



“Providing a strong educational foundation to all students who are in need of direction and support in learning English and finding their way in a new culture.”

GOVERNING BOARD AGENDA- Regular Board Meeting

Meeting of Wednesday, September 30, 2020 at 5:30PM

Join Zoom Meeting

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Mission: Iftin Charter School provides students in grades TK-8 an academically rigorous, common core aligned curricula, supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS addresses the needs of a diverse group of students, their families and communities by building on the strengths of the students' cultural heritage and life experiences. ICS students are educated and enlightened to become successful, lifelong learners and valuable members of the global community.

WELCOME GUESTS / CALL TO ORDER 5:30PM

Roll Call

Faisal Ali	President
Joe Udall	Secretary
Mulki Hersi	Treasurer
Rahmo Abdi	Member
Ibrahim Hassan	Member

PUBLIC COMMENT

PUBLIC COMMENT— Anyone wishing to address the Board on agenda, non-agenda, and/or Closed Session items may do so. Individual speakers will be limited to three (3) minutes. Total public input on any one subject may be limited to fifteen (15) minutes, and may be extended at the discretion of the Board Chairperson. Comments on an agenda item may be taken when the agenda item is discussed by the Board. Comments on non-agenda items will be heard before the Consent Motion.

Consent Items

Discussion Items

- A) CEO Report
- B) Learning Continuity Plan
- C) Comprehensive School Safety Plan
- D) Board Calendar

Action Items

- A) Approve Learning Continuity Plan
- B) Approve Comprehensive School Safety Plan

Closed Session

Conference with Labor Negotiators: Government Code section 54957.6

Report to Open Session

Reportable Action:

Advanced Planning

The next regularly scheduled Governing Board Meeting is to be held on Friday, October 23, 2020 at 5:30PM

ADJOURN

In compliance with the Americans with Disabilities Act, if you need special assistance to participate in this meeting, please contact the Office of Iftin Charter School at (619)265-2411. Notification of 48 hours prior to the meeting will enable the School to make reasonable arrangements to ensure accessibility to that meeting (28 CFR 35.102.35.104) If you would like to request any attachments or other public documents, contact Abdi Mohamud at: Mohamud@iftincharter.net



Learning Continuity and Attendance Plan Template (2020–21)

The instructions for completing the Learning Continuity and Attendance Plan is available at <https://www.cde.ca.gov/re/lc/documents/lrngcntntyatndncpln-instructions.docx>.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Iftin Charter School	Ali Hori Principal	hori@iftincharter.net (619) 265-2411

General Information

[A description of the impact the COVID-19 pandemic has had on the LEA and its community.]

Iftin Charter school (ICS) serves grades TK through 8th on a site within the area known as City Heights. Iftin Charter School attracts students from a wide range of both the city of San Diego and the wider county. Approximately 90% of Iftin’s students reside in the communities of City Heights Area immediately surrounding the school. Iftin Charter School serves the most vulnerable students. Many of our families are refugees who resettled in the United States. Furthermore, 89% of our families are socioeconomically disadvantaged, 78% of our students are English Learners, and more than 90% of our students are Black or African American.

ICS’s pre-pandemic instructional days provided full day in-person instruction Monday – Thursday and Half-Day in-person instruction on Fridays. Students received instruction in whole group, small groups, or one on one settings in all subjects. Our school had 1:1 technology in all grades, however, student devices stayed on campus. On March 13, 2020, schools were notified that they would need to close to in-person instruction beginning March 16, 2020, subsequently schools remained closed for the remainder of the 2019-2020 school year. This closure forced ICS to quickly transition to a virtual instructional model. Within three days we were able to contact 90% of our families and distribute work packets and devices to students in each grade level. ICS’s parent liaison and administration worked until school ended to ensure families had devices and the necessary tools to complete online learning. ICS called families and made home visits when necessary to drop off materials or to check in with families/students who were not connecting with their classes online. ICS assisted many of our families get internet access and enough devices for each of their students at home. When devices broke or needed replaced, ICS delivered devices to students at their home.

While all of the instruction was provided online, students were also provided with learning packets to supplement learning and to provide access to learning to students who had connectivity issues. Many of our teachers taught their students in whole groups, small groups and also through the phone one on one. Our Education Specialist and Instructional Aides connected with students in their classrooms and in a 1:1 setting, our students also continued to receive services defined in their IEP. Professional development was provided to our teachers and instructional aides were used in classes to help teachers with student attendance and needs.

ICS serves some of the most vulnerable populations in San Diego, and for many, a return to in-person instruction will be the most beneficial educational option. Looking ahead, ICS will open its classrooms to our neediest students first, then transition to a Hybrid Instructional Model until the county allows for schools to return to 100% in person instruction.

Stakeholder Engagement

[A description of the efforts made to solicit stakeholder feedback.]

When schools were ordered to close and Iftin had to make the transition to virtual learning in the Spring of 2020, we knew we would need to increase our engagement with stakeholders to ensure our communication was concise, consistent, and accessible to all of our families. Efforts to solicit stakeholder feedback was essential to not only effectively transition to distance learning in the Spring, but to also begin the school year virtually. We also needed to ensure the need for high levels of student participation and engagement was a priority in our plan. Iftin Charter School was and will continue to be committed to ensuring that input and feedback from parents, students, staff, and teachers is heard, valued and used to guide decision making within the school. Engaging stakeholders took place using multiple formats including virtual meetings, broadcast messages, phone calls, and online surveys. This engagement was a critical and essential component in the design and development of the school's Learning Continuity and Attendance Plan and our Instructional Plan, which encompasses all of our instructional models, for the 2020 - 2021 school year. As of March Iftin has utilized the following methods to communicate with stakeholders: 5 Regular and/or Special Board Meetings, 3 virtual parent meetings, 2 surveys to teachers and families, and 15 school-wide broadcasts. Additionally, our CEO, Principal, and Parent Liaison have been fielding parent and community feedback daily. All correspondences sent to families is translated to Somali and Spanish. Our bilingual staff provides translation services during Zoom meetings (online/via phone), parent meetings, and upon request.

[A description of the options provided for remote participation in public meetings and public hearings.]

All meetings were held virtually using Zoom. Stakeholders had the opportunity to participate either by computer or phone with translations being provided for English, Somali and Spanish as needed.

[A summary of the feedback provided by specific stakeholder groups.]

Throughout our stakeholder engagement efforts, two concerns rose to the top as most important for all, ensuring the health and safety of all and instruction. When we surveyed our teachers, 75% of teachers felt instruction could be improved and wanted students to return to in-person instruction, but only if it could be done in a safe manner. When we surveyed parents 42% of parents wanted their child to return to a combination of in-person and virtual learning, 32% of parents wanted their child to continue in the virtual learning model, and 26% of parents wanted their child to participate in full day in person instruction. When asked to provide feedback in regards to our virtual learning from the Spring, overwhelmingly all stakeholders expressed communication, engagement, reduction in learning time and technology connectivity as the resounding issues that needed to be addressed. Iftin analyzed and incorporated feedback from all stakeholders in our Learning Continuity and Attendance Plan.

[A description of the aspects of the Learning Continuity and Attendance Plan that were influenced by specific stakeholder input.]

Stakeholder input, whether it was provided through a survey, over the phone or in a meeting drove the development of our plan.

Communication Concerns:

- Hired additional instructional aides and utilize our bilingual staff to bridge communication between home and school
- Purchase Zoom accounts for each teacher
- Streamlined our leaning management system, so that all classes are using the same platform
- Developed a Support Request form and posted it on our website for families

Engagement Concerns:

- Continuously providing teacher professional development on student engagement
- Providing additional instructional supports to teachers to help address student engagement
- Weekly packets that align with weekly learning objectives are available to families and deliver when necessary
- Providing parent meetings and training
- Daily and weekly calls to families that are not engaged in the virtual classrooms
- Hired a school psychologist to work with students who are experiencing social and/or emotional issues

Reduction in Learning Time Concerns:

- School-wide master schedule developed to provide clarity and to create consistency for families
- School-wide license for Zoom that allows for teachers to teach virtually without having time limits
- Opportunities for whole group, small group, and one on one instruction has been built into every classrooms schedule
- Students engage in live instruction everyday for core subjects as well completes independent work
- Weekly packets are sent home to supplement the leaning in the class

Technology and Connectivity Concerns:

- Hired an Technology coordinator to address all technology/connectivity issues
- Purchased additional laptops and headphones to ensure each family had access to devices for virtual learning
- Purchased additional teacher laptops to ensure teachers are equipped with functioning devices needed to deliver instruction virtually

- Purchased document cameras and microphones for each teacher
- Purchased WiFi hotspots and charging adapters for families who can not obtain internet service
- Purchased WiFi extenders for staff and families in need to increase bandwidth and accessibility

Iftin intends on collecting feedback from our stakeholders as the year progresses and as we begin to open up to in-person instruction. It is Iftin's commitment to listen to the feedback and update our plan if needed to ensure we are continuously reaching the needs of our students and families.

Continuity of Learning

In-Person Instructional Offerings

[A description of the actions the LEA will take to offer classroom-based instruction whenever possible, particularly for students who have experienced significant learning loss due to school closures in the 2019–2020 school year or are at a greater risk of experiencing learning loss due to future school closures.]

First and foremost during this pandemic, Iftin Charter School has remained committed to ensuring the health, safety and well-being of all our students, families, teachers and community. We are also committed to providing all of our students with rigorous high quality instruction.

Iftin continued with our plan to begin the school year on August 31, 2020 with students participating in ICS Virtual Learning Academy. Iftin Charter School will take steps to resuming some in-person instruction following the California Department of Education Guidelines, CDC Guidelines, and Local Health Orders. To allow time for teachers to prepare for the transition to a Hybrid Instructional Model and to ensure students can be trained on how to enter the campus, going to class, and hygiene expectations, we will move to a Hybrid Instructional model in a phased approach. Our Hybrid Instructional Model will place students in each class into either Cohort A or Cohort B. Students in Cohort A will attend in-person classes on Monday/Wednesday and continue Virtual Learning on Tuesday/Thursday, vice versa for Cohort B. Friday will be a virtual learning day for all learners and a professional development day for teachers.

Iftin's intention is to open an Academic Support Zone for our high needs students: Special Education Students, Homeless Students or Foster Youth, Students who are experiencing attendance issues, At-Risk Students, Newcomer, and Students of Essential Workers. The Academic Support Zone will be in a supervised classroom(s) that allows students to come on-site to participate in virtual learning, receive in-person instruction, and get additional help when needed. We will welcome back classes back on a phased approach, with two weeks implementation time between each vertical grade level beginning. It is ICS's goal to be fully transitioned to a hybrid model in all grades by the fall. Parents will have the option to continue with 100% virtual learning.

The first few weeks of virtual learning were designed by teachers to focus on building community, providing social emotional learning and to assess student current levels. As teachers assess students, they will strategically develop cohorts, putting students with similar academic needs into the same cohort. Teachers will receive training on how to use assessments to determine the learning that was lost by utilizing assessment benchmarks in our math curriculum, running records, reading levels, MAP assessment and IO assessments. Teachers will utilize the data they collect on each student to provide intensive interventions as well as enrichment. Iftin is also exploring the options of offering before and after school tutoring to individual students who need more intensive interventions to mitigate the learning loss. Iftin has invested in a leveled guided reading program, Literacy Footprints, to close the gap in learning loss and will also allow teachers to provide small group instruction at the student's levels while integrating speaking, listening, reading and writing.

Actions Related to In-Person Instructional Offerings [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Personal Protective Equipment such as face coverings (masks, and where appropriate, face shields) to ensure that students, staff, and family entering our campus are minimizing the spread of respiratory droplets while on campus.	\$32,500	Yes
Increased supplies of soap and hand sanitizer as well hand free dispensers in each classroom and throughout the school.	\$16,500	Yes
Health Materials such as touchless thermometers and infrared temperature scanner to screen staff, students, and visitors prior to entering campus. Also an outdoor canopy/tent was purchased to create an outdoor isolation room near the health office. Part-time staff to provide daily health screenings.	\$24,500	Yes
Additional disinfecting materials, on the approved cleaning list provided by CDC, to support effective, routine disinfection of high-touch surfaces such as disinfectant, paper towels, gloves, and masks.	\$12,000	Yes
Signage, posters, and floor decals were purchased to place throughout the school to direct traffic flow and minimize interactions between individuals. Visuals to reinforce face covering mandate and the importance of frequent hand washing will be placed throughout the school.	\$7,000	Yes

Description	Total Funds	Contributing
Additional Custodial staff to provide increased cleaning to high trafficked areas (bathrooms, office, cafeteria, play ground) as well as clean and disinfect classrooms everyday.	\$21,450	Yes
Sneeze guards to provide barriers where close contact occurs and physical distancing of 6-feet is difficult, such as the front desk of each school or during small group instruction. Sneeze guards will also be installed in the cafeteria line.	\$6,500	Yes
Increase of student supplies to reduce sharing of supplies in the classroom.	\$35,000	Yes
Air filtration systems for each classroom to cleanse the air in the classroom and decrease the circulation of unclean, unhealthy air.	\$9,000	Yes

Distance Learning Program

Continuity of Instruction

[A description of how the LEA will provide continuity of instruction during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery, including the LEA's plan for curriculum and instructional resources that will ensure instructional continuity for pupils if a transition between in-person instruction and distance learning is necessary.]

