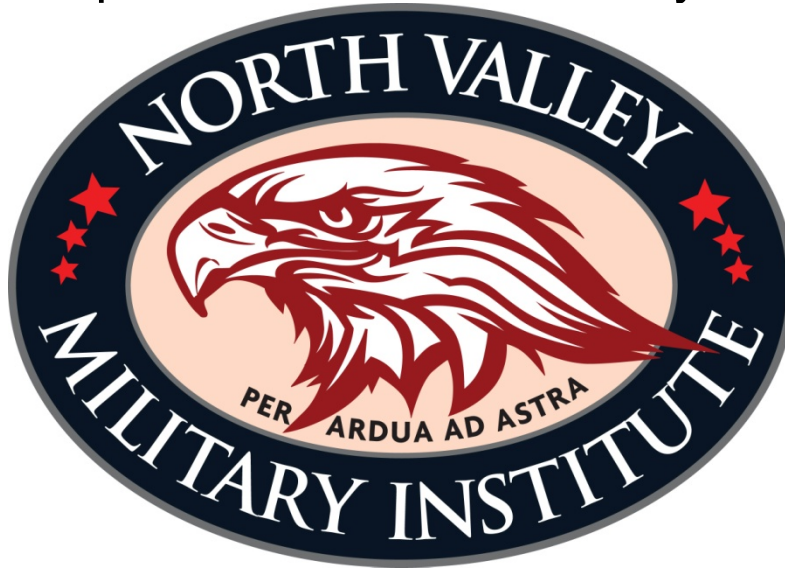


Comprehensive School Safety Plan



NORTH VALLEY MILITARY INSTITUTE
12105 Allegheny Street
Sun Valley, CA 91352

Dr. Mark P. Ryan, Superintendent
mryan@novamil.org
818-368-1557
Cell 323-217-4481

A meeting for public input was held on August 4, 2021

Plan approved by NVMI Board of Trustees on August 24, 2021

This document is available for public inspection at the school's main office during regular school business hours 8AM-3PM.

NOTE: Tactical information is excluded from the public inspection document. A "Public Inspection Log" will be used to record the name, address, phone number and method used for verifying the identity of all individuals requesting to inspect this plan. This document is not available for inspection on the internet.

**NORTH VALLEY MILITARY INSTITUTE
Comprehensive School Safety Plan - Signature Page
2021-2022**

The undersigned members of the North Valley Military Institute School Safety Committee (a subcommittee of the NVMI Schoolsite Council) certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Dr. Mark P. Ryan, Superintendent	Date
----------------------------------	------

NAME, Teacher Representative	Date
------------------------------	------

NAME, Parent Representative	Date
-----------------------------	------

NAME, Classified Employee Representative	Date
--	------

Cadet Second Lieutenant Shem Monzon, Battalion Safety and Security Officer	Date
--	------

NAME, Los Angeles Police Department	Date
-------------------------------------	------

Kelly Enos, NVMI Board of Trustees	Date
------------------------------------	------

NAME, Federal Bureau of Investigation	Date
---------------------------------------	------

NVMI would like to thank the many staff, cadets, parents, and community members who gave input to the creation and refinement of this Comprehensive School Safety Plan.

School Site Mission

NVMI MISSION STATEMENT

The North Valley Military Institute College Preparatory Academy (NVMI) develops leaders of character by providing a rigorous seven-year college preparatory program to promote excellence in the four pillars of academics, leadership, citizenship, and athletics.

PHILOSOPHY STATEMENT

NVMI's four pillars are ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS. Using the discipline and structure of a military framework, the goal of NVMI is to graduate cadets who can meet the admissions requirements for any college in the nation and who are prepared for their roles as future leaders of character.

The demanding ACADEMIC program consists of language arts, math, science, and history, as well as world languages, fine arts, computer science, leadership, and physical fitness training. NVMI supports students who have ambition and wish to take responsibility for their own learning. We use effective, research-based instructional strategies in engaging classes that incorporate four learning modes (Teamwork, Group Discussion, Stand and Deliver, and Independent Work) to differentiate learning to meet individual learning needs rooted in a belief that all students are capable of learning at high levels because all students are intelligent in various ways. NVMI also offers honors courses and a Dual Enrollment Program in collaboration with Los Angeles Mission College that affords cadets the opportunity to complete up to two years of college coursework while enrolled in high school. We recognize that many of our cadets enter NVMI performing below grade level or deficient in high school graduation credits, and we require and support these students to accelerate learning through before school, after school, Saturday, winter, and summer academic support and credit recovery programs. We have a robust Special Education Department that ensures every student has access to a Free and Appropriate Public Education while also accommodating a student's Individualized Educational Plan or 504 Plan. The Special Education Department takes into consideration that students have various learning styles, cultural backgrounds, and potential behavior challenges that interject into a student's learning success. Through evidence-based assessments, teacher-parent relationships, and staff collaboration, the department advocates that students with disabilities or special needs participate in an enriching, inclusive, and Least Restrictive Environment for academic success. The Special Education Department also partners with an in-house counseling team. Students in the program are assigned with a certified counselor for weekly sessions that teach mental health check-ins, coping strategies, and managing anger. English learners are provided developmentally appropriate designated and/or integrated English language development instruction that expeditiously empowers them to achieve English proficiency. Through explicit Executive Function training and protocols (including required use of an academic planner in every course and across all

four school pillars), hard work, determination, and a positive attitude all students are expected to do whatever it takes to meet NVMI's rigorous academic standards and achieve proficiency on current course standards as they strive to graduate from high school and complete all University of California/California State University A-G entrance requirements. We partner with parents to communicate about student progress and help all students succeed to the best of their abilities. Parents have a set of duties to fulfill their role as the primary educators of their children, and NVMI supports parents and guardians with adult learning experiences to promote knowledge, skills, and dispositions of effective parenting.

The military framework of the school develops LEADERSHIP and promotes a sense of pride and community as it requires cadets to wear a proper complete uniform each school day and begin each day with a formation that includes patriotic exercises, all of which are led by cadet leaders. All cadets are assigned to units within a military chain of command (squads, platoons, and companies within the Corps of NVMI Cadets). A military band company promotes esprit de corps and supports the larger military science program. In a leadership laboratory setting, cadets assume increased responsibility through various positions of leadership during their tenure at NVMI. Each academic classroom uses military protocols and cadet leadership structures to promote good order and discipline. Cadets also learn military customs and courtesies and achieve promotions and awards for their accomplishments. The military dimension of the school promotes patriotic spirit and respect for the democratic ideals of our society. Cadet leaders assume responsibility for fostering the military proficiency, discipline, morale, and esprit de corps of their Corps. An annual Summer Camp at Marine Corps Base Camp Pendleton provides a variety of unique military training opportunities, leadership laboratory experiences, and career and technical education courses. Each cadet takes a Leaders of Character course each year of NVMI enrollment that teaches a set of military science academic content standards. NVMI proudly participates in the Army Junior Reserve Officer Training Corps (JROTC) program and is part of the Association of Military Colleges and Schools of the United States (AMCSUS). Training, Assessment, and Counseling (TAC) Teams of NVMI and retired military personnel provide instruction, mentoring, and supervision of the cadet leadership development program.

Cadets learn what is expected of them at the Entrance Camp prior to their enrollment at NVMI, a camp run by senior cadet leaders which thoroughly introduces new students to the CITIZENSHIP and academic expectations of the school. The school's disciplinary system, patterned after the military model, is fair, consistent, and predictable. It uses a merit and demerit system that provides both positive and negative consequences for behavior choices cadets make. All cadets share a common set of 15 duties they are expected to fulfill as well as a code of honor requiring absolute integrity. The Cadet Honor Code states, "A cadet is respectful and will not lie, cheat, or steal or tolerate those who do." Cadets participate in a variety of school and community service activities that attempt to make our school and world a better place. NVMI uses a trauma-informed approach within a multi-tiered system of supports for cadets, most of whom have suffered Adverse Childhood Experiences and traumas (including homelessness and participation in the foster care system) at rates substantially higher than the national

average. We provide robust counseling, social, and mental health support services for cadets and their families. Cadets who do not meet our expectations for conduct, integrity, or who do not fulfill their duties are given extensive supports and multiple opportunities to modify behaviors and attitudes but may forfeit their opportunity to attend NVMI if they choose not to take advantage of those opportunities and supports.

ATHLETICS is an integral part of the total educational experience here at NVMI that strives to promote all the dimensions of personal fitness and wellness. NVMI cadets are provided and expected to take advantage of frequent opportunities to participate in expansive interscholastic/intramural team athletic development activities and competition at all grade levels. A standards-based physical education program all years of a cadet's enrollment focuses on helping each cadet maximize their knowledge, skills, and dispositions in the areas of health, fitness, and wellness. In addition to fulfilling physical fitness goals, being involved in athletics provides cadets with opportunities to develop team leadership skills and to learn the ideals of fair play and ethical behavior necessary for competition and cooperation in our society. It also provides our students with unique opportunities for self-discipline and self-sacrifice, as well as a focus on loyalty to the team, school, and community. In addition, NVMI provides nutritious and free breakfast, lunch, and supper to all cadets every school day year-round. Grade level physical challenges, an Indoor Obstacle Course Test (patterned after one at the United States Military Academy at West Point), and the Cooper Institute Fitnessgram are integral elements of the Athletics Pillar – each of which foster all dimensions of wellness in each cadet.

Through the four pillars of ACADEMICS, LEADERSHIP, CITIZENSHIP, AND ATHLETICS, NVMI is an inclusive community that prepares cadets for successful admission to college, completion of college, and entry into the adult world as leaders of character who make our world a better place, do the right thing, and treat others the way they want to be treated.

Table of Contents

A. Child Abuse Reporting Procedures	page 6
B. Disaster Response Procedures (Includes Tactical Information)	page 10
C. Citizenship (including Suspension & Expulsion) Policies	page 128
D. Procedures for Notifying Teachers about Dangerous Pupils	page 162
E. Sexual Harassment Policy	page 163
F. School-wide Dress Code Prohibiting Gang Attire	page 166
G. Safe Ingress and Egress (Includes Tactical Information)	page 167
H. Safe and Orderly Environment	page 168
I. Hate Crime Policies and Procedures	page 196

A. Child Abuse Reporting Procedures

Since our employees work directly with children, they are in a position to detect instances of child abuse and neglect. It is NVMI's policy that all school employees shall comply with the California State law regarding child abuse reporting procedures. Section 11166 of the California Penal Code mandates the reporting to designated authorities of cases of suspected child abuse as follows:

"Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within 36 hours of receiving the information concerning the incident."

While each employee has the responsibility to ensure the reporting of any child he/she suspects is a victim of abuse, the employee is not to verify the suspicion or prove that abuse has occurred. Classroom teachers who become aware of suspected child abuse should request class coverage from the Main Office immediately and report the suspicions as required.

It is extremely important that NVMI employees comply with the requirements of the Child Abuse and Neglect Reporting Act (CANRA). No mandated reporter can be held civilly or criminally liable for any report required or authorized by CANRA. In addition, any other person who voluntarily reports a known or suspected incident of child abuse or neglect will not incur civil or criminal liability unless it is proven that the report was false and the person knew the report was false or made the report with reckless disregard of its truth or falsity.

The Director of Student Support Services is available to answer any questions employees may have about their responsibilities under CANRA, or to assist an employee in making a report under CANRA. If an employee makes a report pursuant to CANRA without NVMI's assistance, he or she is required to notify NVMI of the report if it is based on incidents he or she observed or became aware of during the course and scope of his or her employment with NVMI. Such notification should be made to the Director of Student Support Services.

The electronic Suspected Child Abuse Report (SCAR) for Los Angeles County can be used: <https://mandreptla.org/cars.web/> or the form on the next page.

SUSPECTED CHILD ABUSE REPORT

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY	
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS		Street	City	Zip	DID MANDATED REPORTER WITNESS THE INCIDENT? ☐ YES ☐ NO
	REPORTER'S TELEPHONE (DAYTIME) ()		SIGNATURE		TODAY'S DATE	
B. REPORT NOTIFICATION	☐ LAW ENFORCEMENT ☐ COUNTY PROBATION		AGENCY			
	☐ COUNTY WELFARE / CPS (Child Protective Services)					
	ADDRESS		Street	City	Zip	DATE/TIME OF PHONE CALL
		OFFICIAL CONTACTED - TITLE		TELEPHONE ()		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX ETHNICITY
	ADDRESS			Street	City	Zip TELEPHONE ()
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS GRADE
	PHYSICALLY DISABLED? ☐ YES ☐ NO	DEVELOPMENTALLY DISABLED? ☐ YES ☐ NO	OTHER DISABILITY (SPECIFY)		PRIMARY LANGUAGE SPOKEN IN HOME	
	IN FOSTER CARE? ☐ YES ☐ NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: ☐ DAY CARE ☐ CHILD CARE CENTER ☐ FOSTER FAMILY HOME ☐ FAMILY FRIEND ☐ GROUP HOME OR INSTITUTION ☐ RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE) ☐ PHYSICAL ☐ MENTAL ☐ SEXUAL ☐ NEGLECT ☐ OTHER (SPECIFY)	
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? ☐ YES ☐ NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? ☐ YES ☐ NO ☐ UNK
D. INVOLVED PARTIES	VICTIM'S SIBLINGS					
	NAME		BIRTHDATE	SEX	ETHNICITY	
	1. _____		3. _____			
	2. _____		4. _____			
	VICTIM'S PARENTS/GUARDIANS					
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX ETHNICITY
	ADDRESS			Street	City	Zip HOME PHONE () BUSINESS PHONE ()
	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX ETHNICITY
	ADDRESS			Street	City	Zip HOME PHONE () BUSINESS PHONE ()
	SUSPECT					
SUSPECT'S NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX ETHNICITY	
ADDRESS			Street	City	Zip TELEPHONE ()	
OTHER RELEVANT INFORMATION						
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX ☐ IF MULTIPLE VICTIMS, INDICATE NUMBER: _____					
	DATE / TIME OF INCIDENT		PLACE OF INCIDENT			
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incidents involving the victim(s) or suspect)					

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was not determined to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation; GREEN COPY- District Attorney's Office; YELLOW COPY-Reporting Party

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE (DESIGNATED AGENCIES)

- Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), county probation department (if designated by the county to receive mandated reports) or the county welfare department. (PC Section 11165.9.)

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- **SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- **SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
 - **SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
 - **SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
 - **SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.
- ### V. DISTRIBUTION
- **Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
 - **Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pac Islndr	26 White	31 White-Romanian

B. Disaster Response Procedures

**NORTH VALLEY MILITARY INSTITUTE
12105 Allegheny Street
Sun Valley, CA 91352
818-368-1557
www.novamil.org**

EMERGENCY RESPONSE PROCEDURES MANUAL



**Adapted from San Diego East Region
Readiness & Emergency Management for Schools
& Marin County Schools Model Emergency Management Plan**

EMERGENCY RESPONSE PROCEDURES MANUAL TABLE OF CONTENTS

Oath/Disaster Service Workers & Public Employees - Use of School Facilities	B-1
Important Telephone Numbers.....	
Situational Communication Plans.....	
Plan for Loss of Technology.....	
Evacuation Sites	
Incident Command System Flow Chart.....	
Staff Duties and Assignments	
Incident Command Locations.....	
Alarm Information/Utility Shut-Offs	
Incident Command Post.....	
Security, Search and Rescue Area Map	
Student Release Team.....	
Medical Team.....	
Teacher Buddy List	
Activity/Documentation Log.....	
Student Emergency Evacuation Absence List.....	
Support Personnel Absence List	
Student Release Sign Out Sheet	
Valve Shut-Off Location Map	
On-Site Evacuation Map	
Off-Site Evacuation Map	
Sample Required School Emergency Drill Report.....	
Optional Emergency Drill Planning Calendar	
Site Emergency Procedures & Plans For Special Needs Students.....	

EMERGENCY ACTIONS	.....
○ All Clear	.....
○ Duck, Cover and Hold On	.....
○ Evacuation	.....
○ Lockdown	.....
○ Shelter in Place	.....
○ Stand By	.....
○ Convert School	.....
○ Directed Transportation	.....
○ Off-site Evacuation	.....
○ Reverse Evacuation	.....
○ Student Release	.....
○ Take Cover	.....
○ Incidents of Violence on Campus	.....
EMERGENCY RESPONSES (Alphabetical Index)	.....
○ Accident at School	.....
○ Aircraft Crash	.....
○ Air Pollution Alert	.....
○ Allergic Reaction	.....
○ Animal Disturbance	.....
○ Biological Agent Release	.....
○ Bomb Threat	.....
○ Bus Accident	.....
○ Chemical Accident (offsite)	.....
○ Chemical Accident (onsite)	.....
○ Civil Disobedience	.....
○ Criminal Act	.....
○ Death of a Student	.....
○ Death of a Staff Member	.....
○ Dirty Bomb	.....
○ Earthquake	.....
○ Explosion	.....
○ Fire (offsite)	.....
○ Fire (onsite)	.....
○ Flood	.....
○ Gas Odor/Leak	.....
○ Hazardous Materials	.....
○ Hostage Situation	.....
○ Intruder	.....
○ Irrational Behavior	.....
○ Kidnapping	.....
○ Medical Emergency	.....
○ Missing Student	.....
○ Motor Vehicle Crash	.....
○ Pandemic Influenza	.....
○ Poisoning / Contamination	.....
○ Public Demonstration	.....
○ Sexual Assault	.....
○ Shooting	.....

- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red
- Threats/Assaults
- Tsunami
- Utility Failure
- Weapon
- Weather Related Issues.....

OATH OR AFFIRMATION

All public employees are disaster service workers. As such, before beginning employment with NVMI, employees must take the following oath or affirmation required by law: "In the event of natural, manmade or war-caused emergencies which result in conditions of disaster or extreme peril to life, property and resources, I understand that as an NVMI public school employee, I am subject to disaster service activities as assigned to me by my supervisors."

Government Code – 3100

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their supervisors or by law. (Amended by Stats. 1971, Ch. 38.)

USE OF SCHOOL FACILITIES

NVMI shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs.

KEY NVMI EMERGENCY NUMBERS

Office/Department	Phone Number
Superintendent Dr. Mark Ryan	323-217-4481
Director of Operations Kellie Jackson	818-516-2526
Director of Student Support Services Gina Wilson	818-599-9893
Director of Campus Safety Julio Herrera	818-403-1231
Dean of Students Omar Solache	818-581-6462
Commandant LTC(R) Robbie Kiermayr	337-353-7395
Senior Enlisted Advisor Bob Allinder	805-587-2623
Senior Mental Health Counselor Barrett Redelman, LCSW	317-937-8348
Nurse Domainlor Cabading	951-733-7993
Director of Athletics Lawrence Sarenana	818-389-6946
Technology Director Matthew Kus	510-375-1627
TEEN CERT Coordinator CPT Chris Pulos	818-355-8910
Academic Dean MAJ Stephanie Najar	818-439-9879
Asst. Academic Dean MAJ Trish Pulos	619-318-7830
Office Manager Ceci Loza	818-357-4125

EMERGENCY TELEPHONE NUMBERS

EMERGENCY		911
LAW ENFORCEMENT		Phone
Los Angeles Police Department Foothill Division Desk		818-756-8861
Los Angeles School Police Dispatch		213-625-6631
Los Angeles Police Department Valley Traffic Division Desk		818-644-8000
Los Angeles Police Department Van Nuys Division Desk		818-756-8343
Los Angeles Police Department Mission Hills Division Desk		818-838-9980
FIRE		Phone
Los Angeles Fire Department Station 77 Sun Valley		818-756-8677
Los Angeles Fire Department Station 98 Pacoima		818-756-8698
Los Angeles Fire Department Station 24 Shadow Hills/Sunland		818-756-8624
Los Angeles Fire Department Station 81 Nordhoff Street		818-756-8681
HOSPITALS	Address	Phone
Pacifica Hospital of the Valley	9449 San Fernando Road Sun Valley, CA 91352	818-767-3310
Kaiser Panorama City	13651 Willard Street Los Angeles, CA 91402	833-574-2273
Holy Cross Mission Hills	15031 Rinaldi Street Mission Hills, CA 91345	818-365-8051
OTHER SERVICES		
Animal Control		888-452-7381
Poison Control		800-222-1222
County Environmental Health Department		888-700-9995
County Public Works Department		800-675-4357
County Public Health Department		213-241-8144
County Office of Education		562-922-6111
County Office of Emergency Services		213-978-2222
LA Department of Water and Power		800-342-5397
LA City Sanitation Services		800-773-2489

SITUATIONAL COMMUNICATION PLANS

911 Calls	• When placing a 911 call: give your name, school address of 12105 Allegheny Street, Sun Valley, CA 91352 • Give specific location of injured party, shooter, intruder, fire, hazardous material or other emergency • Indicate location of incident command post if activated (likely the area outside Girls PE offices)
Mass Notification to Parents	<u>During an emergency:</u> *Signage on Allegheny Street with staff as plausible *Posting to the novamil.org website *Posting to Facebook page for NVMI *Posting to Instagram *Posting to Twitter *Use of the autodialer
	<u>After an emergency:</u> Letter from the Superintendent or designee posted on all of the above sites/locations

CONTINGENCY PLANS: COMMUNICATION AND ELECTRICAL

PLAN FOR LOSS OF COMMUNICATION:

If no telephone service:

Use school radios assuming electrical service is still available.
Use personal cell phones to the extent those phones are in service.
Use email if internet service is available.
Use cadet runners stationed at the Incident Command Post.

If no Internet service:

Use school radios assuming electrical service is still available.
Use personal cell phones to the extent those phones are in service.
Use cadet runners stationed at the Incident Command Post.
Utilize most recent documents printed in the emergency tote (ideally printed within the last 20 school days – class schedules, contact information, emergency cards/contacts/permission forms, staff roster, etc.)

PLAN FOR LOSS OF ELECTRICITY:

List loss of services in event of electrical outage:

Internet will be available only as long as cell phone and other devices had power. Refrigeration in cafeteria and other locations (science labs, offices, Cadet Medical Clinic, etc.) would be lost. Lighting, capacity to charge batteries, HVAC, portable fans and heaters – all would be non-functional.

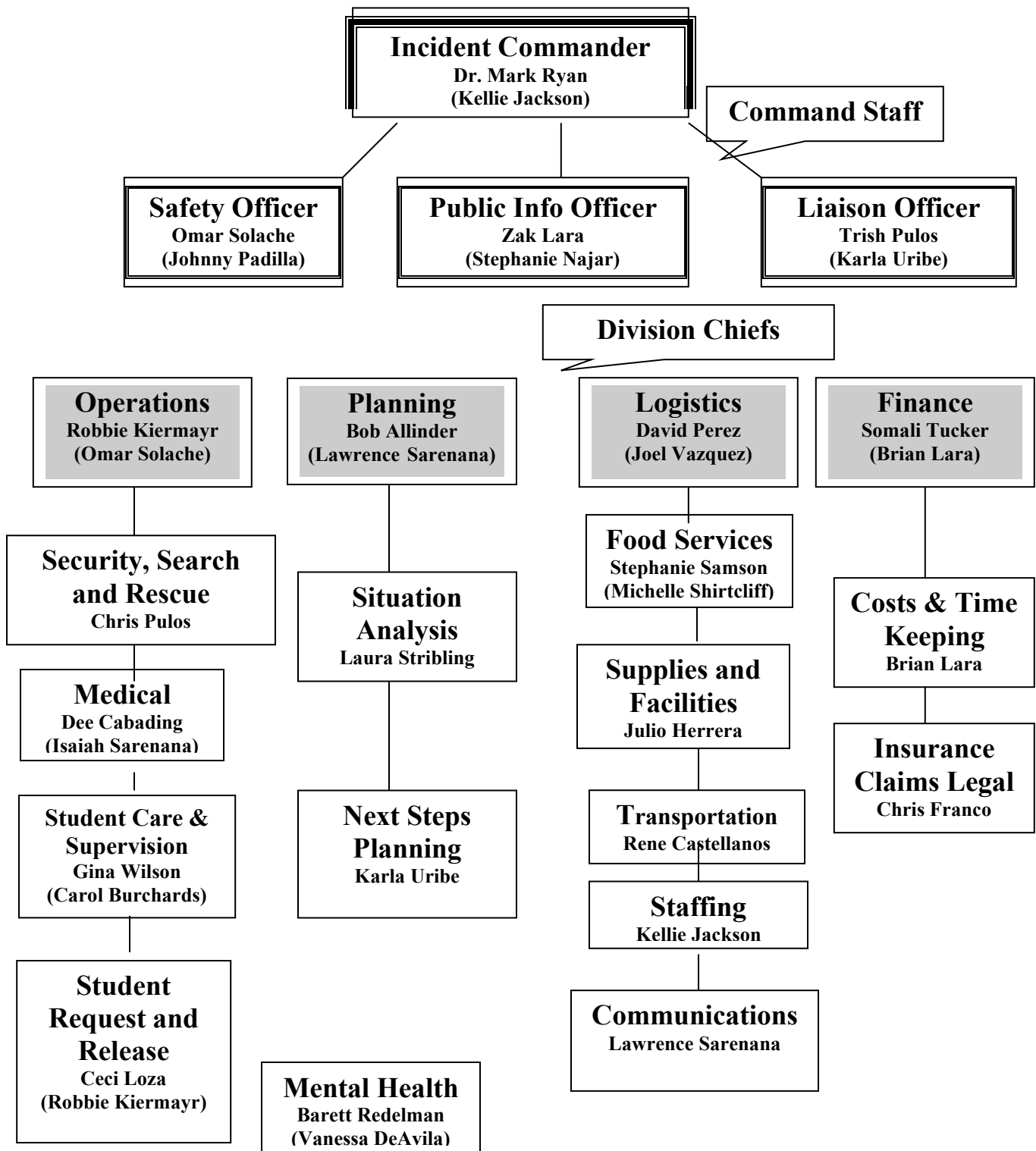
List capability of backup power:

2 each: 1800-watt solar powered portable generator with electric start and supplemental Nature's Power power pod. (By Nature's Generator)
Home Depot Internet #303246721 Model #GXNGPT

INCIDENT COMMAND

Incident Command System

Reference Only



INCIDENT COMMAND SYSTEM
School Site Assignments
Model Emergency Plan: Pages 24-34

Incident Commander

Dr. Mark Ryan

Kellie Jackson

Alternates

Robbie Kiermayr

Safety Officer

Omar Solache

Public Information Officer

Zak Lara

Liaison Officer

Trish Pulos

Alternates ↓

Johnny Padilla

Robbie Kiermayr

Alternates ↓

Stephanie Najar

Robbie Kiermayr

Alternates ↓

Karla Uribe

Laura Stribling

Operations

Robbie

Kiermayr

Planning

Bob Allinder

Logistics

David Perez

Finance

Sonali Tucker

Alternates ↓

Omar Solache

Alternates ↓

**Lawrence
Sarenana**

Alternates ↓

Joel Vazquez

Alternates ↓

Brian Lara

OPERATIONS

Operations Chief:
ROBBIE KIERMAYR

Security, Search and Rescue Team Members:
Chris Pulos plus CERT Cadets
Axl Adorable, Marc Berstresser, Scott Branscomb, Isaiah Sarenana, Lawrence Sarenana, Luis Meza, Corey Aguilar, Eddie Rodriguez, Joel Vazquez, Yanet Blanco

Medical Team Members:
Dee Cabading RN, Isaiah Sarenana, Johnny Padilla, Beth Morden, Plus Cadet Medics

Mental Health Team Members:
Barrett Redelman, Vanessa DeAvila, Eric Valverde, Gabriele Ponaman, Marisol Nunez, Jeanette Sanchez, Blake Vargas, Leticia Anaya plus cadet Peer Mentors

Student Request and Release Team Members:
Ceci Loza, Jiovana Guzman, Kimberly Esparza, Bertha Martinez-Pacheco, Diana Coosemans, Sally Giangrasso, Luis Prado, Ileana Venegas, plus Cadet MPs and Battalion Staff

Student Care and Supervision Team Members:
Gina Wilson, Carol Burchards plus food service team plus Alpha Group Leads and assistant leads

Alpha Group Leads/Assistants

LETTER(S)	LEAD	ASSISTANT
A		
B		
C		
D/E		
F		
G		
H/I		
J/K		
L		
M		
N		
O/P		
Q/R		
S		
T		
U-Z		

INCIDENT COMMAND STAGING LOCATIONS

ICS Function	Primary Site	Secondary Site
Command Post	Outside Girls PE	Quad stage
Media Staging (PIO)	Kewen Avenue south of Allegheny	Sheldon and Telfair
Security Team	Service Road pedestrian gate	Gate along Haddon
Search & Rescue	Northern end of conexes	Grass area between 30s and 40s
Supply and Logistics	Conexes	Conexes
Medical	Outside western “jungle” doors	Grass area between 30s and 20s
Mental Health	Walkway between big and small gyms	Grass area near four corners
Morgue	Pad between 100 science buildings	Walkway between 50s and 60s
Student Care	Grass field in alpha group circles	Quad grass in alpha group circles
Student Request Area	Cayuga Pedestrian Gate	Gate along Sheldon near big gymnasium
Student Release Area	Service Road pedestrian gate	Gate along Haddon
Emergency Vehicles and utilities	Service road entry along Sheldon	Allegheny

EMERGENCY UTILITY SHUT-OFFS

Refer to campus map for additional information

UTILITY		YES	NO	LOCATION
Electrical	Total main electrical shutoff?			
Gas	Total main gas shutoff?			
Water	Total main water shutoff?			
Knox Box		x		Both ends of service road gates (Allegheny and Sheldon)

ALARM COMPANY INFORMATION

Company Name	LAUSD School Police	
Office Phone	213-625-6631	
Responsible Parties	Dr. Mark Ryan	Kellie Jackson
Locations of Control Panels	Room 68	Room 53

EMERGENCY SUPPLIES

TYPE	LOCATION
Emergency Supply Kit	Conexes along eastern edge of blacktop abutting the service road NEED INVENTORY UPDATED AND INCLUDED HERE

INCIDENT COMMAND POST

PREPARATION:

Superintendent, Director of Operations, Office Staff, Support Staff

1. ICS Command White Board (See screenshot on next page)
2. Ensure all rooms have emergency backpacks fully stocked
 - A. Copy of this plan
 - B. Emergency evacuation plan
 - C. Class Lists for any and all classes taught in that space
 - D. Student Accountability Sheet
 - E. Non-standard Student Release Sheet
 - D. Plastic sheeting and duct tape for shelter in place
 - E. Emergency toilet with toilet paper roll and privacy tarp
 - F. First Aid Kit
 - G. Pencils
 - H. Gloves as PPE
 - I. CPR barrier
 - J. Stop the Bleed Kit
 - K. Door jam blocking device for lockdowns (placed over door closer)
3. Ensure rolling command post emergency tote is updated at minimum the first school day of each month with:
 - A. Class schedules for all students
 - B. Master Schedule
 - C. Emergency Card copies printed out
 - D. Staff listing with cell phones
 - E. Staff name tag stickers for accountability
 - F. Master key sets (4 = 3 for search and rescue and one for Incident Command Post)
 - G. Maps of campus and surrounding area
4. Update Alpha Group Envelopes the first school day of each month with:
 - A. Nametag stickers for all students in the alpha group (stickers have student black/white photo, name, grade, company, student ID, class schedule, and known medical issues)
 - B. Accurate notations on stickers of cadet medics, MPs, CERT, etc.
 - C. Roster of students in that alpha group for accountability
 - D. Pencils
 - E. Copy of this plan
5. Advise Staff/Parents of Emergency Plan.
6. Plan for students with special needs.
7. Meet with teachers and other staff and review duties and special assignments.
8. Conduct drills putting emergency teams into full operation.

