirttails are to be tucked in except during recess or P.E.
5. There are to be no bandanas.

➤ Suicide Prevention Policy

The Board of Directors recognizes that suicide is a major cause of death among youth and should be taken seriously. In order to attempt to reduce suicidal behavior and its impact on students and families, the Executive Director or designee shall develop preventive strategies and intervention procedures. The Executive Director or designee may involve school psychologists, other staff, parents/guardians, students, local health agencies and professionals, and community organizations in planning, implementing, and evaluating the school's strategies for suicide prevention and intervention.

Prevention and Instruction

Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with the school and is characterized by caring staff and harmonious interrelationships among students. The school's educational program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and self-esteem. Suicide prevention instruction shall be incorporated into the health education curriculum in the secondary grades. Such instruction shall be aligned with state content standards and shall be designed to help students analyze signs of

depression and self-destructive behaviors, including potential suicide, and to identify suicide prevention strategies.

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

Intervention

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

Students shall be encouraged to notify a teacher, principal, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

V. Parent-related policies, including:

➤ **Parent Involvement at MMCA, including our Volunteer Commitment Policy (excerpt from charter)**

Parent involvement at MMCA includes the following:

1. Participation in the development of the Individual Learning Plans;
2. Participation with homework and support weekly learning assignments;
3. Attendance at Parent Association meetings/educational meetings four (4) times per year;
4. Attendance for progress report meetings with the teacher;
5. MMCA requests families contribute (40) hours of volunteer service to the school. This can include, for example, serving on the Governing Board or Standing Committees, providing physical labor, providing professional or para-professional services, volunteering in the classroom, the office or on the playground, assisting with one of our after school extra-curricular committees, and working on school-related projects in the evenings or on the weekends.

➤ **Visitor and Classroom Observer Guidelines**

By State law, visitors and volunteers **must check in at the school office** before entering the school campus. This includes the playground and inside the school fence. If your child arrives late to school, please escort your child to the office for a tardy slip. Your child may then proceed to their classroom on their own. Forgotten lunches and other items are to be dropped off in the front office for a staff member to deliver.

Visitors

All Visitors on campus **must** sign in at the office and wear a “visitor” sticker.

Classroom Observers

Observers in the classroom can significantly change the dynamics of the student's interaction with the environment, staff and peers. The following guidelines will assist observers in blending in with the environment and result in the least amount of disruption.

- Select a spot to stand or sit in the corner of the room where you can view the work area without being intrusive.

- Refrain from speaking to the students and teachers. If a student speaks to you, just smile and direct them back to their work.
- Jot down questions on a note pad to discuss later with teachers or administration.
- Children are not to be included in the classroom during observations and the office is not equipped to provide child care for them.

➤ **Parents as “spectators” at School-related events Policy**

As parents, you play a vital role in the success of our program. We encourage your positive support of our program in the community as well as within your homes.

- With athletic teams in particular, there can be some highly stressful situations in our league: intense competition, hostile crowds, and local publicity.
 - i. Knowing this, as coaches we try to remain positive in discussing team issues with your children.
 - ii. We want you to encourage your child, cheer for them, and try to keep things positive.
- Appropriate Behavior
 - i. As parents, you are very closely connected to our school. Because of this it is imperative that you behave in an appropriate manner when you’re a spectator. We ask that you:
 1. Refrain from complaining to referees, coaches, teachers or coordinators during the E-C event. This includes voicing disapproval from the stands during athletic events.
 2. Furthermore, we ask that you avoid shouting commands or criticism in the direction of our players during athletic events. Often times, your child will pick up on voices / instructions which might contradict instructions given by coaches. This is an unfair situation for players to be in since they want to please both parties.
 3. If, at any moment, a particular fan or parent becomes overly vocal or obnoxious in the stands during an athletic event, the coach has been instructed to take out any player connected to that particular spectator. In this situation, the only person who suffers is the player. We hold our coaches and players to a high standard, and we expect the same of our parents.

➤ **Field Trip Driver Policy and Driver Checklist**

**Maria Montessori Charter Academy
Agreement to Transport Students Under
Education Code Section 35330**

Student Name(s) _____ **Classroom** _____

Please complete, sign, date and return this agreement to the school office. The agreement must be completed for each school year. It requires, in part, that you have automobile insurance coverage in the stated amounts and a valid driver's license with no pending action to suspend or revoke. It also stipulates that you will be transporting students under Education Code 35330 (a complete copy is available from the school office), which in summary says that you, not the school, will be responsible for your transportation and insurance expenses, and that you, not the school, will be liable in the unlikely event of an accident caused by your own negligence. I am a parent/guardian of a student of MMCA. I am willing to transport students in my privately owned vehicle to and from school activities off campus on the following terms:

1. I currently have and will continue to maintain liability insurance coverage on the vehicle used to transport MMCA students in the amount of not less than \$100,000 per individual, \$300,000 total injury to persons, and \$50,000 damage to property per accident. A copy of my insurance information showing this along with the coverage dates is attached.
2. I currently have a valid California Driver's license. I will immediately inform MMCA if my driver's license has been, or is in danger of being suspended or revoked. I have attached a copy of my driver's license.
3. I understand that I will be transporting students under Education Code 35330.
4. I have attached a signed Department of Motor Vehicle printout of my driving record.
5. Car seats are required for all students under 8 years of age and 80 pounds. (To be provided by parent)
6. I will follow all speed limits and traffic regulations.
7. I will drive directly to and from the destinations (no detours or stops).
8. I will follow the path designated by the teacher and will make every reasonable effort to stay between the lead and rear vehicles.
9. I will have adequate fuel for the trip prior to leaving with students.
10. No siblings.
11. I will not under any circumstance provide the students with snacks or beverages.
12. Teacher will make car assignments.
13. I will not conduct personal or business cell phone calls for the duration of the field trip.
14. I will make every effort to avoid cancelling on the day of the trip.