Iftin Charter School began the 2020-21 school year with a virtual learning model for all students. The model and schedules were designed to ensure instructional continuity for students to prepare them for a transition between distance learning to in-person instruction as necessary. Iftin's virtual learning model includes daily, live, synchronous instruction for all students in addition to asynchronous activities and assignments that students complete each day. The virtual learning model also includes opportunities for students to work in small groups virtually in breakout rooms as well as meet 1:1 with their teacher. The school day schedule will align with the typical in-person school day schedule and contain the same classes and elements of instruction. The distance learning program will meet the state instructional minutes requirements of: Kindergarten = 180 minutes, Grades 1-3 = 230 minutes, Grades 4-12 = 240 minutes. Students will engage in synchronous and asynchronous instruction daily. Teachers will provide instruction that align to the common core and state standards and are deeply rooted in Iftin's focus areas: 1) Focus on Clarity 2) Focus on Mastery 3) Student Engagement 4) Aggressive Progress Monitoring and 5)

School/Classroom Culture. Until school is able to resume to 100% in person instruction, Fridays are designed as an independent learning day for students. Students will meet with their teachers Friday morning, then participate in asynchronous instruction, activities and assignments while teachers participate in professional development.

All of our instructional models will focus around FIVE major components: Content Delivery, Digital Resources, Extended Student Services, Instructional Support and School-Wide Safety.

Content Delivery

Students will have access to digital (online) learning materials and engaging instructional activities during the standard school day (8:20 - 2:50)

- All Grades will have access to reading, writing, math, science/social studies, and PE instruction daily
- All students will have access to the learning management platform Google Classroom or SeeSaw (TK/K and 2nd)
- All students will participate in virtual instruction daily through Zoom
- All students will also have access to Instructional Packets that align with instruction weekly, this will continue through all models of instruction

Digital Resources

- All students will have access to digital learning devices and Internet connectivity in order to participate in all models of instruction
- All students will have access to additional online learning platforms that support instruction at the student's academic level such as IXL, RAZ Kids, and Headsprout
- All students will receive a computer and headphones
- Hotspots and internet connectivity solutions will be provided by ICS as the need arises on a case by case basis

Extended Student Services

Additional consideration and supports will be put in place to provide support to students who:

- Have an IEP and receive additional services or instruction
- Newcomers or English Language Learners
- Students in Housing Transitions
- Students identified as needing additional instructional support
- Students whose parents are essential workers and need childcare to return to work

Instructional Support

- Teachers and Instructional Aides will be provided with professional development opportunities and strategies for teaching in an online learning environment
- Teachers will monitor student engagement and utilize strategies that effectively boost student engagement
- School leadership and teachers will monitor SEL needs of our students, staff and families and provide a timely support system
- Instructional Aides will be trained to provide teachers with instructional and behavioral support throughout all instructional models

- Parents will have opportunities to attend parent workshops

School-Wide Safety

Following guidelines provided from the California Department of Education (CDE), Local Health Officer (LHO) and San Diego County Office of Education (SDCOE), Iftin will ensure our campus is clean and has all health precautions in place to ensure all stakeholder's health and well-being is safeguarded to the fullest extent possible.

In our Instructional Plans for the school year Iftin intends to move from a virtual model to a hybrid instructional model that combines in-person and virtual learning, we will only transition to 100% in person instruction when state and local guidelines allow for this transition. The hybrid model not only allows for us to reduce class sizes daily, but also allows for our teachers to differentiate and provide more intensive interventions daily.

Throughout all models of instruction, students with IEP's will continue to receive their SAI time as well as services outlined in their IEP virtually, until we are able to safely reopen classrooms to allow for them to come on site to receive their instruction and services in person. Our newcomers and English Language learners will continue to receive their learning virtually through our ELD teacher who provides push-in support, small group instruction as well as 1:1 instruction until we are able to safely reopen a classroom space for them to receive instruction in person.

Access to Devices and Connectivity

[A description of how the LEA will ensure access to devices and connectivity for all pupils to support distance learning.]

Iftin Charter School collected data from all families via Google Form Survey and phone calls in the family's home language in order to identify families in need of technical support. Using this data, Iftin scheduled device pick up dates as well as hand delivered devices to families in need. Families that express connectivity issues (internet accessibility) are provided with local resources and/or a prepaid hotspot for families most in need and unable to obtain the resources needed for their child to participate in virtual learning. Additionally, school staff will continue to reach out to families if students are not participating in distance learning and/or not submitting school work to determine whether access to technology is a factor in the low participation rate for that student. Iftin has a designated Tech Team that is available to support families with troubleshooting both hardware questions and to provide support with online learning platforms students are using for instruction. Families may contact our Tech team or get additional support by: 1) Support Request Form found on our school website 2) Coming to the school M-F, 7:30 - 4:30 or 3) Calling the office or our Parent Liaison

Pupil Participation and Progress

[A description of how the LEA will assess pupil progress through live contacts and synchronous instructional minutes, and a description of how the LEA will measure participation and time value of pupil work.]

Iftin will use multiple assessments to assess student progress to identify and address learning loss, monitor student progress on grade level instruction and adjust instruction and supports based on student needs. All students will be assessed by their teachers using both formative and summative assessments. By regularly monitoring and reviewing student data, teachers will be able to better guide student learning and

provide timely interventions to struggling students. Synchronous and asynchronous instruction will allow multiple opportunities for formative assessment. Teachers will incorporate whole-class, small group, and independent activities throughout distance learning instruction to allow many opportunities for teachers to conduct assessments with their students, and in return use the data gathered to inform instruction, intervention and enrichment strategies, as well differentiate instruction.

Formative Assessments: This type of assessment will occur daily and frequently, allowing for teachers to collect daily data on student progress and instructional needs. Formative assessments will include, but are not limited to:

- Parent/Guardian Feedback
- Student conferences
- Exit Slips or Class Assignments
- Student participation in classroom or small group participation
- Notebooks
- Journal Entries
- Discussion Threads (online learning management system)
- Teacher observations

Summative Assessments: This type of assessment will occur twice during a unit, once in the middle and once at the end of the unit.

Summative Assessments may also occur throughout the year to assess student standard mastery and/or reading levels. The data collected from the summative assessments will be used to evaluate student success in learning and where they need more support to solidify learning.

Summative assessments will include, but are not limited to:

- NWEA MAP Testing
- EADMS Benchmark Assessments
- Mid Unit and Final Unit Test
- Final Project
- Research Paper
- Benchmark Assessments such as DRA and Running Records

Students will receive formal progress reports and formal grade reports during all instructional models. Progress Reports will be sent home bi-weekly with student's actual grades. Progress Reports will be sent home beginning September 24, 2020. Below are the dates Progress Reports will be sent home:

- Thursday, September 24
- Thursday, October 8 Thursday, October 22
- Thursday, November 5 Thursday, November 19
- Thursday, December 3 Thursday, December 17
- Thursday, January 14 Thursday, January 28
- Thursday, February 11 Thursday, February 25
- Thursday, March 11 Thursday, March 25
- Thursday, April 8 Thursday, April 22
- Thursday, May 6 Thursday, May 20

- Thursday, June 3

Report Cards will be sent home twice a year: February 10, 2021 and June 15, 2021.

Distance Learning Professional Development

[A description of the professional development and resources that will be provided to staff to support the distance learning program, including technological support.]

Professional development may be hosted by one of the following, but is not limited to: CEO, Principal, NCUST Executive Coach, Instructional Leader, SPED department, ELD Teacher, SELPA Program Manager, Operations Manager, or other highly qualified experts.

Topics for professional development for Teacher and Instructional Aides may cover topic such as:

- Best Practices during a Virtual Learning Model
- Enhancing educational practices such as small group instruction, one on one support or whole group instruction
- Guidance and Support for Special Education students
- Social Emotional Learning
- Providing support to English Language Learner
- Assessments Training
- Curriculum and Instruction
- Data Driven Instruction
- Other topics identified by staff

Iftin Charter School's teachers and Instructional Aides will continue receiving professional developments over the course of the school year. Teacher schedules have been developed to include for a minimum of 5 hours of planning to allow for individual, grade level, or vertical team planning and training. Also built into our Friday schedules is a minimum of 4 hours of professional development time divided between self directed PD, Teacher Led PD, NCUST PD or school-wide PD.

Staff Roles and Responsibilities

[A description of the new roles and responsibilities of affected staff as a result of COVID-19.]

Leadership Team's responsibilities have been updated to include: Staying updated on the current orders and guidelines from state, county, and district school officials; the development the Iftin's School Learning Plan (developed to outline the instructional plan for the year); Iftin's Virtual and Hybrid Instructional Plan as well as the COVID-19 Preparedness, Response and Control Plan considering feedback from all stakeholders; development of Iftin's Learning Continuity and Attendance Plans for the 2020 - 2021 school year incorporating stakeholder feedback; in collaboration with teachers, identify learning platforms that will be used across the school to create consistency and stability for families; ensuring all students have equitable access to technology needed to be successful in all models of instruction; ensuring to communicate all plans and updated information with the school board members, staff, and families; supporting and ensuring effective implementation of the virtual learning plan and accountability to student learning; designing and facilitating staff meetings and professional

development to support teachers during all instructional models; and providing and supporting staff with distance learning technologies through professional learning opportunities as well as on-site and virtual tech support through our tech team.

Education Specialists and Related Service Providers responsibilities have been updated to include: checking in families before the school year starts to discuss student's current state and needs; developing Contingency Plans as well as hold meetings to update IEP's; developing a schedule in collaboration with general education teacher to deliver SAI time or additional supports; collaborating with general education teachers to aid in accommodating and modifying instruction or assignments as needed; creating and/or attending breakout groups to support student learning for student with IEPs; ensuring the delivery of SAI in ways that support distance learning, which may include: Video reading lessons, Zoom lessons, Group project supports and check-ins, Low-tech goal based assignments and practice lessons; ensuring accommodations and modifications made to assignments given via the distance learning platform in collaboration with the general education teacher; ensuring that related services and appropriate services will be provided to students via Zoom, by phone or In-person when allowed.

A School Psychologists was recently hired and their responsibilities include: collaborating with Education Specialist to update all IEP's and ensuring all applicable assessments are completed; developing a schedule to provide mental health services to students with the identified need; receiving and evaluating students referred for social emotional support; providing one on one and small group counseling sessions as needed or identified; and participating and aiding in the SST process.

We hired a Technology Coordinator to lead our tech team. Their responsibilities have been updated to include: Safely distribute of tech devices to families in need, track and maintain student/staff devices, respond to family /teacher IT needs support via Google Form or school shared google doc., provide support to staff on distance learning technologies, order and maintain Iftin's tech needs to ensure equitable access and ensure needs are addressed in a timely manner.

Teacher responsibilities have been updated to include: Collaboratively design distance learning experiences and connection opportunities for students, explore and share effective distance teaching practices with colleagues, collaborate with our special education colleagues to ensure proper supports are being provided to special education students, connect and collaborate with our ELD teacher to support students who are English Learners or newcomers, communicate with and provide consistent and regular feedback to students, communicate with families consistently to relay student needs and progress, communicate with administrators about absent or non-communicative students and families and attend and engage in professional development.

Supports for Pupils with Unique Needs

[A description of the additional supports the LEA will provide during distance learning to assist pupils with unique needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness.]

Special Education:

- Special Education teacher will provide instructional opportunities in-person on campus (as we reopen the school) and/or virtually to each student

- Service providers will provide services either in-person on campus (as allowed) and/or virtually
- Special Education teacher and/or special education paraprofessionals will make contact with parents on a weekly basis
- Student IEPs will be reviewed and updated by our Education Specialist and School Psychologist once school resumes, virtually or otherwise.
- General Education (classroom) teachers will adhere to accommodations and modifications outlined in student’s IEP.
- Special Education staff may identify additional learning programs to provide differentiated, targeted learning instruction for students to access virtually.
- Education Specialist will assess each student with an IEP to determine learning loss and the amount of compensatory time that will be given to each student to address learning loss

Newcomers and English Language Learners:

- English Language Development (ELD) teacher and kindergarten teachers will administer the Initial ELPAC test to assess student language proficiency within the time allotted by the state.
- Initial ELPAC may be completed in-person (as allowed) and/or virtually.
- ELD teacher and paraprofessional will provide instruction to identified EL students in-person (as allowed) and/or virtually in small groups or 1:1 sessions
- ELD teacher and paraprofessional will contact parents on a weekly basis
- ELD teacher may identify additional learning programs to provide differentiated, targeted learning instruction for students to access virtually.

Students in Housing Transition:

- Students identified as homeless or foster youth will have access to a classroom at the school to participate in virtual learning (as allowed).
- Iftin’s Homeless Liaison and/or Parent Liaison will contact families on a weekly basis or as needed to ensure families are provided with necessary materials to ensure equitable access to educational opportunities
- Identified families/students will be provided with tech support and school supplies as needed and/or as requested by the teacher or parent.

Actions related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
		Yes
School-wide Zoom license.	\$4500	Yes

Description	Total Funds	Contributing
Hotspots and portable chargers for homeless families to allow students to continue learning virtually.	\$5500	Yes
Additional student chromebooks, teacher laptops, and student headphones.	\$65,000	Yes
Document cameras and microphones were purchased as additional tools for teachers that support the virtual instruction provided as well as internet connection cables to increase internet bandwidth in classrooms.	\$7500	Yes
Hired a Technology Coordinator	\$48,000	Yes
Hired a School Psychologist.	\$62,850	Yes

Pupil Learning Loss

[A description of how the LEA will address pupil learning loss that results from COVID-19 during the 2019–2020 and 2020–21 school years, including how the LEA will assess pupils to measure learning status, particularly in the areas of English language arts, English language development, and mathematics.]