9. Each year in early August, review and update emergency plan.

EMERGENCY:

Superintendent or designee:

1. Enactment of entire school emergency operation.
2. Activate emergency alarms/announcements.
3. Activate all emergency teams
4. Immediately proceed to Incident Command Post with cell phone, walkie-talkie, and district emergency radio.
5. Establish communication with the Board Chairman and LACOE staff as to the status of emergency. Report condition of students, staff, and school facilities.
6. Determine any necessary changes to primary and secondary ICS locations and communicate location changes to team members.
7. Responsible for all communications, bulletins, announcements both internal to staff and students as well as external to the news media and the community.
8. Phone, e-mail and/or P.A. announcements every 15-20 minutes, if possible.
9. Maintain communication with liaison between emergency personnel and the Incident Command Post.
10. Give the directive to begin documentation of the incident to assigned personnel (Data from the Incident Command Board).

INCIDENT COMMAND BOARD

ACCOUNTABILITY ADULTS:		OPERATIONS FACILITIES		COMMO		S/R | MEDICAL | MORGUE / SUPPLY & LOG MEDICAL/PSYCH FIRST AID:			
STUDENTS ABSENT	UNACCOUNTED FOR	AAR:			SEARCH AND RESCUE TEAM STATUS: TEAM_____ DISPATCHED TO_____ TIME____ STATUS: TEAM_____ DISPATCHED TO_____ TIME____ STATUS: TEAM_____ DISPATCHED TO_____ TIME____ STATUS: TEAM_____ DISPATCHED TO_____ TIME____ STATUS:				
OTHER VISITORS/ETC:		LNO (POLICE/FIRE/UTILITIES)			SUPPLY	LOG	FOOD	FINANCE	
TOTAL PRESENT AT START OF EVENT _____ TOTAL DEAD _____ TOTAL RELEASED TO PARENTS _____ TOTAL REMAINING ON CAMPUS _____ TOTAL ADULTS PRESENT AT START _____ TOTAL DEAD _____ TOTAL RELEASED _____ TOTAL REMAINING _____		MEDIA:			MORGUE:				

SECURITY & SEARCH & RESCUE TEAMS

Security meet at service road pedestrian gate. S/R Teams: Meet at conexes. Check in with Search and Rescue Team Leader for further direction. Search and Rescue Leader checks in with Operations Section Chief.

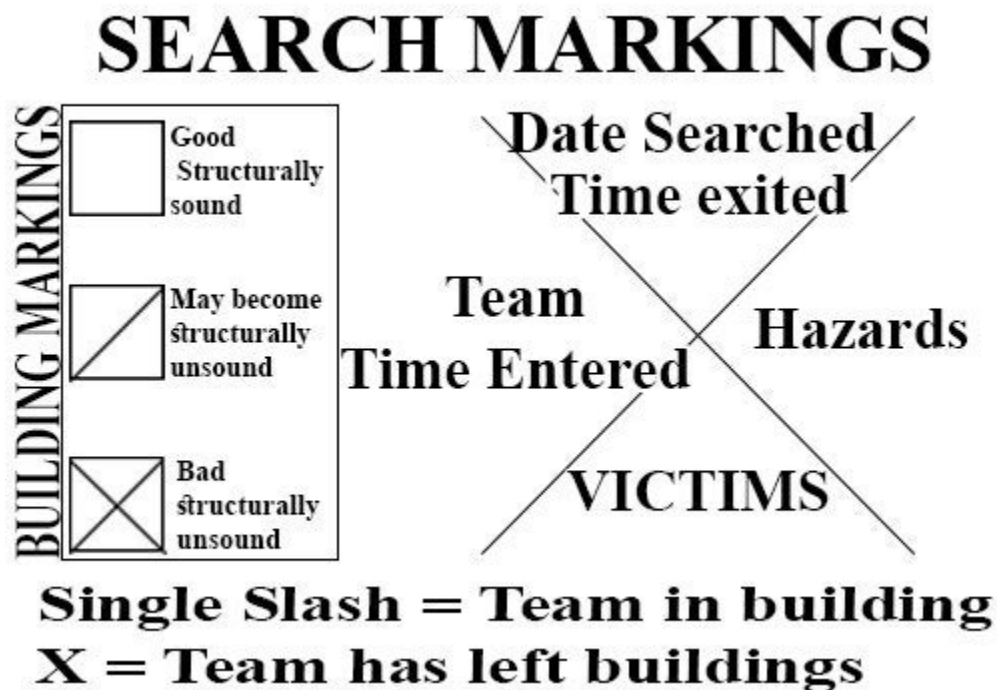
PREPARATION:

1. Know the location of:
 - a. fire extinguishers
 - b. central cut-off for water and electricity
 - c. emergency supply/tool barrels
2. Ensure radio batteries in conex are functioning in a check the first school day of each month.

EMERGENCY:

1. Check in with Operations Section Leader for sweep area assignment and master keys.
2. Get a walkie-talkie from Conex supply and ensure working battery. Take all other supplies needed.
3. S/R teams will Initiate sweep of a designated area only as directed by Operations Chief.
4. Generally, S/R teams will be dispatched to know locations of missing students and/or staff after accountability has been obtained.
5. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
6. Assigned areas will be explored visually, vocally, and physically.

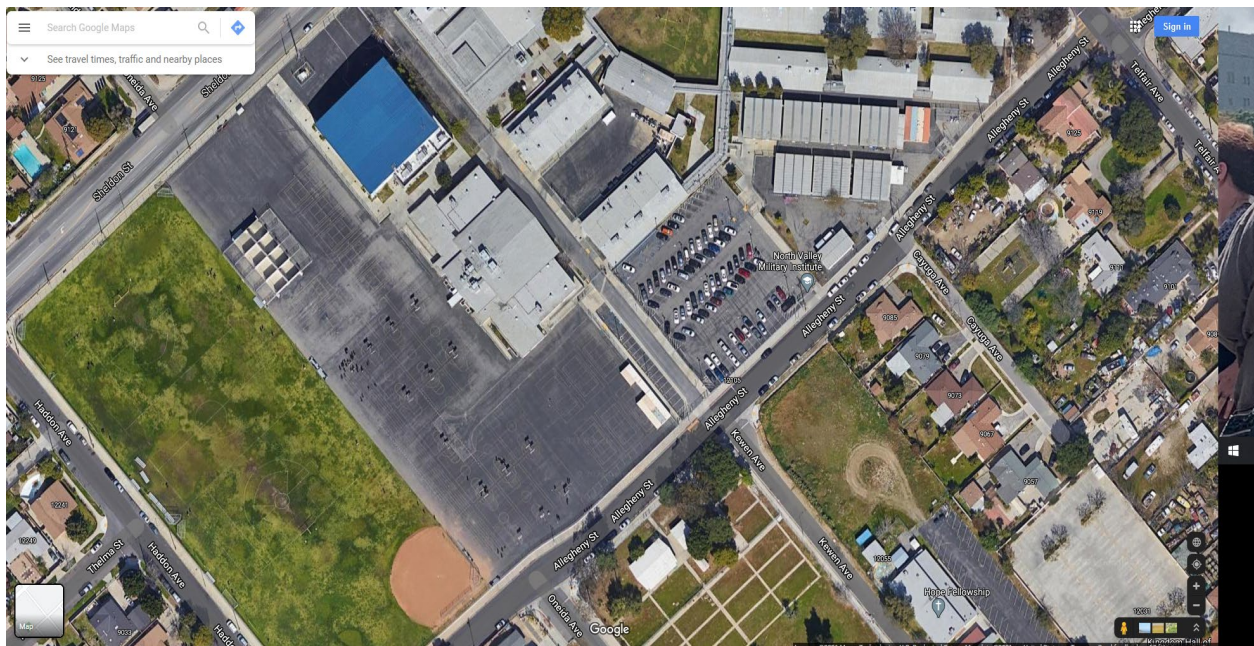
7. Use S/R chalk/marker symbols:

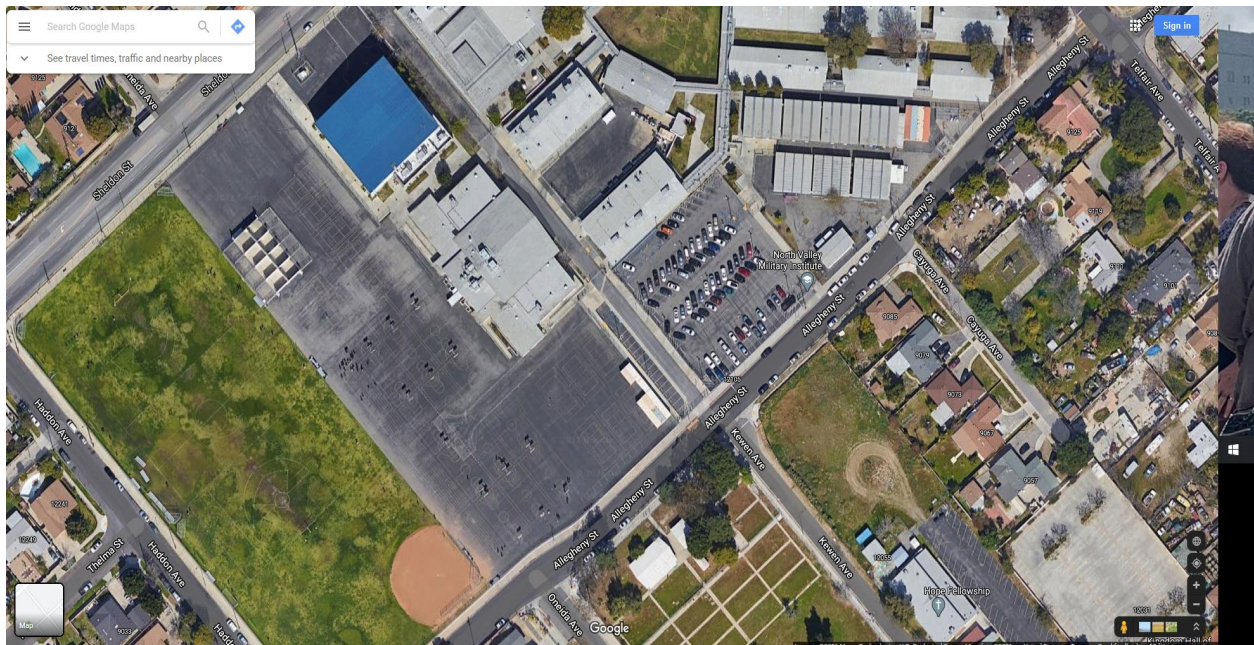
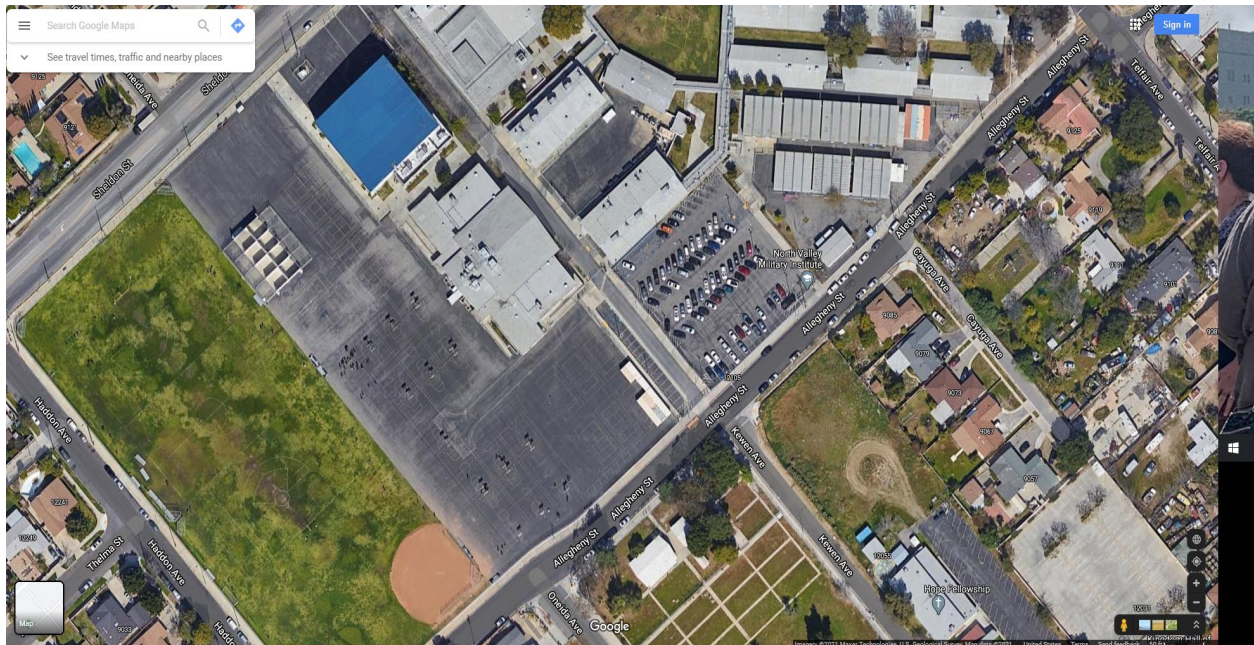


8. Proceed as quietly as possible to hear calls for help.
9. Upon entering an area, use chalk or other marker to make a slash indicate the date in the top quadrant and your team number and time you entered in the left quadrant of the slash.
10. Call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble in a systematic search pattern (counter-clockwise for instance).
11. If no victims, mark O in bottom quadrant. IF you leave a victim there because you are unable to extricate, write the number of victims in the bottom quadrant.
12. ID any hazards in the right quadrant; otherwise mark O.
13. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
14. If possible, maintain communication with Site Command Post and Medical Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
15. Sweep teams should always defer to directions from emergency personnel if they are present on campus.
16. If fatalities occur, all bodies should be moved only at the direction of the Incident Command Post.
17. When search and rescue is complete, check in at the Incident Command Post for next the assignment.

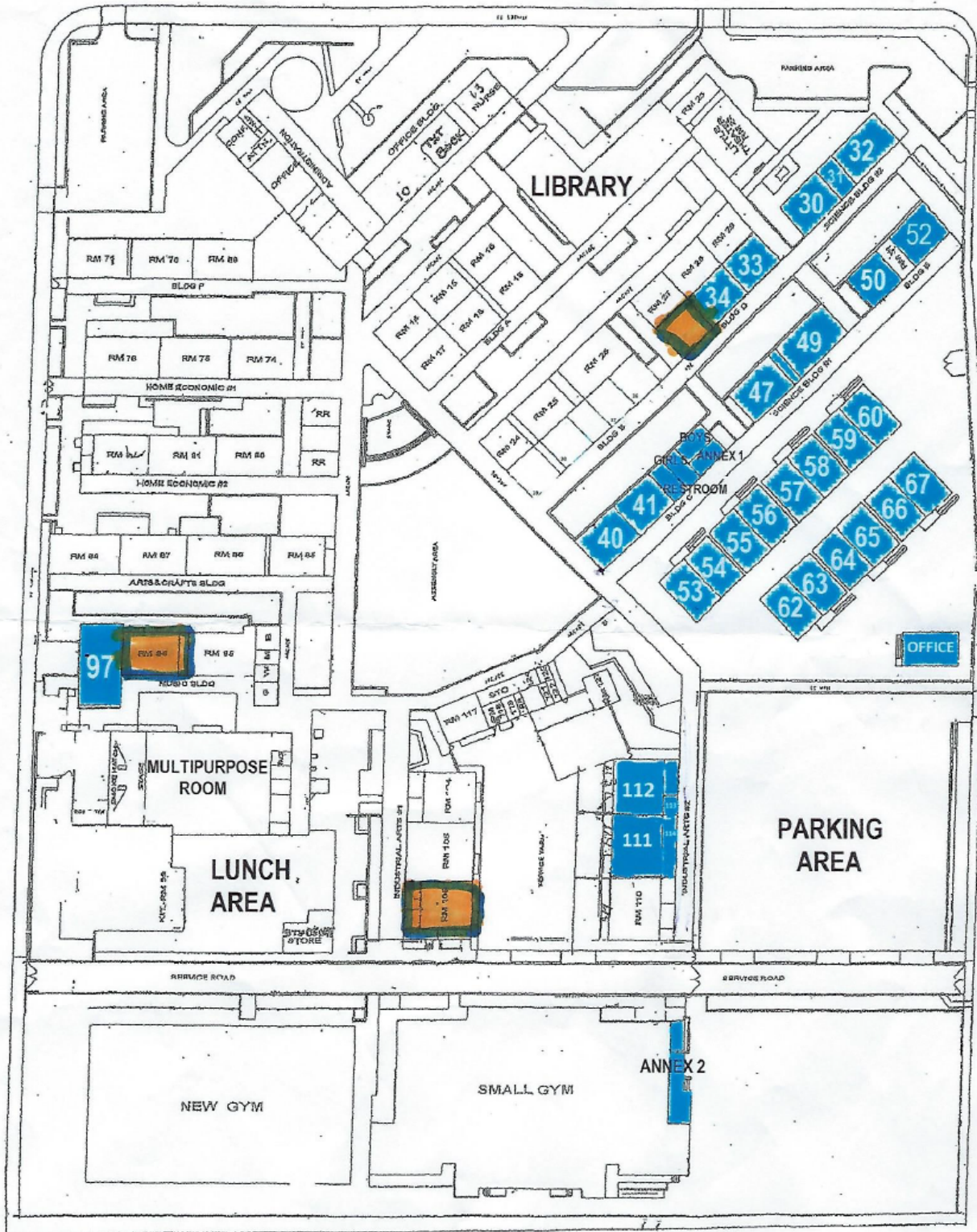
North Valley Military Institute

Security, Search and Rescue Area Map (NEEDS LABELING)



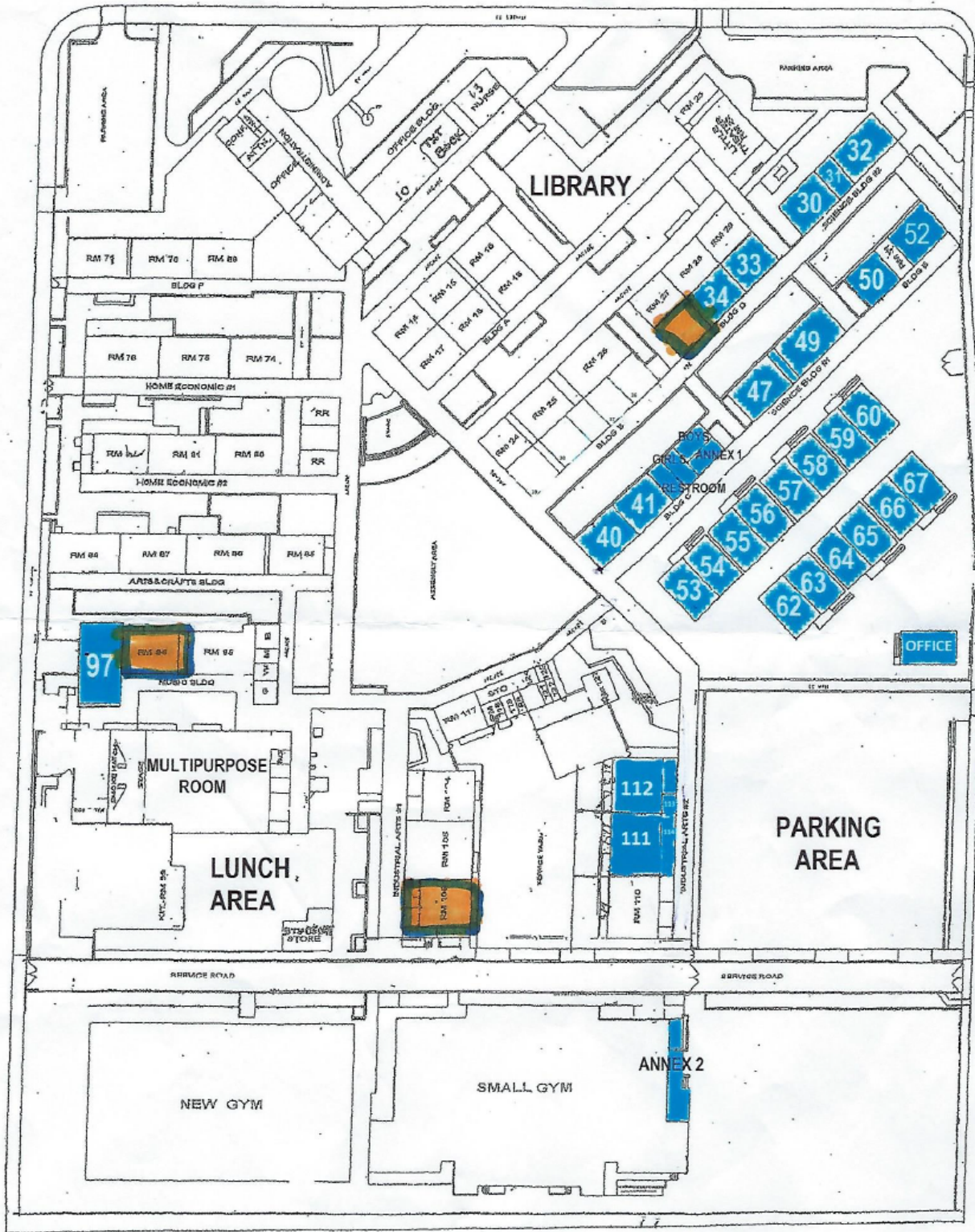


TELFAIR AVENUE



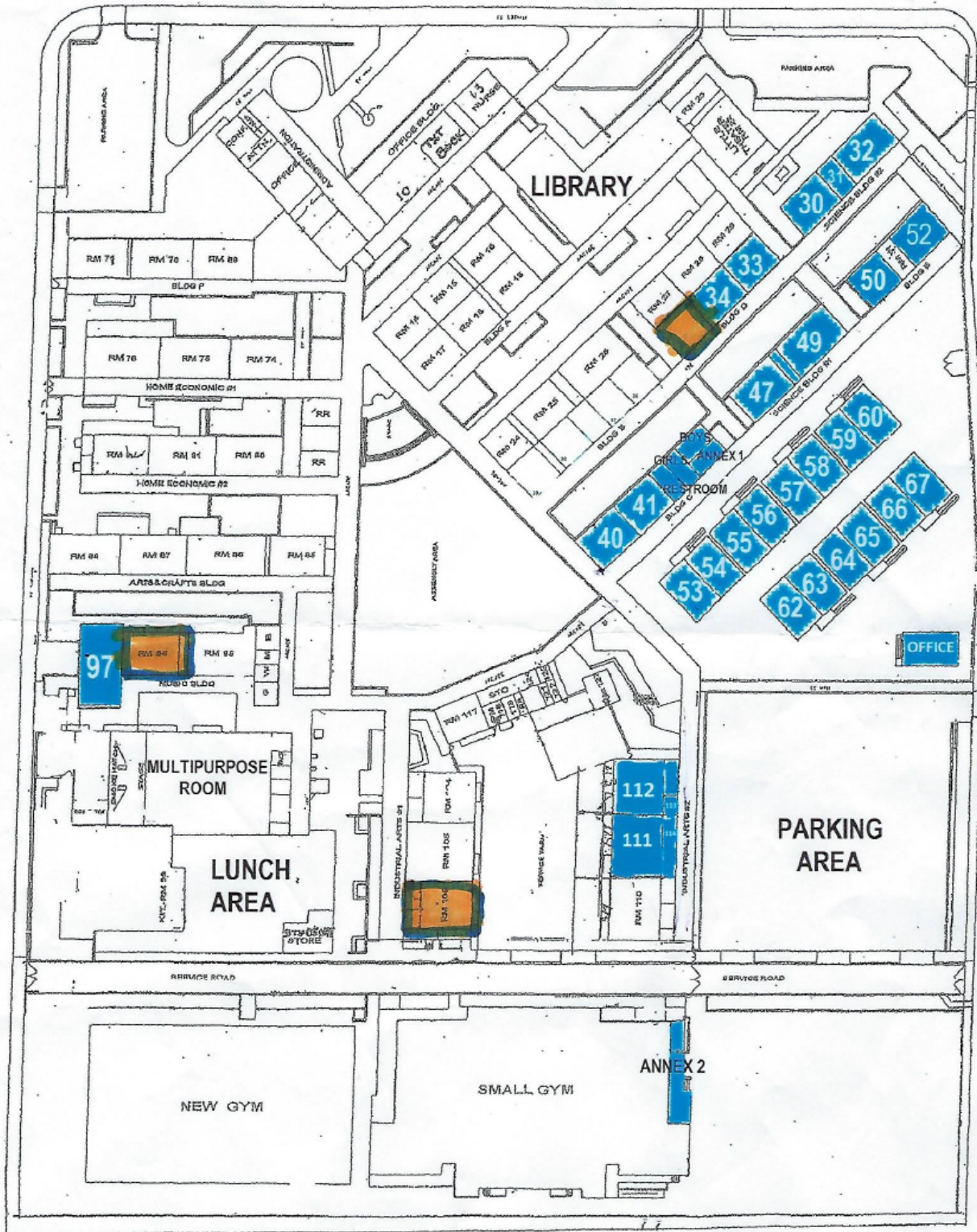
HADDON AVENUE

TELFAR AVENUE



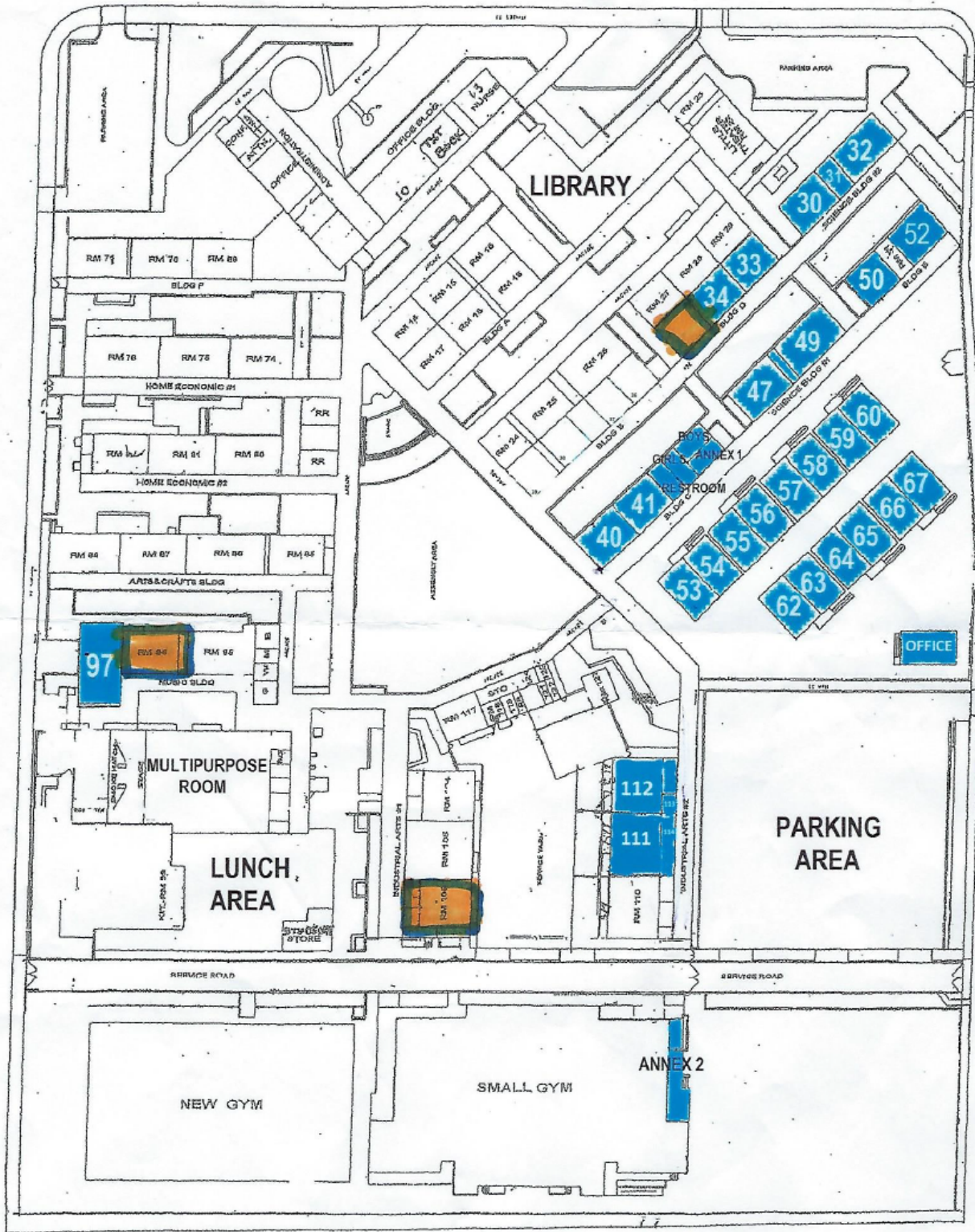
HADDON AVENUE

TELFAIR AVENUE



HADDON AVENUE

TELFAIR AVENUE



HADDON AVENUE

STUDENT REQUEST AND RELEASE TEAM

Student Request and Release Process

1. Parent comes to gate area by main office.
2. Gate remains LOCKED.
3. Request process occurs THROUGH THE FENCE.
4. Parent goes to one of five stations corresponding to CHILD'S last name (A-D, E-H, I-L, M-P, Q-Z).
5. Lettered signs placed on uppermost section of the fence.
6. Staff pulls TWO stapled 5X7 index cards with student name and emergency release info as noted below on stickers.
7. (These double stapled index cards are prepositioned in Student Request and Release Tote and updated on the first Monday of each month school is in session; stored in the five alpha group boxes corresponding the stations indicated above.)
8. Stickers contain: student name, grade, company, ID#, and names of all personnel authorized to pick up the student in an emergency (this is culled from the emergency cards).
9. NVMI staffer who pulls card checks photo ID of "picker upper" to ensure name is on the card as an authorized person to pick up child.
10. Parent signs AND PRINTS NAME on index card that goes to parent.
11. One Index Card given to parent who is sent over to the release gate at the service road pedestrian gate.
12. The 2nd index card is given to a student runner.
13. Runner goes to alpha group leader for child, shows index card.
14. Alpha leader notes departure on roster.
15. Runner takes child to release gate at service road with index card.
16. When cadet arrives, staff at release gate calls aloud child's name for child's requestor to step forward.
17. Adult at release gate takes index card from parent, verifies both index cards' names match and runner takes student sticker off the student shoulder, folding sticker over to create a seal (like a staple) on the two cards which are now connected.
18. Student goes away with requestor.
19. Connected index cards placed into box and eventually checked off on master list.