I have read the above policy and agree to follow it. I understand that if I do not follow these rules, I may not be eligible to drive on future field trips.

___I will drive on MMCA field trips and will be responsible for turning in all appropriate paperwork.

___I do not intend to drive on any MMCA field trips. Should I change my mind, I will be responsible for turning in all appropriate paperwork.

SIGNATURE
Parent/Guardian
Date _____

SIGNATURE
Parent/Guardian
Date _____

**Drivers Only
Check-List and Reminders**

1. I have signed and returned the Agreement to Transport Students.
2. I have turned in my DMV printout (*see instructions below)
3. I have turned in a *current* copy of my Driver's License and Insurance.

I must:

- Use car seats (provided by parent) for all students less than 8 years of age and 80 pounds.
- Follow all speed limits.
- Drive directly to and from the destinations (no stops).
- Follow the path designated by the teacher staying between the lead and rear teacher.
- Have my gas tank filled prior to leaving with students.
- Not include siblings.

- Under no circumstances buy/give the students snacks or beverages.
- Not conduct personal or business cell phone calls.
- Be flexible.
- Make every effort to avoid cancelling the day of the trip.

*To obtain your DMV Report (Driving Record): Go to <http://www.dmv.ca.gov> , Online Services, Driver Record. Cost is \$2. You can pay via Visa, MasterCard, American Express or Discover

➤ **M.M.C.A. Events Policy (rev 2007)**

Maria Montessori Charter Academy sponsors many events, including fundraising events which are important to the school's success. Not only do these events provide the financial resources needed to create unique educational opportunities, but they are integral to the social fabric that makes our community more than just a group of parents, teachers, and administrators with a shared goal of providing an outstanding educational environment.

In the same spirit with which we all strive to instill the attributes of moral character, compassion, service to others, and exceptional courtesy within the students of M.M.C.A., the Board of Directors has created the following **Events Policy Guideline** to assist M.M.C.A.'s Volunteer Committees with planning, organizing and running their events. As representatives of Maria Montessori Charter Academy, all staff and volunteers, parents and their guests should

1. Exhibit respect, personal responsibility and self-restraint at all times to project a positive image of the school to the community.
2. Work cooperatively with each other through listening, sharing opinions, negotiating and compromising to help maximize the success of the event.
3. When appropriate and if possible, volunteers, teachers, parents, students and guests should show school spirit by wearing MMCA attire or name badges with the MMCA logo.
4. Event sponsorships should be reflective of the MMCA community.
5. Involvement in MMCA events is highly encouraged, but behavior by volunteers, sponsors, parents or their guests which reflects poorly on the school may result in the revocation of privileges to participate in future events.

VI. After School Extra-curricular Activity Leader Policy (whether the position is paid or volunteer, this policy covers Teachers, Coaches, Club Coordinators and Instructors of our various E-C programs)

MMCA is built on the concept of COMMUNITY. A community shares common values. Its members seek to give as much as they are able for the good of the whole. At MMCA, the Leaders of our After School Extra-curricular Activities will exemplify the same values we are teaching our students. These values are listed in our Student Discipline Policy and include:

10. Respect for ourselves, others and the environment;
11. Honesty;
12. Courtesy and exceptional manners;
13. Empathy for others and respect for differences among people and cultures;
14. Accepting responsibility for personal decisions and actions;

15. Working cooperatively with others, which includes listening, sharing opinions, negotiating, compromising, helping the group reach consensus, and taking a stand;
16. Seeking one's share of the work load;
17. Creating a balance between the needs of individual students and families and the needs of the school population as a whole; and
18. Pride in our school

In addition, all Leaders of our after school extra-curricular activities will

- Go through a background check if they will be working with our students unsupervised;
- Be trained in 1st Aid / CPR if they are taking their activity off-campus; and
- Advise the Principal if they suspect any student in their activity has been subjected to child abuse.

Addendum 4: California Education 48900

48900. A pupil shall not be suspended from school or recommended for expulsion, unless the superintendent of the school district or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for purposes of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
 - (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
 - (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
 - (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
 - (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
 - (2) (A) "Electronic act" means the transmission, by means of an electronic device, including, but not limited to, a

telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, or image.

(ii) A post on a social network Internet Web site including, but not limited to:

(I) Posting to or creating a burn page. "Burn page" means an Internet Web site created for the purpose of having one or more of the effects listed in paragraph (1).

(II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated. (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

(3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

(1) While on school grounds.

(2) While going to or coming from school.

(3) During the lunch period whether on or off the campus.