Teachers at Iftin will begin the virtual school year with a focus on building relationships with each individual student, establishing classroom community, and re-engaging students in their learning. Teachers will also assess student levels using a variety of formative and summative assessments to determine learning loss due to COVID-19. Teachers will also collaborate with vertical team teachers to determine standards that were not fully taught due to the abrupt closure and transition to virtual learning in the spring. Teachers will address pupil learning loss through monitoring student progress towards grade level mastery by first assessing student foundational level or prior knowledge, then using that data to develop an instructional plan for their students, ensuring to assess student level of learning along the way. Teachers and support staff will communicate student levels, progress, and engagement to students and families on a regular basis.

Iftin will assess student learning status by using teacher collected data as well as the following assessments:

English Language Arts:

- Developmental Reading Assessment (DRA) - to be administered three times a year
- Running Records
- NWEA MAP assessment - administered three times a year (October, January/February, May)
- Weekly phonics/spelling and sight word assessments

English Language Development:

- ELPAC initial and summative assessments will be administered as prescribed by the state

Mathematics:

- NWEA MAP assessment - administered three times a year (October, January/February, May)
- IO Assessments after each unit
- Foundations assessment - given prior to teaching a unit

Iftin has also created a Data and Assessment Committee that will develop a universal benchmark assessment that will assess students based on grade level standards more frequently than the NWEA Map assessment. Teachers will utilize all student assessment data to identify areas of need and strengths for their students and provide instruction a grade level instruction as well as intervention and/or enrichment opportunities for students. Iftin is also developing opportunities for additional tutoring after school to address students who are experiencing significant learning loss due to the current crisis.

Pupil Learning Loss Strategies

[A description of the actions and strategies the LEA will use to address learning loss and accelerate learning progress for pupils, as needed, including how these strategies differ for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness.]

In order to address learning loss and provide enrichment to students, teachers will incorporate multiple modes of instruction into their daily schedules. Teachers will routinely use data gathered about their students to provide engaging and differentiated instruction tailored to meet the academic needs of their students. Teachers will provide universal/tier 1 instruction for grade level standards in a whole group method, while providing remediation, intervention, and/or enrichments in small groups or in a one on one setting. Teachers will utilize the breakout rooms and instructional aides to provide the small group and one on one instruction.

Our general education teachers and special education teacher work collaboratively to assess the learning gaps of our special education students and ensure the IEP goals are applicable and are reflective of student levels. Special education students who are identified as needing more support to help mitigate learning loss will receive additional instructional support as identified by the Education Specialist and classroom teacher. Our Special Education department has two instructional aides who also provide additional supports to students, in a

virtual or in-person model. Our English Language Development (ELD) teacher and kindergarten teachers will administer the Initial ELPAC test to assess student language proficiency as well as informally assess student levels to determine student level and needs. Our ELD team will utilize teacher input and ELPAC scores to determine instructional needs of students. When student levels are identified, students will receive services in the form of a push-in model, small group or one on one sessions. Our ELD teacher will also provide PD to our teachers on best practices and instructional tools to use when teaching EL students. Students who are identified as homeless will be assessed to determine their level of learning and where the learning gaps are. Homeless students will have access to tutoring sessions and additional support provided by a staff member to close the gap created by the school closure and virtual learning setting.

Effectiveness of Implemented Pupil Learning Loss Strategies

[A description of how the effectiveness of the services or supports provided to address learning loss will be measured.]

Iftin will measure the effectiveness of all services and programs put in place to address learning loss through formative student assessments and summative student assessments outlined in our plan.

Iftin will also place school, class, and student data on a data wall inside a teacher planning space so the leadership and teachers can work together to identify what is successful and what areas need more support or changes.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Literacy Footprints, a guided reading program, to provide teachers with a research based program so they can provide intensive small group instruction.	\$34,500	Yes
Additional Developmental Reading Assessment kits, one for each grade level, to reduce the amount of sharing between adults.	\$22,000	Yes
Learning A-Z license was purchased to include, Reading A-Z, RAZ Kids and Headsprout to provide teachers with more instructional tools as well as giving students access to engaging books digitally as well as provide them individualized support through the use of Headsprout.	\$5,056	Yes
Hired 4 classified parti-time instructional aides.	\$72,000	Yes

Description	Total Funds	Contributing
After School Tutoring	\$25,000	Yes

Mental Health and Social and Emotional Well-Being

[A description of how the LEA will monitor and support mental health and social and emotional well-being of pupils and staff during the school year, including the professional development and resources that will be provided to pupils and staff to address trauma and other impacts of COVID-19 on the school community.]

Iftin Charter School is committed to supporting the social emotional wellbeing of every student and staff, every day. Now more than ever, we value and need to continue building our relationships with all families to ensure we are creating the healthiest environments for all of our students during this challenging and unpredictable time.

Iftin is committed to addressing our students social emotional needs by offering:

- Referral Form for students, teachers or parents to request counseling from our School Psychologist
- Morning and Afternoon meetings in every grade to check in with students
- Social Emotional Learning Components will be integrated into daily lessons using the Stanford Harmony program
- The Crisis and Emergency Line will be posted on the school website and made accessible to students and families
- The National Suicide Line will be posted on the school website and made accessible to students and families
- Parent Resource page with local community resources will be posted on our school website for families
- Consistent and Frequent communications home from classroom teacher and school

Pupil and Family Engagement and Outreach

[A description of pupil engagement and outreach, including the procedures for tiered reengagement strategies for pupils who are absent from distance learning and how the LEA will provide outreach to pupils and their parents or guardians, including in languages other than English, when pupils are not meeting compulsory education requirements, or if the LEA determines the pupil is not engaging in instruction and is at risk of learning loss.]

Students are required to attend all classes daily and complete all assignments as assigned by their teacher. Students who are inactive for more than 2 days without direct communication with the teacher, will be contacted by the school leadership team and may be referred to an attendance intervention. If a student is absent, parents must reach out to the school office and classroom teacher to record absence and make a plan with the teacher for their child to make up missed work.

Attendance Intervention: If a student is consistently absent from Virtual Instruction or is not participating/completing work and the teacher is unsuccessful in their communications home, the student will be referred to the Instructional Leader for an Attendance Intervention. The Attendance Intervention Plan may include but is not limited to:

- Phone Conference with Parent Liaison, School Leadership, parent, teacher, instructional aide, and student
- In Person Conference with Parent Liaison, School Leadership, parent, teacher and student
- Home visits
- Student coming to campus to attend school if feasible

Iftin will continue to host monthly parent meetings, as well as providing additional Parent Workshops. The schedule for Parent Workshops will be posted on our school website and will also be shared with parents through a school call out, fliers and classroom newsletters. Parent Workshop topics will include but are not limited to:

- Virtual Learning 101 for Parents
- Zoom, Google Classroom, and Powerschool 101 for Parents
- Volunteering and Getting Involved (ELAC, SSC and school governance)
- English Language Learner and ELPAC Assessments
- Community Resources and Community Partners available to parents
- Being an Advocate for your child through their data
- Statewide Testing and Schedule

Parent liaison and outreach coordinator will continuously reach out to the parents on daily or weekly basis translating all the school communications in Somali and Spanish. Our parent liaison created also WhatsUp platform to inform parents about their children' education progresses, new and updated school information and needs. Parents also have opportunities to communicate directly to the parent liaison through that platform for their school related needs.

School Nutrition

[A description of how the LEA will provide nutritionally adequate meals for all pupils, including those students who are eligible for free or reduced-price meals, when pupils are participating in both in-person instruction and distance learning, as applicable.]

Iftin Charter school will provide our families the list of SDUSD food distribution sites as well as Feeding San Diego Distribution sites. This information is also uploaded to our school website as well as provided to families by our teachers.

When we transition to our hybrid instructional model, students will have access to meals onsite as well as through the food distribution sites. For families who are not able to travel to campus to pick up meals, we are investigating ways to ensure families have access to nutritious meals.

Additional Actions to Implement the Learning Continuity Plan [additional rows and actions may be added as necessary]

Section	Description	Total Funds	Contributing
Pupil Engagement and Outreach	Instructional Aides, Parent Liaison, Dean of Students and Tech Team will contact families daily, provide tech-support, troubleshoot issues that students and families are having to ensure student daily attendance and participation in distance learning.	\$4,000	Yes
School Nutrition	Breakfast and Lunch will be available for students during the hybrid model whether they are learning in-person or virtually.	\$2,000	Yes
Pupil Learning Loss (Effectiveness of Implemented Pupil Learning Loss Strategies)	Instructional Aides, Parent Liaison and Dean of Students will hand deliver learning packets and/or technology to families who are unable to come to school.	\$1,000	Yes

Section	Description	Total Funds	Contributing
Distance Learning Program (Pupil Participation and Progress)	Iftin will open Saturdays and Sundays for parents to pick up students' packages as needed as many parents work during the working days and have no time to pick up their child's materials except on the Weekends.	\$3,500	Yes
Mental Health and Social and Emotional Well-Being	Professional Development: Training and Materials	\$8500	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25%	\$832,568

Required Descriptions

[For the actions being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the needs of these students.]

Iftin serves a unique population of families, as stated previously, 89% of our families are socioeconomically disadvantaged, 83% of our students are English Learners, and 92.6% of our students are Black or African American. When developing a plan we are developing a plan to meet the needs of not only our homeless/foster youth, low-income students and our English Learners but for our entire student population as well. Our plan and actions directly improve our services provided to our entire student population and are effective in meeting their needs. Iftin Charter School will continuously analyze data and student progress to ensure our plan is implemented to fidelity and is serving our population of students.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

Ensuring connectivity and equitable access to a rigorous curriculum has been the driving factor of our learning plan and decision-making process. Addressing the needs of our homeless/foster youth, English learners, and low-income students were the most important factors as this is the majority of our population. We are increasing our services by:

- 1) Providing internet to families in need
- 2) Providing devices to all students (computers, chargers, headphones) as well as adapters to allow for charging in remote locations
- 3) Additional instructional supports in the classrooms and during virtual class
- 4) Tutoring Sessions after school will be offered when we are allowed to bring students back on campus
- 4) Our parent liaison contacts each family on a weekly basis to ensure they are supported and their needs are being met
- 5) Our school psychologist will be providing professional development to teachers on Youth Mental First Aid so that teachers are knowledgeable on how to help students who may be experiencing social or emotional difficulties, which both are on the rise with the current pandemic.

As we begin to re-engage our students, beginning with our highest priority, our homeless and foster youth, English Learners, and low-income students we will review our plan on a regular basis and add additional resources as needed to ensure we are providing equitable access to high quality, rigorous instruction.



COMPREHENSIVE SCHOOL SAFETY PLAN (2020-21)

Maslah Yussuf, CEO

5465 El Cajon Blvd. San Diego, CA 92115

(619) 265-2411

Yussuf@iftincharter.net

A meeting for public input was held on September 26, 2020

Plan Revised September 14, 2020

Plan approved by Governing Board, on September 30, 2020

**THIS DOCUMENT IS AVAILABLE FOR PUBLIC INSPECTION DURING REGULAR
BUSINESS HOURS: 7:30AM-4PM**

Iftin Charter School
Comprehensive School Safety Plan - Signature Page
2020-21

The undersigned members of the Iftin Charter School School-site Council certify that the requirements of California Education Code 32280-32282 have been met in the development of the following Comprehensive School Safety Plan.

Maslah Yussuf, CEO

Date

Ali Hori, Principal

Date

Yolande Charles, Instructional Leader

Date

Niomie Allison, Teacher

Date

Jacqueline Austin-Singer, Teacher

Date

Law Enforcement Agency

Date

Abdi Mohamud, Operations Manager

Date

Hussein Nur, Parent Liaison

Date

Parent

Date

Parent

Date

Mission: Iftin Charter School’s mission is simple: Iftin Charter School (ICS) provides students in grades TK-8 an academically rigorous common core-aligned curricula supplemented with a technology intensive program in a student centered, safe and caring learning environment. ICS will address the needs of a diverse group of students, their families and their communities by building on the strengths of the students’ cultural heritage and life experiences. ICS students will be educated and enlightened to become successful, lifelong learners and valuable members of the global community.

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IFTIN CHARTER SCHOOL
COMPREHENSIVE SCHOOL SAFETY PLAN 2020-21

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to develop a school safety plan.

The California Legislature enacted Senate Bill 187 (Chapter 736, Hughes, Comprehensive School Safety Plans). SB 187 makes school districts and county offices of education responsible for the development of “comprehensive school safety plans.

The Comprehensive School Safety Plan will be reviewed and updated every year. In July of every year, the school will report on the status of its school safety plan.

A hardcopy of the Comprehensive School Safety Plan is available for review at the main office. Additionally, the Safety Plan is available on the school website:

SAFE AND ORDERLY SCHOOL ENVIRONMENT

Reference Administrative Procedure 6270

- A. Teachers shall be responsible for classroom discipline, which will ensure a proper learning environment for all students. Every teacher shall hold pupils to a strict account of their conduct on the way to and from school, on the playground, during breaks, and in the classroom.
- B. All pupils shall comply with regulations, pursue the required course of study, and submit to the authority of the teachers of the school
- C. All people on the Iftin Charter campus are expected to adhere to the guidelines of the Iftin Charter School-wide Rules which includes:
 - 1. Attend school daily and be on time.
 - 2. Be courteous and respectful to each other and to Staff Members.