MEDICAL TEAM

PREPARATION:

1. Keep all classroom first aid kits updated and complete.
2. Ensure CMC supplies are updated and complete.
3. Ensure all Medical Emergency Tote supplies are updated and complete.
4. Practice triage procedures and forms.
5. Notify and update all team members of location of first aid supplies.

EMERGENCY:

1. Check in with Incident Commander.
2. Have someone get the Medical Emergency Tote from the conex (along with stretchers and other emergency medical supplies).
3. Report to the Medical Area.
4. Take a walkie-talkie for communication with Incident Command Post.
5. Activate triage and administer first aid as necessary.
6. Maintain communication with the Incident Command Post and notify of any staff and student injuries (to record on the Command Board).
7. Assist emergency services with injured.
8. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
9. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
10. Medical Team should always defer to directions given by emergency personnel.

TEACHER “BUDDY” LIST

Listed below are “buddy” teachers for emergency evacuation purposes. You will be responsible for assisting in the evacuation of each other’s students in an emergency situation, should the need arise. On the first Monday of each month, verify the updating and completeness of the emergency backpack and rosters for your class as well as your “buddy”.

Buddy Assignments

[illegible]

STUDENT ACCOUNTABILITY SHEET (EMERGENCY EVACUATION ABSENCE LIST WHEN WE DO NOT GO TO ALPHA GROUPS)

- Please list all students absent from your class who were present at roll call but now not present when you take attendance.
- If you have any potential knowledge of a missing student's location, please so indicate in the column provided for that purpose.
- If all students on your class roster are present and accounted for, check the box below.
- If you are a substitute teacher and the roster you are using appears to be outdated, make a notation here:

TEACHER _____

ROOM _____

☐ **All students present now who were present at roll call.**

Student Name	Any idea of the student's location?

EMERGENCY EVACUATION

ADULT PERSONNEL ROSTER/ABSENCE LIST

- This list should include all school staff who come to campus for work for any reason (do not include employees who exclusively work remotely).
- It is used when, for any reason, the command tote is not available with the adult accountability stickers.
- Mark the name of any support person who is absent.
- Mark the name of any support person who did not report to the evacuation site. Include the possible location of the employee, if known.

[illegible]

NON-STANDARD STUDENT RELEASE SIGN OUT SHEET

This form is to be used in the event that the Student Release team is unable to check out students at the student release area. Should this occur, the classroom teachers will be responsible for checking out student by filling in the information below. (copies are located in the emergency backpack.)

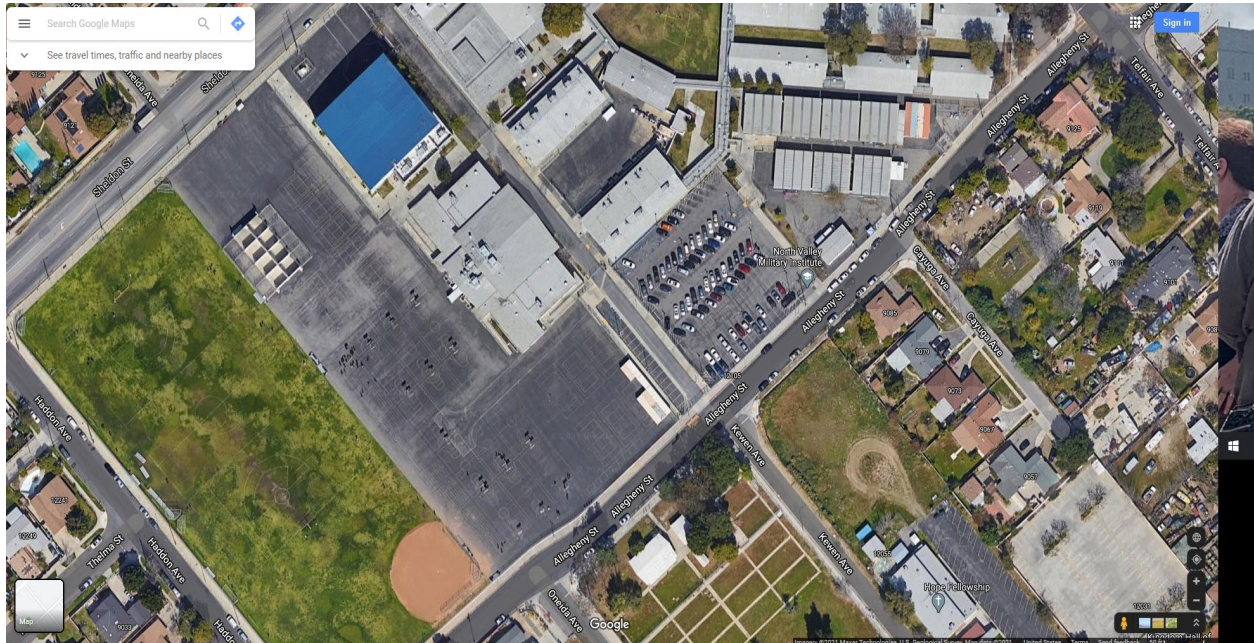
TEACHER NAME _____ ROOM _____

[illegible]

NORTH VALLEY MILITARY INSTITUTE
Evacuation Maps (On-Site) Needed for all Classrooms/Offices

NORTH VALLEY MILITARY INSTITUTE

Evacuation Map (Off-Site – Hope Fellowship Church 12055 Wicks St, Sun Valley, CA 91352 Pastor Jeff Nelson – 818-404-4086)



REQUIRED SCHOOL EMERGENCY DRILL REPORT

School Emergency Drill Report
School Year
NORTH VALLEY MILITARY INSTITUTE

REQUIRED:

1. FIRE DRILLS-ONCE MONTHLY
2. EARTHQUAKE DRILLS – FOUR ANNUALLY

Fire Drills (One each month)					Earthquake Duck and Cover Drills (Four annually)			
Month	Date	Time Conducted	Evacuation Time	Administrator Signature	Month/Date/Year	Time Conducted	Evacuation Time	Administrator Signature
August					1.			
September					2.			
October					3.			
November					4.			
December								
January								
February								
March								
April								
May								
June								

The Fire Department will be conducting random visits to review site procedures and inspect this ongoing documentation record.

EMERGENCY DRILL PLANNING CALENDAR

The purpose of conducting monthly drills is to practice the efficiency and effectiveness of specific emergency procedures. Therefore, every drill should be evaluated for what worked and what did not and procedures should be modified as necessary. Staff should be notified of any problems or changes in procedure prior to the next scheduled drill.

Monthly Drills:

Date of Drill

A.M. Fire Drill (regular evacuation site on campus)	
P.M. Fire Drill (alternate evacuation site on campus)	
Lunch Time Fire Drill (regular evacuation site on campus)	
A.M. Earthquake Exercise/Evacuation (full scale exercised)	
P.M. Earthquake Drill (duck/cover/hold)	
A.M. Lockdown Drill/Evacuation	
P.M. Lockdown Drill/Evacuation	
Fire Evacuation Drill (missing student(s))	
Earthquake Drill (missing classroom(s))	
Shelter in Place	
XLA Fire Drill	
XLA Earthquake Drill	
XLA Lockdown Drill	
XLA Shelter in Place Drill	
Before School Lockdown Drill	
Before School Fire Drill	
Saturday Fire Drill	
Saturday Lockdown Drill	

Annual Drills to include:**Date of Drill**

Sweep and Rescue Team	
Medical Team	
(Student Request and Release) Family Reunion Team	
Site Command Post	
Mental Health Team	
Utility shut off practice	
Use of ICS Command Board	
Safety Team	
Supply and Logistics Team	
Inventory of all supplies and their functionality	

SITE EMERGENCY PROCEDURES FOR SPECIAL NEEDS STUDENTS

1. Procedures for special needs students may need to be implemented in emergency situations such as fire, earthquake, bomb threats, etc.
2. At the beginning of each school year, an Individual Emergency Procedures Plan must be completed to accommodate each student who requires additional assistance due to a disability. This includes students with physical impairments who may require:
 - a wheelchair on a daily basis
 - specialized equipment
 - physical assistance to evacuate in a timely manner
3. Each plan requires that support staff be designated as specialized assistants during times of emergency.
4. The Director of Special Student Populations is responsible for:
 - identifying all students who will require additional assistance
 - working with the designated certificated staff (classroom teachers) and the Superintendent to ensure that coverage and a plan is completed for each student

*** Since new students may arrive at any time during the school year, this assignment will be continuous throughout the year.**
5. Use the format below to complete an Individual Emergency Procedures Plan for each special needs student. Place a copy of the plans in the Site Emergency Operations Plan and with the individual classroom teacher's emergency materials backpack.

Individual Student Emergency Procedures Plan		
Student:	Room #:	Teacher:
Designated Specialized Assistants: <i>(identify two staff in this area)</i>		
Required Equipment or Physical Assistance Needed to Evacuate in a Timely Manner <i>(complete below)</i>		

EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS	
ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	DROP/DUCK/COVER AND HOLD ON The action taken during an earthquake to protect students and staff from flying and falling debris.
EVACUATION The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.	LOCKDOWN Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff in jeopardy. Lockdown involves a “no one in, no one out” scenario.
SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.	LIMITED MOVEMENT Notifies students and staff that except in an urgent circumstance, people should stay in their assigned classroom or workspace until an ALL CLEAR is given.
ALL CLEAR Implemented to notify students and staff that normal operations may resume.	STAND BY Implemented to alert students and staff to impending instructions.
SPECIALIZED EMERGENCY ACTIONS	
CONVERT SCHOOL Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Los Angeles County Department of Health and Human Services or American Red Cross)	DIRECTED TRANSPORTATION Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.

OFF-SITE EVACUATION Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.	REVERSE EVACUATION Initiated if an incident occurs while students are outside and conditions are safer inside the building.
STUDENT RELEASE Instructs staff to prepare for releasing students from school during the academic day.	

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: “Your attention please. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation.**”

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION

DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

<u>Example:</u>	“Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions.”
-----------------	--

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with obvious obstacles. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident where shelter in place is not appropriate, and emergency authorities have determined evacuation is most appropriate course of action
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example: **"Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher."**

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

SUPERINTENDENT/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. On the NVMI campus, this will generally be the blacktop area west of the small gym, on the surface of which classroom/office numbers are painted. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.
- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee on the STUDENT ACCOUNTABILITY REPORT form.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately.

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement within the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: "Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom or other lockable space. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to stay out of sight of windows. If appropriate, lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the SUPERINTENDENT or law enforcement.
- ❑ Take attendance and email ABSENCE@NOVAMIL.ORG names of all students and staff and any visitors (including VOCES personnel) in the room.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom, gymnasium, or other location.
- ❑ If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the SUPERINTENDENT or police.

EMERGENCY ACTION

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: **"Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions."**

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with plastic sheeting and/or duct tape; e) seal vents with plastic tarps or sheeting; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and email ABSENCE@NOVAMIL.ORG names of all students and staff and any visitors (including VOCES personnel) in the room. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., gymnasium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

EMERGENCY ACTION

STAND-BY

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another ACTION or the **ALL CLEAR** instruction to return to normal school activities.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example: **"Attention please. (Pause) STAND BY. (Pause) STAND BY. (Pause) STAND BY. (Pause) Additional information will follow."**

2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use Parent Telephone Alert System, if appropriate.

STAFF ACTIONS:

- ❑ If outside, teachers are to return students to their classrooms.
- ❑ If inside, teachers will hold students in classrooms pending receipt of further instructions.
- ❑ **STAND BY** must be followed by another ACTION or **ALL CLEAR** instruction to return to normal school activities.

CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Superintendent and/or upon the request of officials from LAUSD, LA City, LA County or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:**During School Hours**

1. Make the following announcement in person directly or over the public address system:

Example: **"Attention please. (Pause) CONVERT SCHOOL. (Pause)**
 This school site is now being used as an emergency shelter.
 CONVERT SCHOOL. (Pause) Thank you."

Other than School Hours

2. Use the School Personnel Telephone Notification System to notify all school employees.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:**During School Hours**

- ❑ Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
- ❑ Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by a government entity or the American Red Cross.)
- ❑ When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

- ❑ Alert school employees through the School Personnel Alerting System.
- ❑ Suspend scheduled classes. Use Telephone Alert System and Parent Notification System.
- ❑ Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
- ❑ When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

EMERGENCY ACTION

DIRECTED TRANSPORTATION

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example: **"Attention please. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. We will be loading buses to proceed to a safer location. (Pause) DIRECTED TRANSPORTATION when dismissal bell rings. (Pause) Thank you."**

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if time permits.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- ❑ Student Transportation of America will be called to provide buses for any such evacuation.
- ❑ As necessary, Metro buses will be called to provide emergency transportation.
- ❑ Generally, the school will be sent to ALPHA GROUPS and accountability taken by Alpha Group leaders. Buses will be loaded by alpha group, supervised by Alpha Group leaders and administrators/other school support staff not assigned to an Alpha Group.
- ❑ If it is deemed appropriate, the school will remain in class period groupings and accounted for in the same way as for an evacuation in a fire drill.

TEACHER ACTIONS:

- ❑ Take attendance before leaving the campus.
- ❑ Upon arrival at the safe site, take attendance again after students exit the bus.
- ❑ Report attendance to the Superintendent/designee at the new Incident Command Post.
- ❑ Keep students together. Remain calm.

BUS DRIVER ACTIONS:

- ❑ Take the safest route to the pre-identified evacuation sites.
- ❑ Avoid dangers such as driving through flooded roads, crossing over swollen creeks, etc.

STUDENT ACTIONS:

- ❑ Remain quiet and seated while on the bus.
- ❑ Keep head, hands, backpacks, *etc.* away from the open windows.
- ❑ Stay together at the alternate site. Remain calm.
- ❑ Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. The 8 school vans and any privately owned vehicles on campus would be used in this extreme situation. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

- ❑ Drivers should take the safest route to the pre-identified evacuation sites.
- ❑ Account for all students before transportation occurs and after arrival at the safe site.

EMERGENCY ACTION

OFF-SITE EVACUATION

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION**.

See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example: **"Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area at Hope Fellowship across Allegheny Street. Students are to remain with their teacher."**

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Line up along eastern wall of Hope Fellowship dirt lot. Attempt to do so in same numerical order as blacktop numbers. Report attendance to Superintendent/designee.
- ❑ Remain in place until further instructions are given.

EMERGENCY ACTION

REVERSE EVACUATION

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

1. Make an announcement over the public address system or in person directly:

Example: **"Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom."**

SUPERINTENDENT/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. At REQUEST GATE, find student set of 2-stapled index cards with student info and names of authorized “picker uppers” pre-printed on stickers; verify parent ID and authorization and have them sign and take card – give the other card to runner.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, when a runner brings a student to you, take the card from the runner and call out name of parent.
4. Take card from parent and verify name on card from parent and student match. Take sticker off shoulder of student. Release student to custody of authorized adult and use sticker to seal/connect both cards together. Place cards into box for released students.

FOUR STEPS FOR PARENTS

1. Go to sign corresponding to STUDENT last name.
2. Show photo ID at REQUEST GATE sign personnel. Sign card where indicated and take card.
3. Move to RELEASE GATE to wait for student. When name of student is called, hand card to adult.
4. Leave campus immediately after student is released to your custody.

INCIDENT COMMANDER (SUPERINTENDENT/SITE ADMINISTRATOR) ACTIONS:

- ❑ Set up Incident Command Post (ICP).
- ❑ Notify staff of school evacuation and communicate that this is not a drill.
- ❑ Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ❑ Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- ❑ Reassess as situation changes. Reassign emergency teams as needed.
- ❑ Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- ❑ Evacuate students to designated area, with students grouped as determined (generally alpha groups).
- ❑ Take roll by distributing pre-labeled nametags to each student.
- ❑ Report any known or suspected locations of absent students to Incident Commander.
- ❑ Send undistributed nametags to the Incident Command Post.
- ❑ Organize students. Monitor students’ medical and emotional condition.
- ❑ Extra staff should partner for other assigned duties; report to Command Post.

TEAM ASSIGNMENTS

STUDENT REQUEST AND RELEASE TEAM

- ❑ Take supplies to designated Request/Release Table/Station locations.
- ❑ Set out 5 request tables at least 20 feet apart to reduce crowding. Use space by Conexes to help spread out.
- ❑ Post signs and set out file boxes of Student Release Cards (2 cards stapled together per child) for each line.
- ❑ Identify volunteer runners and review where to find alpha group students.
- ❑ Wear identifying vests or hats.
- ❑ Announce to parents in line to have ID ready.
- ❑ Set out white board for special instructions and parent requests.

TRAFFIC CONTROLLER (Campus safety team members and/or parent volunteers):

- ❑ Set out directional signs with walking path designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in parking lot and on school grounds.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

MENTAL HEALTH CRISIS INTERVENTION COUNSELOR (MFT or LCSW)

- ❑ Maintain order at Student Request Table; calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

RUNNERS (cadet leader MPs/volunteers - number depends on size of campus)

- ❑ Take Student Card to Student Assembly Area to find requested student in correct alpha group.
- ❑ Retrieve student and escort him/her to Student Release area OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the Superintendent and other key personnel.

WITHIN 24 HOURS

- ❑ Gather the facts
- ❑ Ensure appropriate intervention to minimize additional injury
- ❑ Provide first aid where necessary
- ❑ Ensure the safety and welfare of students and staff
- ❑ Set up an Emergency Operations Center, if appropriate
- ❑ Contact the Board and LACOE to report the critical incident
- ❑ Assess the need for support and counseling for those directly and indirectly involved
- ❑ Manage the media (Public Information Officer/Superintendent)
- ❑ Set up a recovery room
- ❑ Provide factual information to staff, students and the school community
- ❑ Ensure that the privacy of students and staff is maintained
- ❑ Organize assistance such as transport home

WITHIN 48-72 HOURS

- ❑ Debrief all relevant persons
- ❑ Arrange counseling as needed
- ❑ Provide opportunities for staff and students to talk about the incident
- ❑ Continue to provide updates to staff, students and the school community.
- ❑ Act to dispel rumors
- ❑ Restore normal functioning and service delivery as soon as possible
- ❑ Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- ❑ Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

- ❑ Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- ❑ Maintain school contact with hospitalized students and staff

EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School
- Aircraft Crash
- Air Pollution Alert
- Allergic Reaction
- Animal Disturbance
- Biological Agent Release
- Bomb Threat
- Bus Accident
- Chemical Accident (offsite)
- Chemical Accident (onsite)
- Civil Disobedience
- Criminal Act
- Death of a Student
- Death of a Staff Member
- Dirty Bomb
- Earthquake
- Explosion
- Fire (offsite)
- Fire (onsite)
- Flood
- Gas Odor/Leak.....
- Hazardous Materials
- Hostage Situation
- Intruder
- Irrational Behavior
- Kidnapping
- Medical Emergency
- Missing Student
- Motor Vehicle Crash.....
- Pandemic Influenza
- Poisoning / Contamination
- Public Demonstration
- Sexual Assault
- Shooting
- Storm/Severe Weather
- Student Riot
- Suicide Attempt
- Suspicious Package
- Terrorist Attack/War
- Threat Level Red.....
- Threats/Assaults
- Tsunami
- Utility Failure
- Weapon

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the Student Support Services or Main Offices.

STAFF ACTIONS:

- θ Report accident to Superintendent and school office.
- θ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- θ For relatively minor events, take students to school office or school nurse for assistance.
- θ Complete an Incident Report to document what occurred.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Provide appropriate medical attention. Call 911, if needed.
- θ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- θ Post general procedures in the Cadet Medical Clinic explaining when parents are to be notified of minor mishaps.
- θ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- θ On the Student Information System screen, provide an alert for each teacher and staff member with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- θ Notify Superintendent.
- θ Move students away from immediate vicinity of the crash.
- θ **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster and emergency backpack.
- θ Check school site to assure that all students have evacuated.
- θ Take attendance at the assembly area.
- θ Report missing students to the Superintendent/designee and emergency response personnel.
- θ Maintain control of the students a safe distance from the crash site.
- θ Care for the injured, if any.
- θ Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- θ Notify Board and LACOE.
- θ Arrange for first aid treatment and removal of injured occupants from building.
- θ Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- θ Account for all building occupants and determine extent of injuries.
- θ Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Ø Notify Superintendent.
- Ø Move students away from immediate vicinity of the crash.
- Ø Remain inside with students unless subsequent explosions or fire endanger the building.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Notify police and fire department (call 911).
- Ø Initiate **SHELTER IN PLACE**, if warranted.
- Ø Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated area until further instructions are received.
- Ø Ensure that students and staff remain at a safe distance from the crash.
- Ø Notify Board and LACOE.
- Ø Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- θ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- θ When notified by the LAUSD district office or news media or South Coast Air Quality Management District (SCAQMD) of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- θ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, cheerleading, drill team, archery, etc.
- θ Instruct employees to minimize strenuous physical activity.
- θ Cancel any events that require the use of vehicles.
- θ Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- θ Remain indoors with students.
- θ Minimize physical activity.
- θ Keep windows and doors closed.
- θ Resume normal activities after the All Clear signal is given.

EMERGENCY RESPONSE

ALLERGIC REACTION

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

STAFF ACTIONS:

- Ø If imminent risk, call 911.
- Ø Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Ø Notify Superintendent.
- Ø Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse in CMC and in orange medic bags).
- Ø If an insect sting, remove stinger immediately, using a credit card or other plastic card, scraping the stinger back in a way that forces venom out in the direction from which it came.
- Ø Assess situation and help student/staff member to be comfortable.
- Ø Move student or adult only for safety reasons.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Ø Keep an "Epi" pen in the school office and notify staff as to location. NVMI keeps ours in the Cadet Medical Clinic and in each of the Orange Medic Bags deployed to athletic events and other cadet field activities.
- Ø Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Ø Provide bus drivers with information sheets for all known acute allergic reactors.

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- θ If the animal is outside, keep students inside and institute a **LOCKDOWN**.
- θ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- θ Contact the Los Angeles Humane Society for assistance in removing the animal. They can be reached at 1-888-452-7381.
- θ If the animal injures anyone, seek medical assistance from the school nurse.
- θ Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- θ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- θ If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- θ Notify the Superintendent if there are any injuries.

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Ø Notify Superintendent.
- Ø Move students away from immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).
- Ø Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- Ø Follow standard student assembly, accounting and reporting procedures.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Initiate **SHELTER IN PLACE**.
- Ø Shut off HVAC units.
- Ø Move to central location where windows and doors can be sealed with duct tape.
- Ø Call 911. Provide location and nature of the emergency and school actions taken.
- Ø Notify Board and LACOE of the situation.
- Ø Turn on a battery-powered commercial radio and listen for instructions.
- Ø Complete the Biological and Chemical Release Response Checklist
- Ø Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

- θ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- θ Notify Superintendent or site administrator.
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- θ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- θ Move up-wind from the potential danger.
- θ Call 911. Provide exact location and nature of emergency.
- θ Designate security team to isolate and restrict access to potentially contaminated areas.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Notify Board and LACOE of the situation.
- θ Arrange for immediate psychological counseling for students and staff.
- θ Complete the Biological and Chemical Release Response Checklist
- θ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- θ Wash affected areas with soap and water.
- θ Immediately remove and contain contaminated clothing
- θ Do not use bleach on potentially exposed skins.
- θ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- θ Listen. Do not interrupt caller.
- θ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- θ Alert someone else to notify the telephone company to trace the call while the caller is on the line.
- θ Notify Superintendent or other site administrator immediately after completing the call.
- θ Complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911**PERSON RECEIVING THREAT BY MAIL:**

- θ Note the manner in which the threat was delivered, where it was found and who found it.
- θ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- θ Caution students against picking up or touching any strange objects or packages.
- θ Notify Superintendent or site administrator.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- θ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- θ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- θ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- θ If it is necessary to evacuate the entire school, use the fire alarm.
- θ Notify the Board and LACOE of the situation.
- θ Direct a search team to look for suspicious packages, boxes or foreign objects.
- θ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- θ Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- θ Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- θ Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- θ If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- θ Evacuate students as quickly as possible, using primary or alternate routes.
- θ Upon arrival at the designated safe site, take attendance. Notify the Superintendent/site administrator of any missing students.
- θ Do not return to the building until emergency response officials determine it is safe.

The following checklist can be obtained in PDF form from FEMA at:
http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf
 Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

BOMB THREAT CALL PROCEDURES

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist (reverse side) immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of the call, do not hang up, but from a different phone, contact FPS immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by email:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police
1-877-4-FPS-411 (1-877-437-7411)
- 911

BOMB THREAT CHECKLIST

Date: _____ Time: _____

Time Caller Hung Up: _____ Phone Number Where Call Received: _____

Ask Caller:

- Where is the bomb located?
(Building, Floor, Room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb? Yes No
- Why?
- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (Background and level of noise)
- Estimated age:
- Is voice familiar? If so, who does it sound like?
- Other points:

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

Other Information: _____



Homeland Security

NVMI will maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- θ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- θ Evaluate the need for evacuation.
- θ Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- θ Call 911, if warranted.
- θ Notify Superintendent.
- θ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- θ Move all uninjured students to a safe distance from the accident.
- θ Document the names of all injured students and their first aid needs.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Notify law enforcement.
- θ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- θ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- θ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip**BUS DRIVER ACTIONS:**

- θ Issue DUCK, COVER and HOLD ON instruction.
- θ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- θ Set brake, turn off ignition and wait for shaking to stop.
- θ Check for injuries and provide first aid, as appropriate.

- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ If instructed to continue route,
- θ Enroute to school, continue to pick up students.
- θ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- θ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- θ Remain with students until further instructions are received from site administrator.
- θ Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- θ Do not drive through flooded streets and/or roads.
- θ Take an alternate route or wait for public safety personnel to determine safe route.
- θ If the bus is disabled, stay in place until help arrives
- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ Account for all students and staff throughout the emergency.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- Ø Alert others in immediate area to leave the area.
- Ø Close doors and restrict access to affected area.
- Ø Notify Superintendent/site administrator.
- Ø DO NOT eat or drink anything or apply cosmetics.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released
 - Characteristics of spill (color, smell, visible gases)
 - Name of substance, if known
 - Injuries, if any
- Ø Notify Maintenance/Building and Grounds Manager.
- Ø Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Ø Post a notice on the school office door stating location of alternate school site.
- Ø Notify Board and LACOE of school status and location of alternate school site.

STAFF ACTIONS:

- Ø If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- Ø If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- Ø If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Ø Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify Superintendent/site administrator of any missing students.

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- Ø Alert others in immediate area to leave the area.
- Ø Close windows and doors and restrict access to affected area.
- Ø Notify Superintendent/site administrator.
- Ø DO NOT eat or drink anything or apply cosmetics.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Notify Fire Department and the Department of Public Health. Provide the following information:
 - School name and address, including nearest cross street(s)
 - Location of the spill and/or materials released; name of substance, if known
 - Characteristics of spill (color, smell, visible gases)
 - Injuries, if any
 - Your name and telephone number
- Ø Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- Ø If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Ø Post a notice on the school office door stating location of alternate school site.
- Ø Notify Board and LACOE of school status and location of alternate site.
- Ø Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- Ø If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Ø Upon arrival at evacuation site, take attendance. Notify Superintendent/site administrator of any missing students.
- Ø Upon arrival at evacuation site, take roll and report attendance to SUPERINTENDENT immediately. Notify emergency response personnel of any missing students.

- θ Do not return to the building until emergency response personnel have determined it is safe.