(4) During, or while going to or coming from, a school-sponsored activity.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion that are age appropriate and designed to address and correct the pupil's specific misbehavior as specified in Section 48900.5.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Addendum 5: Staff-related Safety Policies

a. Procedures for Background Checks

The Charter School will comply with the provisions of Education Code Section 44237 and 45125.1 regarding the fingerprinting and background clearance of employees, contractors and volunteers prior to employment, volunteering, or contract services or any unsupervised contact with pupils of the Charter School. The Principal of the Charter School 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 or 45125.1, except with respect to her or himself, in which case the President of the Board will review. The Principal shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis.

b. First Aid / CPR affirmation

All M.M.C.A. paid staff, certificated or classified, will have current certification for administering basic First Aid and CPR.

c. TB Testing

The Charter School will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

d. Bloodborne Pathogens

The Charter School shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Board shall establish a written “Exposure Control Plan” designed to protect employees from possible infection due to contact with bloodborne viruses, including human immunodeficiency virus (HIV) and hepatitis B virus (HBV).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

e. Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code. The School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The School shall conduct fire drills monthly and in conjunction with the District (if at District facilities).

f. Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter

School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School sexual harassment policy, included in sub-section “J” below.

h. Drug-Free Workplace Policy

Intent:

- The Maria Montessori Charter Academy is committed to providing a safe, secure, and healthy work environment that encourages and supports staff and students in their efforts to lead healthy productive lives. Under the provisions of the Drug-Free Workplace Act of 1988, the School intends to provide a drug-free workplace and to eliminate alcohol or drug use by employees which adversely affects their abilities to safely and satisfactorily perform their duties. The intent of this policy is the establishment of rules and regulations regarding the use, possession, manufacture or sale of illegal drugs, alcohol or controlled substances.

Implementation

- The principal or designee will make a good faith effort to maintain a drug-free workplace through the successful implementation of the conditions of this policy and any other reasonable efforts directed toward employee health and safety. The principal or designee shall certify to the Federal government, as may be required, that the School maintains a drug-free workplace.

Disciplinary Action

- The unlawful manufacture, distribution, dispensation, possession or use of an illegal drug, alcohol or controlled substance is prohibited on school grounds and at any school activities on or off campus and constitutes grounds for immediate discipline up to and including discharge. Any substance confiscated from an employee will be turned over to local law enforcement.
- The School may use its discretion in taking disciplinary action short of termination, including assisting employees with their participation in drug abuse assistance or rehabilitation programs which are approved by a Federal, State or local health agency, law enforcement or other appropriate agency.

Procedures

- In order to maintain a drug-free workplace, each employee shall abide by the terms of this policy and notify the principal or designee of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- In order to maintain a drug-free workplace, the School shall:
 1. Provide a copy of this policy to each School employee annually, requesting a signed certification of receipt and understanding form all employees in safety-related positions.
 2. Establish and maintain a drug-free awareness program to inform employees about the dangers of substance abuse in the workplace.
 3. Take appropriate action against employees who use, distribute, possess or dispense controlled substances or violate rules in reference to possession of alcohol in the workplace.
 4. Establish, according to the requirements of the Code of Federal Regulation, Title 49, Part 382, a random drug and alcohol testing program for bus drivers and other employees in safety-related positions. (See AR 4035 for details of the Program.)
 5. Notify Federal agencies of any employee's conviction within 10 days of notification of the conviction.
 6. Impose a sanction or require satisfactory participation in a drug abuse assistance or rehabilitation program by the convicted employee within 30 days of the receipt of notification of the conviction.

Limitations:

Criminal drug violations by employees not occurring at the workplace are not subject to the conditions of this policy.

I have read and understand the policy as stated herein and will comply with its provisions.

Signature

Date

**i. CONDITION OF EMPLOYMENT PURSUANT TO CALIFORNIA PENAL CODE SECTION
§11166.5 CHILD ABUSE REPORTING**

NAME: _____ POSITION: _____

Section §11166.5 of the California Penal Code states, in part:

Any person who enters into employment on or after January 1, 1985, as a child care custodian, medical practitioner, or non-medical practitioner, --- prior to commencing his or her employment, and as a prerequisite to that employment, shall sign a statement on a form provided to him or her by his or her employer to the effect that he or she has knowledge of the provisions of §11166 and will comply with its provisions.

Section §11166 of the California Penal Code states, in part:

--- any child care custodian, medical practitioner, non-medical practitioner, --- who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonable suspects has been the victim of a child abuse to report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and to prepare and send a written report thereof within 36 hours of receiving the information concerning the incident. For the purposes of this article, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion posed upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience to suspect child abuse.

Section §11166.5 of the California Penal code defines a "child care custodian" as:

--- teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; --- licensed day care workers; administrators of community care facilities licensed to care for children, head start teachers; --- social workers.

The California Penal Code section §11172(d) provides that mandated reporters are IMMUNE FROM LIABILITY, as provided, in part, as follows:

No child care custodian, --- who reports a known or suspected instance of child abuse shall be civilly or criminally liable for any report required or authorized by this article ---

The California Penal Code section §11172(d) provides penalties for FAILURE TO REPORT as follows:

Any person who fails to report an instance of child abuse which he or she knows to exist or reasonably should know to exist, as required by this article, is guilty of a misdemeanor and is punishable by confinement in the county jail for a term not to exceed six months or by a fine of not more than one thousand dollars (\$1,000) or both.