3. Follow directions given by any Staff Member, the first time.
 4. Wear clothing that meets the uniform policy.
 5. Keep the school building, grounds, furniture, materials, textbooks, and equipment in good condition.
 6. Be prepared.
 7. Use appropriate language.
 8. Do your best work.
 9. Obey all classroom, school, and community rules.
- D. It is the Principal's responsibility to maintain good discipline in the school in accordance with the Education Code, California Administrative Code, and district wide regulations and procedures promulgated by the Iftin Principal for measurement of citizenship and development of good discipline. The Principal may delegate those duties necessary for maintenance of good student conduct.
- E. Parents are expected to cooperate with school authorities in maintaining and encouraging proper standards of behavior for their children.
- F. Parents, students, and instructors individually review the school's Zero Tolerance Policy and Network Use Policy when signing contracts every year. Policies will be signed on appropriate forms and placed in the student's cumulative folder each school year.
- G. Iftin Charter has successfully passed semi-annual fire inspections and our local City of San Diego police officer visits the campus on occasion and is always available for consultation.
- H. Iftin Charter adheres to the discipline policy to create a safe school environment.
- I. The Iftin Discipline Policy and Safety Plan is shared with all teachers during staff professional conferences. "Safety and Discipline" Student Assemblies are held at least once a semester to go over the rules and expectations with the students.

- J. The Iftin Discipline Policy and Safety Plan are presented to the school site council (SSC) at the beginning of each school year. In addition, copies are available and the policies are presented/discussed at parent meetings.
- K. The local fire and law enforcement authorities are invited to our “Safety and Discipline” student assemblies and a copy of our policies are submitted to the San Diego Unified District School Police as well as our business partners and parents.
- L. Iftin Charter’s Outreach Coordinator will meet with parent groups and community members to raise awareness of our Safe School Plan. The purpose of this meeting is to improve communications, both with the partners in our school community, between on-campus organizations, or groups of students which may include gangs.
- M. Our Committee meets quarterly to review and update the plan.

The Governing Board aims to enhance student learning by providing an orderly, caring, and nurturing educational and social environment in which all students can feel safe and take pride in their school and their achievements, and in which all staff can work in an atmosphere free from disruption that impedes learning.

The Board recognizes that PBIS programs are based on research that shows the most effective discipline systems use proactive strategies designed to prevent discipline problems. The Board believes there is a strong link between a positive school climate and academic success for all students when students clearly understand behavioral expectations.

Our Core Values

Integrity ~ Focus ~ Tolerance ~ Independence ~ Nurturing

Our Personal Standards

Show Respect ~ Make Good Decisions ~ Solve Problems

Iftin will . . . provide all students with a nurturing and safe learning environment through the integration of social-emotional learning that promotes positive behavior.

Goal II - Action 2: Climate

Iftin will implement School-Wide Positive Behavior Intervention and Support (SWPBIS) to improve school climate, increase student engagement, and decrease discipline referrals and suspensions. All staff will receive training and ongoing support. An ad hoc sub-committee of Curriculum and Instruction, SWPBIS, will be formed to lead implementation and monitor effectiveness by ongoing review of discipline data.

LCAP

Purpose: While every effort will be made to ensure proactive discipline through School-Wide Positive Behavior Intervention and Support, ICS recognizes that there are behaviors that must be addressed with a firm response in order to maintain a safe campus.

Description: The following tables detail the most serious offenses and the steps to be followed when they occur.

Major Offenses: Fighting, Bullying, Defiance, Destroying Property

Offense	Description	Response
Fighting (17)	Aggressive physical contact using hands, feet, or objects, including but not limited to hitting, kicking, slapping, biting, pushing, or shoving, regardless of degree of injury. This includes physical aggression toward other students and adults.	<ol style="list-style-type: none">1. Call for help - Channel 10<ul style="list-style-type: none">- Separate only if able to do so without harm to students or self- Clear the room or area of bystanders to the extent possible2. Students removed to Counseling Center<ul style="list-style-type: none">- 5 minutes: notify Teacher of student whereabouts via

		<p>phone or in person</p> <ul style="list-style-type: none"> - 1 hour: Dean or Counselor follow up with email to Teacher, Counselor, and Administration <p>3. Investigation</p> <ul style="list-style-type: none"> - Interviews or statements from participants and witnesses - Review of videos if available - Guided reflection in Counseling Center <p>4. Collaboration</p> <ul style="list-style-type: none"> - Teacher and Counselor confer to discuss consequences - Counselor and Administrator confer to determine and approve consequence <p>5. Notify Parent or Guardian and Teacher of final decision</p> <p>6. Restorative meeting facilitated by Counselor or designee</p>
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Offense	Description	Discipline Steps
Bullying (16)	<p>In order to be considered bullying, the behavior must be aggressive and include:</p> <p><u>An Imbalance of Power:</u> Kids who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different</p>	<p>Physical</p> <p>1. Call for help - Channel 10</p> <ul style="list-style-type: none"> - Separate only if able to do so without harm to

	<p>situations, even if they involve the same people.</p> <p><u>Repetition</u>: Bullying behaviors happen more than once or have the potential to happen more than once.</p> <p>Verbal bullying is saying or writing mean things. Verbal bullying includes:</p> <ul style="list-style-type: none"> • Teasing • Name-calling • Inappropriate sexual comments • Taunting • Threatening to cause harm <p>Social bullying, sometimes referred to as relational bullying, involves hurting someone's reputation or relationships. Social bullying includes:</p> <ul style="list-style-type: none"> • Leaving someone out on purpose • Telling other children not to be friends with someone • Spreading rumors about someone • Embarrassing someone in public <p>Physical bullying involves hurting a person's body or possessions. Physical bullying includes:</p> <ul style="list-style-type: none"> • Hitting/kicking/pinching • Spitting • Tripping/pushing • Taking or breaking someone's things • Making mean or rude hand gestures <p style="text-align: right;">Source: StopBullying.gov</p>	<p>students or self</p> <ul style="list-style-type: none"> - Clear the room or area of bystanders to the extent possible <p>2. Students removed to Counseling Center</p> <ul style="list-style-type: none"> - 5 minutes: notify Teacher of student whereabouts via phone or in person - 1 hour: Dean or Counselor follow up with email to Teacher, Counselor, and Administration <p>3. Investigation</p> <ul style="list-style-type: none"> - Interviews or statements from participants and witnesses - Review of videos if available - Guided reflection in Counseling Center <p>4. Collaboration</p> <ul style="list-style-type: none"> - Teacher and Counselor confer to discuss consequences - Counselor and Administrator confer to determine and approve consequence <p>5. Notify Parent or Guardian and Teacher of final decision</p> <p>6. Restorative meeting facilitated by Counselor or designee</p>
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		<p>Verbal or Social</p> <p>1. Notify Counselor personally or via email if you witness verbal or social bullying or if it is reported to you by a student, parent, or staff member</p> <p>2. Students removed, or called, to Counseling Center</p> <p>- 5 minutes: notify Teacher of student whereabouts via phone or in person</p> <p>- 1 hour: Dean or Counselor follow up with email to Teacher, Counselor, and Administration</p> <p>3. Investigation</p> <p>- Interviews or statements from participants and witnesses</p> <p>- Review of videos if available</p> <p>- Guided reflection in Counseling Center</p> <p>4. Collaboration</p> <p>- Teacher and Counselor confer to discuss consequences</p> <p>- Counselor and Administrator confer to determine and approve consequence</p> <p>5. Notify Parent or Guardian and Teacher of</p>
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		<p>final decision</p> <p>6. Restorative meeting facilitated by Counselor or designee</p>
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Offense	Description	Response
<p>Defiance (9)</p>	<p>Level 1 Oppositional behavior including but not limited to arguing with, yelling, or cursing at an adult; storming out of the room; throwing materials; banging on a desk or table; knocking over furniture; or disrupting the classroom by arguing with peers.</p> <p>Level 2 Non-compliance - see Minor Offenses</p>	<p>Level 1</p> <p>1. Call for help - Channel 10</p> <p>2. Student(s) removed to Counseling Center</p> <p>- 5 minutes: notify Teacher of student whereabouts via phone or in person</p> <p>- 1 hour: Dean or Counselor follow up with email to Teacher, Counselor, and Administration</p> <p>3. Investigation</p> <p>- Interviews or statements from participants and witnesses</p> <p>- Review of videos if available</p> <p>- Guided reflection in Counseling Center</p> <p>4. Collaboration</p> <p>- Teacher and Counselor confer to discuss consequences</p> <p>- Counselor and Administrator confer to determine and approve</p>

		<p>consequence</p> <p>5. Notify Parent or Guardian and Teacher of final decision</p> <p>6. Restorative meeting facilitated by Counselor or designee</p>
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Offense	Description	Response
<p>Destroying Property (8)</p>	<p>Intentional vandalism or damage to school property including but not limited to walls, doors, windows, technology, equipment, and furniture; or the personal property of staff members.</p>	<p>1. In progress: Call for help - Channel 10</p> <ul style="list-style-type: none"> - Clear the room or area of bystanders to the extent possible <p>Reported: Notify Counselor personally or via email if vandalism or property damage is reported to you by a student, parent, or staff member</p> <p>2. Student(s) removed, or called, to Counseling Center</p> <ul style="list-style-type: none"> - 5 minutes: notify Teacher of student whereabouts via phone or in person - 1 hour: Dean or Counselor follow up with email to Teacher, Counselor, and Administration <p>3. Investigation</p> <ul style="list-style-type: none"> - Interviews or statements from participants and witnesses - Review of videos if available - Guided reflection in Counseling Center <p>4. Collaboration</p> <ul style="list-style-type: none"> - Teacher and Counselor confer to

		<p>discuss consequences</p> <p>- Counselor and Administrator confer to determine and approve consequence</p> <p>5. Notify Parent or Guardian and Teacher of final decision</p> <p>6. Restorative meeting facilitated by Counselor or designee</p>
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ASSESSING THE CURRENT STATUS OF SCHOOL CRIME

Assessment:

Neighborhood crime: Iftin Charter School is located on El Cajon Blvd. in the College Area Business District just east of 54th Street in the old Jackson Elementary School Site. A portion of the campus to the East houses the Home/Hospital Transition Services of SDUSD; immediately South is Mann Middle School Complex; immediately North of ICS is a strip mall and Travel Time Hotel, and; immediately West is 54th Street.

According to the San Diego Crime Mapping report, during the month of January 2020 there were a total of 78 crime incidents occurring within a half mile radius of the school. This includes all incidents occurring 24 hrs per day, 7 days per week. During school days, from 7AM through 5PM there were a total of 6 incidents. The primary concerns and incidents numbers are as follows: Fraud (1), Vandalism (1), Vehicle Break in/PettyTheft (2), Battery (1), and Alcohol & Drug Violations (1),

School safety incidents: During the 2019-20 school year, there were a total of 8 incidents 1 resulting in suspensions with an overall 2.0% suspension rate for the school. There were no expulsions. The majority of suspensions were for mutual combat or fighting.

An additional campus safety concern that was identified is running on walkways between the lunch arbor and playground.

Response:

Neighborhood safety: The most immediate safety concern of Iftin Charter School is the neighboring hotel and retail area where much of the surrounding crime occurs. Our administration has been vigilant in assessing and heading off potential problems. By building relationships with property managers and owners, we have been able to get their support in helping to keep the neighborhood safe. The hotel management works cooperatively with the school to make sure there are no code violations and they are quick to address any problems or concerns with the residents. Screens have been installed and maintained on all exterior windows facing the school. Iftin Charter School has safety personnel stationed out front during the hour's students arrive and leave the campus. Entry and Exit of the school is limited requiring all persons entering or exiting the school to do so through the school office.

School Safety Goal 1: Reducing arguing and intolerance that leads to fighting and threats: The Iftin Charter School's goal is to eliminate fighting or threats of violence by students by reducing the arguing and intolerance that leads to fighting. Iftin has developed a character education program that focuses on one-character trait per month. These traits include Respect, Tolerance, Responsibility, Honesty, Courage, Perseverance, Confidence, Kindness/Sincerity, and Generosity. This program teaches values and principles to live by that will help students develop good relationships with others and make good social and behavioral choices-even when confronted by difficult situations. Individual teachers are able to tailor the program to address particular issues relevant to the class. Students practice the values and skills learned and receive positive praise and reward for their success. The primary goals of this character education program are to:

- Establish a orderly and safe environment for learning
- Empower students by developing confidence, tolerance and perseverance.
- Instill values and skills that help students think and act in socially responsible ways
- Promote respectful, kind and healthy interactions.

School Safety Goal 2: Iftin Charter School has taken several steps to achieve our goal to eliminate running on walkways between the lunch arbor and playground. The school reinforces the no-running rule in the classroom and morning assembly. Aides walk grades K-3 to the playground in lines. For grades 4-8, aides are stationed along the route to redirect students and enforce the rule. In addition, this item has been added to the behavior rubric.

CHILD ABUSE REPORTING PROCEDURES PURSUANT TO P.C. 1164 AND ADMINISTRATIVE PROCEDURE 6370

A. Reporting Responsibilities: Any “Child care custodian” including teachers, instructional aides, teacher’s assistants, classified employees, administrative officers, supervisors of child welfare and attendance, certified students, personnel employees, day care center administrators, licensed day care workers, physicians, psychologists, dentists, and licensed nurses are required to report suspected child abuse. Staff receives one hour of annual training on reporting procedures at staff meetings at the beginning of each school year. This training is conducted by the School Nurse on contract from the San Diego Unified School District.

Students needing support are able to meet with Iftin’s support staff including Administrators, Teachers, Outreach Coordinator, School Psychologist, and Guidance Aide.