EMERGENCY RESPONSE

CIVIL DISTURBANCE

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- θ Report disruptive circumstances to Superintendent/site administrator.
- θ Avoid arguing with participant(s).
- θ Have all students and employees leave the immediate area of disturbance.
- θ Lock doors. Account for all students and remain in classroom unless instructed otherwise by the SUPERINTENDENT or law enforcement.
- θ Stay away from windows and exterior doors.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- θ Set up a communication exchange with the students, staff and SUPERINTENDENT. Try to restore order.
- θ If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

- Ø Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Ø Cancel all outside activities.
- Ø Maintain an accurate record of events, conversations and actions.
- Ø Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Ø Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Ø Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- Ø Care for the injured, if any.
- Ø Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Notify police (dial 911).
- θ Identify all parties involved (if possible). Identify witnesses, if any.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- θ If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- θ If the incident involves a student, notify the parents or guardians.
- θ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- θ Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- θ Care for the victim. Provide any medical attention needed.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive.

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It will have a profound affect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Call 911 and the Board Chair/LACOE. Verify the death and obtain as much information about it as possible.
- Ø Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Ø Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Ø If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Ø Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Ø Determine whether additional resources are needed and make appropriate requests.
- Ø Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Ø Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Ø Go to each of the student's classes and notify his/her classmates in person.
- Ø Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Ø Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- Ø Make arrangements with the family to remove the student's personal belongings from the school.
- Ø Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- 0 Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

A reported death or serious illness among the school community will have a profound affect on students and staff alike.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Ø Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Ø If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- Ø Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Ø Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Ø Determine whether additional resources are needed and make appropriate requests.
- Ø Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Ø Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Ø Facilitate classroom and small group discussions for students.
- Ø Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Ø Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Ø Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Ø Thank all those who assisted.
- Ø Continue to monitor staff and students for additional supportive needs.

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Set up decontamination station where students and staff may shower or wash with soap and water.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Notify Board and LACOE of the situation.
- θ Arrange for medical attention for those injured by the explosion.
- θ Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- θ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- θ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- θ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.

- θ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- θ Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- θ Move to central location where windows and doors can be sealed with duct tape.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Notify Board and LACOE of the situation.
- θ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- θ Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- θ Keep students calm. Instruct students to **DUCK and COVER**.
- θ Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- θ Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Ø Send search and rescue team to look for trapped students and staff.
- Ø Post guards a safe distance away from building entrances to assure no one re-enters.
- Ø Notify Board and LACOE. Determine who will inform public information media as appropriate.
- Ø Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Ø Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Ø Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Ø Check for injuries, and render First Aid.
- Ø After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Ø Check attendance at the assembly area. Report any missing students to SUPERINTENDENT/site administrator.
- Ø Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

- θ Stay alert for aftershocks
- θ Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- θ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- θ After shaking stops, check for injuries, and render first aid.
- θ Check attendance. Report any missing students to SUPERINTENDENT/site administrator.
- θ Stay alert for aftershocks.
- θ Keep a safe distance from any downed power lines
- θ Do NOT re-enter building until it is determined to be safe.
- θ Follow instructions of SUPERINTENDENT/site administrator.

During non-school hours

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
 - θ Confer with admin team if damage is apparent to determine the advisability of closing the school.
 - θ Notify fire department and utility company of suspected breaks in utility lines or pipes.
 - θ If school must be closed, notify staff members, students and parents.
- Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- θ Notify LACOE and Board.
 - θ Inform public information media as appropriate.

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

SUPERINTENDENT/SITE ADMINISTRATOR:

- Ø Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- Ø Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Ø Secure area to prevent unauthorized access until the Fire Department arrives.
- Ø Advise the Board and LACOE of school status.
- Ø Notify emergency response personnel of any missing students.
- Ø Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Ø Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Ø Determine if Student Release should be implemented. If so, notify staff, students and parents.
- Ø If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Ø Initiate **DROP, COVER AND HOLD ON**.
- Ø If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Ø Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Ø Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Ø Render first aid as necessary.

- θ Do not return to the building until the emergency response personnel determine it is safe to do so.
- θ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Determine if **EVACUATION** of school site is necessary.
- θ Contact local fire department (call 911) to determine the correct action for your school site.
- θ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
- θ Direct inspection of premises to assure that all students and personnel have left the building.
- θ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- θ Monitor radio station for information.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- θ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- θ Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- θ Take attendance at the assembly area. Report any missing students to the SUPERINTENDENT/site administrator and emergency response personnel.
- θ Remain with students until the building has been inspected and it has been determined safe to return to.

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Sound the fire alarm to implement **EVACUATION** of the building.
- Ø Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Ø Notify the Fire Department (call 911).
- Ø Direct search and rescue team to be sure all students and personnel have left the building.
- Ø Ensure that access roads are kept open for emergency vehicles.
- Ø Notify Board and LACOE of situation.
- Ø Notify appropriate utility company of suspected breaks in utility lines or pipes.
- Ø If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- Ø Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- Ø **EVACUATE** students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- Ø Take attendance. Report missing students to the SUPERINTENDENT/designee and emergency response personnel.
- Ø Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- Ø Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Issue **STAND BY** instruction. Determine if evacuation is required.
- θ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- θ Delegate a search team to assure that all students have been evacuated.
- θ Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- θ Post a notice on the office door stating where the school has relocated and inform the District Office.
- θ Monitor AM radio weather station 980 for flood information.
- θ Notify Board and LACOE of school status and action taken.
- θ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- θ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- θ Remain with students throughout the evacuation process.
- θ Upon arrival at the safe site, take attendance. Report any missing students to SUPERINTENDENT/site administrator and emergency response personnel.
- θ Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- θ If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the SUPERINTENDENT. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- θ Notify SUPERINTENDENT.
- θ Move students from immediate vicinity of danger.
- θ Do not turn on any electrical devices such as lights, computers, fans, etc.
- θ If odor is severe, leave the area immediately.
- θ If the building is evacuated, take student attendance and report any missing students to SUPERINTENDENT/Site Administrator.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ If gas leak is internal, evacuate the building immediately.
- θ Call 911.
- θ Notify utility company.
- θ Determine whether to move to alternate building location.
- θ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Call 911, if necessary.
- θ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- θ Initiate **EVACUATION**. Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- θ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- θ If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
- θ Notify Board and LACOE.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- θ Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- θ Follow standard student assembly, accounting and reporting procedures.
- θ Report names of missing students to office.
- θ Do not take unsafe actions such as returning to the building before it has been declared safe.

Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS

- θ Call 911. Provide all known essential details of the situation:
 - Number of hostage takers and description
 - Type of weapons being used
 - Number and names of hostages
 - Any demands or instructions the hostage taker has given
 - Description of the area
- θ Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- θ Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- θ Secure exterior doors from outside access.
- θ When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- θ Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- θ Identify media staging area, if appropriate. Implement a hotline for parents.
- θ Account for students as they are evacuated.
- θ Provide recovery counseling for students and staff.

STAFF ACTIONS:

- θ If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- θ Alert the SUPERINTENDENT/site administrator.
- θ Account for all students.

All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

All visitors entering school grounds on school days between 6:00 a.m. and 6:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.

-- California Penal Code Title 15, Chapter 1.1 § 627.2

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Initiate **LOCKDOWN**.
- Ø Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
 - "What can we do to make this better?"*
 - "I understand the problem, and I am concerned."*
 - "We need to work together on this problem."*
- Ø As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Ø Keep subject in view until police or law enforcement arrives.
- Ø Take measures to keep subject away from students and building.
- Ø Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- Ø When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Ø Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- Ø Notify the SUPERINTENDENT/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Ø Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Ø Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Keep the individual under continuous adult supervision.
- θ Keep the individual on campus until parent/guardian has been notified.
- θ Arrange appropriate support services for necessary care of individual.
- θ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- θ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the SUPERINTENDENT. The next steps may include:
 - Provide parents/guardian with the names and phone numbers of mental health resources
 - Recommend that the parents make an immediate contact with a therapist.
 - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- θ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- θ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- θ Develop a safety plan prior to the student's return to school.
- θ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- θ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- θ Notify SUPERINTENDENT/site administrator.
- θ Notify school nurse, school psychologist, counselor or social worker.
- θ Protect individual from injury.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Verify information with the source of the abduction report.
- θ Contact law enforcement (call 911) for assistance.
- θ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- θ Provide suspect information to the police, if known.
- θ Contact the parents/guardian of the student involved and establish a communication plan with them.
- θ Obtain the best possible witness information.
- θ Conduct a thorough search of the school/campus/bus.
- θ Relay current information to police, parents and essential school staff.
- θ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- θ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- θ Provide the key contact with access to school records.
- θ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the SUPERINTENDENT or law enforcement.
- θ When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- θ Notify SUPERINTENDENT, providing essential details:
 - Name and description of the student
 - Description of the suspect
 - Vehicle information
- θ Move students away from the area of abduction.

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911.

Medical emergencies involving any student or employee must be reported to the SUPERINTENDENT/Site Administrator.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
 - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
 - Exact location within the building
 - Nature of the emergency and how it occurred
 - Approximate age of injured person
 - Caller's name and phone numberDo not hang up until advised to do so by dispatcher.
- θ Assign staff member to meet rescue service and show medical responder where the injured person is.
- θ Assemble emergency care and contact information of victim. Make THREE COPIES of emergency card. One is for adult who goes with student, one is for fire department/ambulance, and one is for the hospital personnel/billing.
- θ Monitor medical status of victim, even if he or she is transported to the hospital.
- θ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- θ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- θ Advise staff of situation (when appropriate). Follow-up with parents.

Universal Precautions when Treating a Medical Emergency

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

STAFF ACTIONS:

- θ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- θ Notify SUPERINTENDENT/Site Administrator.
- θ Stay calm. Keep individual warm with a coat or blanket.
- θ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- θ Do not give the individual anything to eat or drink.

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 and explain the situation.
- θ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- θ Conduct an immediate search of the school campus/bus, as appropriate.
- θ Gather information about student to provide to law enforcement authorities:
 - photo
 - home address
 - parent contact numbers
 - class schedule
 - special activities
 - bus route /walking information
- θ Notify parents/guardians if the student is not found promptly.
- θ If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- θ Double-check circumstances:
 - Did someone pick up the student?
 - Could the student have walked home?
 - Is he or she at a medical appointment or another activity?
- θ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- θ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- θ Advise law enforcement dispatcher of the staff member key contact's name and number.
- θ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- θ Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- θ Exchange phone numbers (household, cell phone, school key contact) with parents/guardian. If parent/guardian wishes, send an email to allstaff, allcadets, and allparents with information about the student missing.

- θ When the child is found, contact all appropriate parties as soon as possible.
- θ Arrange for counseling of students, as needed.

STAFF ACTIONS:

- θ Confirm that student attended school that day. Notify SUPERINTENDENT.
- θ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- θ Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- θ Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- θ Arrange for first aid treatment and removal of injured occupants from building.
- θ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Account for all building occupants and determine extent of injuries.
- θ Notify Board and LACOE.

STAFF ACTIONS:

- θ Notify SUPERINTENDENT.
- θ Move students away from immediate vicinity of the crash.
- θ **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- θ Check school site to assure that all students have evacuated.
- θ Take attendance at the assembly area.
- θ Report missing students to the SUPERINTENDENT /designee and emergency response personnel.
- θ Maintain control of the students a safe distance from the crash site.
- θ Care for the injured, if any.
- θ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- θ Insure that students and staff members who are ill stay home.
- θ Send sick students and staff home from school immediately.
- θ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- θ Monitor bulletins and alerts from the Department of Health and Human Services.
- θ Keep staff informed of developing issues.
- θ Assist the Department of Health and Human Services in monitoring outbreaks.
- θ Respond to media inquiries regarding school attendance status.
- θ Implement online education, if necessary, so that students can stay home.
- θ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- θ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- θ Practice “respiratory hygiene etiquette”.
- θ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- θ Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Call 911.
- Ø Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- Ø Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- Ø Provide list of potentially affected students and staff to responding authorities.
- Ø Provide staff with information on possible poisonous materials in the building.
- Ø Notify Board and LACOE of situation and number of students and staff affected.
- Ø Confer with Department of Health and Human Services before the resumption of normal school activities.
- Ø Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Ø Notify SUPERINTENDENT/site administrator.
- Ø Call the Poison Center Hotline 1-800-222-1222.
- Ø Administer first aid as directed by poison information center.
- Ø Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

- Ø Keep poisonous materials in a locked and secure location.
- Ø Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- Ø Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- θ Contact local police department for the school's jurisdiction and advise them of the situation.
- θ Notify staff of the planned demonstration.
- θ Develop an information letter to parents.
- θ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- θ Designate a staff member to handle incoming calls during the demonstration.
- θ Establish areas where demonstrators can set up without affecting the operation of the school
- θ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- θ Do not allow students to be interviewed by the media or join in the demonstration

Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Call 911 if the assault is physical.
- Ø Close off the area to everyone.
- Ø Assign a counselor/staff member to remain with the victim.
- Ø Review possible need for a **LOCKDOWN** until circumstances surrounding the incident are known.
- Ø Notify victim's family.
- Ø If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- Ø The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Ø Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Ø Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- Ø Determine if immediate medical attention is needed. If so, call 911.
- Ø Isolate the victim from activity related to the incident.
- Ø Avoid asking any questions except to obtain a description of the perpetrator.

Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Remain calm. Do not confront the shooter(s).
- θ Assess the situation:
 - Is the shooter in the school?
 - Has shooter been identified?
 - Has the weapon been found and/or secured?
- θ Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- θ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- θ Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- θ Ensure injured students and staff receive medical attention.
- θ If shooter has left, secure all exterior doors to prevent re-entry.
- θ If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- θ Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- θ Isolate and separate witnesses.
- θ Gather information for police about the incident and everyone involved with it:
 - Name of suspect(s)
 - Location of shooting
 - Number and identification of casualties and injured
 - Current location of the shooter(s)
- θ Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- θ Prepare letter for students to take home to their families.
- θ Arrange for immediate crisis counseling for students and staff.
- θ Provide liaison for family members of injured students and staff members.
- θ Debrief staff and school police officers.
- θ Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- θ If gunfire is heard inside the school, implement **LOCKDOWN** immediately. Do not wait for the **LOCKDOWN** announcement.
- θ Alert the SUPERINTENDENT/site administrator.
- θ Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.

- Ø Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement **LOCKDOWN** or **EVACUATION**, as appropriate.
- Ø Provide first aid for victims, if needed.
- Ø Account for all students.
- Ø Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the SUPERINTENDENT or law enforcement.
- Ø Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

- Ø Move quickly and quietly to the closest safe classroom.
- Ø If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- Ø Lock the door or move furniture or trash can to bar access to the room.
- Ø Remain quiet until further instructions are provided by the SUPERINTENDENT or law enforcement.

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Ø Report to site by 6 a.m. to check for power outages, flooding, etc.
- Ø Determine whether school will be closed or remain open.
- Ø Notify superintendent of school status.
- Ø Assign staff to activate staff and parent phone trees
- Ø Post school status on school website.
- Ø Notify utility companies of any break or suspected break in utility lines.
- Ø Take appropriate action to safeguard school property.
- Ø Upon passage of the storm, return to normal routine.

Windstorm

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Ø Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- Ø Notify utility companies of any break or suspected break in utility lines.
- Ø Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- Ø Take appropriate action to safeguard school property.
- Ø Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- Ø Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- Ø Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Ø Take attendance. Report any missing students to SUPERINTENDENT/site administrator.
- Ø Close all blinds and curtains.
- Ø Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Ø Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- θ In a violent situation, immediately notify the first available adult.
- θ Do not retaliate or take unnecessary chances.
- θ Move away from the area of agitation.
- θ Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- θ Stay calm and reassure fellow students.
- θ Assist teachers and staff in accounting for students.
- θ Share all relevant information with law enforcement, teachers, and school staff.
- θ Follow directions from school administrator or law enforcement directions about where to go.
- θ Do not speculate to others or perpetuate rumors.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- θ Control student ingress and egress from campus.
- θ Identify why the disruption is occurring. If necessary, notify police to request assistance.
- θ If disruption is non-violent, notify school resource officer or school education officer.
- θ Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- θ Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- θ If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- θ Notify parents about the incident, as appropriate.
- θ After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Call ambulance in event of overdose or injury requiring medical attention.
- θ Call 911 if immediate threat exists to the safety of the student or others.
- θ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Cancel all outside activities.
- θ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- θ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- θ Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- θ Inform the SUPERINTENDENT of what was written, drawn, spoken and/or threatened.
- θ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- θ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- θ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

EMERGENCY RESPONSE

SUSPICIOUS PACKAGE

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- θ Prevent others from coming into the area.
- θ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- θ If powder spills out, shut the ventilation system, heating system, or air
- θ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- θ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- θ Do not open package. Do not pass it around to show it to other people.
- θ Do not bend, squeeze, shake or drop package.
- θ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- θ Leave the room promptly and prevent anyone from entering.
- θ Notify SUPERINTENDENT or Site Administrator.

STAFF ACTIONS if package is leaking:

- θ Do not sniff, touch, taste, or look closely at the spilled contents.
- θ Do *not* clean up the powder.
- θ Put the package on a stable surface.
- θ Leave the room promptly and prevent anyone from entering.
- θ Wash hands thoroughly with soap and water.
- θ Notify SUPERINTENDENT or Site Administrator.

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Move students to closest suitable shelter.
- θ If the above is not advisable, remain in school building as place of shelter.

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.
- θ Instruct students to DUCK AND COVER.

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Listen to radio and TV for current information and instructions.
- θ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE or TAKE COVER.**
- θ Continue to monitor media for specific situation.
- θ Be alert and immediately report suspicious activity to proper authorities.
- θ If circumstances and time allow, move students to closest suitable location.
- θ If moving students is not advisable, remain in building as place of shelter.
- θ Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- θ Require identification check for anyone entering school other than students, staff and faculty.
- θ Escort visitors to location in school building.

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
 - 1) Is the individual moving towards violent action?
 - 2) Is there evidence to suggest movement from thought to action?
 - High violence potential qualifies for arrest or hospitalization.
 - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- θ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- θ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- θ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- θ If an individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Facilitate a meeting with student(s) and family to review expectations.
- θ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- θ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- θ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- θ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- θ Remain with students until **ALL CLEAR** is given.

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:**Before**

- Ø Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Ø Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Ø Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- Ø Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Ø Monitor the NOAA Weather Radio Service for tsunami warnings: <http://wcatwc.arh.noaa.gov/>. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Ø Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Ø Notify superintendent of school status.
- Ø Remain on safe ground until local authorities advise it is safe to return.

After

- Ø Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Ø Expect debris.
- Ø Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Ø Determine whether school will be closed or remain open.
- Ø Notify superintendent of school status.
- Ø Assign staff to activate staff and parent phone trees
- Ø Post school status on school website.

- Ø Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- Ø Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- Ø Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- Ø If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Ø When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland. Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- Ø Take attendance. Report any missing students to SUPERINTENDENT/site administrator.
- Ø Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- Ø Return to school only if authorities advise it is safe to do so.

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

SUPERINTENDENT/SITE ADMINISTRATOR:

- θ Notify utility company. Provide the following information:
 - Affected areas of the school site
 - Type of problem or outage
 - Expected duration of the outage, if known
- θ Determine length of time service will be interrupted.
- θ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- θ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- θ Use messengers with oral or written word as an alternate means of faculty notification.
- θ Notify District Office of loss of service.
- θ Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: Use emergency toilets in classroom emergency kits; As necessary, use toilets for urine.

Drinking Water: Use water in the emergency conexas; rationing as necessary.

Food Service: Use non-perishable foodstuffs in the cafeteria until exhausted. Consume perishable foodstuffs as soon as possible. Use MREs in emergency conexas as last resort.

Fire Suppression: Use fire extinguishers located throughout campus.

B. Plan for Loss of Electricity

Ventilation: Use military GP medium tents as needed.

Emergency Light: Use solar powered generators as needed.

Computers: Only as urgently needed, use solar powered generators to support minimal computer use/cell phone charging.

C. Plan for Loss of Natural Gas

Heat: Use propane stoves as needed.

Food Service: use Summer Camp stoves and propane as needed.

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- θ Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- θ Alert the SUPERINTENDENT/site administrator.
- θ Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- θ Provide first aid for victims, if needed.
- θ Account for all students.
- θ Assist police officers – provide identity, location and description of individual and weapons.

SUPERINTENDENT/SITE ADMINISTRATOR ACTIONS:

- θ Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- θ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- θ Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- θ If suspect has left, secure all exterior doors to prevent re-entry.
- θ Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- θ Gather information about the incident for the police:
 - Name of student with weapon.
 - Location of witness when weapon was seen.
 - What did the student do with the weapon after it was displayed?
 - What is the current location of the student with the weapon?
- θ Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.
- θ Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- θ Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- θ Notify parents/guardians.
- θ Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.

- Ø Secure a detailed written statement from witnesses including staff.
- Ø Provide post-event trauma counseling for students and staff, as needed.
- Ø Provide informational updates to staff, students and their families during next few days to squelch rumors.

Excessive heat can cause heat exhaustion and heat stroke (which is life threatening). Lightning can cause injury or death. Appropriate response to excessive heat or lightning protects students and staff.

To counteract heat stress and lightning, all NVMI personnel must pay attention to weather conditions and use common sense and good judgment for modifying activities and/or school days. This policy applies to all school sponsored activities.

Heat stress is the overall effect of excessive heat on the human body. The body dissipates heat in various ways: by increasing blood circulation, by losing water through sweating, and as a last resort, by panting or altering breathing. When heat gain exceeds the level the body can remove, body temperature begins to rise, and heat related illnesses and disorders may develop.

Those at highest risk are the very young, the elderly, people with acute or chronic health problems, and people using certain medication or taking illicit drugs. For various reasons, not all people tolerate heat to the same extent.

Heat Index is a measure of how hot it really feels when relative humidity is factored with the actual air temperature. High relative humidity slows evaporation of water, and therefore counteracts the cooling mechanism of sweating. Most heat alert procedures are based on the Heat Index, rather than just temperature. To estimate the Heat Index using temperature and relative humidity, look at the Heat Index Chart below or go to <http://www.nws.noaa.gov/om/heat/index.shtml>. The National Oceanic and Atmospheric Administration (NOAA) is a federal agency focused on the condition of the oceans and the atmosphere. For local and forecasted temperature and humidity, go to the NOAA website at <http://www.hpc.ncep.noaa.gov/html/heatindex.shtml> and type in the local zip code. Local news reports on radio and television also carry this information.

To counteract heat stress, all NVMI personnel must pay attention to these contribution factors:

- air temperature
- humidity
- air circulation
- radiant heat
- air pollution
- Classroom temperature
- classroom location
- medical problems and use of medications
- fluid intake
- appropriate clothing
- physical conditioning
- acclimation to heat
- intensity, type and duration of exercise

Students with certain health problems may require more attention. If students complain about the heat, allow them to rest and inform the school nurse who may want to have their health status clarified by a parent or guardian. Employees with specific health problems making them more sensitive to heat should alert the site administrator. On very hot, humid days, administrators, teachers, and other staff should be aware of the following procedures to help minimize possible heat stress:

Faculty and staff must be informed at the beginning of each year about the school's program for preventing heat stress, and the most efficient methods for reducing heat and maximizing ventilation in classrooms.

Doors and windows must be closed in air-conditioned rooms, and any air-conditioning equipment malfunction should be reported at once. Doors and windows must be closed in air-conditioned rooms, and any air-conditioning equipment malfunction should be reported at once. Non-air-conditioned classrooms should be surveyed by teacher or principal's designee when temperatures require that maximum cooling efforts be instituted, including:

- Windows, doors, casements, and venetian blinds should be adjusted for maximum ventilation and air circulation.
- Electric fans, where available, should be placed to bring in fresh air and exhaust stale air rather than just blowing it around the room. Fans should be placed in or next to an open window at one end of the room to bring in air, and a window or door (not one that opens into a hall) at the opposite end of the room should be opened to exhaust air. For rooms with unusual heat problems, installing an electric fan in one window or casement and covering the opening with a security screen should be considered. Fans should be turned on as early as possible.
- Adjusting custodial hours should be considered to permit early entry into classrooms to open doors, windows, casements, and turn on fans.
- Precautions should be taken to ensure that when fans, coolers, or other devices are used they meet safety standards and that cooling strategies do not place an overload on existing electrical systems.

When classroom temperatures exceed 91° F, consideration should be given to moving students to cooler rooms or other appropriate areas, such as the auditorium, multipurpose room, library, or shaded outdoor areas. When possible, classes should be combined in air-conditioned rooms not to exceed the occupancy load.

Water must be available. Personal water containers are recommended for use when heat is excessive to prevent dehydration. A personal water container is a firm, non-breakable plastic receptacle which is no more than 9" high and 4" wide that will hold no more than 32 ounces of

water. The container may have a pressure seal, screw or pop-up cap, or a straw drink device on its top. The use of all other types of personal water containers is prohibited. The following are recommended precautions:

- For health reasons, water containers should not be shared.
- For safety reasons, 1) students should not run with straws or containers in mouth and 2) containers may not be used while riding NVMI buses.
- Students should not bring containers to physical education activity areas unless given permission by the physical education teacher.

Staff and all personnel supervising physical activities, including Expanded Learning Academy personnel, should observe students during activity periods and ~~and~~ activities as recommended in this policy. Students known to have health problems should be closely observed and their activity modified or restricted.

Weather Conditions for Modifying Activity:

During times of excessive heat, the following precautions need to be taken for outdoor physical activity which includes recess, physical education, recreation, and competitive sports:

- The intensity of exercise activities must be limited, or they must be modified whenever the Heat Index is above 91°.
- Air Quality Advisories issued by the South Coast Air Quality Management District (SCAQMD) must be followed.
- Adequate water must be available. If adequate water is not available, physical activity must be modified. Prior to prolonged physical activity, a person should be fully hydrated. During the activity, periodic drinking of

water every 15 to 30 minutes should be encouraged. Use of commercially available replacement fluids for athletes are not usually necessary unless heat index risk level is high, or practice/competition is lengthy. Sugary and caffeinated beverages can cause dehydration. Carbonated beverages may cause abdominal pain. Salt tablets are not advised.

- If water fountains are not located near the place of activity, igloos may be filled with water and placed in strategic locations. Do not use irrigation systems for drinking water such as hose bibs and quick coupler valves. Proper clothing should reflect heat, permit freedom of movement, and allow free perspiration. Clothing should be light colored, lightweight, loose, and limited to one layer of absorbent material to facilitate evaporation of sweat and expose as much skin as possible, yet still be appropriate for the school environment. Sweat-saturated garments should be replaced by dry ones. Rubberized sweatsuits should never be used to produce loss of weight. Sunscreen, proper clothing, and hats should be used to prevent sunburn.
- Teachers must observe students closely and know signs and symptoms of heat stress, emergency first aid, and how to obtain medical help.
- The intensity and duration of a strenuous exercise program should be adjusted initially for students who are not acclimated to the climate. The intensity and duration of the program can then be gradually increased over a period of 14 days to allow the students to adapt to the effects of heat.
- Marked differences between indoor and outdoor temperatures may precipitate physical problems.
- Physical education teachers should modify the type, duration, and intensity of exercise.
- Rest periods should be provided during activity.
- Activities must be followed by the proper cool-down (for example, jogging should be followed by walking) and rest.
- Athletes engaging in competitive sports must have their activities closely observed for all the above considerations.

Prior to boarding buses, traveling students should be encouraged to drink water and be given time to drink cool water located near the pickup areas. For safety reasons, personal water containers may not be used while riding NVMI buses. When the Heat Index is 91° or greater, schools may consider providing large moist towelettes for use by students.

When planning an outdoor event such as graduation, educational fairs, health fairs, etc. that cannot take place indoors, certain precautions need to be addressed:

- If possible, plan outdoor events around the coolest part of the day. For example, plan outdoor graduations in the early morning or early evening.
- Adequate shaded areas should be available to prevent heat exhaustion or heat stroke. This can be met by providing canopies, preferable near a restroom.
- Under the shaded area: chairs, cots, an adequate water supply, an ice chest with ice and cold compresses, and first aid supplies must be available.
- This area should be supervised by staff trained to recognize symptoms of heat exhaustion and heat stroke and administer first aid.
- Participants in these activities should be notified to wear appropriate clothing, hats, and sunglasses and to bring liquids and snacks as appropriate.

Specific Additional Guidelines Relative to NVMI Sports programming:

Conditioning period: It is recommended that all sports have a fourteen (14) day acclimatization period of pre-practice progressive conditioning prior to more strenuous and sport specific practices to develop the level of conditioning necessary for more strenuous and stressful workouts. Pre-conditioning workouts should incorporate strength, endurance, speed, plyometric, agility and flexibility training in a progressively and structured program.

Progressive build up to acclimate to extreme heat conditions should include:

1. Shorter workouts
2. Reduce pace of workout
3. Reduced required equipment
4. Modify drills
5. Increase breaks between work periods
6. Plenty of ice water available during practice
7. Cooling areas
8. Educate students and coaches on pre-hydration and adequate hydration during activity.
9. Postpone or schedule practice session during cooler period of day.
10. It is recommended that football not be allowed to have two-a-day workouts.

Include information and strategies for preventing heat related injuries at pre-season coaches' meetings. This presentation would include:

1. causes of heat related injuries
2. hydration and preventive strategies
3. using the Heat Index ranges to identify activity recommendations and modification strategies.

Use current medical health history and physical to identify students susceptible to or at high risk for heat related injuries. Students identified as high risk should be removed from participation at a lower Heat Index. These would include:

1. Students with history of previous heat illness
2. All current illnesses and/or health sensitive medical conditions

Note: Exposure to full sunshine can increase HI values by up to 15° F

As an example, if the air temperature is 96°F (found on the top of the table) and the relative humidity is 65% (found on the left of the table), the Heat Index--how hot it feels--is 121°.

Precaution and Modification Guidelines for Classroom and Physical Activity based on the Heat Index

***Please note: Heat Index temperature IS NOT the same as regular (thermometer) temperature. For definition of Heat Index and/or more information, please go to www.noaa.gov.