Pursuant to the requirements of the California Penal Code, I have read and understand the provisions of Penal Code §11166 as stated herein and will comply with its provisions. I have also been provided with an information brochure from the Child Abuse Council describing "What is Child Abuse," "What to Report," "How to Report," and "How to Get Information and Assistance."

Signature

Date

j. FREEDOM FROM SEXUAL HARASSMENT

Pursuant to Education Code 300 et seq., all persons, regardless of their sex, should enjoy freedom from discrimination of any kind in all education institutions. The purpose of this document is to provide notice of the prohibition against sexual harassment as a form of sexual discrimination and to provide notification of available remedies.

Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of the sexual nature, made by someone from or in the work or educational setting, under any of the following conditions:

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

You may pursue available remedies for alleged sexual harassment with:

Department of Fair Employment & Housing	(916) 445-9918
Equal Employment Opportunity Commission	(916) 744-7378
Office of Civil Rights	(415) 744-7000
Office of Intergroup Relation	(916) 657-4562

Pursuant to the requirements of the California Education Code, I have read and understand the provisions of Education Code 200 et seq., as stated herein and will comply with its provisions.

Signature

Date

k. M.M.C.A. Staff - Student Interaction Policy for Safety Plan (2025-2026)

M.M.C.A expects school employees to maintain the highest ethical standards, behave professionally, follow school policies and regulations, abide by state and federal laws, and exercise good judgment when interacting with students and other members of the school community. Employees shall engage in conduct that enhances the integrity of the school, advances the goals of the school's educational program, and contributes to a positive school climate.

Each employee is expected to acquire the knowledge and skills necessary to fulfill his/her responsibilities and to contribute to the learning and achievement of school students.

Inappropriate Conduct

Inappropriate employee conduct includes, but is not limited to:

1. Engaging in any conduct that endangers students, staff, or others, including, but not limited to, physical violence, threats of violence, or possession of a firearm or other weapon.
2. Engaging in harassing or discriminatory behavior towards students, parents/guardians, staff, or community members.
3. Physically abusing, sexually abusing, neglecting, or otherwise willfully harming or injuring a child.
4. Engaging in inappropriate socialization or fraternization with a student or soliciting, encouraging, or maintaining an inappropriate written, verbal, or physical relationship with a student.
5. Possessing or viewing any pornography on school grounds, or possessing or viewing child pornography or other imagery portraying children in a sexualized manner at any time.
6. Using profane, obscene, or abusive language against students, parents/guardians, staff, or community members.
7. Willfully disrupting school operations by loud or unreasonable noise or other action.
8. Using tobacco, alcohol, or an illegal or unauthorized substance, or possessing or distributing any controlled substance, while in the workplace or at a school-sponsored activity.
9. Being dishonest with students, parents/guardians, staff, or members of the public, including, but not limited to, falsifying information in employment records or other school records.
10. Divulging confidential information about students, school employees, or school operations to persons or entities not authorized to receive the information.
11. Using school equipment or other school resources for the employee's own commercial purposes or for political activities.

12. Using school equipment or communications devices for personal purposes while on duty, except in an emergency, during scheduled work breaks, or for personal necessity.
13. Causing damage to or engaging in theft of property belonging to students, staff, or the school.
14. Wearing inappropriate attire.

Reports of Misconduct

An employee who observes or has evidence of another employee's inappropriate conduct shall immediately report such conduct to the Executive Director.

Any reports of employee misconduct shall be promptly investigated. Any employee who is found to have engaged in inappropriate conduct in violation of law or school policy shall be subject to disciplinary action and, in the case of a certificated employee, may be subject to a report to the Commission on Teacher Credentialing. The Executive Director shall notify local law enforcement as appropriate.

An employee who has knowledge of but fails to report inappropriate employee conduct may also be subject to discipline.

The school prohibits retaliation against anyone who files a complaint against an employee or reports an employee's inappropriate conduct. Any employee who retaliates against any such complainant, reporter, or other participant in the school's complaint process shall be subject to discipline.

Notifications

This staff-student interaction policy will be included within the school safety plan which is posted on the school website.

Addendum 6: STAFF MEETING FOR DEBRIEFING

- As soon as any crisis has passed, the principal or designee will call a staff meeting to debrief all individuals on the crisis including the nature of the crisis, those events leading up to the crisis, any details regarding the condition of the campus or individuals involved in the crisis and any services, psychological or medical, offered to victims of the crisis, associates of the victims and / or staff.
- It will be critical to respect the privacy of all individuals involved in any crisis and the need to do such will restrict the amount of communication available to staff immediately following the event.
- All staff should make themselves available for this meeting. Staff members not directly involved in the situation should avail themselves of the opportunity to participate in the meeting in order to be well informed about what has happened and to arrest any misinformation or rumor that may be circulating regarding the incident.
- Within one week after the incident, it may be necessary to convene another meeting of staff to review the incident and the procedures associated with the incident to ensure:
 - All procedures were handled in accordance with the plan;
 - Any necessary revisions evident because of the incident are included in the plan.
- The site principal, designee, incident commander, other administrator or other qualified personnel such as the area chaplain or the school psychologist will be available to follow up as necessary with individual staff members or students.
- Staff members may be admonished to protect the privacy of any individuals involved in a crisis situation by maintaining a high degree of confidentiality.