B. Telephone Reporting Section 11166 of the Penal Code requires any employee who has knowledge of a child, observed in his/her professional capacity or within the scope of his/her employment, whom he/she knows or reasonably suspects has been the victim of child abuse, to report it to a child protective agency immediately or as soon as practically possible by telephone and to send a written report within 36 hours of receiving the information concerning the incident. Persons observing evidence of suspected child abuse will report the instance by telephone or fax and additionally inform the Principal and give a written copy of the report to the Principal and school nurse.

CHILD ABUSE REPORTING –CONTACT INFO (858) 560-2191 or (800) 344-6000

For suspected abuse contact:

County Social Services Department's Child Protective Services Child Abuse Hotline:
(858)560-2191 or (800) 344-6000

If you **know** that abuse has occurred, you should call Police directly at: **(619) 531-2000**

IF ABUSE IS IN-PROGRESS CALL: 911

C. Written Reporting: Following the telephoned report, a written report, available in the school office, shall be sent within 36 hours of receiving the information concerning the incident. The following shows how and where the copies are to be routed.

S.D. County Health and Human Services Agency

Child Abuse Hotline

P. O. Box 711341

San Diego, CA 92111

and

Child Abuse Team

San Diego Police Department (MS 719)

1401 Broadway

San Diego CA 92101

- a) Faxing the written report.** (Use only on Monday through Friday between 8:00 a.m. and 5:00 p.m.) The "Suspected Child Abuse Report" form (Attachment 1) may be faxed to the S.D. Child Abuse Hotline after it has been reported by telephone. The Hotline cross-references the report with S.D. Police. Fax numbers are provided on the Suspected Child Abuse Report Form and the Suspected Child Abuse Reporting Instructions.

****A copy of the report may be placed in a sealed envelope and kept in a confidential locked file in the principal/site administrator's office. On the envelope, record the name of the person to whom the telephone report was made, and the date and time of the report.***

b) Electronic (web based) report – upon making the telephone report, the Hotline Staff will offer the mandated reporter the opportunity to register for the web-based system. Once this is done, the reporting party receives, via email, an access link to file the follow-up report. If the registered mandated reporter does not use the web-based system for 90 days, the mandated reporter needs to ask the Hotline Screener to “re-activate” the account. The Hotline Screener can also reset the password if necessary.

** A copy of the report may be printed and placed in a sealed envelope and kept in a confidential locked file in the principal/site administrator’s office. On the envelope, record the name of the person to whom the telephone report was made, and the date and time of the report.*

NOTE: REPORTING PERSON SHOULD **NOT** CONTACT THE CHILD’S HOME OR CONDUCT AN INVESTIGATION OF ANY KIND.

Persons observing evidence of suspected child abuse will inform the Principal or Instructional Leader. He/she will, in turn, notify appropriate staff.

CHILD ABUSE REPORTING-TRAINING:

The principal will ensure that an annual Mandated Reporter training is provided for all new staff at the school site.

The Mandated Reporter materials can be presented in person, by a school nurse and/or Health Tech or can be emailed to new staff to complete. In addition, it is also the responsibility of each site principal to determine if the Mandated Reporter training should include all site staff and to make a request to the appropriate staff trainer (site nurse, cluster nurse, counselor, etc.). Records of who has been trained are to be kept in a principal’s file on the school site. Materials are available from the Nursing & Wellness Program Office and may be checked out on a temporary basis by calling 858-627-7597. A PowerPoint and post-test are also available on the principal’s web page.



**DISASTER EMERGENCY
PLAN
(2020-2021)**

5465 El Cajon Blvd. San Diego CA 92115

Updated: 07/30/2020

QUICK GLANCE REFERENCE

SITE NOTIFICATION SYSTEM

FIRE Drill / EVACUATION Notification Method:
10 bell rings alternating with 5 seconds of silence alternating for at least 2 minutes or Fire Alarm.

ALL-CLEAR Notification Method: Whistle blow.

EARTHQUAKE DRILL Notification Method:
1 minute bell followed by 2 short bell rings. 1 minute of “Duck and Cover,” followed by an Evacuation Drill.

ALL-CLEAR Notification Method: Whistle blow.

LOCKDOWN Notification Method:

3 long bell rings.

ALL-CLEAR Notification Method: five short bell rings.

SHELTER-IN-PLACE Notification Method:

2- way radio, runner or telephone message from command post.

ALL-CLEAR Notification Method: five short bell rings.

SITE INCIDENT COMMAND TEAM PERSONNEL—MAJOR ASSIGNMENTS ONLY

Primary	Position	Alternate
Maslah Yussuf	Site Incident commander (SIC)	Ali Hori
Abdi Mohamud	Operations Chief Safety Officer	Yolande Charles
Hussein Nur	Planning and Intelligence Chief	Abdulahi Muhumed
Ayaan Shibin	Logistics Chief	Elizabeth Ley
Maslah Yussuf	Finance & Administration Chief	Abdi Mohamud

SUBORDINATE SECTION CAN BE FOUND IN SECTION FOUR

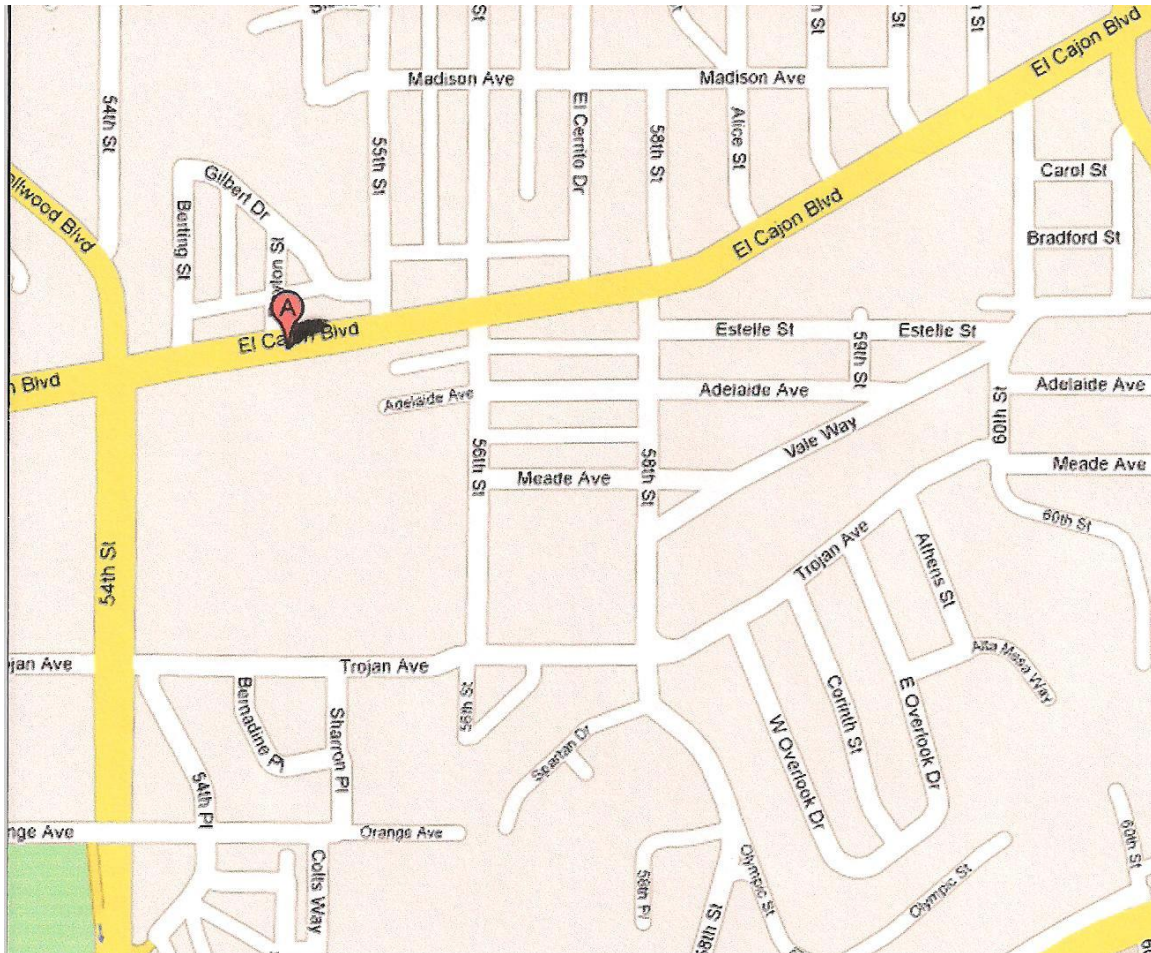
Last Updated on: 07/30/2020

SECTION TWO **Site Information**

Location

Site Name: Iftin Charter School
Site Address: 5465 El Cajon Blvd 92115
Site Phone Number: (619) 265-2411
Thomas Brothers Page: 1270
Thomas Brothers Coordinate: B4

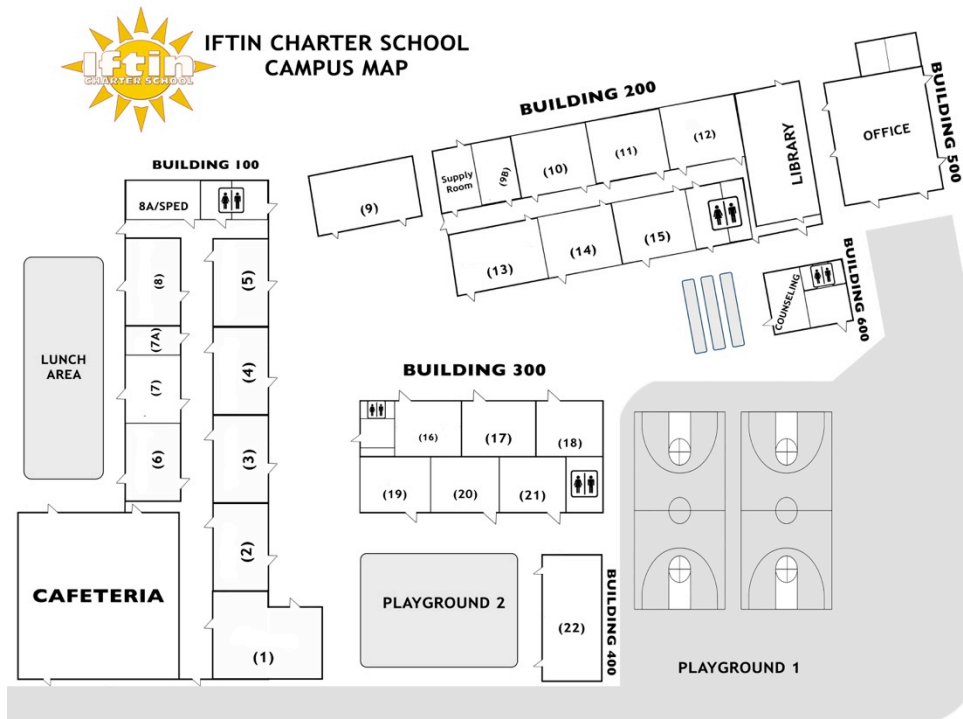
IFTIN charter school is located on El Cajon Blvd in San Diego CA. The site is located directly south (behind) Travel Time Motel across from City Heights Family Center.



SITE AERIAL MAP



Iftin Site Map



In the event of an emergency, a Command Post will be established by the Site Incident Commander. Incident Command Team members will be informed of the location upon activation.

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
San Diego Police	911	619-531-2000
San Diego Fire	911	858-573-1300
San Diego Paramedics	911	858-573-1300
Water Emergency	619-515-3525	
San Diego Gas & Electric	1-800-611-7343	

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
SDUSD School Police Services	619-291-7678	619-725-7000
SDUSD Safety Office		858-672-734 9
SDUSD Emergency Maintenance	858-627-7171	
SDUSD Public Information		619-725-5578

DISASTER EMERGENCY RESOURCE INFORMATION

Emergency Disaster Kit

This site maintains three disaster kits. The kit(s) are located: In the copy production room at the back of the office.

The Emergency Disaster Kit stores necessary resources for the Site Incident command Team. This kit should not be confused with the Crisis Response Box, which is carried out of the site to a police or fire command post. School personnel should use the items contained within the kit to manage their incident command. Further assistance can be found in District Emergency Procedure 16. The following equipment and supplies are stored inside the Emergency Disaster Kit:

- Handheld Air Horns – Recommend a minimum of five (SIC & Chiefs)
- Bull Horn – Recommend a minimum of one
- Batteries – Recommend a minimum of two sets of bull horn, flashlights, emergency radios and walkie talkies)
- Flashlights-recommend one per Incident Command Team member (17)
(Search and Rescue Team and Medical Team requirements listed separately in Section 5)
- Walkie Talkies – Recommend a minimum of five (SIC and Chiefs)
- Duct Tape – Recommend a minimum of two rolls used for marking blank vests.
- Rosters – Recommend a minimum of one set per room sorted by alphabet.
- Steno Pads (5X7) – recommend one per Incident Command Team member.
- Pencils and Pens – recommend one each per Incident command Team member (34).
- Copies of Forms – See Section 5 for all forms.
- Chalk – recommend 25 sticks, red in color.
- 3X5 cards – recommend one hundred.
- Department or Classroom Place cards.
- Medical Team Supplies – See Section 5 Form #4.
- Search and Rescue Recommended Supplies—See Section 5 Form #11.
- Vests for Key Personnel – recommend a total of 17 for Incident Command Team members (Search and Rescue Team and Medical Team requirements listed separately in Section 5).