HEAT INDEX RISK LEVEL	Outdoor Instructional Activities and Protective Measures	Precautions and Practice Lengths	SUGGESTED Fluid Intake
Under 91°F Lower (caution)	Provide heat safety training for staff annually. Have an emergency action plan in place. Learning skills decrease with long exposure to Heat Index above 91°.	Educate students about preparing for the heat. Use Caution for practice sessions and monitor on basis of risk factors.	Provide drinking water. Fluid Replacement beverages should be easily accessible in single containers to permit monitoring of fluid intake. Allow athlete to carry water bottles of hydration system when practical.
91 to 103°F Moderate	Wear loose-fitting, light colored, lightweight clothing; wide brimmed hat; sunglasses and sun screen (SPF 15 or higher "UVA/UVB") during outdoor activities. Increase room ventilation (open windows/doors, use fans); provide wet wipes, damp clothes and/or spray bottles to cool forehead, arms, legs, and face. Instruct staff to monitor students closely.	Decrease physical activity at recess and in PE classes. Limit outdoor activity to cooler morning hours. Allow frequent breaks in cool, shaded area. Acclimatize student athletes over a period of 14 days i.e. introduce protective equipment in phases; modify practice lengths and intensity level. Set-up a buddy system.	Encourage students to bring water bottles. Take frequent water breaks before, during and after exercise (about 4 cups/hour). Athletes should consume apx. 17-20 fl oz of water 2-3 hours before exercise and 7-10 fl oz of water 10 to 20 minutes before exercise. Fluid replacement should occur every 10-20 minutes at 7-10 fl. oz.

103° to 115°F High	Alert staff of High Risk conditions. In addition to the steps listed above: move students/staff to cooler areas of the building, as often as necessary, to avoid being in the above 90° Heat Index areas for longer than 60 to 90 minutes at a time. Limit physical exertion. Use cooling techniques. Ensure trained staff is available on-site to monitor for and promptly treat heat illness.	If possible, events should be rescheduled or delayed until safer conditions prevail. If the event must take place, be on high alert. Take steps to reduce risk factors (e.g., more and longer rest breaks, reduced practice time, reduced exercise intensity, access to shade, minimal clothing and equipment, cold tubs at practice site, etc.). Heat index should be rechecked every 30 minutes.	Mandatory water breaks every 20 minutes for 10 minutes in duration. Traditional sports drinks with appropriate carbohydrate (CHO) and sodium may provide additional benefit for the athlete. A 6-8% addition of CHO to water is the maximum that should be utilized. All fluids should be cold to optimize gastric emptying.
Greater than 115°F Very High to Extreme	All of the above and immediately move the students/staff to cooler areas of the building. Determine what actions to initiate, including the possible dismissal/modification of school.	Alert students/staff of Extreme Heat Hazard Risk. No Practice. Heat Index should be rechecked every 30 minutes.	All students must have water readily available to them.

Heat Related Illness, Signs/Symptoms and Treatment

Heat Illness	Definition/Description	Signs/Symptoms	First Aid / What to Do
Heat Cramps	Occurs during or after intense exercise. Athlete will experience acute, painful, involuntary muscle contractions typically in the arms, legs, or abdomen.	Dehydration Thirst Fatigue Sweating Muscle cramps	• Stop all activity and sit quietly in a cool place. • Drink lukewarm water or a sports drink. • Do not engage in exercise/strenuous activity for a few hours after cramps subside, as this may lead to heat exhaustion or heat stroke. • Seek medical attention if heat cramps do not subside in 1 hour. Apply firm pressure on cramping muscles.
Heat Syncope	Occurs as result of exposure to high temperatures. Typically occurs during the first 5 days of acclimation to physical activity in the heat. May also occur after a long period of standing after physical activity.	Dehydration Fatigue Fainting Lightheadedness Tunnel Vision Pale or sweaty skin Decreased pulse rate	• Lie down in a cool place. • Drink sips of water or a sports drink. • Seek medical attention if symptoms persist or are severe, the athlete has existing heart problems or high blood pressure
Heat Exhaustion	The inability to continue exercising that is associated with heavy sweating, dehydration, energy depletion, and sodium loss. *Frequently occurs in hot, humid conditions	Normal or elevated body-core temp (97-104°F) Weak pulse Dizziness/Lightheadedness Headache Nausea/Vomiting/Diarrhea Weakness Possible muscle cramps Profuse sweating Fainting Chills/Cool, clammy skin	• Seek medical attention immediately if symptoms are severe, the athlete has existing heart problems or high blood pressure. • You may attempt to cool the athlete by applying cooling measures: rest, apply cool wet cloths or shower/bath/sponge bath if possible, fan and move to an air conditioned or cooler environment, and loosen clothing. Give sips of water or a sports drink.

Heat Stroke	Life-threatening unless promptly recognized and treated. Occurs because of prolonged heat exposure while engaging in physical activity. Symptoms are a result of the body shutting down when it is no longer able to regulate temperature naturally.	Same Symptoms as Heat Exhaustion and High body-core temp (>104°F) Altered mental state Change in mood (e.g., apathy, irrational) Hot and wet or dry skin Increased heart rate Confusion Possible throbbing headache Shallow breathing Rapid pulse Possible unconsciousness	• Heat stroke is a severe medical emergency. Summon emergency medical assistance or get the victim to a hospital immediately. Delay can be fatal. CALL 911. If medical attention is delayed, call the emergency room for further instructions. • Move the athlete to a shady area. • Cool the athlete rapidly using whatever methods you can: immerse the victim in a tub of cool water; place the person in a cool shower, spray the victim with cool water from the hose, sponge the person with cool water; fan the athlete. Continue to cool the athlete until temp drops to 101-102°F. • Continue until medical professionals arrive and take over.
--------------------	---	---	--

RESPONSE TO LIGHTNING

1. Weather Watcher: The Athletic Director and Director of Expanded Learning are designated “weather watchers” to monitor lightning and severe weather when conditions indicate the slightest possibility of thunder and/or lightning.
 - 1.1. Weather watcher reviews available forecasts. NWS Advisories, Watches, and Warnings can be monitored at <http://www.weather.gov/lox>. Thunderstorm and severe weather forecasts are also online at <http://www.spc.noaa.gov>.
 - 1.1.1. A “Watch” indicates that conditions are favorable for severe weather to develop.
 - 1.1.2. A “Warning” means that severe weather has been detected and may be imminent to the locale.
 - 1.2. If the weather watcher has questions about a storm, contact the National Weather Service in Los Angeles at 805-988-6610.
 - 1.3. Weather watcher notifies staff of predicted weather hazards
 - 1.4. Staff notifies public of weather forecast (e.g. via information boards, PA announcements, multimedia notification)
 - 1.5. Weather watcher notifies staff when hazardous weather is imminent
 - 1.6. Weather watcher and other staff use available tools to monitor weather
 - 1.6.1. Smartphone application
 - 1.6.2. Flash-to-bang rule: The observer begins counting once sighting a lightning flash. Counting is stopped at the sound of related thunder. The count is then divided by five (5) to determine the proximity in miles of the lightning strike. (5 seconds = 1 mile; 50 seconds = 10 miles, etc.).
2. Threat Level 1: Lightning detected within 20 miles
 - 2.1. Weather watcher notifies Superintendent and staff
 - 2.2. If it appears the thunderstorm is moving toward the site, or if a more organized thunderstorm or cluster of thunderstorms (supercells, squall lines, bow echoes) are headed for the site, a 30-minute lead time or more should be considered for protective actions. The weather watcher should attempt to estimate the speed and direction of the storm movement to determine when it will enter a 10-mile radius of the location.
 - 2.3. Protective actions
 - 2.3.1. Consider closing facilities that do not provide protection from lightning
 - 2.3.2. Notify the public of the lightning threat and recommended actions: Prepare to leave and find shelter (identify appropriate shelter). No place outside is safe if lightning is in the vicinity. Partially enclosed vending areas and picnic shelters are not safe. If a substantial building is not available, fully-enclosed motor vehicles provide good shelter as long as occupants do not touch the metal framework during the thunderstorm. If no protection from lightning is available, direct patrons to stay away from the tallest objects (lifeguard stands, light poles, flag poles), metal objects (fences or bleachers), standing pools of water, and open areas.
 - 2.3.3. Consider initiating predetermined evacuation plans
 - 2.3.4. Ensure staff takes action to protect themselves
3. Threat Level 2: Lightning detected within 15 miles
 - 3.1. Weather watcher notifies management and staff
 - 3.2. Protective actions
 - 3.2.1. Consider closing facilities that do not provide protection from lightning
 - 3.2.2. Notify the public of threat and recommended actions:
 - 3.2.2.1. Exit the water
 - 3.2.2.2. Prepare to leave and find shelter (identify appropriate shelter). No place outside is safe if lightning is in the vicinity. Partially enclosed vending areas

and picnic shelters are not safe. If a substantial building is not available, fully-enclosed motor vehicles provide good shelter as long as occupants do not touch the metal framework during the thunderstorm. If no protection from lightning is available, direct patrons to stay away from the tallest objects (lifeguard stands, light poles, flag poles), metal objects (fences or bleachers), standing pools of water, and open areas.

3.2.3. Initiate predetermined evacuation plans

3.3. Ensure staff takes action to protect themselves

4. Threat Level 3: Lightning detected within 10 miles

4.1. Weather watcher notifies management and staff

4.2. Protective actions

4.2.1. Close facilities that do not provide protection from lightning

4.2.2. Notify the public of imminent threat and to take recommended action:

4.2.2.1. Exit the water

4.2.2.2. Leave and find shelter (identify appropriate shelter). No place outside is safe if lightning is in the vicinity. Partially enclosed vending areas and picnic shelters are not safe. If a substantial building is not available, fully-enclosed motor vehicles can provide shelter as long as occupants do not touch the metal framework during the thunderstorm. If no protection from lightning is available, direct patrons to stay away from the tallest objects (lifeguard stands, light poles, flag poles), metal objects (fences or bleachers), standing pools of water, and open areas.

4.2.3. Implement predetermined evacuation plans

4.2.4. Ensure staff takes action to protect themselves

5. Lightning Injury Response

5.1. Ensure scene safety (victims do not carry an electrical charge and can be touched)

5.2. Follow local protocols for trauma injury and triage. If necessary, safe, and appropriate, move the victim to a safe place away from the threat of another lightning strike

5.3. Summon an ambulance as needed according to local protocols

5.4. CPR and/or AED may be necessary

5.5. Heart irregularities, shock, or sudden loss of consciousness are possible. Keep the conscious victim calm and monitor closely

6. All Clear: The weather watcher will continue to monitor the proximity of thunderstorms and utilize local observations to make an informed decision, determining the appropriate time to recommend reopening outdoor facilities. Management may then allow for normal activities to resume after 30 minutes of no detected lightning strikes within a 10-mile radius of the site. Notify the public that outdoor activities can resume.

C. Citizenship (including Suspension & Expulsion) Policies

THE NVMI CITIZENSHIP PILLAR POLICIES AND PROCEDURES

Philosophy

The North Valley Military Institute College Preparatory Academy believes that each young person wants to succeed and achieve to the greatest extent possible. Our mission is to train cadets to be LEADERS OF CHARACTER, COMPETENCE, and PRESENCE.

Character can be complex to define, but for our purposes, character is HOW cadets live out their core values. How cadets treat themselves and others and live in the ever-changing and very demanding adult world.

Competence is the ability to do your job well. While in school, a cadet's primary job is to do well in classes, but another important job is to do well in assigned leadership roles as cadet squad leaders, platoon-level leaders, company-level leaders, or Battalion-level leaders. This also includes what are termed "executive functioning skills" summarized here:

Presence is the way an individual looks, acts, dresses, walks, and talks. Leaders of presence are immediately recognized as people others want to follow for all the right reasons.

Together these three leadership characteristics embody our definition of a cadet with good citizenship.

We also believe that all persons, from time to time, make poor choices and must face consequences for those choices. It is our belief in the inherent goodness of people coupled with our awareness of the human condition that prompts us to provide a citizenship program which rewards positive choices and actions, and which provides clear, fair, consistent, and appropriate consequences for poor choices and actions.

It is critical that cadets develop skills of self-discipline so that upon graduation from NVMI, the character traits they have been taught at NVMI can become lived reality in the adult world.

In human psychology, the theory of Behaviorism is present when a system of rewards and punishments is meted out to learners. The theories of Cognitive Psychology say that learners learn best by observing positive modeling by peers and caring adults. The theory of Socio-cultural development says that learning is best accomplished by humans having meaningful interaction with peers and more knowledgeable adults who can shape a less-experienced learner's behavior by both modeling and counseling. The

NVMI Citizenship Program takes each of these theories and integrates them into a unified effort with four goals:

Goal 1: Cadets experience positive modeling and counseling from peers, senior ranking cadets, and adult mentors.

Goal 2: Cadets receive rewards for positive choices that benefit the individual and the larger school community.

Goal 3: Cadets receive fair, consistent, and appropriate consequences for poor choices.

Goal 4: Cadets receive intensive, non-judgmental support to understand the value of self-discipline and to make necessary changes in behavior that result in success at school and in life.

While NVMI can must maintain its identity as a military academy, with the appropriate level of military discipline, proficiency, esprit de corps, and morale, it is worth noting that because NVMI knows it serves a population of students who have been disproportionately affected by Adverse Childhood Experiences, (see <https://www.cdc.gov/violenceprevention/childabuseandneglect/acestudy/index.html>) NVMI emphasizes a trauma-sensitive climate and provides significant socioemotional supports for all students, including company level TAC Teams, company level counselors, a robust counseling department, and training for all school employees on ACEs and being a Trauma-Sensitive School. Rather than an emphasis on what some might term “blind obedience,” NVMI emphasizes helping cadets understand why the military structure can and will help them develop into leaders of character competence, and presence.

For the purposes of the Citizenship Section of this handbook, the term “Cadet” shall also refer to “pledges” and “candidates.”

The Merit and Demerit System

Cadets are at a critical developmental stage in which they require encouragement, support, motivation, nurturing, inspiration, and occasional behavior modification. Merits are reward points that acknowledge effort, enthusiasm, hard work, and contribution to the school community. Conversely, demerits are negative consequence points that are assigned to cadets for inappropriate behavior and poor choices.

Merits

Merit points are awarded when cadets make positive choices and help further the mission and goals of the school. Merit points are not necessarily awarded for every good deed a cadet does. Instead, when an adult observes a cadet doing something positive and would like to recognize that behavior, the adult may choose to award merit points. Only adult staff members of the Academy may award merit points; this is

accomplished by submission of an electronic mail message. The merit email must be turned into the correct electronic mailbox within one school day of issue for processing. Merit points are awarded using the following guidelines.

Earning Merit Points

M101 One merit point (per cadet per day) may be awarded by classroom teachers for notable achievements in classroom work, such as perfect or high scores on assignments, insightful comments or questions in class discussions, obvious diligence in completing assignments or complying with classroom expectations, or for exceptional work on a class activity or assignment. [Any classroom teacher or instructional aide may assign.]

M102 One merit point may be awarded for participating in school spirit activities such as attending an NVMI interscholastic athletic event to cheer on schoolmates. [Athletic Director or his designee may assign.]

M103 Ten merit points may be awarded each time a cadet successfully answers questions on the Hawk Weekly online quiz (2 points per question). [Awarded automatically based on online responses.]

M104 One merit point may be awarded for cadets who return requested documents or forms requiring parent signatures to the school office, counseling office, Academic Dean, Superintendent's Office, or Commandant's Office within 24 hours of the form/document being given to the cadet. [Adult requesting the document/form may assign.]

M105 One merit point may be awarded each time a cadet participates in any club meeting. [Club moderator may award.]

M106 Ten merit points may be awarded each time a cadet participates in Cadet Activity Board (CAB) activities. [CAB Advisors may award.]

M107 One merit point may be awarded each time a cadet correctly participates in the Word of the Day Challenge.

M108 One merit point may be awarded for each 15 minutes of service to the school OUTSIDE of class time (or major fraction thereof). [Any adult staff member may award.]

M109 Ten merits may be awarded each time a cadet responds to an email challenge from the Superintendent or other administrator. [Administrators may award.].

M110 One merit point may be awarded for each canned food, toiletry item, or similar item brought during a community service drive. [TAC Team may award.]

M111 Five merit points may be awarded to cadets who exhibit exceptionally courteous behavior with NVMI campus guests [Academic Dean or Commandant may award.]

M112 Ten merits may be awarded to each cadet on his or her birthday when they are present at morning formation. [Commandant will award.]

M113 Up to ten merit points may be awarded at the end of each month (September through May) for exceptional performance in a cadet leadership role (squad leader, platoon, company, or battalion level leader or staff member). [TAC Officers/NCOs]

M114 Twenty-five merit points may be awarded by a teacher when a student scores well on a standardized benchmark exam.

M115 Up to twenty-five merit points may be awarded each time a cadets' parent/guardian participates in an NVMI parent meeting, parent education program, or similar event. [Principal or designee may award.]

M116 Fifty merits points may be awarded each athletic season to cadets who complete an entire season as a member of an interscholastic sports team. [Athletic Director may award.]

M117 Up to fifty merit points may be awarded per semester for cadets who act as Peer Mentors or Counselors [Peer Mentor Sponsor may award.]

M118 Up to fifty merit points may be awarded per semester for cadets who act as Admissions Ambassadors [Enrollment Director may award.]

M119 One hundred merits may be awarded for each SBAC Test on which the cadet earns a score of PROFICIENT (3) or higher.

M120 One hundred merits may be awarded for each SBAC Test on which the cadet went up a proficiency level.

M121 One hundred merits may be awarded to Cadets of the Month (cadets may only be Cadets of the month once per school year) (Superintendent will award.)

M122 Up to one hundred merit points may be awarded to cadets for notably exemplifying the NVMI Creed or fulfilling Cadet Duties. (Only a school administrator may award. Other school staff who witness such acts should inform a school administrator.)

M123 Up to one hundred merit points may be awarded each academic semester to any cadet based upon the GPA for that semester, provided the cadet does not have any failing grade(s) during that quarter according to the following: [Superintendent/Academic Dean or designee]

2.00-2.50 GPA = 10 merits

2.51-2.99 = 20 merits

3.00-3.49 = 30 merits

3.50-3.99 = 50 merits

4.00 or higher = 100 merits

Up to one hundred merit points may also be awarded each academic semester to any cadet based upon the Citizenship Point Average CPA for that semester according to the following: [Dean or designee]

2.00-2.50 CPA = 10 merits

2.51-2.99 = 20 merits

3.00-3.49 = 30 merits

3.50-3.99 = 50 merits

4.00 = 100 merits

School administrators may award merit points for activities not explicitly listed in the foregoing section. If any staff member wishes to award more than twenty merits for a single cadet on a single occasion, they must have prior approval from an administrator.

Use of Merits

Merits can be used for four major purposes.

1. Merits that are available in a student account are automatically applied to “reconcile” one-point demerits at an exchange rate of 4 merits to 1 demerit. This allows a cadet to waive the commensurate amount of detention time. In these circumstances, the corresponding number of merits is “erased” from the cadet’s total merit points.
2. Cadets may use merit points to make certain purchases at the Hawk Exchange, including gift certificates for local businesses and retail stores/chains. Items that can be purchased with merit points are clearly marked. In these circumstances, the corresponding number of merits is also “erased” from the cadet’s total merit points.
3. Beginning May 1 of each academic year, cadets may purchase special privileges with their remaining merit points. The school administration will announce privileges which can be purchased with merit points and their corresponding “cost.”
4. Cadets may pay for school and Battalion or state level cadet activities THAT OCCUR OUTSIDE THE SCHOOL DAY AND ARE ENTIRELY OPTIONAL with merits at a value of 10 cents per merit. When necessary and authorized, cadets may use a combination of cash and merits to pay for such trips.

On June 1 of each year, cadets who have accumulated 1000 or more merits (both spent and unspent) are eligible for the ESSAYONS Ribbon. The cadet in the school with the most merits earned in the year is awarded the Captain Steven Diab Citizenship Plaque. Merits are not transferable to other cadets, nor are they transferable to subsequent school years. All merits are erased at the end of each academic year.

Demerits

Demerits may only be assigned by adult staff members of the school. Demerits are earned when cadets make poor choices while on school grounds, going to or from school, during lunch, during a school sponsored activity, or while going to or from, a school-sponsored activity. Parents are sent an automated email informing them of demerits each time they are earned. These emails are sent to the email on file in our student information system. It is the responsibility of parents to ensure that we have an accurate email for critical information such as this. There are two categories of demerits: ONE POINT demerits and PERMANENT demerits.

One-point demerits may be reconciled with detention or merit points.

Permanent demerits are those with a value of 2 points or higher. Cadets do not need to serve detention for permanent demerits, as those are permanently on a cadet's record and can never be removed, except by successful appeal. On occasion, special opportunities for permanent demerit decrement are provided at the discretion of the dean.

Accumulated permanent demerits are considered part of a cadet's total demerit count for an academic year. Once a cadet has earned a permanent demerit, it remains on that cadet's citizenship record for the year and is considered in determining a variety of disciplinary consequences, including, but not limited to whether a cadet is placed on disciplinary probation, strict disciplinary probation, or is subject to an expulsion hearing. Any violation deemed serious may lead to an immediate recommendation for suspension or expulsion.

Demerits are generally added to the cadet's citizenship account within one school day of being issued. A cadet will be informed when he/she is being given a demerit, for what reason, and the cadet will have the opportunity to tell the staff member his/her version of events prior to the issuance of the demerit. Staff members must ensure any permanent demerit is written in the cadet's planner and should make every effort to communicate directly with parents regarding the incident that led to the permanent demerit. In cases where a student does not have a planner with them when being assigned a permanent demerit, the staff member will make a notation of that fact in the remarks section of the demerit entry so that the dean and parents are aware the cadet did not have a planner in which the staff member could record the permanent demerit. Ideally, one-point demerits are also recorded in a cadet's planner. The exceptions to this occur for tardies to class and demerits for which teachers submit class lists of

cadets (for example, no homework or class misconduct). In the case in which a teacher is assigning demerits on a class list, the teacher has the responsibility to verbally notify the cadet of the demerits issued. Cadets can and should assume that if they have failed to complete a homework assignment or are tardy to class, a demerit will automatically be issued.

Adults issuing 2, 3, or 4-point demerits for serious uniform infractions will make every effort to make a notation in the cadet's planner, but because inspections sometimes must occur very quickly, such notation is not a requirement. In all cases, a cadet will be verbally told they are receiving permanent uniform infraction demerits. Demerits are also automatically issued for each tardy. Cadets do NOT receive a notation in their planner for ANY tardies to class or to formation.

Demerit Records

Parents are sent an email each time their child receives a demerit. In addition, each Monday that school is in session, students will have their total number of permanent demerits sent home in a summary email which includes their total number of merits, demerits for the most recent week, and total number of permanent demerits to date. Each week with the Hawk Weekly email, a link to an online quiz is emailed to all parents/guardians and cadets which includes questions about the Hawk Weekly, and which asks respondent to indicate the number of one-point demerits the child has earned for the academic year thus far, the number of permanent demerits earned by the child for the entire academic year thus far, and whether the child has detention assigned for this week. In addition, the Hawk Weekly quiz includes 2 questions on the content from the Hawk Weekly bulletin. In all there are five questions on each Hawk Weekly quiz and each question is worth 2 merits for a possible 10 merits per respondent. NVMI will award up to THIRTY merits for each week per cadet (a maximum of two adult parent/guardian responses and one cadet response), It is the responsibility of parents to ask their cadets for the planner each Monday so parents can see the total number of permanent demerits their child has accumulated.

Demerit Appeals

If a cadet believes s/he was given a demerit unjustly or in error, s/he must complete a Demerit Appeal Form in its entirety and turn it in by HAND CARRYING the form to the Dean of Students within one school day of demerit issuance, but in no case later than by the end of lunch on the day that the demerits appear on the detention list (Wednesday). Demerits should be appealed within one day of receiving the demerit. No late appeals will be accepted. The Demerit Appeal Form requires cadets to state the reason(s) they believe the demerit should be removed and to certify that they have discussed the demerit with the adult who initially issued it and includes the recommendation of the issuing adult regarding the appeal request. Copies of Demerit

Appeal Forms are maintained in each LOC classroom and the main office and counseling offices. The Demerit Appeal Form will be reviewed by the Dean of Students, who may meet with or gather more information from the cadet and the adult who issued the demerit, and the results of the appeal will be available from the dean by the end of the next school day. The dean will file the completed Demerit Appeal Form in the cadet's citizenship file.

1-point non-permanent demerits – minor infractions (these demerits only become permanent if the cadet fails to attend an assigned detention for them)

D101 Planner Check - no parent signature

D102 Tardy to class or formation (A cadet is tardy to class if he or she is not standing in his or her assigned place in line ready to enter the classroom by the ringing of the first tone of the tardy bell. A cadet is tardy to formation if he or she is not standing in his or her assigned place in formation by the ringing of the first tone of the tardy bell)

D103 Talking in class or formation without permission.

D104 Minor uniform/appearance violations or violations of relaxed dress policies (cadets may lose relaxed dress privileges for the remainder of the school year at the discretion of the Dean of Students)

D105 Uniform violation (Head Gear)

D106 Uniform violation (ID Badge)

D107 Uniform violation (Hair, including fixing hair in class which is not permitted)

D108 Uniform violation (Nails)

D109 Uniform violation (Inappropriate Makeup or applying makeup in class)

D110 Uniform violation (Shoes)

D111 Uniform violation (Socks)

D112 Uniform violation (Shorts)

D113 Uniform violation (Shirt)

D114 Uniform violation (Sweatpants)

D115 Uniform violation (Sweatshirt)

D116 Uniform violation (Belt)

D117 Uniform violation (Incorrect Uniform)

D118 Uniform violation (Hygiene)

- D119 General class misconduct (receiving 3 or more warnings in all school classrooms)
- D120 Littering or leaving an eating area in disorder.
- D121 Sleeping in class
- D122 Failure to follow directions or arguing disrespectfully with an adult.
- D123 Lack of preparation for class (materials, missing homework, etc.)
- D124 Out of class w/o a backpack hall pass.
- D125 Textbook not covered.
- D126 Chewing gum at any time on campus or at a school event (this includes chewing objects, or giving the appearance of chewing gum or other objects)
- D127 Eating food/candy in formation or a school building without permission.
- D128 Abandonment of property OR failure to check company message bulletin board.
- D129 Spitting (in a place other than a garbage can)
- D130 Inattention in class
- D131 Failure to show military courtesy.
- D132 Minor violation of rules/policies in the Cadet/Parent handbook
- D133 Possession /use of a cell phone, or other electronic device without teacher instruction (the device is subject to confiscation and will be returned only to a parent/guardian)
- D134 Failure to return a requested document by the deadline, including absence excuse from parent.
- D135 Failure to return loaner uniform item.
- D136 Uniform violation (Class B Pants)
- D137 Uniform violation (Class B Shirt)

This list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

2, 3- or 4-point demerits at discretion of the Dean of Students – Moderately serious offenses

- D201 Not having school Chromebook and/or backpack – 2 pts.

D202 Out of bounds, including exiting and entering through an unauthorized door or gate – 2 pts.

D203 Offensive language or obscene gestures – 2 pts

D303 Offensive language or obscene gestures – 3 pts

D403 Offensive language or obscene gestures – 4 pts

(Note for demerit codes D203, D303, and D403, offensive language includes such as calling someone “gay” or “retarded” or racist comments)

D204 Insubordination or disrespect toward others, including written, physical, verbal, or electronic (this includes not following directions a second time for the same offense, such as chewing gum in the same teacher’s class after a previous warning) – 2 pts.

D304 Insubordination or disrespect toward others, including written, physical, verbal, or electronic – 3 pts.

D404 Insubordination or disrespect toward others, including written, physical, verbal, or electronic – 4 pts.

D205 Withholding the truth – 2 pts.

D305 Withholding the truth – 3 pts.

D405 Withholding the truth – 4 pts.

D206 Neglect of duty –2 pts.

D306 Neglect of duty – 3 pts.

D207 Copying another person’s homework or in class assignment other than a quiz or test – 2 pts.

D307 Copying another person’s homework or in class assignment other than a quiz or test – 3 pts.

D407 Copying another person’s homework or in class assignment other than a quiz or test – 4 pts.

D208 Improper care of school property – 2 pts.

D308 Improper care of school property – 3 pts.

D408 Improper care of school property – 4 pts.

D209 Extreme uniform violation (including defacing any NVMI headgear and failure to wear/bring the NVMI student ID badge) – 2 pts.

D309 Extreme uniform violation – 3 pts.

- D409 Extreme uniform violation, including improper wear of uniform off campus – 4 pts.
- D210 Horseplay, including not keeping hands to oneself, or serious misconduct in a school science lab – 2 pts.
- D310 Horseplay, including not keeping hands to oneself, or serious misconduct in a school science lab – 3 pts.
- D410 Horseplay, including not keeping hands to oneself, or serious misconduct in a school science lab – 4 pts.
- D211 Public displays of affection – 2 pts.
- D311 Public displays of affection – 3 pts.
- D411 Public displays of affection – 4 pts.
- D212 Inappropriate and/or disrespectful behavior using technology (email, social media, text messaging, etc.) – 2 pts.
- D312 Inappropriate and/or disrespectful behavior using technology (email, social media, text messaging, etc.) – 3 pts.
- D412 Inappropriate and/or disrespectful behavior using technology (email, social media, text messaging, etc.) – 4 pts.
- D213 Inappropriate conduct or disrespect during formations, ceremonies, assemblies, or Pass in Reviews – 2 pts.
- D313 Inappropriate conduct or disrespect during formations, ceremonies, assemblies, or Pass in Reviews – 3 pts.
- D413 Inappropriate conduct or disrespect during formations, ceremonies, assemblies, or Pass in Reviews – 4 pts.
- D314 Third offense of a documented 1-point demerit or other demerit of 3 pts.
- D414 Fourth offense of a documented 1-point demerit or other demerit of 4 pts.
- D415 Disrespect to a guest teacher – 4 pts.
- D416 Selling items for personal profit on campus without permission – 4 pts.
- D217 Inappropriate conduct on the school bus – 2 pts.
- D317 Inappropriate conduct on the school bus – 3 pts.
- D417 Inappropriate conduct on the school bus – 4 pts.
- D218 Non return of a loaner item despite reminders and warnings – 2 pts.