Addendum 7: Cardiac Emergency Response Plan

Maria Montessori Charter Academy

This Cardiac Emergency Response Plan is adopted by **Maria Montessori Charter Academy** effective **(insert date)**. This plan was reviewed and approved by medical and legal counsel for **Maria Montessori Charter Academy** on **(insert date)**.

A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- ☐ Not moving, unresponsive or unconscious, *or*
- ☐ Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- ☐ Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of **Maria Montessori Charter Academy** shall be as follows:

1. Developing a Cardiac Emergency Response Team

- (a) The Cardiac Emergency Response Team shall be comprised of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. Activation of Cardiac Emergency Response Team during an identified cardiac emergency

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. Automated external defibrillators (AEDs) – placement and maintenance

- (a) Minimum recommended number of AEDs for **Maria Montessori Charter Academy**:
 - (1) *Inside school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency.

- (2) *Outside the school building* on school grounds / athletic fields – The number of AEDs, either stationary or in the possession of an on-site athletic trainer, coach, or other qualified person, shall be sufficient to enable the delivery of an AED to any location outside of the school (on school grounds) including any athletic field, ideally within 2 minutes of being notified of a possible cardiac emergency.
- (3) *Back-up AEDs* – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school’s athletic teams or other groups traveling to off-site locations.
- (b) **Maria Montessori Charter Academy** will regularly check and maintain each school-owned AED in accordance with the AED’s operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) **Additional Resuscitation Equipment:** A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the “Cardiac Emergency Response Team” attachment and in the “Protocol for Posting” attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In each classroom, cafeteria, restroom, health room, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to each school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
 - (6) Attached to all portable AEDs.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.

- (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
- (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.
- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

5. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable **Maria Montessori Charter Academy** to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. **Maria Montessori Charter Academy** shall perform a minimum of 2 successful Cardiac Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less. **Maria Montessori Charter Academy** shall prepare and maintain a Cardiac Emergency Response Drill Report for each Drill. (See “Conducting Drills” attachment.) These reports shall be maintained for a minimum of 5 years with other safety documents. The reports shall include an evaluation of the Drill and shall include recommendations for the modification of the CERP if needed. It is suggested that the school / school district consider incorporating the use of students in the Drills. Cardiac Emergency

Response Drills can be integrated existing drills if you include the Cardiac Chain of Survival, which is:

- (1) Recognize sudden cardiac arrest (when someone suddenly collapses, treat it like SCA as seconds count -e.g. don't spend a couple minutes trying to "wake them up")
- (2) Direct someone to call 911
- (3) Direct someone to retrieve the AED
- (4) Direct someone to wait out front and show EMS the best route to get to the victim.
- (5) Start CPR

6. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Maria Montessori Charter Academy** shall provide a copy of this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).
- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **Maria Montessori Charter Academy** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

7. Annual review and evaluation of the Plan

Maria Montessori Charter Academy shall conduct an annual internal review of the school/school district's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) *A post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
- (2) Determine the procedures for the release of information regarding the cardiac emergency.
- (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
- (4) The identification of the person(s) who responded to the emergency.

- (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
- (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
- (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
- (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

8. Protocol for School Cardiac Emergency Responders

Maria Montessori Charter Academy

Cardiac Emergency Response Team PROTOCOL

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- ☐ The person is not moving, or is unresponsive, or appears to be unconscious.
- ☐ The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- ☐ The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- ☐ *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- ☐ Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- ☐ Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ____ Classroom, Room # ____, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- ☐ If you are a CERT member, proceed immediately to the scene of the cardiac emergency.
 - The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
 - Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- ☐ Begin continuous chest compressions and have someone retrieve the AED.
- ☐ Here's how:
 - Press hard and fast in center of chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- ☐ When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- ☐ Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- ☐ Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