All Emergency Disaster Kits and their contents are the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs to the site.

The responsibility to transport the Emergency Disaster Kit to an activated Site Command Post belongs to the following individuals:

Primary: Ayaan Farah, Logistics Chief
Alternate: Elizabeth Ley, Logistics Chief (2nd Shift)

Crisis Response Box

This site maintains 2 Crisis Response Boxes. One box is for the Site Incident Command Team and one box is for the Public Safety Incident Commander.

The Crisis Response Boxes are located in the Main Office near the administrative assistants desk.. The Crisis Response Boxes are a file folder type box. The boxes are clearly labeled and contain vital information needed by the Site Incident Command Team and Public Safety Incident Commander (in the event a Public Safety Command Post is established). Further assistance can be found in District Administrative Procedures 5000. The following information is stored inside each box:

- Current copy of the Site Emergency Plan which includes site evacuation procedures, street map, aerial photo including all new structures, electric, gas, water cable, telephone, intrusion and fire alarm shutoffs, classroom numbers, gate openings for vehicles/pedestrians and all sire hydrants that have been added to accommodate these new structures, and other site specific emergency information.
- Current map of site or school layout. Map must show ALL buildings, classroom numbers, and evacuation routes.
- Most current blueprint (architectural drawings).
- Current roster of students and employees assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- A list of the site's staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- **If available, current student photos on Thumb drive or most recent photo annual.**
- Telephone numbers listed in numerical order for each classroom/building.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander. The Site Incident Commander will conduct annual inspections in October of each year. The responsibility to inspect and replace information belongs to the site.

The responsibility to carry the box to an activated Public Safety Command Post belongs to the following individuals:

Primary: Site Incident Commander, Maslah Yussuf, Chief Executive Officer

Alternate: Planning and Intelligence Chief, Hussein Nur, Parent Liaison

Emergency Quick Reference Guide

This manual often referred to as the "Emergency Quick Reference Guide" is a red, white and blue quick flip-type reference chart that provides basic guidelines for emergencies. The information in this guide is drawn directly from the District's Emergency Procedures. Each classroom and office has been equipped with a copy of the guide. The guide provides basic direction for teachers and staff in the event of an emergency. All employees should familiarize themselves with the content annually.

SITE EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

Plan Maintenance

The Site Incident Commander (SIC) is responsible for the maintenance of this plan. School Police Services is responsible for annual plan review. Appropriate changes or modifications shall be forwarded by the SIC to School Police Services for approval prior to any distribution. All of the District's Plans will be stored on a secure website that will be monitored and maintained by School Police Services.

Training & Exercises

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

The Site Incident Commander (SIC) will coordinate annual training for all employees on the basic emergency procedures in this plan. All new employees assigned to the site will receive basic training within 30 days of assignment. Basic training can simply involve knowledge of basic SEMS, NIMS, and ICS protocols, key evacuation locations, parent reunification locations, and the location of related resources. Members of the Site Incident Command Team will receive additional training specific to their duties every year by the SIC and School Police Services.

The SIC will coordinate annual exercises for all employees as outlined in District Emergency Procedures 16.

SITE INCIDENT COMMAND TEAM OVERVIEW

According to the ICS, the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases one individual may be able to fill more than one “position.” (Example: in a small incident the School Principal oftentimes serves as the Site Incident Commander and the Public Information Officer.)

Only under very unusual conditions will all of the positions identified below be activated and fully staffed.

Site Incident Command Team Assignments

Key employees are to be pre-assigned to the Site Incident Command Team and have specific duties during emergencies. These duties include:

1. **Site Incident Commander (SIC)** – responsible for overseeing on-site emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Officer duties.
 - **Safety Officer**—ensures that all activities are conducted in as safe a manner as possible.
 - **Public Information Officer**—acts as official spokesperson for the site in an emergency situation, until the District PIO (Communications Officer) is available.
 - **Liaison Officer**—serves as the point-of-contact for agencies outside of the district’s organization.
 - **Operations Chief**—manages direct response to the on-site emergency.
 - **Site Faculty Check and Security**—controls utilities, restricts access to unsafe areas, provides traffic control, and communicates damage to SIC.
 - **Search & Rescue Leader and Team**—Checks campus for damage, rescues victims, and reports site conditions.
 - **First Aid & Medical Leader and Team**—provides medical response including CISM (Critical Incident Stress Management).
 - **Student/Parent Reunification**
 - **Assembly Area**—ensures the care and safety of all students on campus (except those in the Medical Treatment Area).
 - **Request Gate**—processes requests by parents or authorized adults for release of students.
 - **Release Gate**—assures proper release of students to parents or authorized adults.
2. **Planning & Intelligence Chief**—in charge of collection, evaluation, and documentation of information about the incident.
 - **Documentation**—collects, evaluates, and documents event.
 - **Situation Analysis**—assesses need for additional personnel and resources.
3. **Logistics Chief**—provides facilities, services, personnel, equipment, and materials to support response—includes food and transportation services.

- **Supplies, Facilities, and Staffing**—provides supplies, equipment and staffing support response.
4. **Finance & Administration Chief**—tracks purchases, staff hours, and costs.

The Emergency Roles and Responsibilities Section (Section four) of this plan provides checklists for each of the above assignments. The Site Incident Command Team will report to the Site Incident Commander at the Command Post. Any employee may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District's Emergency Operations Center (EOC) located at the District's Offices' may be activated to support on-site emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with EOC.

It's important that the Site Incident Command Team refer to both the Emergency Procedures and Emergency Quick Reference Guide for command directives and clarifications.

SECTION THREE

SITE EVACUATION PROCEDURES

Notification

The Site Incident Commander is responsible to notify the site's Incident Command Team when an evacuation is necessary. School Police Services, in coordination with the SIC is responsible for activating the evacuation notification procedures for district level personnel.

The Signal for evacuation is:

Fire alarm—ten short rings alternating with a five second pause for two minutes.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

If evacuation is requires, but an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone or runners. This method reduces the level of anxiety and potential panic.

Exiting Buildings

The Site Incident Commander is responsible for ensuring that employees and students are aware of designated exit routes from the building. Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits. Each classroom and department has developed plans for ensuring that all employees/students receive evacuation notification and are moved to a pre-designated evacuation site. All staff members are trained to conduct rapid visual and verbal "sweeps" of their assigned areas to ensure that no one is left behind.

The responsibility to ensure maps and directions are posted, as well as appropriate training delivered, belongs to the following individuals:

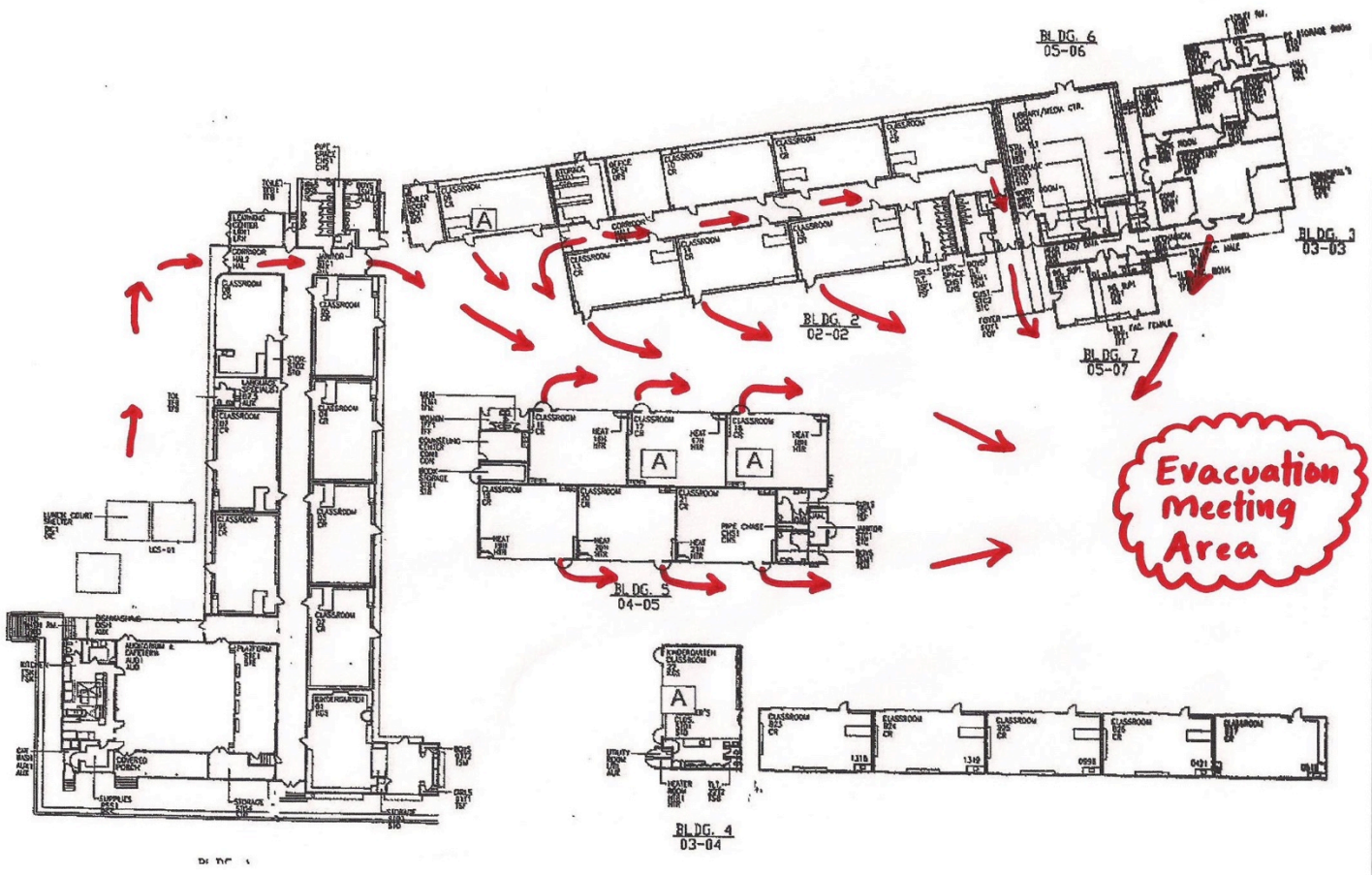
Primary: Site Incident Commander; Maslah Yussuf, Chief Executive Officer

Alternate: Planning and Intelligence: Hussein Nur, Parent Liaison

Evacuation Locations

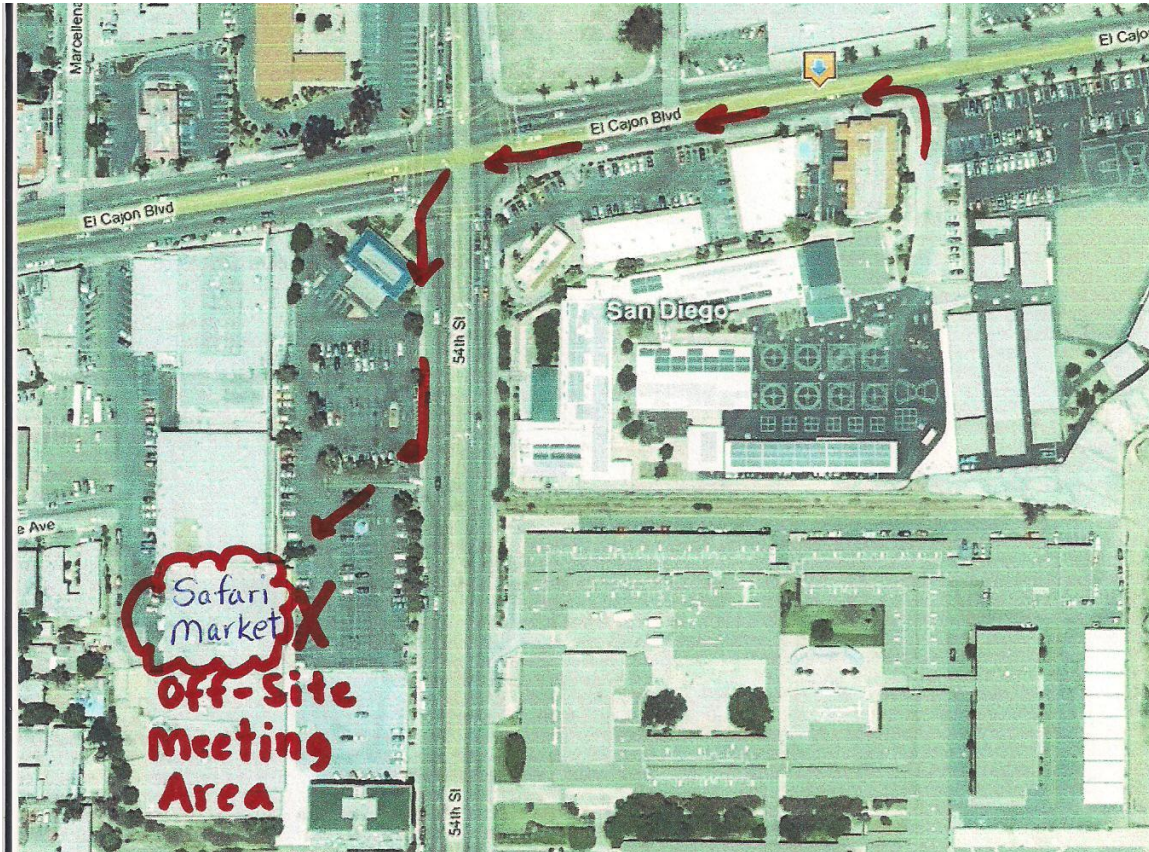
ON-SITE EVACUATION

When an evacuation is ordered, all employees/students will leave the building via assigned areas on the north end of the playground.