D318 Non return of a loaner item despite multiple reminders and warnings– 3 pts.

D418 Non return of a loaner item despite numerous warnings and reminders – 4 pts.

This list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above or for the second offense of a documented 1-point demerit.

5-point demerits – serious offenses, most of which could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

D501 Lying

D502 Cheating on quizzes or tests.

D503 Plagiarism

D504 Significant classroom disruption after repeated warnings

D505 Willful disobedience or defiance (including serious misconduct of an unsafe nature in a school science laboratory)

D506 Ditching – not being in assigned classroom but being somewhere else on campus without permission.

D507 Violation of the Computer Network Use Agreement, including changing NVMI computer settings without explicit permission, or recording activities on campus without administrative approval.

D508 Minor physical altercation and/or minor act of aggression.

D509 Forgery (first offense).

D510 Disobedience during a fire drill or other emergency drill.

D511 Gambling

D512 Possession of permanent marker/spray. paint, perfume, aerosol, stink bomb, pepper spray, or mace in a manner contrary to NVMI policy, state, or federal law.

D513 Play fighting, including water fights and food fights.

D514 Cheering on a fight.

D515 Being a witness to an act of bullying, harassment, or other serious misconduct and not reporting it to an adult.

D516 Repeated failure to return loaner items despite a multitude of warnings and reminders.

D520 Dean's Discretionary Demerit for a serious offense which a cadet has, after due process, been found guilty.

This list is not exhaustive and depending on the offense, a cadet may receive demerits for misconduct not specified above

10-point demerits – very serious offenses, any of which could be grounds for suspension/expulsion in addition to the demerits – ALL SUCH OFFENSES REQUIRE THE WITNESSING ADULT/STUDENT TO COMPLETE AND FILE AN INCIDENT REPORT

D901 Theft, robbery, or extortion or possession of stolen articles (or attempted theft or robbery) including possession of a garrison or flex-fit cap with a name lined out or purchasing items using another person's identification card.

D902 Destruction of school or private property, graffiti/tagging

D903 Truancy – off campus without permission

D904 Fighting

D905 Forgery (second and subsequent offenses)

D906 Tampering with the school's attendance/grading system or merit/demerit system.

D907 Possession, selling, or otherwise providing any weapon or imitation weapon including laser pens.

D908 Unlawfully possessing, using, selling, or otherwise providing alcohol, intoxicants, or controlled substances, including prescribed medication.

D909 Delivering, providing, or selling items which are claimed to be alcohol, intoxicants or controlled substances but were not such items.

D910 Unlawfully possessing, offering, arranging for, or negotiating to sell any drug items.

D911 Possessing, providing, or using tobacco or any item containing tobacco or nicotine products, including "e-cigarettes."

D912 Arson or possession of an incendiary device, including matches or a lighter.

D913 Obscenity, including possession or viewing of pornography, vulgar language, behaviors, or gestures, including by electronic means.

D914 Extreme disruption or defiance (includes recording of inappropriate campus activities for posting to the internet)

D915 Sexual harassment, harassment, or hazing, including by electronic means.

D916 Hate crimes.

D917 Assault/battery.

D918 Gang activity.

D920 Cheating on semester exam or exam of similar importance.

D921 False fire alarm or tampering with school safety/security system, including fire extinguishers.

D922 Destruction of, tampering with, or stealing a teacher's grade book or a teacher's personal property.

D923 Bullying, threats, or intimidation of others, including doing so by electronic means.

D924 Making terrorist threats against school officials or property or both.

Detention

Cadets earn 15 minutes of detention for each one-point demerit. There is no detention for demerits higher than one point. Detention is generally held on Fridays after school (B schedule days). Detention lists will be posted on company bulletin boards by Tuesday morning. Cadets must check these lists while in their LOC class. Posted lists contain student ID numbers but not student names. Students are expected to know their student number so they can properly identify whether they have earned detention. When practical, parents and cadets may receive an email notification of detention being assigned. If a cadet wishes to appeal demerits based on the posted detention roster, such appeals must be submitted to the Dean of Students by 1545 hours on Thursday. No appeals may be submitted for any demerits (one pointers or permanents) later than 1545 on the Thursday before detention is to be served, except in cases of an excused absence which prevented a student from submitting an appeal.

Serving a detention "erases" one-point demerits. Two through ten-point demerits DO NOT require detention, but those demerits remain on a cadet's cumulative demerit total. Depending on the offense, 2-10-point permanent demerits may be accompanied by a requirement from the assigning adult for the student to complete a reflective essay or participate in individual or small group counseling to consider reasons for poor choices and appropriate alternatives.

Detention sessions last up to 2.5 hours which means a cadet can reconcile up to 10 one-point demerits in a single detention session. Cadets who accumulate more than 10 demerits in a single week will only be able to remove up to 10 demerits unless they work out a plan with their TAC Team to perform additional detention during that week (for example performing additional lunch clean up). Students may only “remove” demerits with point values of ONE. Failure to attend an assigned detention results in the point value for those demerits being permanently added to the cadet’s accumulated total. Demerits which become “permanent” as a result of failure to attend may be decremented by cadets making arrangements with TAC teams to perform “makeup” detention at times such as before school, lunch, or after school or on weekends. Generally, such detention will involve campus cleaning tasks.

Detentions are conducted beginning at PM formation on B schedule Fridays and run for up to 2.5 hours, depending on how long a student must serve. Cadets who are tardy to their scheduled detention time receive no credit for the time they are late.

No talking, sleeping, eating, or drinking is allowed during detention. As appropriate, cadets will receive individual or small group counseling about better conduct choices. Failure to follow directions during detention results in detention time being negated and the permanent addition of those un-reconciled demerits to the cadet’s demerit total or a requirement the cadet make up detention as noted above.

All cadets must wear their correct/complete uniform of the day to detention. Failure to do so results in additional demerits or denial of admission to the detention session (which results in the permanent addition of un-reconciled demerits to the cadet’s demerit total).

Detentions assigned on the Tuesday detention list must be completed the same Friday. The only valid excuse to miss a detention is an absence from school all day on Friday. When a student misses a detention, s/he must serve detention the following Friday; however, students and parents should note that a maximum of 10 demerits may be reconciled in a single Friday and any demerits received more than 10 are automatically added to a cadet’s permanent cumulative total. For example: a cadet is assigned detention for 7 demerits on Friday, January 6 and she is out ill that day. She may serve the detention the following Friday; however, if she accumulates more than 3 demerits in the following week, any demerits more than the total 10 would become permanent parts of her cumulative total.

Actions Leading to Disciplinary Probation

Each 5- or 10-point demerit earned results in a phone call home from the issuing adult, dean, or the cadet’s TAC Team. In cases where a TAC Team is unable to reach a parent, a written copy of the infraction will be emailed to the parent.

When a cadet accumulates 5 permanent demerit points in an academic year the TAC Team will contact the cadet's parents either by phone or a letter mailed (or emailed) to the address on file explaining the cadet's current citizenship status and the next steps in the progressive discipline system should the cadet continue to accumulate permanent demerits. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 10 permanent demerit points in an academic year, the TAC Team will mail or email a letter to the address on file explaining the cadet's current citizenship status and the next steps in the progressive discipline system should the cadet continue to accumulate permanent demerits. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 15 permanent demerit points in an academic year the TAC Team will mail or email a letter to the address on file explaining the cadet's current citizenship status and the next steps in the progressive discipline system should the cadet continue to accumulate permanent demerits. During this and all conferences and hearings the cadet will have the opportunity to respond to demerits received.

When a cadet accumulates 20 permanent demerit points in an academic year, the cadet will appear before a Cadet Honor and Respect Council consisting of elected and selected cadet leaders from each company. This Council will provide advice and counsel to the cadet, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences to assign to the cadet. A copy of the written Disciplinary Probation plan will also be sent home to be signed by the parent.

Consequences from which the Cadet Honor and Respect Council will select for disciplinary probation and strict disciplinary probation include, but are not limited to requirements that cadets:

1. complete school service or additional duties (flag details, campus clean up, etc.) (such service does not qualify for awards or decorations.)
2. be restricted from participating in extracurricular activities or trips. If a cadet has already paid for such activities, refunds will only be granted at the discretion of the Commandant. Such payments are also not transferable to another cadet.
3. be restricted from participation in cadet social activities, including dances.
4. be restricted by coaches or sponsors from trying out for interscholastic sports teams, drama productions, or other activities in which s/he represents the school.
5. have a daily and/or weekly progress check form.
6. attend a weekly counseling session with a member of the TAC team.

7. participate in peer and/or professional mentoring/counseling sessions as directed.
8. be demoted in rank and in the case of a C/CPL or higher, be denied the use of a locker.
9. be removed from leadership positions they currently hold.
10. complete an anger management, conflict mediation, drug or alcohol intervention or similar program.

Such probationary terms may be enacted for a period ranging from one quarter to the remainder of the school year. After the probationary period is completed, a cadet regains the privileges lost but is subject to Strict Disciplinary Probation if s/he accumulates additional permanent demerits.

APPROACHING STRICT DISCIPLINARY PROBATION

When a cadet accumulates 25 or more permanent demerit points in an academic year, the TAC Team holds a parent conference. During this conference, the parent will be reminded of the implications of an expulsion hearing and the action plan to avoid further demerits. During this and all conferences and hearings, the cadet will have the opportunity to respond to demerits received.

STRICT DISCIPLINARY PROBATION

When a cadet accumulates 30 permanent demerit points in an academic year, the cadet will appear before the Cadet Respect/Honor Council consisting of elected and selected cadet leaders from each company. This Council will provide advice and counsel to the cadet, create a written action plan for the cadet to avoid future demerits, and select from a list of disciplinary probation consequences to assign to the cadet. A copy of a written Strict Disciplinary Probation plan will also be sent home to be signed by the parent. Consequences from which the Cadet Respect/Honor Council will select include those noted above.

APPROACHING DISMISSAL CONFERENCE

A cadet who accumulates 35 or more permanent demerits in a school year will have a preliminary discipline board hearing (defined below) to explain the implications of reaching 40 demerits. The hearing will be conducted by the Dean or the Dean's designee. At the discretion of the Dean, the cadet may be referred to the Cadet Respect/Honor Council for this meeting, who will make a recommendation to the Dean regarding disciplinary consequences for the cadet. Cadet non-commissioned officers and cadet commissioned officers are subject to demotion and/or removal from leadership positions if they accumulate more than 35 permanent demerits.

NOTE: During all conferences and hearings the cadet will have the opportunity to respond to demerits received.

NOTE REGARDING ACCUMULATION OF DEMERITS

It is NVMI's expectation that a student accumulates no more than 10 permanent demerits in an academic quarter.

(8 weeks in duration).

Students who accumulate demerits more than 10 per quarter are subject to a recommendation for an expulsion hearing.

It should be noted that sometimes a cadet accumulates permanent demerits so quickly that the above interventions cannot be implemented in a timely manner. NVMI will make every effort to comply with the provisions of the interventions noted in this handbook, but ultimately, parents are responsible for monitoring their child's demerit total by

- 1) reviewing the emails sent each time a cadet receives demerits.
- 2) reviewing the weekly planner notations.
- 3) contacting the TAC Team and
- 4) reviewing active demerit records on the school's web-based student information service.

CADETS WHO ENTER NVMI AT TIMES OTHER THAN THE FIRST DAY OF SCHOOL

The Dean may determine that a cadet who enrolls in NVMI at a time other than the beginning of the academic year is subject to an expulsion hearing at a point proportional to their date of enrollment. In other words, if a cadet enrolls at the end of the first semester (halfway through the academic year), the cadet may be subject to an expulsion hearing at 20 permanent demerits (half of the demerits that would trigger an expulsion hearing). Generally, NVMI does not admit cadets after the start of the academic year; however, should such an enrollment occur, the cadet and parent will be notified in writing of the proportional number of allowable demerits at the time of enrollment.

DISMISSAL AND THE DISCIPLINE BOARD

A cadet who accumulates 40 or more permanent demerits in a school year may be subject to immediate recommendation for an expulsion hearing. In such cases, a Discipline Board Hearing will be held at which no less than 3 certificated members of the NVMI staff shall consider whether to recommend expulsion or, whether an alternative to an expulsion is appropriate. The Discipline Board can recommend continued enrollment at NVMI with special provisions such as an extension of Strict

Disciplinary Probation, an allowance for a cadet to finish a grading period prior to an expulsion hearing, loss of special activities such as prom, 8th grade graduation ceremony, etc., and/or an allowance for additional demerits prior to another Discipline Board hearing. The Discipline Board may also require a cadet to complete school service to receive decrements of permanent demerits or may require attendance at special workshops or counseling sessions in exchange for decrement of permanent demerits. The members of the Discipline Board may consider alternatives to suspension or expulsion, including behavior contracts, Summer Camp, Saturday School, on-campus suspension, campus clean up duties, and/or community service. Special Considerations for Seniors: In the case of seniors, the Discipline Board is required to seriously consider alternatives to expulsion. Such alternatives can include revocation of senior privileges such as first in the lunch line, etc. It can also include loss of participation in special events such as, prom, grad night, and Senior Baccalaureate and graduation ceremonies. The Discipline Board at NVMI serves as an expulsion panel and is chaired by a neutral officer (such as a retired judge or commissioner). That individual will ensure the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate in compliance with AB1360 (2017, Bonta).

Suspension and Expulsion Procedures

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

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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Superintendent's office as well as in the Cadet Handbook. Suspended or expelled cadets shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A cadet identified as an individual with disabilities or for whom NVMI has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education cadets except when federal and state law mandates additional or different procedures. NVMI will follow all applicable federal and state laws when imposing any form of discipline on a cadet identified as an individual with disabilities or for whom NVMI has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in affording due process to such cadets.

In suspension cases, which do not involve "enumerated offenses," it is at the discretion of the Commandant and/or Dean of Students to offer alternatives to suspension at the suspension conference. Alternatives may include school or community service, campus clean up duties, Saturday School, and/or in-school suspension. Alternatives may also include additional tasks such as research on the dangers of offenses, the creation of Public Service Announcements/posters/presentations regarding cadet misconduct, and counseling/mentoring sessions.

Grounds for Suspension and Expulsion of Cadets

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

Enumerated Offenses

In addition to the demerit system, NVMI will also follow a traditional student discipline structure, where cadets can be suspended or expelled for the enumerated offenses listed below.

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

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

- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, e-cigarettes, hookah pens, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil, provided the school has been properly notified by the parent/guardian of the prescription and its directions for administration.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Note that in compliance with the provisions of state law which became effective July 1, 2020, cadets in grades 6-8 may not be suspended for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties. This offense, however, does apply to cadets in grades 9-12.
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- r. Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t. Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including,

but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1) of Section 31 of the Penal Code.
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- y. Accumulating excessive permanent demerits in a quarter (greater than 10 permanent demerits) or more than 40 permanent demerits in a school year.

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

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or dangerous object unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a certificated school employee with the Superintendent or designee's concurrence.
 - b. Causing serious physical injury to another person, except in self-defense.
 - c. Possession of any knife or other dangerous object of no reasonable use to the pupil.
 - d. Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
 - i. The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
 - e. Robbery or extortion.
 - f. Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
 - g. Possessing, selling, or otherwise furnishing a firearm.
 - h. Brandishing a knife at another person.
 - i. Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
 - j. Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
 - k. Possession of an explosive.
3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:
- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b. Willfully used force or violence upon the person of another, except self-defense.

- c. Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e cigarettes, hookah pens, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Accumulated excessive demerits in a school year (more than ten in an academic quarter or more than 40 in an academic year).
- l. Knowingly received stolen school property or private property.
- m. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- o. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- p. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q. Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether the organization or body is officially recognized by an

educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r. Made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment.

t. Caused, attempted to cause, threaten to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code.

u. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive. (Note the following from Education Code Section 48900.4: In addition to the grounds specified in and 48900.2 , a pupil enrolled in any of grades 4 to 12, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment.

v. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or

pager) directed specifically toward a pupil or school personnel. "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 acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- w. A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- x. Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.
- y. Accumulated 10 permanent demerits in a quarter or 40 permanent demerits in an academic year.

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

- z. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the

students had obtained written permission to possess the item from a certificated school employee, with the Superintendent or designee's concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

Suspension Procedures

Suspension shall be imposed only when other means of correction fail to bring about proper conduct. NVMI actively uses numerous other means of correction designed to change both the student's mindset and behavior. Intensive counseling services and various other forms of student support (adult mentoring, peer mentoring, social service referrals, etc) are provided before suspension unless the student's presence is determined to cause a danger. NVMI will document the other means of correction used and place that documentation in the pupil's record. However, a pupil, including an individual with exceptional needs, may be suspended, subject to Section 1415 of Title 20 of the United States Code, for any of the reasons enumerated above upon a first offense, if the superintendent determines that the pupil's presence causes a danger to persons. Suspensions shall be initiated according to the following procedures:

Suspension Conference

Suspension shall be preceded, if possible, by a conference conducted by the Dean or the Dean's designee with the cadet and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the cadet to the Dean. The conference may be omitted if the Dean or designee determines that an emergency exists which involves a clear and present danger to the lives, safety or health of cadets or school personnel. If a cadet is suspended without this conference, both the

parent/guardian and cadet shall be notified of the cadet's right to return to school for the purpose of a conference.

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

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

Suspension Notice to Parents/Guardians

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

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. NVMI will encourage and allow students to complete homework and access instructional resources during suspension. The maximum number of days per year that a student may be suspended is 20.

Upon a recommendation of Expulsion by the Dean or Dean's designee, the cadet and the cadet's guardian or representative will be invited to a conference to determine if the suspension for the cadet should be extended pending an expulsion hearing. This determination will be made by the Dean or designee upon either of the following determinations:

- the cadet's presence will be disruptive to the education process; or
- the cadet poses a threat or danger to others.

Upon either determination, the cadet's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel.

A cadet may be expelled by the NVMI Superintendent upon the recommendation of the Discipline Board. The Discipline Board will consist of at least three members who shall be certificated NVMI employees who are not a teacher of the cadet or retired administrators and certificated teachers from other public schools. No member of the NVMI Governing Board will serve on the Discipline Board. The Discipline Board may recommend expulsion of any cadet found to have committed an expellable offense or any cadet who has accumulated 10 or more permanent demerits in a quarter or 40 or more permanent demerits in a school year. The Discipline Board at NVMI serves as an expulsion panel and is chaired by a neutral officer (such as a retired judge or commissioner). That individual will ensure the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate in compliance with AB1360 (2017, Bonta).

Expulsion Procedures

Cadets recommended for expulsion, either due to the accumulation of 10 or more permanent demerits in a quarter or 40 or more permanent demerits in a school year or for an enumerated offense outlined in this section, are entitled to a hearing to determine whether the cadet should be expelled. Unless postponed for good cause, a Discipline Board Hearing shall be held within thirty (30) school days after the Dean or designee determines that the cadet has committed an expellable offense or has accumulated 10 or more permanent demerits in a quarter or 40 or more permanent demerits in a school year.

The Discipline Board will make a recommendation to the NVMI Superintendent for a final decision whether to expel. The Discipline Board Hearing shall be held in closed session unless the cadet makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the Discipline Board Hearing shall be forwarded to the cadet and the cadet's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the cadet. The notice shall include the date and place of the Discipline Board Hearing as well as the following:

- A statement of specific facts, charges, and offenses upon which the proposed expulsion is based.
- A copy of NVMI's disciplinary rules which relate to the alleged violation.
- Notification of the cadet's or parent/guardian's obligation to provide information about the cadet's status at the school to any other school district or school to which the cadet seeks enrollment.

- The opportunity for the cadet or the cadet's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor.
- The right to inspect and obtain copies of all documents to be used at the hearing.
- The opportunity to confront and question all witnesses who testify at the hearing.
- The opportunity to question all evidence presented and to present oral and documentary evidence on the cadet's behalf including witnesses.

Special Considerations for Sexual Assault or Battery Cases

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

The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

NVMI must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

The person conducting the Discipline Board Hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

The person conducting the Discipline Board Hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

Prior to a complaining witness testifying, the support persons must be admonished that the Discipline Board Hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

If one or both support persons is also a witness, NVMI must present evidence that the witness' presence is both desired by the witness and will be helpful to NVMI. The person presiding over the Discipline Board Hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

Especially for charges involving sexual assault or battery, if the Discipline Board Hearing is to be conducted in the public at the request of the cadet being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing by means of closed-circuit television.

Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Discipline Board Hearing

A record of the Discipline Board Hearing shall be made and may be maintained by any means, including electronic recording, if a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence

While technical rules of evidence do not apply to Discipline Board Hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Discipline Board to expel must be supported by substantial evidence that the cadet committed an

expellable offense or accumulated 10 or more permanent demerits in a quarter or 40 or more permanent demerits in a school year.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the NVMI Discipline Board determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the accused cadet, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code § 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Discipline Board shall be in the form of written findings of fact and a written recommendation to the NVMI Superintendent who will make a final determination regarding the expulsion. The final decision by the NVMI Superintendent shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the NVMI Superintendent is final.

Appeals of the Superintendent's decision to expel may be made in writing within 10 days to the NVMI Governing Board. The scope of the review of the Board shall be limited to the following questions:

- Whether NVMI acted without or more than its jurisdiction.
- Whether there was a fair hearing.
- Whether there was a prejudicial abuse of discretion in the hearing; and
- Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or was improperly excluded at the hearing.

Such appeals must be submitted to the Superintendent and will be heard at the next scheduled meeting of the NVMI Governing Board. The cadet shall be considered expelled and not permitted to return to NVMI during an appeal process.

If the Discipline Board decides not to recommend expulsion, the cadet shall immediately be returned to his/her educational program and may be mandated to comply with the provisions of strict disciplinary probation.

Written Notice to Expel

The Dean or designee following a decision of the Superintendent to expel shall send written notice of the decision to expel within 10 school days including the Superintendent's findings of fact, to the cadet or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the cadet.

2. Notice of the cadet's or parent/guardian's obligation to inform any new district in which the cadet seeks to enroll of the cadet's status with NVMI.
3. The reinstatement eligibility review date
4. A copy of the student's rehabilitation plan
5. The type of educational placement during the period of expulsion and notice of appeal rights/procedures, if any.

The Superintendent or designee shall send a copy of the written notice of the decision to expel to the District and the student's school district of residence. This notice shall include the following:

The cadet's name and the specific expellable offense committed by the cadet. Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, NVMI shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

No Right to Appeal - The cadet shall have no additional right of appeal from expulsion from NVMI other than the NVMI Governing Board as specified above.

Special Considerations for Special Education/Section 504 Students -All cadets with an IEP or a 504 plan will be allowed to reconcile all demerits determined to be a manifestation of their disabilities at the discretion of the Dean of Students in consultation with the Director of Special Education and/or IEP/504 Team and/or the Superintendent/Academic Dean. In cases where a parent determines that a demerit was issued for a behavior or action that the parent believes is a manifestation of the cadet's disability as outlined in the IEP or 504 plans, the parent can request a meeting with the Dean of Students and/or the IEP/504 team and/or the Director of Special Education to collaboratively decide whether the demerit should be categorized as a manifestation and authorized for demerit decrement. In cases where a student is in the process of being assessed for an IEP or 504, the administration and parent will work collaboratively to determine the appropriateness of allowing a student to reconcile demerits.

D. Procedures for Notifying Teachers of Dangerous Pupils

In order to fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of the reason(s) a student has been suspended. The North Valley Military Institute has incorporated this notification into the existing "Attendance Reporting screen". On the daily attendance report, when a student is suspended, will show an "S" next to the student's name. The teacher can access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is **CONFIDENTIAL**, is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Pursuant to Welfare & Institution Code 827(b) and Education Code 48267, the Court notifies the Superintendent of NVMI regarding students who have engaged in certain criminal conduct. The Director of Student Support Services is responsible for prompt notification of the student's teachers. Per Education Code 49079, this information must be kept confidential. This information is also forwarded to all administrators and the student's counselor.

E. Sexual Harassment Policy

Sexual Harassment Policy of the North Valley Military Institute
(For all employees/students at the North Valley Military Institute)

Introduction: Inappropriate sexual conduct will not be tolerated and may constitute sexual harassment. North Valley Military Institute does not condone or tolerate any form of sexual harassment involving employees or students. The school is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. NVMI will take appropriate action to prevent and correct behavior that violates this policy. If necessary, the school will also take disciplinary action against employees and students.

Employees who violate the policy will be subject to such actions as oral or written reprimand, professional counseling, reassignment, demotion, suspension, or termination. Disciplinary actions for students who violate the policy include a conference, suspension and/or expulsion depending on the circumstances and severity of the offense. The policy applies to all sexual harassment incidents involving NVMI employees and addresses acts committed by a person of either sex against a person of the opposite or same sex.

The policy recognizes that it is unlawful for employees to commit acts of sexual harassment. Sexual harassment committed by students of either sex against students or staff of the opposite or same sex constitutes inappropriate behavior and is subject to disciplinary action under the NVMI discipline policies. It is the responsibility of the school administration to recognize acts of sexual harassment and take necessary action to ensure that such instances are addressed swiftly, fairly, and effectively. The school prohibits retaliation against an individual who reports an incident or cooperates with an investigation of a reported incident.

What Is Sexual Harassment? Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in other school activities.
- When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personnel or academic decisions affecting the individual subjected to sexual advances; and/or
- When such conduct has the effect of unreasonably interfering with the individual's work and/or academic performance or creating an intimidating, hostile, or offensive work or learning environment.

It is against NVMI policy and unlawful for NVMI employees to commit acts of sexual harassment. Sexual harassment committed by students against students or staff is inappropriate behavior and violates NVMI policies.

Prohibited Conduct: Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones that is intimidating or offensive to the recipient or observer of the behavior. For example:

- Grabbing, touching, or patting
- Sexual propositions
- Sexually offensive pictures, magazines, notes, calendars, cartoons, or jokes
- Unwanted flirtations or advances
- Verbal abuse
- Repeated pressure or requests for sexual activities
- Rewards for granting sexual favors or the withholding of rewards for refusing to grant sexual favors.
- Graphic comments about an individual's body or dress
- Sexually degrading names
- Bias or bullying based on religious affiliation.
- Cyber sexual bullying

Such conduct may also constitute sexual harassment. In determining whether prohibited conduct constitutes sexual harassment, consideration will be given to the totality of the circumstances, including the context in which the conduct occurred. Dating or sexual relationships between employees/adult volunteers and students is prohibited.

Expectations: The expectation of the Board of NVMI is that employees and students will be committed to creating and maintaining an environment in which all persons participating in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. To ensure the fulfillment of this expectation:

- NVMI policy on sexual harassment will be communicated to all employees and students.
- Education programs, to include all employees and students, will be implemented.
- Employees and students will be informed of procedures to follow for filing complaints of sexual harassment.
- Confidentiality will be maintained in all phases of the complaint process in accordance with policy and NVMI obligation to investigate and address complaints.
- Retaliation against anyone who files a complaint about sexual harassment or cooperates with an investigation is prohibited.

Legal Protection: In addition to the NVMI policy, there are several other federal and state measures that protect individuals from sexual harassment discrimination and provide specific prohibitions against acts of discrimination or other unlawful conduct.

Federal Law

- Title VII of the Civil Rights Act of 1964, as amended in 1972 and 1991, prohibits discrimination based on sex in all terms, conditions, or privileges of employment.
- Title IX of the Education Amendments of 1972, as amended, prohibits discrimination based on sex in any education program or activity receiving federal financial assistance.

California Law

The Sex Equity in Education Act of California's Educational Equity Laws prohibits sex discrimination, including sexual harassment, in any California academic, athletic, extracurricular, research or financial aid program that receives state money. The California Sex Equity in Education Act requires that educational institutions of the state have a written policy on sexual harassment that is distributed to students, faculty, and parents. This statement must include information on where to obtain the

specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies.

Actions for Employees: If you believe you are the subject of sexual harassment, you should report such incidents. You can report this information verbally or in writing to your immediate supervisor. You may also report it directly to the Superintendent. When reporting such an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, any documents, papers and/or other exhibits.

Actions for Students: If you believe that you are the subject of sexual harassment or the focus of inappropriate behavior, you should report such incidents to your parents and school authorities. You can report the information verbally or in writing to the Dean of Students, a guidance counselor, a teacher, or another staff person. You may also contact the Superintendent directly.

When reporting an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, documents, papers and/or other exhibits.

Students may receive guidance, advice, support, and/or advocacy from school staff, including administrators, counselors, teachers, or other staff.

F. School-wide Dress Code Prohibiting Gang Attire

The North Valley Military Institute requires all students to wear a designated military uniform each school day. No student is permitted to wear any attire other than designated military uniforms. By default, gang attire is prohibited.

G. Safe Ingress and Egress

STAFF: Staff parking is in the lot on Allegheny Street between Kewen and Cayuga Avenues. Full time staff have parking access cards to operate the electronic gate.

STUDENTS: Students normally enter and exit the campus through the service road gate at the intersection of Allegheny and Kewen. Students arriving via walking, public transportation, skateboarding, or bicycle can store skateboards and bicycles at the racks for that purpose in the service road. Students arriving/departing through adult drop off/pick up will do so on the north side of Allegheny Street only. Staff supervision will be provided to mitigate students walking across the street to be picked up by parents on the south side of Allegheny. Students arriving on school buses are dropped off on Allegheny between Kewen and Cayuga, and those departing by school bus do so on Allegheny between Kewen and Hershey.

H. Safe and Orderly Environment

Assessment of the Current Status

The NVMI campus is largely very safe and secure. There is very little violence on campus, all of which has occurred in the form of physical altercations between students.