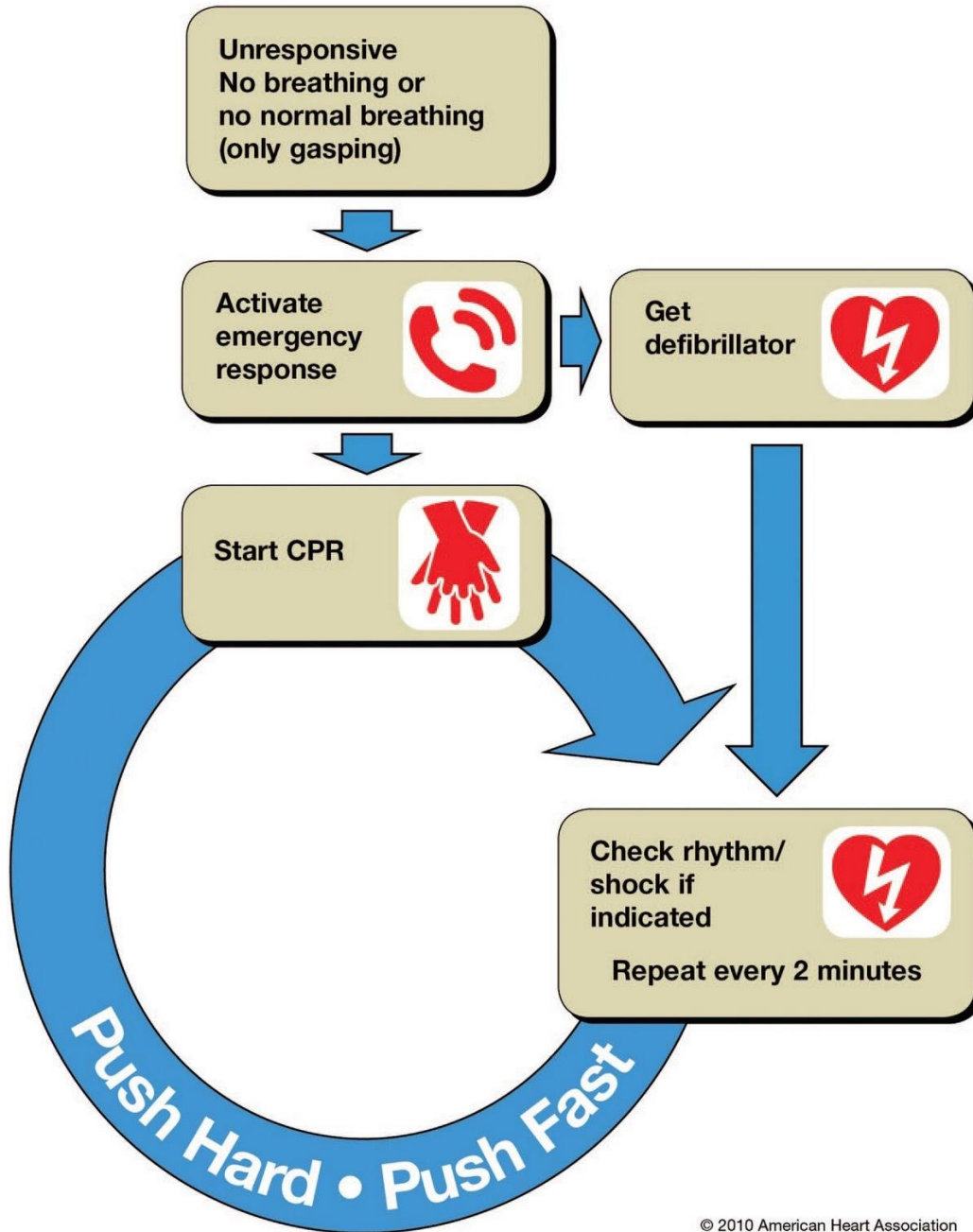
- ☐ Confirm the exact location and the condition of the patient.
- ☐ Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- ☐ Confirm that the Cardiac Emergency Response Team has responded.
- ☐ Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- ☐ Assign a staff member to direct EMS to the scene.
- ☐ Perform "Crowd Control" – directing others away from the scene.
- ☐ Notify other staff: school nurse, athletic trainer, athletic director, etc.
- ☐ Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.
- ☐ Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- ☐ Designate people to cover the duties of the CPR responders.
- ☐ Copy the patient's emergency information for EMS.
- ☐ Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- ☐ Notify staff and students when to return to the normal schedule.
- ☐ Contact school district administration.

Building Location Information

School Name & Address:	Maria Montessori Charter Academy 1850 Wildcat Blvd, Rocklin, CA 95765
School Emergency Phone:	(916) 630-1510
Cross Streets:	On Wildcat between Stanford Ranch and Bridlewood Dr
AED Location:	In the gymnasium or with the sport team for away games.

**Maria Montessori Charter Academy
CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL**

Simplified Adult BLS



© 2010 American Heart Association

IMPORTANT: This is a draft document intended for use in formulating a plan for adoption by a school/school district. Medical and legal counsel for the school/school district should review this Plan before implementation. It is the responsibility of the school/school district to ensure that the Cardiac Emergency Response Plan as adopted is consistent with local, state and federal law.



**Maria Montessori Charter Academy
Instructional Continuity Plan
Safety Plan Inclusion effective July 1, 2025**

Introduction:

One can imagine a physical school closure “emergency” could include numerous variables that are not fully reflected here. If a significant emergency occurred, as it did during the COVID-19 pandemic, M.M.C.A. commits to providing the best possible educational environment possible - given the type of emergency - within 10 instructional days of the emergency event occurring. The starting point for this educational environment will be this “Instructional Continuity Plan”, the components of which are as follows:

1. Communications

a. Establishing communication with School Leadership and School staff

- i. Within 24 hours of the emergency occurring, School Leadership will initiate on-going communications with school staff via multiple communication mediums, including:

1. Email;
2. Establishing a group SMS chat for cellular communications;
3. Sharing an internal electronic GoogleSheet that will include all relevant contact information for school staff; and
4. Establishing regular virtual meetings via platforms like Google Meet, Zoom or Microsoft Teams.

b. Establishing communication between School Leadership and school families

- i. Within 5 days of the emergency event occurring, MMCA Leadership will initiate school communications with families via a variety of means and platforms, possibly including:

1. Using MailChimp to send emails to all school-based families simultaneously

2. Posting communications on the school's website and social media platforms
3. Using OneCall to send simultaneous voice and text messages to all families
4. Virtual meetings via platforms like Google Meet, Zoom or Microsoft Teams.