OFF-SITE EVACUATION

In the event that the situation requires a further distance be placed between individuals and the facility, the Site Incident Commander will direct individuals to proceed to the parking lot of the **Grocery Outlet (4360 54th Street)** across the street on the SW corner of El Cajon Blvd & 54th St. If a gate key is needed but not readily available, the lock should be cut using the bolt cutters found in the Emergency Disaster Kit.



Persons with Disabilities

In an emergency, persons with disabilities may need special assistance in evacuating to the designated location. Each Site Incident Commander is responsible for pre-identification of persons with disabilities who may need assistance and assigning staff to assist them. Persons with

disabilities or other employees who may need special assistance in an evacuation situation are responsible for ensuring that their Department Head is aware of their needs for assistance.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is “Area of Rescue Assistance.” Evacuation maps will articulate this information.

The responsibility to determine disability needs, assign appropriate staff, and ensure proper resources for evacuation and reunification belongs to the following individuals at this site:

Primary: Site Incident Commander Maslah Yussuf, Chief Executive Officer
Alternate: Ali Hori, Principal

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return safely to the facility. In the event that employees or students must be released early, the Site Incident Commander must request approval from the Principal. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:
Five short bells.

SITE SHELTER-IN-PLACE PROCEDURE

Shelter-in-Place generally occurs when evacuating the site is more dangerous than taking cover inside a building. This generally occurs during natural disasters, severe weather conditions, or health hazards. The following procedure applies to this site. Additional information is available in District Emergency procedure 04.

Notification

The Site Incident Commander is responsible to notify the site's Command Team when a Shelter-in-Place is necessary. School Police Services, in coordination with the SIC is responsible for activating the Shelter-in-Place notification procedures for district level personnel.

The signal for Shelter-In-Place is:
Three short bells or personal runner.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly direct students and staff inside to the nearest room; do a verbal and visual sweep as you get everyone inside. Lock all doors and windows leading into the room, including the interior doors. Doors may be opened for late arrivals if the exterior environment is safe. Take student attendance and report missing students to the office by radio, telephone or email. For environmental emergencies, try to seal air vents and gaps under doors and around windows. Monitor your local radio, T.V. or e-mail for updates. Remain in shelter-in-place until the "all-clear" signal is sounded.

Return to Facility

The Site incident Commander, in consultation with the Public Safety commander if necessary, will determine when individuals can return to the facility. In the event that employees or students must be released early, the Site Incident Commander must request approval from the Principal. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:
Five short bells.

SITE LOCKDOWN PROCEDURES

A lockdown is the act of confining students and personnel in a secured location until an emergency or threat (e.g., police activity) is over. You may be required to lockdown your room or facility when a dangerous person or situation is present on or near the site.

Notification

The Site Incident Commander is responsible to notify the site's Incident Command Team when a lockdown is necessary. School Police Services, in coordination with the SIC is responsible for activating the lockdown notification procedures for district level personnel.

The signal for lockdown is:

Three Long Bell Rings

If primary emergency notification system fails to activate, the secondary notification method will be handheld air horns found in the Emergency Disaster Kit.

Activation & Deactivation

Quickly gather students and personnel to the nearest room; do a verbal and visual sweep as you gather everyone inside. Lock all doors and windows, including any interior doors. Close all window coverings to prevent anyone from seeing inside your room. Keep away from doors and windows, be quiet. Take attendance, and radio, telephone, or email the information to the office. Monitor your radio, T.V. (low volume) or email for updates. If you hear gunfire or if someone tries to enter your room, have everyone "Duck, Cover, and Hold" under desks. Do not open doors or windows. Remain in lockdown until the "all clear" signal is sounded. Remember to lower the volume on the radios, phone's or place on vibrate as to not alert any intruder.

Return to Facility

The Site Incident Commander, in consultation with the Public Safety Incident Commander if necessary, will determine when individuals can return to the facility. In the event that employees or students must be released early, the Site Incident Commander must request approval from the Principal. School Police Services should be advised of this information.

The notification for a safe return to facilities located at this site is:

Five short bells.

SITE NOTIFICATION & REUNIFICATION PROCEDURES

Following a lockdown, shelter-in-place, or other emergency action, there may require a need to reunite students with parents. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure is developed to limit chaos and ensure a safe reunification of students with their parents or legal guardians.

Notifications

In the event the principal or site administrator determines students are to be released from school, or that notification of parents/guardians is warranted, he/she will first notify School Police Services. A collaborative effort will begin to notify parents/guardians of the unification effort using information provided on student's emergency contact cards, as well as information available within the district's student database.

Reunification

On-Site reunification will generally occur from the location pre-identified as the o-site evacuation point. Staff and law enforcement will be stationed at one central point, where all students will enter and exit the unification location. Designated staff will use school attendance information to check in and out students.

The responsibility of reunification, determining needs, assigning appropriate staff, and ensuring proper resources for reunification belongs to the following individuals at this site:

Primary: Site Incident Commander, Maslah Yussuf, Chief Executive Officer

Alternate: Ali Hori, Principal

SITE EARTHQUAKE PROCEDURES

Earthquakes often occur without notice and generally have after-shocks, which are just as dangerous as the initial quake. Building evacuation will generally occur following a major earthquake due to potential dangers of fires or explosions. The following earthquake information pertains to this site. Additional information is available in Emergency Procedure 05.

Notification

Give the command to Drop, Cover, and Hold at the first indication of shaking ground.

Attempt to gain safety under tables, desks, or other supporting objects. Consider holding onto the supporting object to keep it over your body. If in a hallway, move to an inside wall and stand in the doorway.

Remain away from windows to avoid falling glass, and away from large objects that may fall upon your person.

Extinguish any flames and turn off power to equipment and electrical appliances if possible. Turn off gas valves as well.

Hold undercover for at least two minutes to assess damage and injuries while waiting for the first aftershock to occur.

After the first aftershock, activate your site earthquake evacuation and assembly plan for reunification.

Monitor your school emergency radio for possible updates and instructions from the district's emergency operations center. Use radio channel 10.

Do not return to the inside of any building until emergency personnel check the buildings for safety.

Structural Failure

Give the command to evacuate the affected building or area and secure the premise to prevent entrance by others.

Advise your principal or site administrator of the situation. Contact School Police Services at 619-291-7678.

Upon arrival of emergency personnel, coordinate to evaluate known information and decide upon a course of action to render the situation safe.

SITE FIRE PROCEDURES

Fires often occur without notice and can spread quickly if not addressed. Building evacuations will generally occur following a fire notification due to potential damage of burns and smoke inhalation. The following fire information pertains to this site. Additional information is available in Emergency Procedure 02.

Notification

Notify your principal/site administrator. If possible, quickly assess the location and size of the fire to determine an appropriate evacuation action.

Alert all staff and student of the fire location and condition—activate your fire alarm system to sound the alarm.

Begin evacuation procedures for everyone to an appropriate assembly area. Remember to move individuals away and upwind from the hazard.

Call the fire department (“911”) or notify School Police Services by calling 619-291-7678. **If phone service is unavailable, use your emergency radio (channel 10).** School Police will handle notifying the proper emergency and communication personnel.

Render first aid as needed. Be sure to notify School Police Services of injuries.

Activate specific components of your site emergency plan as appropriate.

Supervise the evacuation and ensure all rooms and unsafe areas are evacuated. Check to ensure accountability for all staff and students. Maintain control of evacuees at the site assembly area until the situation is under control. (See Emergency Procedure 17).

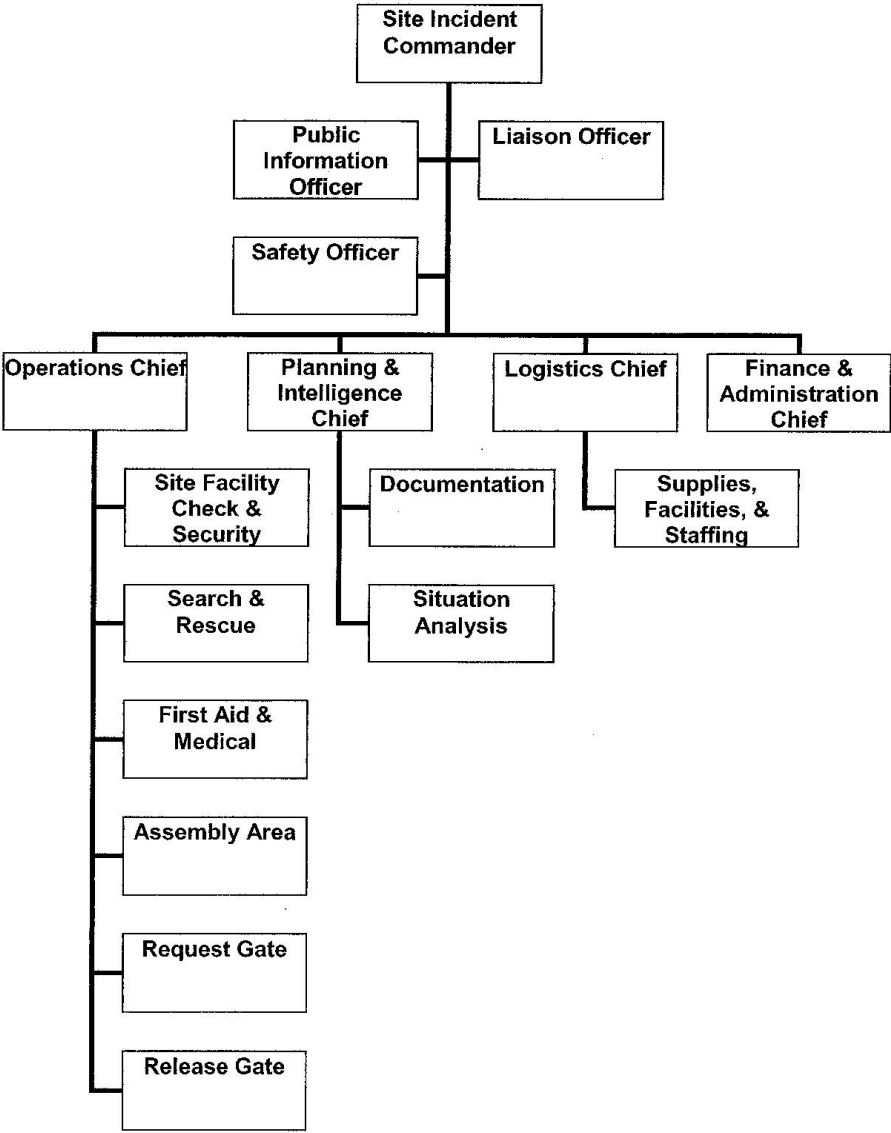
Have some staff standing by the site entrance to direct responding fire personnel to the fire location.

Upon arrival of emergency personnel, coordinate to evaluate information and decide upon a course of action to either return to the site or arrange for an early dismissal.

SECTION FOUR

**Disaster Plan Roles
and Responsibilities**

Site Incident Command Team Organizational Chart



Site Incident Command Team

	Job Title	Shift 1 (12 hours)			Shift 2 (12 hours)
1	Site Incident Commander	Maslah Yussuf, CEO	1	Site Incident Commander	Ali Hori, Principal
2	Public Information Officer Liaison	Ayaan Shibin	2	Public Information Officer- Elizabeth Ley Safety Officer Operations Chief- Abdi	Ayan Shibin /Elizabeth Ley
3	Safety Officer Operations Chief	Abdi Mohamud	3	Facility Check and Maintenance Site Security Leader	Hamadi Enow
4	Facility Check and Maintenance Site Security Leader	Hamadi Enow (facility) Ali Hassan (security)	4	Search & Rescue Team Leader Medical Team Leader	Kalthoum Hassan Abdikarim Isse
5	Search & Rescue Team Leader	Yolande Charles	5	Evacuation Area Reunification Leader	Khadar Ibrahim Allegra Raiger
6	Medical Team Leader	Kalthoum Hassan	6	Request Gate Release gate	Ali Hassan
7	Evacuation Area Reunification Leader	Abdikarim Isse	7	Planning Chief/Documentation Situation Analysis Logistics, Supplies Finance	Hussein Nur
8	Request Gate	Bahru Bayisa		TEAMS	
9	Release Gate	Dionne Beeson		SHIFT 1: MEDICAL	SEARCH & RESCUE
10	Planning and Intelligence Chief/Situation Analysis	Abdulahi Muhumed		Jaqueline Austin-Singer Julie Adversalo	Holly Franco Lucy Mizell
11	Documentation	Ayaan Shibin		SHIFT 2: MEDICAL	SEARCH & RESCUE
12	Logistics Chief Supplies, Facilities Staffing/Finance Administration	Abdi Mohamud		Lisa Rountree Madeline Lacey	Zack Peterson

Position Activation Information

Equipment

Every position on the Site Incident Command Team will require the following equipment:

1. Identification Vest
2. Two-way campus radio
3. Paper and pens/pencils
4. Job description clipboard

Position-Specific Equipment

Certain positions require special equipment or forms. Such specific needs are identified on the individual position checklist.

Position Activation

1. Once notified of your assignment, put on your vest.
2. Check in with the Site Incident Commander at the Command Post for a situation briefing.
3. Check in with your Section Chief for details and updates associated with your position.
4. Obtain necessary equipment and supplies.
5. Open and maintain a Position Log (Form #2). Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

- a. Messages received
- b. Actions taken
- c. Decision justification and documentation
- d. Requests filled
- e. Document missing staff

Position Deactivation

1. At the directions of the Site Incident Commander, deactivate your position and close out all logs. Provide logs, timekeeping records, and other relevant documents to the documentation unit.
2. Return equipment and reusable supplies to Logistics.