In the seven-year time period between July 2014 when NVMI moved onto the Sun Valley High School campus and June 2021, there were a total of 13 fights recorded, only one of which resulted in a student being taken to immediate medical treatment (and that student's injuries were still very minor).

During that same seven-year time frame, there have been nine recorded campus lockdowns as a result of violence in the wider community, one of which involved an intruder on campus who ran through campus in an attempt to evade police. There was one pellet gun shooting across the street on Telfair Avenue, and one shooting across Sheldon Street in which the suspect and police were in a standoff and the suspect was aiming his weapon in the direction of the campus.

There have been zero incidents of a student with a gun on campus. There are five recorded incidents of students with a knife on campus with a blade larger than four inches. In each of those five cases, investigations determined that the student brought the weapon not to cause violence on campus, but as a form of protection when traveling to and from school. There are 19 other recorded incidents of students (all middle schoolers) bringing items to campus which might be classified as weapons (such as a ninja star), but in none of those cases was the intent of the student determined to be malicious. There were three incidents of middle school students bringing toy/replica plastic-type weapons on campus, all of which were handled by education of the students involved and their families, including required research on tragedies involving replica weapons believed to be real.

In that same seven-year time period, the single biggest threat to school safety and security has arguably been the presence of drugs, tobacco, and alcohol. There have been eight recorded incidents of students found under the influence of alcohol, 21 incidents of students being found in possession of marijuana or other drugs, and 39 incidents of students being found in possession of drug or tobacco paraphernalia. Seven of those incidents warranted a call to police and the student being cited for possession. Two of those seven included a citation for intent to sell drugs.

During those seven years, 23 instances of suicidal ideation were reported and assessed by our threat assessment team. Fourteen of those resulted in a student being detained for inpatient psychological evaluation.

There were eight instances of students reporting a peer for making threats of violence against a student and/or the campus. Law enforcement was called in each case, and one resulted in charges being filed by the District Attorney (those charges were later dropped due to lack of evidence.)

NVMI works very hard to create a safe space for students. We are in an area rife with drugs, gangs, sex trafficking, and prostitution. Our campus safety and Student Support Services teams have done a truly remarkable job of creating a climate where students generally feel very comfortable telling adults about weapons or drugs/alcohol/tobacco on or near campus. We have an anonymous reporting phone app and phone number which are used very rarely; but we have had more than a hundred instances of students alerting an adult to a suspicion that another student had drugs, alcohol, tobacco, paraphernalia, or a weapon on campus. Our campus-based mental health and social work providers do an exceptional job of preventing unsafe conditions on campus and responding quickly and appropriately to threats or perceived threats.

We have partnerships with community agencies that offer drug group therapies on campus, and we refer families to inpatient and outpatient substance use disorder treatment programs.

Bullying and harassment are problems on every school campus, and NVMI is no exception. A clear bullying definition and policy, including solid procedures for reporting, investigation, and resolution all exist. When implemented with fidelity, they are effective. The single biggest challenges are training and retraining all school staff and students in the definitions of bullying and harassment, and the NVMI bullying and harassment policies and procedures. Since the adoption of a revised bullying policy and procedure in the spring of 2018, NVMI has had 183 incidents of bullying and/or harassment reported. 119 of those were determined, upon investigation, to not meet the definition of bullying. One hundred of those 119 cases involved inappropriate conduct by a student, and that conduct was dealt with through such strategies as counseling, anger management training, conflict mediation, sexual harassment training, demerits, school/community service, and restorative justice practices. Nineteen of those 119 were determined to be unfounded. Of the 64 remaining cases, more than 75% involve mutual bullying behaviors, and all individuals found to be guilty of bullying were directed to participate in various restorative justice actions.

Policies & Procedures on Positive School Climate

Below is a compendium of NVMI policies and procedures on positive school climate:

NVMI Backpack Policies

It is NVMI's expectation that each student's backpack be neatly organized at all times. NVMI provides a free NVMI-logoed backpack to be used to transport the student's NVMI-provided Chromebook device. NVMI will inspect backpacks randomly to ensure that they are neat and organized. Specific expectations about backpacks include:

- They contain only those items necessary for school academic, leadership, citizenship, or athletic activities.
- They contain necessary quadrille or composition books provided by the school.
- They contain the student's planner.
- They contain no extraneous papers or other items that cause the backpack to appear disorganized.
- They must be stored on designated hooks labeled by military squad, platoon, and company while at AM and PM formations and physical education or athletics activities.

Classroom Protocols

The purpose of classroom protocols is to teach habits of behavior that promote academic achievement. These are foundational behaviors of academic achievement that are repeated in all NVMI classrooms. As a cadet matures and moves into high school classes, these habits of behavior should have become second nature. The NVMI classroom protocols guide cadets from the moment they approach a classroom, through the daily learning activities, and as the cadets leave the classroom. The highest ranked cadet in each class will normally serve as the Class Leader. Each class will have a Class Leader assigned by the teacher; this position may rotate at the discretion of the teacher.

Entrance

Each cadet will line up outside their classroom at the position of REST prior to the ringing of the tardy bell. During this time, the cadet may talk with peers. As the tardy bell rings, cadets automatically assume the position of Parade, REST and the class leader will immediately give the command, Class, ATTENTION and File from the Left/Right Column Left/Right, MARCH to enter the classroom. Cadets will stand at their assigned seat. Talking inside the classroom at this time is not allowed. The class leader will give the command, Take, SEATS and cadets will respond with the NVMI motto, PER ARDUA AD ASTRA or another teacher-directed phrase. Cadets store their gear in silence, get their materials out, and begin their class “STARTER” activity. The class leader, who is seated by the classroom door, will assist the teacher with attendance, monitor student “passes” into/out of the classroom, and encourage student cooperation throughout the class period. Class leaders are evaluated by their teachers and by the adult NCOIC as part of their “Leadership Component Score (LCS).”

Note about tardiness: If a cadet is not in line at the position of REST by the time the class leader calls the class to ATTENTION, the cadet is tardy. Class leaders report tardies to the teacher. Cadets who arrive after the class has entered the room must report to the class leader at the door by saying, “Cadet(pledge) LAST NAME, requests permission to enter class tardy.” Class Leaders will monitor planner/hall pass entries for tardy students.

Learning Activity Behaviors:

Although each teacher may employ a wide variety of learning activities to assist the students in attaining the daily learning goals, middle school students and high school freshmen use four primary ways of responding, doing, and behaving in class. The teacher instructs the students as to which one of these four classroom learning activity behaviors is to be used during which element of the day’s learning activities.

Quiet Work: This classroom behavior includes listening to a teacher’s instructional lesson, taking notes, writing an essay, taking a test, or listening to a student presentation. No talking is allowed. Within quiet work, cadets may be required to take notes using one of three preferred methods (Cornell Notes for class lectures, a Graphic Organizer, or Reader Apprenticeship Notes when responding to written text).

Stand and Deliver: When called upon, a student responds by standing next to their desk and, in a clear and strong voice, answers the question, contributes to the discussion, or asks a question. In some cases, this behavior will include going to the whiteboard to

complete assigned tasks (such as a math or science problem, identifying a geographic location, or writing a dictated sentence).

Teamwork: Students work together in small teams to accomplish a goal. The teacher may have assigned specific tasks to members of the team or organize the teams in various ways.

Students must cooperate with each member of the team, perform the assigned task, listen to each team member's ideas or questions, respect the ideas of the other teammates, and be a helpful contributor to the overall success of the team. These teams will generally be subsets of students assigned military squads.

Open Discussion: Students are free to contribute their ideas to a class discussion by listening to each other's comments thoughtfully, waiting for the appropriate time to contribute their ideas, and practicing polite discussion interaction.

Preparation for End of Class:

The class leader will announce to the teacher that "class is concluding" when three minutes remain in a class period. The teacher will make any final comments or give any final assignments. The class leader will check each student's electronic planner screen to make sure homework and other required planner entries have been made. There is no talking during this time. One minute before the bell is to ring, the class leader will command "Secure your gear." When the dismissal bell sounds, the class leader commands "Class, Attention", and cadets are dismissed by the cadet leader (sometimes by rows/tables at the discretion of the teacher and class leader).

Truancies

Since attendance is essential to achieving success, the staff at NVMI expects cadets to attend all classes. A cadet who is absent from school without a valid excuse for three full days in one school year or tardy or absent for more than a 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof, shall be considered truant, and reported as truant to the NVMI Superintendent. State law authorizes the County district attorney to prosecute parents who do not send their school age children to school after a School Attendance Referral Board (SARB). NVMI maintains a School Attendance Review Board (SARB) that reviews referrals regarding severe attendance problems.

Any time a cadet leaves campus during school time, s/he must be accompanied by an adult staff member unless the cadet is in possession of written permission to leave campus.

An NVMI cadet is considered habitually truant if they have been reported as truant three or more times per school year despite conscientious efforts by NVMI staff to hold at least one parent/guardian/student conference. For this reason, it is imperative that parents/guardians maintain contact with the school attendance office each time a student is absent and provide written excuse notes for each absence.

Truant Consequences – EC 48263, 48267, 48268, and 48269; WIC 236, 601, 601.3, 653.5, 654, and 651.5

Any student who is identified as "Truant" may be assigned as a ward of the court, if the available community resources do not resolve the students' continued problem of truancy, by a Probation Officer or Deputy District Attorney.

Excused Absences

Pursuant to Education Code Section 48205, students are excused from school when the absence is:

- (1) Due to the pupil's illness.
- (2) Due to quarantine under the direction of a county or city health officer.
- (3) For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- (4) For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- (5) For the purpose of jury duty in the manner provided for by law.
- (6) Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from the doctor.
- (7) For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreat (not totaling more than four hours in a semester), attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a non-profit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the Superintendent or Academic Dean of NVMI.
- (8) For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- (9) For the purpose of spending time with a member of the pupil's immediate family who is an active-duty member of the uniformed services, as defined by Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period to be determined at the discretion of the NVMI Superintendent.
- (10) For the purpose of attending a pupil's naturalization ceremony to become a US citizen.
- (11) Authorized at the discretion of the NVMI Superintendent.

Pupils with excused absences as noted above shall be allowed to complete all assignments and tests missed during the absences that can reasonably be provided, and, upon satisfactory completion within a reasonable period, shall be given full credit therefor. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence. Note that while the above absences are excused, students DO NOT qualify for perfect attendance awards when they experience such excused absences. Such excused absences for students DO qualify them for NVMI exceptional attendance awards.

Tardy Policies

A cadet is tardy if he or she is not in the battalion formation at the prescribed time and/or in line or seated ready to work in class when the tardy bell rings. After five minutes, a student will be marked absent. Tardies will count as 1-point demerits as explained later in this handbook. Cadets automatically receive demerits for all unexcused tardies and will NOT receive demerit slips for tardies. When a cadet has a legitimate excuse for being tardy, the cadet has the responsibility for having an adult complete an excused tardy google form. This ensures a permanent record of excused tardies and will prevent a cadet from having to serve detention for unexcused tardies.

Tardies to School

If a cadet arrives late to campus after the prescribed time for battalion formation, they must report directly to the gate guard to receive a tardy slip before going to class. All unexcused tardies earn demerits. If a parent wishes to excuse a tardy to school, such a written excuse must be presented to the gate guard at the time of arrival.

Sports/Activities Participation and Attendance

Students must be in attendance in school for at least the final half of the school day to be eligible to participate in or attend any school related sport, activity or function scheduled that day.

Permission to Leave Campus

If a cadet becomes ill or has an appointment during the day, he/she must first report to the main office. If it is determined that the student should leave campus, the necessary arrangements will be made by the attendance staff. Cadets may not leave campus without written permission from the school office. Cadets who leave without permission will be marked "truant" and may be subject to discipline pursuant to the Cadet Code of Conduct or referral to the Student Attendance Referral Board (SARB). Parents may not call their children on student cell phones or send text/multimedia messages to them during the school day to notify the cadet of an appointment or to tell the cadet to report to the office for permission to leave campus. Parents should contact the main office to request permission for a student to leave campus during the school day. Written permission is issued to those cadets who must leave before the end of scheduled classes due to illness, doctor appointments or special circumstances. Written permission forms are available from the Attendance Office and will not be issued without the consent of the parent or guardian. For appointments, the parent or guardian must call the school before the expected dismissal time. Cadets must check out with the office before leaving campus.

Eighteen-Year-Old Cadets

Any cadet who is 18 years old, may clear his/her own absence. Parents of 18-year-old cadets are reminded that those cadets may sign permission slips for field trips and other documents because of their status as legal adults. Abuse of this right by 18-year-old cadets may lead to further consequences.

Forging Notes / Calls

Forging telephone calls, falsifying, altering or illegal possession of school forms, or the use of forged notes or excuses will be cause for immediate disciplinary action, up to and including expulsion.

Entrance Camp

During Entrance Camp, candidates will be required to successfully complete a written test of names of key NVMI adult and cadet leader personnel, military courtesies, and customs, and NVMI history. Candidates are also required to complete a series of performance tasks such as reciting the Pledge of Allegiance, Singing the National Anthem, reciting the 15 Duties of an NVMI cadet, marching at attention, and performing basic stationary drill movements. Candidates also must successfully complete a “Hawk Walk.” The Hawk Walk takes place in front of the company student leaders. Each candidate stands in front of his/her review board and completes a set of tasks as a means of proving to the student leaders that he/she is ready to assume the responsibility that comes with being a member of a military company. Each student is notified at the beginning of Entrance Camp what tasks the Board will require of him or her. Tasks include singing the NVMI Alma Mater, reciting the NVMI Creed and General Orders, and demonstrating marching techniques and a proper salute. Only when a candidate successfully completes entrance camp does s/he become a “pledge.”

At the Entrance Camp graduation, the NVMI Superintendent reads an entry from the Book of Traditions, and officially proclaims the candidates no longer candidates, but pledges for their respective military companies.

Pledge Status -

Pledges will be assigned to a designated military company. They are not considered full members of the company at that time. Instead, they must continue to learn about NVMI and military traditions, procedures, and protocols. The student leaders and the TAC teams will teach these to them. During this time, they may be required to spend time after school for additional training and practical application.

During these weeks of training, pledges must demonstrate a willingness to “join” the company, cooperate with student leaders, and participate actively in company routines, sports, and ceremonies. Also, during this time, these “pledge” cadets wear their entrance camp uniforms and are not authorized to wear the uniforms of a full-fledged cadet. Pledges will take the first rank promotion test from Recruit to Cadet after approximately 3-4 weeks of the school year. The test consists of properly identifying the elements of the Cadet Code, identifying all cadet and adult rank insignia, knowing the history and insignia of the Corps of Cadets, and other essential basic cadet knowledge. Successful completion of this test with a minimum score of 80% is a requirement for acceptance into the company and continued enrollment at NVMI. When a pledge passes his/her Recruit to Cadet promotion test, he/she will be officially inducted into the company and receive all the uniforms of an NVMI cadet. New cadets are formally inducted into their military companies at a Ringing In Ceremony normally conducted at a Pass in Review ceremony. During that ceremony, the Superintendent of the Academy reads this entry from the Book of Traditions and by his/her authority as the Superintendent of the Academy, proclaims these new cadets no longer pledges, but full-fledged members of their military companies and the NVMI Corps of Cadets. By ringing their company bells for the first time and shaking the hands of key company cadet leaders, new cadets ceremonially join their military companies. These cadets will hopefully ring their company achievement bells many times during their cadet lives, to signify achievements in the four NVMI pillars of ACADEMICS, LEADERSHIP, CITIZENSHIP, and ATHLETICS. Cadets ring their bells the final time at their senior 12th grade military ceremony when they ring out of their companies and are sent forth to

college and career success as leaders of character who are academically prepared to serve the world, treat others as they wish to be treated, and do the right thing.

Military Courtesy

Proper display of military courtesy is an expectation for all cadets/pledges. Courtesy is respect for and consideration of others. In the military, the various forms of courtesy are customary and traditional. It is important to render these courtesies correctly. Failure to show military courtesy will affect a cadet's grade in their Military Science/Leader of Character class and can result in demerits. Cadet leaders failing to display proper military courtesy are subject to consequences including demotion and denial of the opportunity for promotion.

Saluting

Tradition tells us that warriors raised their visors with their right hands to show that they were unarmed and to reveal their faces as friends rather than foes. Today, the exchange of the salute is a visible sign of good discipline and mutual respect. Saluting indicates that both the cadet leader and the cadet have a mutual respect. Salutes are exchanged, not given. A proper salute occurs with the right hand with fingers and thumb extended and joined, palm canted slightly downward. The tip of the right forefinger touches the rim of a PT cap, glasses, or the eyebrow.

Salutes are rendered at a reasonable distance when one recognizes an officer in or out of uniform. This is generally accomplished within a radius of twenty feet but not less than six steps.

- Cadets will look toward the person saluted and greet them verbally.
- When an officer approaches a group of cadets who are out-of-doors, it is the duty of the first cadet (regardless of rank) who recognizes him or her to call "Attention". The cadet calling attention then faces the officer and salutes.
- Cadets who are walking render the salute without stopping.
- Cadets who are running will slow to a walk before saluting.
- If both hands are occupied or if the right arm or hand is injured, the cadet will look toward the officer, and nod his/her head and say "Good morning sir or ma'am" or "good afternoon sir or ma'am" as appropriate.
- When an officer approaches a unit that is in formation, the senior member calls the unit to attention, and salutes for the group.
- Salutes will be rendered as prescribed in TC 3-21.5 (Drill and Ceremonies).
- Cadet Non-Commissioned Officers exchange salutes during accountability formations.
- The Superintendent is authorized a salute outdoors. He will acknowledge the salute with a salute or a verbal acknowledgement.
- Adult Staff Officers and Cadet Officers will receive/recognize salutes outside buildings. During the academic passing periods inside buildings, an acknowledgment/greeting of the day is required.

Entering or Leaving an Office

A cadet called to report to the Superintendent's or Commandant's office will remove his or her hat, knock twice on the door, enter when directed, move to within two steps and center on the desk or person, hold his or her hat with the left hand (lower left arm is extended horizontally forward at the waist level, with the hat resting on upturned palm of the left hand), salute, and report.

When a member of the staff, faculty or visiting adult addresses a seated Cadet, they will rise to the position of attention or parade rest while responding to the adult.

Bugle Calls and Formations

The following bugle calls are the “normal” “A” Schedule bugle call schedule:

0740	FIRST CALL (alert that students should begin moving to formation)
0744	ASSEMBLY (alert that students should already be in formation at the position of REST)
0745	FIRST SERGEANT’S CALL (accountability processes begin; cadets are tardy if not in formation by last note)
0750	ATTENTION (formation is called to ATTENTION and Present ARMS)
0750:30	REVEILLE (The flag is raised)
0800	Ships Bells to end formation (and all classes)
Beginning of each lunch period	MESS CALL
End of last class period	ASSEMBLY 5 min later FIRST SERGEANT’S CALL (indicates tardy to formation at last note)
1535	ATTENTION
1535:20	RETREAT (Flag is lowered)

All formations take place on the blacktop adjacent to NVMI Leader’s Field except as otherwise directed. The following procedures will be followed:

- A bugle call will announce first call, and cadets will assemble into formation for accountability, announcements, and organized movement to training or classes.
- Cadet company staff will be in the formation area 5 minutes prior to the morning formation.
- A cadet arriving after the tardy bell has rung will report to a tardy gathering area or, in the case of reporting after the academic periods have begun, will report to the Office for a tardy slip. All cadets who are not present at formation and not accounted for will be reported absent by their cadet leader and verified by adult staff members. Such absences from formation earn one demerit.
- The fact that a visitor is present will not excuse any cadet from formation unless he/she has received written permission from the appropriate staff/faculty member. Cadets do not have the authority to excuse other cadets from formation for any reason.
- Honors to the nation will be accomplished by cadets assigned to raise the colors on NVMI Leader’s Field at the morning formation and the end of the day.

A bugle call will announce the retreat ceremony, and all cadets will stand at the position of attention, face the flagpole and salute (if indoors, cadets will stand at the position of attention) as the colors are lowered.

Cadets receive daily grades for participation in formations. Those grades include points for being present on time, being in the correct uniform, and for actively participating and paying attention to the events within formation. These points are part of a cadet's LOC grade as well as honor unit competitions described later in this section.

Before and After School Programs

The Extended Learning Programs at NVMI are designed to establish a safe, nurturing, and engaging environment for students to participate in before and after regular school hours. These FREE programs strive to provide active and engaged learning that stimulates students with academic, recreational, and enrichment activities. These activities are led by quality staff whose goal is to ensure NVMI students feel welcomed and are participating in learning that is meaningful. Some of the activities available for the students include tutoring, credit recovery, cooking, cheer, sports, Gamers Club, art, and more. Furthermore, the after school program maintains a safe space while students wait to be picked up by buses, parents, or guardians. Programs available:

*ASSETs provides out of school programming for grades 9-12 including mornings and weekends.

*ASES provides out of school programming during regular school days only for grades 6-8.

Free supper/snacks are available to all participants.

Bullying and Anti-Hazing Policy

The North Valley Military Institute is committed to providing a safe and civil learning and working environment. The school takes a strong position against bullying, hazing or any behavior that infringes on the safety and well-being of students and employees, or interferes with learning or teaching. The school prohibits retaliatory behavior against anyone who files a complaint or who participates in the complaint investigation process. The policy applies to all persons within the school's jurisdiction.

All students and staff have the inalienable right to attend campuses which are safe, secure, and peaceful [Article 1, Section 28(c) of the California State Constitution]. The bullying and hazing policy, written in accordance with Federal guidelines and California Education Code, requires that all students and all personnel promote respect and acceptance. This policy shall encompass behaviors and actions that occur among students, school employees, and associated adults. The policy is applicable in school, at school and District-related programs, activities, and events, traveling to and from school, and all other areas of the school's jurisdiction [Ed Code 489009(s)].

Bullying is any deliberate and unwanted severe or pervasive physical, verbal, or electronic act that has the intention of, or can be reasonably predicted to have the effect of, one or more of the following:

- Reasonable fear of harm to person or property.
- Substantially detrimental effect on physical or mental health.
- Substantial interference with academic performance.
- Substantial interference with the ability to participate in or benefit from school services, activities, or privileges.

Cyberbullying is conducted via electronic communication technology (e.g., texts, e-mails, blogs, postings) and meets the impact of bullying. A person who engages in cyberbullying at school or school-related activities and events may be subject to disciplinary action. Cyberbullying that occurs off-campus but substantially disrupts the instructional environment of the school may fall under school jurisdiction.

Bullying or bias based on religious affiliation is also expressly forbidden.

Hazing is any humiliating or potentially harmful initiation, pre-initiation, or rite of passage associated with membership in a student organization whether it is officially recognized by the educational institution.

Retaliation against a student because the student filed a bullying complaint or assisted or participated in a bullying or harassment investigation or proceeding is prohibited.

Students who knowingly file false bullying or harassment complaints or give false statements in an investigation shall be subject to discipline by measures up to and including suspension and expulsion, as shall any student who is found to have retaliated against another in violation of this policy.

Parents and students are encouraged to put their concerns about bullying in writing and contact the school dean or Superintendent AS SOON AS POSSIBLE. NVMI takes bullying seriously, and wants to take corrective action, but NVMI cannot correct a problem if students and parents are unwilling to report the situation and work with the NVMI administration to correct it.

NVMI is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with students, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp> If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact our NVMI counseling liaison available to assist you in identifying and stopping this behavior at gwilson@novamil.org or report it anonymously as noted below.

NVMI has implemented the use of the STOPIT app, a cellphone-based application that allows students to report any incident they witness. This app allows the students to provide a narrative description of the incident and the ability to provide photos of the incident. When a student reports an incident, an automatic near-real-time-message is sent to designated adult staff members to respond to and correct the situation or incident. We hope with this system, we can assist our students in reporting incidents quickly, and allow the school to respond appropriately. This includes but is not limited to bullying and cyber-bullying incidents. This two-way communication system is completely anonymous, masking your phone number and contact information to school administrators receiving the message. When a message is received, the school will be alerted and able to respond. Please do not be alarmed when you receive a response, as the messaging system masks the phone number while still allowing for two-way communication. To report an incident, please call or text 1-747-267-5618. If needed, you may wish to add this phone number to your address book for easy retrieval. If you

have any questions, please feel free to contact Ms. Wilson, Director of Student Support Services, at 818-368-1557 or Dr. Ryan at 323-217-4481.

Camera Surveillance

For the safety of our students, staff and visitors, NVMI employs camera surveillance equipment for security purposes. This equipment may or may not be monitored at any time.

Surveillance cameras will generally be utilized only in public areas where there is no “reasonable expectation of privacy.” Public areas may include school buses; building entrances; hallways; parking lots; front offices where students, employees, and parents come and go; gymnasiums during public activities; cafeterias; and supply rooms. However, it is not possible for surveillance cameras to cover all public areas of NVMI buildings or all NVMI activities.

NVMI surveillance cameras will not be installed in “private” areas such as restrooms, locker rooms, changing areas, private offices (unless consent by the office owner is given), or classrooms.

Cell Phones, Watches, Earbuds, and other Electronic Signaling Devices

Cadets may not use cell phones, Smartwatches, earbuds, or other electronic devices while on the school campus except for instructional purposes under the direction of a teacher. Cadets found in possession of any such UNAUTHORIZED electronic devices are subject to demerits and confiscation of the item. In such cases, the items will only be returned to the cadet’s parent or guardian. Cadets who bring cell phones on campus must have the device deactivated and put away in the student’s backpack or pocket. The private use of a cell phone during instructional time or at any other time on campus is expressly prohibited. The use of a cell phone or other electronic device to send messages on campus or make audio and/or video recordings of school activities is expressly forbidden and may result in disciplinary action up to and including a recommendation for expulsion. NVMI does not assume liability if such devices are damaged, lost or stolen. On the first occasion when a cell phone or other electronic device is heard or seen by a school staff member, it may be confiscated and only returned after a parent conference with the Dean of Students. Such conferences will only occur at the convenience of the Dean and require a previously arranged appointment. On the second occasion in a school year a cadet has the same electronic device confiscated, the item will be confiscated for the remainder of the school year and returned on the last day of school.

Controlled Substance Abuse Policy

The following constitutes a violation of the school’s policy on controlled substance abuse:

- Possessing (on the student’s person, locker, backpack, and/or any object assigned to, owned by, or controlled by them), using, or being under the influence of alcohol and/or any dangerous or illegal drug.
- Selling, transferring, or serving as an accessory to the sale or transfer of alcohol and/or any dangerous or illegal drug.
- Possessing drug or alcohol paraphernalia.

These activities are prohibited on school campus, in the area surrounding the school campus, or at any school-sponsored/related function.

The primary responsibility of knowing and controlling the contents of student lockers or any personal items brought to school or to a school-sponsored/related function rests with the student and the student's parents/guardians. Students in violation of the controlled substance abuse policy will be suspended from school and have their case brought to the Office of the Dean of Students for review and determination of consequences. In instances where there may be a violation of law, the police will be notified.

Dangerous Objects

Often, students like to bring objects, such as a collector's item, to school to show their friends. Examples of these objects include, but are not limited to, laser pointers, mini baseball bats, martial arts weapons (e.g., nunchaku, throwing stars), or any other sharp, pointy objects. Students should refrain from bringing objects that have the potential to inflict serious bodily injury to others.

E-cigarettes

NVMI prohibits the use of electronic nicotine delivery systems (ENDS) such as e-cigarettes, hookah pens, cigarillos, and other vapor-emitting devices, with or without nicotine content, that mimic the use of tobacco products on all district property and in district vehicles at all times. ENDS are often made to look like cigarettes, cigars and pipes, but can also be made to look like everyday items such as pens, asthma inhalers and beverage containers. These devices are not limited to vaporizing nicotine; they can be used to vaporize other drugs such as marijuana, cocaine, and heroin.

Students using, in possession of, or offering, arranging, or negotiating to sell ENDS can be subject to disciplinary action, particularly because ENDS are considered drug paraphernalia, as defined by 11014.5 of the Health and Safety Code. Section 308 of the Penal Code also states that every person under 18 years of age who purchases, receives, or possesses any tobacco, cigarette, or cigarette papers, or any other preparation of tobacco, or any other instrument or paraphernalia that is designed for the smoking of tobacco, tobacco products, or any controlled substance shall, upon conviction, be punished by a fine of seventy-five dollars (\$75) or 30 hours of community service work.

Gun-free zone

California prohibits any person from possessing a firearm on, or within 1,000 feet from, the grounds of a public or private school, unless it is with the written permission of the Superintendent of NVMI. This does not apply to law enforcement officers, any active or honorably retired peace officers, members of the military forces of California or the United States, or armored vehicle guards engaged in the performance of, or acting in the scope of, their duties. A person may also be in possession of a firearm on school grounds if the firearm is unloaded and in a locked container or within the locked trunk of a motor vehicle. A violation of this law is punishable by imprisonment in a county jail for up to six months, a fine of up to \$1,000, or both imprisonment and fine.

Hall Passes

To ensure a safe and secure academic environment, cadets may not leave class without a legitimate reason, and teacher permission. When students need to temporarily leave a class for the restroom or another legitimate purpose, they will leave their Chromebook device with their teacher, and take their backpack with them. The backpack serves as the equivalent of a hall pass. When entering a restroom, the student will leave the backpack with an adult supervisor outside the restroom and

retrieve the backpack upon exiting the restroom. When a student is leaving a class for the remainder of a period or the school day, they will take their Chromebook in their backpack with them when they depart. Students out of class during class time without direct adult supervision or a backpack serving as a hall pass will be sent back to class for them to secure teacher permission and leave their Chromebook.

Harassment Policy

North Valley Military Institute's commitment is to provide a learning environment that is free from harassment and to support students in developing appropriate communication strategies. Harassment of any school community member by any other community member is strictly prohibited. The school will treat allegations of harassment seriously and will review and investigate such allegations in a prompt, confidential and thorough manner. A charge of harassment shall not, in and of itself, create the presumption of wrongdoing.