**c. Establishing communication between Instructional Staff and students
(includes both general education and special education identified students)**

- i. Within 10 days of the emergency event occurring, MMCA Instructional Staff will initiate communication with students via a variety of means, including:

1. For 2nd-8th grade students:

- a. Emailing parents
- b. Emailing the students' school-based Gmail accounts;
- c. Posting information on Google Classroom and the class website; and
- d. establishing virtual meeting schedules via platforms like Gmeet or Zoom


2. For K-1st grade students:

- a. Emailing K-1 students' parents, and
- b. Via email, establishing virtual meeting schedules via platforms like Gmeet and Zoom

2) Emergency based in-person or remote instruction plan

To the greatest extent possible, M.M.C.A. commits to providing in-person instruction as soon as is practicably possible during an emergency. In-person instruction may involve a modified or hybrid schedule, examples of which include:

- a. Alternating Morning and Afternoon based sessions based on physical school capacity needs.
- b. Alternating between on-site and remote instruction based on physical school capacity needs.
- c. Assuming in-person instruction is not possible, an emergency based remote instruction plan would include the following:

1. Providing students digital access to virtual instruction and student work
 - Within the first five days of the emergency, MMCA will survey MMCA families and verify that their students have access to electronic devices that have camera/speaker capabilities to allow students to communicate with their teachers and access their lessons and curriculum. For any student that does not have a chromebook, laptop, etc.
 - MMCA I.T. staff will re-image school based chromebooks and check them out to students
 - For any students that do not have WiFi connectivity, the school will also checkout temporary HotSpot Devices for internet connectivity.
2. Providing staff with digital access to virtual instruction platforms
 - MMCA I.T. staff will also re-image school based laptops for any instructional staff that needs devices
3. A plan to provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. [EC Section 32282\(a\)\(3\)\(A\)\(ii\)](#) 
 - Within 10 instructional days of the emergency event, all MMCA classrooms will:
 - Establish age appropriate means to provide individualized student work plans to all students (example: Google Classroom)
 - Utilizing either GMeet or Zoom, each classroom will establish a virtual meeting based daily lesson schedule that will include at least (3) hours of instructional time and (1) hour of virtual 'office hours' for students to ask their teachers any questions they may have about their assignments.
 - Sample virtual lesson schedules are available below by grade level (these schedules were most recently used during the COVID-19 pandemic).

- Students receiving special education instruction, including speech, psych, RSP, OT, APE, etc., will receive their services in a similar delivery method as the general education classroom.
 - Student access to instructional materials
 - To the extent that's practicable, print copies of instructional materials will be made available to students during an 'ICP' event. If print materials are not available, e-copies of instructional materials and curricular programs will be made available to students through the Google classroom platforms that will be established. Examples of electronically based curriculum and programs that will be available to students include:
 1. e-textbooks
 - a. Social Studies: e-studies weekly (K-3) and TCI Alive (4-8th);
 - b. Science: e-studies weekly (K-3) and TCI Alive (4-8th);
 - c. Math: Math In Focus (K-Integrated I)
 - d. Language Arts:
 - e. Reading (K-2) EPS Primary Phonics readers and workbook pages
 - a. Reading (3-8) Literature circle-based
 - b. spelling (2-8): web-based spelling program (example: vocabclass.com)
 - c. writing (K-8): Step up to writing and teacher based e-assignments
 - d. language (K-8): A mix of teacher based e-assignments and digital programs
 2. use of digital curriculum; examples include:
 - a. Starfall (K-1)
 - b. eSpark (K-3)
 - c. IXL (K-8)
4. This ICP is intended to, at minimum, meet instructional standards that are equivalent to those applicable in independent study programs.
5. Professional Learning - to the extent possible during an ICP emergency, MMCA will provide instructional staff professional learning opportunities and support as they develop and deliver the individualized learning plans for the students.
6. Well-being support during an ICP event.
- a. MMCA will communicate with its students and families regarding safety and school crisis resources as they become known to school leadership.
 - b. This may include counseling and mental health supports via the School Psychologist and other community resources.
- Plan to supply power for and restock necessary medicines and locate alternative sources of electricity in the event of outages.
7. Support Services - To the extent possible, MMCA will provide its students with access to food services (example: pick-up breakfast/lunch options). IF MMCA has some type of site-

based instruction delivery during the ICP event, MMCA will provide Before/Afterschool care for its students.

8. Site-based Collaboration during the ICP event will involve administrators, faculty, information technology staff, support staff and anyone else necessary for providing instructional services during the ICP event. This will include utilizing group chats, shared drives/networks and virtual meetings via Google Meet and/or Zoom. The plan will be regularly reviewed and updated based on feedback and lessons learned.

9. Return to Site-based Learning – Specify conditions that must be met prior to returning from disruption, including reopening of the school site. The conditions can include proposed supports or mitigations where possible. As an example of what this could look like, the following list was used by the La Canada Unified School District to establish a process for return to school sites after the 2025 Eaton Fire:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Staff to cover those affected by the fires
- Kitchens up and running for meals

Addendum 1: Sample Distance Learning Lesson Schedules By Grade Level

Kindergarten / 1st Grade classroom:

Purple Room - Weekly Zoom Lesson Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30	Lesson Set-up	Lesson Set-up	Lesson Set-up	Lesson Set-up	Lesson Set-up
8:30-9:00	1st ELA (Group 1) K Math (Group 1)	1st ELA (Group 1) K Math (Group 3)	1st ELA (Group 1) K Math (Group 3)	1st ELA (Group 1) K Math (Group 3)	Group Meet/Share (Fun Friday)
9:15-9:45	1st ELA (Group 2) K Math (Group 2)	1st ELA (Group 2) K Math (Group 2)	1st ELA (Group 2) K Math (Group 2)	1st ELA (Group 2) K Math (Group 2)	
10:00-10:30	K ELA (Group 1) K Math (Group 3)	K ELA (Group 1) K Math (Group 3)	K ELA (Group 1) K Math (Group 3)	K ELA (Group 1) K Math (Group 3)	Invitational Misc. Groups
10:45-11:15	K ELA (Group 2) 1st Math (Group 1)	K ELA (Group 2) 1st Math (Group 1)	K ELA (Group 2) 1st Math (Group 1)	K ELA (Group 2) 1st Math (Group 1)	Invitational Misc. Groups
11:30-12:00	K ELA (Group 3) 1st Math (Group 2)	K ELA (Group 3) 1st Math (Group 2)	K ELA (Group 3) 1st Math (Group 2)	K ELA (Group 3) 1st Math (Group 2)	Invitational Misc. Groups
12:00-12:45	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:45-1:45	History (K) Science (1)	History (1) Science (K)	Character Ed (K) Art (1)	Character Ed (1) Art (K)	Starfall.com (K) Learning.com (1)
1:45-2:45	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections	Seesaw Activity & Student work time Seesaw Corrections
2:45-4:00	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)	Teacher office hours (Lesson prep & emails)
Mrs. Weiss – Use Mrs. Weiss' Zoom invite					
Mrs. Kelley – Use Mrs. Kelley's Zoom invite					

2nd / 3rd Grade classroom:

Red Room DL Schedule Starting Week of 8/31

Monday-Friday

8:30-8:45	MM/Attendance	All
8:45-9:00	GoNoodle-PE	All
9:00-9:30	ELA/Math Group 1	3rd/2nd
9:30-10:00	ELA/Math Group 2	3rd/2nd
10:00-10:30	ELA/Math Group 1	2nd/3rd
10:30-11:00	ELA/Math Group 2	2nd/3rd
11:00-11:45	WT/OH/Break	All
11:45-12:30	Lunch	All
12:30-1:00	MysSci/History	2nd/3rd
1:00-2:00	ChEd/Art	All
2:00-3:10	Work Time	All
3:10-4:00	OH	All

*MM = Morning Meeting

*WT = Work Time

*OH = Office Hours

4th / 5th Grade classroom:

4th Grade Google Meet Plan

Mrs. Crouch

Mrs. Boothby

Mrs. Jennings

	Mon	Tues	Wed	Thur	Fri
8:30-9:00	Language	Language	Language	Language	Mystery Science or Character Ed
9:30 - 10:00	Math	Math	Math	Math	Problem Solving
10:30-11:00					Art or Kahoot
11:00-11:30	History	Science	History	Science	
12:30-1	Literature	Literature	Literature	Literature	
1:30-2	Nutrition		Character Ed	Spanish	
2:30-3:00		Problem Solving			

5th Grade Google Meet Plan

Mrs. Crouch

Mrs. Boothby

Mrs. Jennings

	Mon	Tues	Wed	Thur	Fri
8:30-9:00	Math	Math	Math	Math	
9:30 - 10:00	Language	Language	Language	Language	Art or Kahoot
11:00-11:30	Science	History	Science	History	Problem Solving
12:30-1	Literature	Literature	Literature	Literature	Mystery Science or Character Ed
1:30-2	Character Ed.	Spanish	Nutrition		
2:30-3:00				Problem Solving	

7th-8th Grade Distance Learning Schedule

Green Room Distance-Based Lesson Schedule

Mrs. Jennings Ms. Guy Ms. Oslick Mrs. Watkins Mrs. Crouch Mrs. Boothby

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30-9:00	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
9:00-9:50	Course 2 ELA 8	Course 2 ELA 8	Course 2 ELA 8	Course 2 ELA 8	7th grade Literature Groups 9:30-10:00 or 10:00-10:30 8th grade CERT 9:30-10:50
9:50- 10:10	Break	Break	Break	Break	
10:10-11:00	Course 3 ELA 7 Integrated 1	Course 3 ELA 7 Integrated 1	Course 3 ELA 7 Integrated 1	Course 3 ELA 7 Integrated 1	8th grade Literature Groups 11:00-11:30 or 11:30-12:00 7th grade CERT 11:00-12:20
11:00-11:50	PE	Foreign Language	PE	Foreign Language	
11:50-12:20	Mustang Time/ Office Hours	Mustang Time/ Office Hours	Mustang Time/ Office Hours	Mustang Time/ Office Hours	
12:20-1:15	Lunch	Lunch	Lunch	Lunch	Lunch
1:15-2:05	Character Ed Enrichment	Science 8 History 7	Science 8 History 7	Science 8 History 7	
2:05-2:15		Break	Break	Break	
2:15-3:05		Science 7 History 8	Science 7 History 8	Science 7 History 8	

Sample Classroom (6th grade) page with list of some the digital curricular programs that we used in the past during Distance Learning:

Distance Learning

***Please Use Google Classroom for your weekly assignments!**

[Clementines Week 10 Assignment](#)

[Oranges Week 3 Assignment](#)

[Tangerines Week 3 Assignment](#)

[Minneolas Week 3 Assignment](#)

[Satsumas Week 3 Assignment](#)

[MathScore Website](#)

[Spelling Classroom Website](#)

[Scootpad Website](#)

[Brainpop Website](#)

[TCI Website](#)