However, substantiated act(s) of harassment will result in disciplinary action, up to and including expulsion. Students found to have filed false or frivolous charges of harassment will also be subject to disciplinary action, up to and including expulsion.

Harassment or bullying occurs when an individual is subjected to treatment or an environment which is hostile or intimidating or involves bullying behavior, because of the individual's race, creed, color, age, national origin, physical disability, gender, or sexual orientation. Harassment and bullying can occur anytime during school or school-related activities. It includes, but is not limited to, any of the following:

Verbal Harassment or Bullying: Derogatory comments and jokes; threatening words spoken to another person.

Physical Harassment or Bullying: Unwanted physical touching, contact, assault, deliberate impeding or blocking movements or any intimidating interference with normal work or movement.

Cyber Harassment or Bullying: The use of any electronic means to insult, harass, threaten and demean another person or institution. Aside from the moral issues involved, there may be legal ramifications. For example, a parent could be held legally liable for damages when a student posts libelous statements, with or without parental consent. Additionally, a student who posts threats of any kind may be liable for criminal prosecution. The school will take disciplinary action up to and including expulsion for any student who has posted any message, comment or picture that is deemed demeaning, derogatory, insulting or harassing of any student, staff member or the school in general. Please be aware that such harassment occurring outside of school hours and off school grounds is treated in the same manner as that committed during school hours and on school grounds.

Sexual Harassment: Includes unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature.

It is the student's responsibility to:

- Conduct himself or herself in a manner which contributes to a positive school environment.
- Avoid any activity that may be considered discriminatory, intimidating, or harassing.

- Consider immediately informing anyone harassing him or her that the behavior is offensive and unwelcome.
- Report all incidents of discrimination or harassment to the any faculty, staff, administrator, or the Dean of Students.
- Discontinue immediately or refrain from any discriminatory, intimidating, harassing or unwelcome conduct of which he/she is accused.

If the harassing behavior continues, the student is subject to further disciplinary action up to and including expulsion from school as described elsewhere in this handbook. Depending on the severity of the offense, the student may also be subject to legal action.

Identification Badges

For campus safety reasons, identification badges are issued to all NVMI cadets at the beginning of each academic year and must always be worn on the right collar of the shirt or jacket in such a manner as to be visible. The photo and cadet's name, grade, and company of assignment must be worn forward facing. ID badges may not be defaced with stickers, markers, etc. A fee of \$10 will be assessed to replace lost or damaged/defaced identification badges. Cadets are expected to wear the ID badge with the provided clip. No other clip may be used. ID badges may not be worn with additional plastic covers. Cadets can obtain a replacement ID by paying 100 merits at the merit store or at the TAC Team OR they can pay \$10 at the Hawk Exchange. At the discretion of TAC teams, cadets who exhibit a pattern of not bringing or wearing their ID badge may be issued a 2-point demerit for failure to fulfill the duties of an NVMI cadet.

Immigration and Citizenship Status

It is NVMI's policy to protect the confidentiality of students' immigration and citizenship status. At no time will NVMI inquire about such status, communicate with law enforcement or the local, state, or federal government about such status, or discriminate against families based on such status.

McKinney-Vento Homeless Act

The goal of the McKinney-Vento Homeless Education Assistance Act is to ensure that each homeless child or youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths.

Definition

NVMI has adopted the McKinney-Vento Act definition of homeless children and youth: "individuals who lack a fixed, regular, and adequate nighttime residence or have a primary nighttime residence in a supervised, publicly or privately, operated shelter for temporary accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill), an institution providing temporary residence for individuals intended to be institutionalized, or a public or private place not designated for, or ordinarily used as, a regular sleeping accommodation for human beings." This definition shall include:

- children and youth who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement.

- children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
- children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings.
- Unaccompanied youth – a youth not in the physical custody of a parent or guardian.

Liaisons

The McKinney-Vento Act requires every school to designate a staff person to serve as the Homeless Education Liaison whose role it is to assist homeless students enroll in school and to ensure that they receive the educational services for which they are eligible. The NVMI Liaison is the Director of Student Support Services, Mrs. Gina Wilson.

Enrollment

School districts must immediately enroll homeless students in school, even if they do not have the documents usually required for enrollment – such as school records, medical records, or proof of residency. Furthermore:

- homeless students have a right to either remain in their school of origin or to attend school where they are temporarily residing.
- students who choose to remain in their school of origin have the right to remain there until the end of the school year in which they get permanent housing.
- Homeless Education Liaisons must assist students who arrive without records by contacting the previously attended school system to obtain the required records.

Transportation

Schools must adopt policies and practices to ensure that transportation is provided, at the request of the parent, guardian, or unaccompanied youth, to and from the school of origin. Furthermore:

- if the homeless student continues to live in the area served by the district in which the school of origin is located, that district must provide or arrange transportation.
- if the homeless student moves to an area served by another district, though continuing his or her education at the school of origin, the district of origin and the district in which the student resides must agree upon a method to apportion responsibility and costs for transportation to the school of origin; and
- if the districts cannot agree upon such a method, the responsibility and costs must be shared equally.

Access to Comparable Services

Homeless students are to be provided services and education programs comparable to those received by other students and for which they meet eligibility criteria, such as services provided under Title I or similar state or local programs; programs for students with disabilities; programs for students with limited English proficiency; vocational or technical programs; gifted and talented programs; and school nutrition programs.

NOTE: To expedite the delivery of nutritional benefits, school officials may accept documentation that students are homeless from the local educational liaison or the director of homeless shelter where the students reside as the determination of eligibility for free lunch.

Mental Health Services

In order to initiate mental health services for an NVMI cadet, you may contact Barrett Redelman, LCSW via email at bredelman@novamil.org or Gina Wilson, Director of Student Support Services at gwilson@novamil.org. NVMI will remind members of the NVMI family of this availability of mental health services at least once during the spring semester of each academic year. In addition to these on-campus services, Valley Coordinated Health can be reached at 818-708-4500 for community-based mental health services.

MP3 Players, iPods, AirPods, and Headphones

MP3 Players and similar devices with headphones are allowed on campus. However, it is up to individual teachers to decide when and in what manner these devices can be used. Each teacher's policy is valid and has the support of the administration. In the classroom, iPods, AirPods, and MP3 players are expected to be kept out of sight and off when not being used. If the teacher sees an MP3 player or AirPods during class at an unauthorized time, the item may be confiscated and only returned after a parent conference with the Dean of Students. At that time, the parent will also be asked to sign a release stating that they are aware that if the item is confiscated again, it will remain confiscated for the remainder of the school year and returned on the last day of school. MP3 Players, AirPods, and similar devices with headphones are not permitted under any circumstances during SSR. All these devices should be properly stored at the end of each class and are not to be worn or used while moving around outside of the classroom. These pose a safety concern, as the audio can distract a student's attention away from a potentially dangerous situation. These devices are subject to confiscation if worn outside of a classroom without specific permission.

Multi-Tiered System of Support and Cadet Success Teams

As part of our commitment to every student's academic success, NVMI uses a Multi-Tiered System of Support (MTSS). MTSS is a guide to provide instruction and support that maximizes the academic and behavioral success of all students in all 4 of NVMI Pillars.

The key components of MTSS are:

- High quality, research-based instruction in the general education setting
- Universal screening such as the Star Renaissance test for math and English, and the socioemotional YIPS and YEPS to identify students needing additional support (Tier 2 or Tier 3)
- Multiple tiers (levels) of instruction that are progressively more intense, based on the student's response to instruction and interventions
- Evidence-based interventions matched to student need
- Ongoing progress monitoring of student performance (response to intervention) In the multi-tiered system of supports, the progress of all students is monitored, and instruction and intervention are provided in varying intensities (multiple tiers) based on student need.

Using the 3-tier model:

- Tier 1 – All students receive high quality, core academic and behavior instruction and supports, including Positive Behavior Interventions and Supports (PBIS).

For student's needing additional support, NVMI uses the Cadet Success Team (CST) to develop and implement evidence-based interventions and monitor student response.

- Tier 2 – Students needing additional support receive more focused, targeted small group instruction/intervention and supports in addition to core academic and behavior curriculum and instruction.
- Tier 3 – Individual students receive the most intense instruction based on individual student need in addition to core and supplemental academic and behavior, curriculum, instruction, and supports. Students at this tier may be recommended for an assessment for special education services.

Parents, students, teachers, Military Staff, Administrators and potentially coaches are part of every team and every team decision.

Cadet Success Teams

To help every cadet (or pledge or candidate) achieve success in all four pillars, NVMI has in place a system for Cadet Success Team (CST) Meetings. CSTs are part of NVMI's Multi-Tiered System of Supports (MTSS) program. These meetings can be called for by teachers, TAC team members, counselors, or parents/guardians. A Cadet Success Team (CST) is a positive, team-oriented approach to assisting students with a wide range of concerns related to their school performance and experience. The purpose of the CST is to identify and intervene early, and to design and implement a support system for students having difficulty in the general education classroom.

A CST is convened for difficulties in four broad areas known by the acronym "ABCS":

- Attendance = chronic absenteeism, truancy, chronic tardy
- Behavior = demerits, permanent demerits, multiple high demerit offences
- Classes = failing grades in one or more classes or unremediated failed courses
- Social Emotional = signs of depression, anxiety, grief, trauma

While a CST is not limited to general education students, in the case of students who receive special education (SPED) services, or English learners, the Director of Special Student Populations (DSSP) will first screen CST requests for students in these two subgroups to identify whether a CST is appropriate, or if an IEP or EL Program-based intervention is needed and appropriate. When the DSSP has identified that a CST is appropriate, the procedures outlined in this SOP will be followed.

During a CST meeting, the team will look at strategies that are in place for the student to be successful, decide what strategies have been successful and put in place additional strategies to help the Cadet be successful at NVMI. The focus should always be on the positive traits and skills of the student and the use of evidence-based interventions.

PARENT REQUESTS FOR CSTs: There are no prerequisites for a parent/guardian to request a CST. A parent or guardian makes a request for a CST through an email or phone call or personal visit with their child's Company Counselor, who will work with the Director of Student Support Services (DSSS) to determine whether the counselor can address the issue without a CST or if a CST should be scheduled. If the student receives special education services, has a Section 504 Plan, or is an EL student, the DSSS/Counselor will ensure the parent is immediately connected with the DSSP who will collaborate with the counselor to decide whether a CST is appropriate.

Names and Pronouns

All NVMI Cadets have the right to be addressed by the name, pronouns, and other terms that correspond to their gender identity. Cadets can request to be called by their correct name and pronouns by completing a simple google form found here: <https://forms.gle/jdHVXfqYioqz5QaS6>. NVMI will share this information with staff to ensure that students are addressed correctly.

NVMI educators, staff, and peers, should always use the pronoun and name with which a student identifies or requests once they have been informed of the correct information. Attendance rosters and ID cards should reflect the cadet's wishes with regards to name and/or pronouns.

If a cadet has not disclosed their gender identity to a parent/guardian, they are asked to inform staff. The cadet can choose whether staff use their name in front of parent(s)/guardian(s), or not, and if their affirmed name is noted as a "preferred name" in the NVMI system.

NVMI will use the cadet's legal name, only where specifically required, including for specific testing, or reporting purposes. Cadets' gender should not be listed on school ID cards, permission forms, program application forms, or other forms, publications, or documents except where necessary due to state or federal law, regulation, or other requirements. For more information, please see your company counselor.

Removal or Interview of Students by Peace Officers

By law, peace officers have the right during the school day to interview students who may be suspects or witnesses in ongoing investigations. Public necessity dictates that police investigation is of high priority. Thus, school officials should not unnecessarily hinder the release of a student to peace officers. When a pupil is taken into police custody and removed from school during school hours and when allowable by law, the school will make all possible efforts to inform the parents.

Restroom Use

Cadets may use restrooms before and after school, during lunch and during break. If a teacher grants permission to use the restroom during a scheduled class period, cadets must have a hall pass in their planner. Accommodations are made for cadets who have health issues which require more frequent trips to restroom.

Safe Place to Learn Act

NVMI is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activity or school attendance occurring within a school of the school district may be subject to disciplinary action up to and including expulsion. To report an incidence please contact Gina Wilson at gwilson@novamil.org.

Sexual Abuse, Sex Trafficking, and Sexual Assault Awareness and Prevention

NVMI provides age-appropriate instruction in these matters and parents may submit a written request to excuse their child from participation in any such class, activity, or assessment.

Sexual Harassment Policy of the North Valley Military Institute

(For all employees/students at the North Valley Military Institute)

Introduction: Inappropriate sexual conduct will not be tolerated and may constitute sexual harassment. North Valley Military Institute does not condone or tolerate any form of sexual harassment involving employees or students. The school is committed to the creation and maintenance of a learning and work environment in which all persons who participate in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. NVMI will take appropriate action to prevent and correct behavior that violates this policy. If necessary, the school will also take disciplinary action against employees and students.

Employees who violate the policy will be subject to such actions as oral or written reprimand, professional counseling, reassignment, demotion, suspension, or termination. Disciplinary actions for students who violate the policy include a conference, suspension and/or expulsion depending on the circumstances and severity of the offense. The policy applies to all sexual harassment incidents involving NVMI employees and addresses acts committed by a person of either sex against a person of the opposite or same sex.

The policy recognizes that it is unlawful for employees to commit acts of sexual harassment. Sexual harassment committed by students of either sex against students or staff of the opposite or same sex constitutes inappropriate behavior and is subject to disciplinary action under the NVMI discipline policies. It is the responsibility of the school administration to recognize acts of sexual harassment and take necessary action to ensure that such instances are addressed swiftly, fairly, and effectively. The school prohibits retaliation against an individual who reports an incident or cooperates with an investigation of a reported incident.

What Is Sexual Harassment? Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature that takes place under any of the following circumstances:

- When submission to such conduct is made, explicitly or implicitly, a term or condition of employment, instruction, or participation in other school activities.
- When submission to or rejection of such conduct by an individual is used by the offender as the basis for making personnel or academic decisions affecting the individual subjected to sexual advances; and/or
- When such conduct has the effect of unreasonably interfering with the individual's work and/or academic performance or creating an intimidating, hostile, or offensive work or learning environment.

It is against NVMI policy and unlawful for NVMI employees to commit acts of sexual harassment. Sexual harassment committed by students against students or staff is inappropriate behavior and violates NVMI policies.

Prohibited Conduct: Prohibited conduct may include, but is not limited to, unwelcome behavior with sexual overtones that is intimidating or offensive to the recipient or observer of the behavior. For example:

- Grabbing, touching, or patting
- Sexual propositions
- Sexually offensive pictures, magazines, notes, calendars, cartoons, or jokes
- Unwanted flirtations or advances
- Verbal abuse
- Repeated pressure or requests for sexual activities
- Rewards for granting sexual favors or the withholding of rewards for refusing to grant sexual favors.
- Graphic comments about an individual's body or dress
- Sexually degrading names
- Bias or bullying based on religious affiliation.
- Cyber sexual bullying

Such conduct may also constitute sexual harassment. In determining whether prohibited conduct constitutes sexual harassment, consideration will be given to the totality of the circumstances, including the context in which the conduct occurred. Dating or sexual relationships between employees/adult volunteers and students is prohibited.

Expectations: The expectation of the Board of NVMI is that employees and students will be committed to creating and maintaining an environment in which all persons participating in school programs and activities can do so in an atmosphere free from all forms of sexual harassment. To ensure the fulfillment of this expectation:

- NVMI policy on sexual harassment will be communicated to all employees and students.
- Education programs, to include all employees and students, will be implemented.
- Employees and students will be informed of procedures to follow for filing complaints of sexual harassment.
- Confidentiality will be maintained in all phases of the complaint process in accordance with policy and NVMI obligation to investigate and address complaints.
- Retaliation against anyone who files a complaint about sexual harassment or cooperates with an investigation is prohibited.

Legal Protection: In addition to the NVMI policy, there are several other federal and state measures that protect individuals from sexual harassment discrimination and provide specific prohibitions against acts of discrimination or other unlawful conduct.

Federal Law

- Title VII of the Civil Rights Act of 1964, as amended in 1972 and 1991, prohibits discrimination based on sex in all terms, conditions, or privileges of employment.
- Title IX of the Education Amendments of 1972, as amended, prohibits discrimination based on sex in any education program or activity receiving federal financial assistance.

California Law

The Sex Equity in Education Act of California's Educational Equity Laws prohibits sex discrimination, including sexual harassment, in any California academic, athletic, extracurricular, research or financial aid program that receives state money. The California Sex Equity in Education Act requires that educational institutions of the state have a written policy on sexual harassment that is distributed to students, faculty, and parents. This

statement must include information on where to obtain the specific rules and procedures for reporting charges of sexual harassment and for pursuing available remedies.

Actions for Employees: If you believe you are the subject of sexual harassment, you should report such incidents. You can report this information verbally or in writing to your immediate supervisor. You may also report it directly to the Superintendent. When reporting such an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, any documents, papers and/or other exhibits.

Actions for Students: If you believe that you are the subject of sexual harassment or the focus of inappropriate behavior, you should report such incidents to your parents and school authorities. You can report the information verbally or in writing to the Dean of Students, a guidance counselor, a teacher, or another staff person. You may also contact the Superintendent directly.

When reporting an incident, it is helpful to provide as much information as possible. Such information includes: (1) a description of the event or events, (2) the number of occurrences with dates and places, (3) the names of any witnesses, and (4) if appropriate, documents, papers and/or other exhibits.

Students may receive guidance, advice, support, and/or advocacy from school staff, including administrators, counselors, teachers, or other staff.

School Investigations Policy

The school may determine it to be necessary to conduct searches of cadets and their backpacks, lockers, cars and/or possessions when there is *reasonable suspicion* that the search will uncover evidence that the cadet is violating the law, Board policy, administrative regulation, or other rules of the district or the school. A search may be conducted if the school has reasonable suspicion that a cadet may have been involved in a situation such as being in the presence, use, and/or transfer of illegal or dangerous drugs, alcohol, weapons and/or any potentially harmful or disruptive materials on school campus, the immediate area surrounding the school campus, or at any school-sponsored/related function. In certain circumstances school officials may also conduct a search of the cadet's person or ask parents to conduct such a search in the presence of a school administrator. In no case shall NVMI conduct any search, whether visual or tactile, of a student that include the removal of clothing or exposure of private areas, including but not limited to the chest, groin, buttocks, or other sensitive area.

All prohibited materials found in a search are seized and confiscated. In circumstances in which there may be a violation of civil law, the police will be contacted. When a cadet refuses to permit a reasonable search, the school reserves the right to contact the police and/or pursue suspension and/or expulsion proceedings. In all cases involving suspension and/or expulsion recommendation, the cadet will be afforded all due process rights outlined in this handbook. In all cases, students' rights to privacy will not be infringed upon, and in no case shall a student be forced to submit to a search without parental permission.

Skateboards, Bicycles, Scooters

Students are permitted to ride bicycles, skateboards, and scooters to and from school, with written parent permission. California Vehicle Code section 21212(a) states that persons under 18 years of age shall not operate bicycles, scooters, or skateboards without a properly fitted and fastened helmet that meets the standards of the American Society for Testing and Materials (ASTM) or US Consumer Product Safety Commission (CPSC). In addition, students are expected to ride responsibly. NVMI students using skateboard, bicycles, scooters, and similar devices to travel to school will park and secure them in areas on campus as prescribed by the commandant. They will not be used during school hours nor operated on campus or in the parking lot. Students must carry them or walk them as appropriate on or off campus.

Subject to Search

All persons, including cadets, coming onto the NVMI campus are subject to search of their person and property when there are articulable facts supporting a reasonable suspicion that there is a violation of school rules or the law. Random metal detector searches will be conducted, the purposes of which are to detect possession of weapons, deter bringing weapons onto school grounds, and reduce the potential for violent incidents.

Suicide Prevention

Student suicide rates are of concern to all members of the school community. One child, ages 12 and older, dies by suicide every five days in California. Charter schools are required by California law to provide suicide prevention education, according to age-appropriate and sensitive local policies, for grades 7 to 12. Legislators have determined that training in mental health and coordination around improved services is extended to our elementary students. A shared goal by all staff educators is to keep a safe place to learn, free from harm to any of our students. The North Valley Military Institute recognizes a need to provide suicide prevention, intervention, postvention and education as an integral part of a child's total educational program. School personnel cannot be expected to solve this serious problem alone, but the school can and should play a role in preventing these unnecessary deaths. The chances of a student attempting or completing a suicide are lessened if the early warning signals are recognized and the student receives the necessary professional assistance. While it is understood that school employees do not have the expertise in the general area of mental health or the specific area of adolescent suicide, all school personnel, specifically school counselors and teachers shall receive training to assist them to recognize clues and students that may be at risk, respond to a suicide threat or attempt, and help the students and school move positively forward should a suicide occur. This three-legged approach to suicide includes prevention, intervention and postvention.

Prevention

Training in coping skills shall be provided through curricula to be provided primarily through lessons in LOC, PE, and health classes. The focus of this curriculum shall include:

A. Decision making skills and

B. Recognition of potential for life-threatening behaviors. Students shall be taught how to recognize symptoms of stress in self and others as well as how to contact resources for dealing with these in life stresses.

Staff will receive training on risk factors, warning signs, protective factors, intervention procedures,

postvention, resources and self-care.

This training will be in the form of in-service and access to a suicide prevention, intervention and postvention handbook.

Intervention

Teachers or other school personnel who recognizes any type of suicidal behavior, no matter how trivial it may seem, shall report it to a pupil services provider (school counselor, school psychologist, and/or school administrator). In addition to the pupil services provider, the superintendent shall be made aware of the situation as soon as reasonably possible.

If the student is expressing to an adult or peer that they have suicidal thoughts or is engaging in self-harm, the staff member involved must not leave the student alone. That staff member will personally escort the student to a pupil services provider or will send another adult to a pupil services provider for help. If a pupil services provider is not available, it shall be reported to an administrator, who shall contact the student's parents/guardians/family and request that they meet with the school staff immediately. The parents shall be informed that their child has attempted or is planning to attempt suicide. If a student states they have a suicide plan or is in imminent danger to self, the school will call parents and the psychiatric mobile response team. First aid will be rendered if needed.

Postvention

When an outside agency has been used, a release of information form shall be signed which will allow a two-way flow of information between the school and the community agency. After the immediate crisis has been resolved, the administrator and the pupil services team shall meet to evaluate the situation and decide on an appropriate role for the school to take in assisting the student. The group should appoint a case manager to keep close contact with the student and the community agencies treating the student to ensure a coordinated school and agency approach. Depending on the professional judgment of the psychiatric providers, a decision may be made to provide teachers and other school staff involved with the student with information to appropriately deal with the student. The pupil services staff person assigned as case manager shall maintain a written record of all actions taken by the school in the case and shall perform monitoring and follow-up functions to support and assist the teachers and school staff after the student returns to class.

A Suicide Prevention, Intervention and Postvention handbook will be available as a resource and reference tool for faculty, staff, and administration. The handbook outlines risk factors, warning signs, and procedures for addressing suicide, media, memorials, and students returning to school.

Visitors

Any person (including parents or guardians) wishing to conduct business with NVMI, or a visiting relative or family member, must register at the main office and obtain a visitor's pass/badge. Visitors must always wear their visitor badge on campus and must return that pass/badge to the front office prior to departure from campus.

Visitors must present a legitimate photo identification card if requested by school personnel. In the case of NVMI alumni, visits on campus after school are allowed with permission of a school administrator but any visits during school time require an appointment with a school staff member. Visitors who disrupt the education process or

operation of the school are subject to immediate removal from campus and further legal action.

While the Charter School encourages parents/guardians and interested members of the community to visit the Charter School and view the educational program, the Charter School also endeavors to create a safe environment for students and staff. As such, parents and other visitors must adhere to the following policy to maximize the safety of the students and minimize the disruption to the education environment.

- Parents/guardians and other visitors, including children who are not students at the Charter School, shall not loiter on the Charter School premises, including the parking lot and outside school buildings.
- Parents/guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school.
- If a parent or guardian wishes to visit the Charter School to view the educational program, the visitor must follow the following procedures, which have been developed to ensure the safety of students and staff as well as to minimize interruption of the instructional program, pursuant to California Penal Code Sections 627, et. seq.:
 - o Visits during school hours should first be arranged with the teacher and Superintendent or designee, at least three days in advance.
 - o If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance.
 - o All visitors shall register with the front office immediately upon entering any school building or grounds when during regular school hours.
 - o When registering, the visitor is required to provide his/her name, address, occupation, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the Superintendent or designee may design a visible means of identification for visitors while on school premises.
- The Superintendent, or designee, may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property; or would result in the distribution or use of unlawful or controlled substances.
- The Superintendent or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reasonable basis for concluding that the visitor presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers, or its other employees.
- The Superintendent or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
- When a visitor is directed to leave, the Superintendent or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
- Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Superintendent or the Board on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Superintendent or the Board President within five days after the denial or revocation. The Superintendent or Board President shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Superintendent shall be held within seven days after

the Superintendent receives the request. A hearing before the Board shall be held at the next regularly scheduled Board meeting after the President receives the request.

- The Superintendent or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy. At each entrance to the Charter School grounds of, signs shall be posted specifying the hours during which registration is required, stating where the office of the Superintendent or designee is located and what route to take to that office, and setting forth the penalties for violation of this policy.
- Pursuant to ED 51512 no electronic listening or recording device may be used by students or visitors in a classroom without the teacher's and Superintendent's written permission.
- Penalties: Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both. Further conduct of this nature by the visitor may lead to the School's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending School activities for any purpose for a period of three (3) years.

Weapons/Dangerous Object Policy

Possession of a weapon on school grounds or at school events is a serious offense. It is considered a felony under the California Penal Code and may be punishable by imprisonment. Items considered to be weapons include but are not limited to the following:

- Firearms and/or ammunition
- dirk, dagger, icepick, knife
- knife with locking blade
- razor with unguarded blade
- air/spring projectile guns (BB, spot-marker, pellet, dart)
- look-alike firearms/weapons
- taser and stun gun

North Valley Military Institute recognizes that certain objects, tools, instruments, or substances, even though their primary function is other than as a weapon, are not considered to be the normal/regular supplies or equipment of a student on campus and may be classified as a weapon. These include, but are not limited to, the following: screwdriver, hammer, slingshot, blades, tear gas/pepper spray and fireworks of any kind.

The following constitutes a violation of the school's policy on weapons/dangerous objects:

- Possessing (on the student's person, locker, backpack, and/or any object assigned to, owned by, or controlled by them) or using a weapon or dangerous object.
- Selling, transferring, or serving as an accessory to the sale or transfer of a weapon or dangerous object.
- Failing to inform school officials if you have knowledge of the presence or possible use of a weapon or dangerous object.

These activities are prohibited on school campus, in the area surrounding the school campus, or at any school-sponsored/related function.

NVMI'S ACTION PLAN TO IMPROVE SCHOOL CLIMATE:

Component 1: Social Climate: People and Programs

Goal #1: All students feel safe to report any known or suspected presence of any unsafe condition on or near campus.

Objectives:

- 100% of students will be familiar with the STOPIT app.
- 100% of students will identify an adult on campus with whom they have a positive rapport and from whom they feel comfortable seeking assistance, including reporting suspicion of any unsafe condition on or near campus.
- 100% of students will be trained in NVMI bullying and harassment definitions, policies, and procedures.
- 100% of NVMI staff will be trained in NVMI bullying and harassment definitions, policies, and procedures.

Strategies:

- New student training during entrance camp
- New staff training during BMAIT
- Annual "refresher training" for all students and staff in the form of a bullying/harassment awareness assembly held during the first 10 school days of the year

Goal #2: The frequency of drug/alcohol/tobacco/weapon presence on campus will be dramatically reduced.

Objectives:

- During the 2021-2022 school year, there will be no more than 5 incidents of students being found under the influence of or in possession of illegal substances. That number will reduce by one each succeeding year until it hits zero.
- During the 2021-2022 school year, there will be zero incidents of a weapon on campus.

Strategies:

- Health teachers will do units on drugs, alcohol, and tobacco immediately after the first unit they teach on overall human wellness.
- A schoolwide assembly will be held with students in the first month of school to remind them of the available substance use disorder services available.
- Middle school LOC classes will teach the dangers of replica weapons on campus.

Component 2: Physical Environment: Place

Goal #1: Visitor Management System (VMS) will be implemented with 100% fidelity to the SOP.

Objective:

- The VMS will be fully operational by the start of fall semester classes.
- All campus safety team and administration will be trained in its operation, and
- The campus safety team will properly implement the visitor management SOP.

Strategies:

- Purchase/renew VMS
- Conduct training for appropriate staff
- Director of Campus Safety does a daily check to ensure fidelity to the VMS SOP, reporting to the Director of Operations anything that renders the VMS less than optimal.

Goal #2: Tabletop exercises, drills, and exercises will be conducted to rehearse response to emergencies.

Objectives:

- At least four tabletop exercises will be conducted during each school year to practice lockdowns, earthquake response, shelter in place, and limited movement (at minimum).
- Monthly drills will be conducted covering the gamut of emergencies and times/locations for emergencies.

Strategies:

- Director of Campus Safety and Superintendent will schedule four tabletop exercises.
- Superintendent will teach Director of Campus Safety and other ICS leaders how to conduct tabletop exercises.
- ICS 100 training for all school staff.
- ICS 200 training for all school staff.
- Select other ICS FEMA training for ICS section and area leaders.
- Monthly drill conducted both in conjunction with VOCES and separately.

I. Hate Crime Reporting

Hate Motivated Behavior Policy

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of NVMI and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

NVMI shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, NVMI shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process - A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, school administrator, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the Superintendent or Director of Student Support Services, who is responsible for coordinating NVMI's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and NVMI's uniform complaint procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.