Section: Command
Position: Site Incident Commander (SIC)

Primary: Maslah Yussuf, Chief Executive Officer

Alternate: Ali Hori, Principal

Reports to: Faisal Ali, Board President (or designee)

Staffing Characteristics: Principal or Site Administrator.

Responsibility:

The Site Incident Commander (SIC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations. Ensure the safety of students, staff, and others on campus.

Lead by example: your behavior sets tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Emergency Disaster Kit
- Campus Map
- Master Keys
- Position-specific forms
- AM/FM radio (battery)
- Command Post Tray (pens, etc.)
- Site Emergency Plan
- Tables and chairs (if CP is outdoors)
- Job description clipboards
- Bull Horn
- Staff rosters (2 sets)
- District radio
- -Copies of forms

Start-up:

- Assess type and scope of emergency
- Determine threat to human life and structures
- **Implement Site Emergency Plan and District Emergency Procedures.**
- Develop and communicate an Incident Action Plan (Form #1)
- Activate functions (assign positions) as needed.
- Fill in Form #6 Incident Command Team Assignment Form as positions are staffed.
- Appoint a backup or alternate SIC in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation
- View site map periodically for Search and Rescue progress and damage assessment information.
- Check with chiefs for periodic updates.
- Reassign personnel as needed.
- Report through Communications to school district on status of staff, campus, as needed. (Site Status Report)
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Utilize your back up; plan and take regular breaks, 5-10 minutes each hour, relocate away from the CP.
- Plan regular breaks for staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per district guidelines. By law, during a disaster, the staff will become “disaster worker.”
- Remain on and in charge of your site until redirected or release by the The Principal.

After:

- Authorize deactivation of sections or units when they are no longer required.
- At the direction of the The Principal, deactivate the entire emergency response. If the Fire department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, timekeeping records, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery if necessary.

Section: Command

Position: Safety Officer

Primary: Abdi Mohamud, Operations Manager

Alternate: Yolande Charles, Instructional Leader

Reports To: Site Incident Commander

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility:

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

Special Equipment:

-Hard hat (if available)

During Event:

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

Section: Command

Position: Public Information Officer (PIO)

Primary: Ayaan Shibin, Administrative Assistant

Alternate: Elizabeth Ley, Outreach/ Office Clerk

Reports To: Site Incident Commander: Maslah Yussuf or Ali Hori

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander or the District's Communications Office.

Responsibility:

Staff, students, parents and the public have the right and need to know important information related to emergencies/disaster at the school site *as soon as possible*.

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

Special Equipment:

- Battery operated AM/FM radio.
- Marking pens
- Scotch tape/masking tape
- Forms:
 - a. Public Information worksheet (Form #12)
- Scissors
- School Site map(s) and area map(s)
 - a. 8-1/2 X 11 handouts
 - b. Laminated display
- Tape recorder and tapes

Start-Up Activities:

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

During Event:

-Keep up-to-date on the situation.

-Statements must be approved by the SIC and should reflect:

a. Reassurance

b. Incident or disaster cause and time of origin.

c. Size and scope of the incident.

d. Current situation—condition of the school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.

e. Resources in use.

f. Best routes to school if known and appropriate.

g. Any information school wishes to be release to the public.

h. Read statements if possible.

-When answering questions, always be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.

Avoid use of the phrase “no comment.”

-Remind school site/staff volunteers to refer *all* questions from media or waiting parents to the PIO.

-Update information periodically with SIC.

-Ensure announcements and other information is translated into other languages as needed.

-Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Primary: Ayaan Shibin, Administrative Assistant

Alternate: Elizabeth Ley, Outreach/Clerk

Reports To: Site Incident Commander: Maslah Yussuf or Ali Hori

Staffing Characteristics:

These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility:

The liaison Officer serves as the point-of-contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

During Event:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping SIC informed of agencies action plan.
- Provide periodic update briefings to Agency representatives, as necessary.

Section: Operations

Position: Operations Chief

Primary: Abdi Mohamud, Operations Manager

Alternate: Hussein Nur, Parent Liaison

Reports To: Site Incident Commander: Maslah Yussuf or Ali Hori

Staffing Characteristics:

The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility:

The Operations Chief manages the direct response to the disaster, which can include Site Facility Check & Security Unit, Search & Rescue Unit, and Medical Unit.

Special Equipment:

- Search & Rescue equipment
- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint Search & Rescue Team Leader to direct their operations staff, pass it on to Situation Analysis and/or the Site Incident Commander.
- Inform the Site Incident commander regarding tasks and priorities.
- Make sure that the Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Section: Operations
Position: Site Facility Check & Security

Primary: Hamadi Enow

Alternate: Ali Hassan

Reports to: Operations Chief: Abdi Mohamud, Operations Manager

Staffing Characteristics:

Building Safety Supervisor or others familiar with the site's facilities.

Responsibility:

Controls Utilities, restricts access to unsafe areas and communicates damage to the Site Incident Commander. Also assists with traffic control for public safety vehicles, parent pick-up, and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master Keys
- Bucket or duffel bag goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Shutoff tools – gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- As you do the following, observe the campus and report any damage by the radio to the Command Post.
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires if necessary.
- Check gas meter, and if gas is leaking, shut down gas supply.
- Shut down electricity only if building has clear structural damage or is advised to do so by Command Post (CP).
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is “locked down” and report same to CP.
- Advise CP of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards or damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, public safety, and media on and off campus as appropriate.

Section: Operations

Position: Search & Rescue Team Leader

Primary: Holly Franco, Teacher

Alternate: Lucy Mizell, Teacher

Reports to: Operations Chief: Abdi Mohamud, Operations Manager

Staffing Characteristics:

Trained in Search & Rescue

Responsibility:

Checks the site for damage, rescues victims, establishes and directs Search & Rescue Teams as needed, reports campus situation to the Operations Chief

Special Equipment:

-Search & Rescue Recommended Supplies (See Form #11 for complete list)

Start-Up Activities:

-You must be wearing sturdy shoes and long sleeves.

-Put batteries in flashlight

-First to arrive assumes role of Team Leader and obtains briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.

-Teams should be assigned based on available manpower, minimum 2 persons per team. The District recommends the following 2-person team. The District recommends following standards for establishing Search & Rescue Teams:

Elementary School and Administrative Facilities with <500 = 2 teams;

Middle Schools and Administrative Facilities with 500-1000 = 4 teams;

Senior High School and Administrative Facilities with >1000=6 teams.

During Event:

Buddy System: Minimum of 2 persons per team.

-Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.

Follow all operational and safety procedures.

-Report all gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires, if possible.

-Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas.

Do not enter severely damaged buildings.

-If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")

-When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.

-Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information.

-Keep radio communication brief and simple. No codes.

Section: Operations

Position: First Aid & Medical Team Leader

Primary: Kalthoum Hassan (Team: Julie Adversalo, Jackie Austin Singer)

Alternate: Dorothy Vazquez,(Team: Lisa Rountree, Madeline Lacey)

Reports to: Operations Chief: Abdi Mohamud, Hussein Nur

Staffing Characteristics:

Trained as a leader in providing emergency medical and psychological aid (i.e. School Nurse).

Responsibility:

Leader to team providing emergency medical response, first aid, and psychological, or CISM counseling.

Special Equipment:

- Marking pens
- First Aid Supplies: stretchers, blankets, vests (if available), Quick reference medical guides.
- Tables and chairs
- ground cover/tarps
- Forms: Notice of First Aid Care Given (Form #8)
- Medical Treatment Victim Log
- Morgue supplies:
 - Tags
 - Vicks Vapor Rub
 - Pens/Pencils
 - Plastic Tarps
 - Plastic trash bags
 - Stapler
 - Duct Tape
 - 2" cloth tape

Start-up Activities:

- The District recommends the following number of medical teams with each team consisting of two members:
 - Elementary School and Administrative Facilities with <500 = 2 teams;
 - Middle School and Administrative Facilities with 500-100 = 4 teams;
 - Senior High School and Administrative Facilities with >1000 = 6 teams.
- Establish scope of disaster with SIC and determine probability of outside emergency medical support and transport needs.
- Request assistance from the District Crisis Response Team for psychological staff and students needs.
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.

- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team.
- Establish the need for a temporary morgue. If a morgue is needed, establish an appropriate location in consideration of the following:
 - If directed, set up morgue area. Verify:
 - Tile, concrete or other cool floor surface.
 - Accessible to Coroner’s vehicle
 - Remote from assembly area
 - Security: keep unauthorized persons out of morgue
 - Maintain respectful attitude.

During Event:

- Oversee care, treatment, and assessment of patients.
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
 - After pronouncement or determination of death:**
 - Do not*** move the body until directed by Command Post (CP)
 - Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
 - As soon as possible, ***notify Operations Chief***, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - Date and time found.
 - Exact location where found.
 - Name of decedent, if known.
 - If identified-how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body
 - If the Coroner’s Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach second tag to the outside of the bag. Move body to morgue.

-Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

-Keep Operations Chief informed of overall status.

-Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.

-Stay alert for communicable diseases and isolate appropriately.

After:

-Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations

Position: Medical Team

Primary: Julie Adversalo, Jackie Austin Singer

Alternate: Lisa Rountree, Madeline Lacey

Reports to: Medical Team Leader: Kaltoum Hassan or Abdikarim Isse

Staffing Characteristics: Trained in first aid and CISM

Responsibility:

Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First-aid supplies (See Section Five)
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: Notice of First Aid Care Given (Form #8), Medical Treatment Victim Log (Form #3)

Start-up Activities:

- Obtain & wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with Medical Team Leader for assignment.

During Event:

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

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
- One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess—no treatment takes place here. Assess, if not tagged.
- Second team member logs victims' names on form and sends forms to CP as completed.

Treatment Areas (“Immediate” & “Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and on-site treatment records.

- Follow categories: Immediate, Delayed, Dead.
- When using a two-way radio, do not use names of injured or dead.-

After

- Clean up first aid area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff.

Section: Operations
Position: Evacuation/Assembly Area & Reunification

Primary: Khadar Ibrahim

Alternate: Allegra Raiger

Reports to: Operations Chief: Abdi Mohamud, Hussein Nur

Staffing Characteristic: Trained in managing large groups of students-Vice Principal

Responsibility:

Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
 - Student Accounting Form (Form #7)
 - Notice of First Aid Care Given (Form #8)

Start-up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.

During Event:

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

Section: Operations

Position: Request Gate

Primary: Bahru Bavisa

Alternate: Dionne Beeson

Reports to: Operations Chief: Abdi Mohamud, Hussein Nur

Staffing Characteristics:

School staff or volunteers

Responsibility:

Assure proper processing of reunification request at the Request Gate. Also, process volunteer requests.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes.
- Forms:
 - Student Release Form (Form #5)
 - Volunteer Assignment List (Form #9)

Start-up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
- Ensure an adequate distance between the Request Gate and the Release Gate.

During Event:

- Follow procedures outlines below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the public information officer. Do not spread rumors!**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID to the Supply, Facilities, and Staffing Unit. If they are not registered (do not have badges), direct them to the Request Gate to register.

Reunification Procedures:

- Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.

- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release form, and staff files a blank card with the student's name on it in the out box.
- Runner takes form(s) to the designated classroom/

Note: If parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

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

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form: 1. **"Absent,"** if student was never in school that day 2. **"First Aid,"** if student is in the Medical Treatment Area 3. **"Missing,"** if student was in school but now cannot be located.
- Runner takes student release form to the command post.
- Command post verifies student location if known and directs runners accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to CP for verification.**
- Parent should be notified of missing student status and escorted to crisis counselor
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, staff member will notify parent.

Section: Operations

Position: Request

Primary: Allegra Raiger

Alternate: Holly Franco

Reports to: Operations Chief: Abdi Mohamud, Hussein Nur

Staffing Characteristics:

School and staff volunteers

Responsibility:

Assure proper reunification procedures at the Release Gate

Special Equipment:

- Stapler
- Signs: Parent Release Gate
- Empty file boxes to use for processed Student Release Forms

Start-up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from Request Gate
- Assign volunteers to assist, if needed.

During Event:

- Follow procedures outlines below to ensure the safe reunification of students with their parents or guardians.
- Refer all requests for information to the Public Information Officer. Do not spread rumors!**

If student is with class:

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

If student is not with the class:

- Teacher makes appropriate notation on the Student Release Form: 1. “***Absent***,” if student was never in school that day 2. “***First Aid***,” if student is in the Medical Treatment Area 3. “***Missing***,” if student was in school but now cannot be located.
- Runner takes student Release Form to CP.

- CP verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to CP for verification.**
- If student is in First Aid, parent should be escorted to Medical Treatment Area.
- Parent should be notified of missing student status and escorted to crisis counselor
- If student was marked absent, staff member will notify parent.

Section: Planning and Intelligence
Position: Planning and Intelligence Chief

Primary: Hussein Nur, Parent Liaison

Alternate: Abdulahi Muhumed, Registrar

Reports to: Site Incident Commander, Maslah Yussuf or Ali Hori

Staffing Characteristics:

Vice Principal or someone familiar with site and its occupants.

Responsibility:

Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms: Position Log (Form #2)

During:

- Assume duties of all Planning Section positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist SIC in writing Incident Action Plan (Form #1).

Section: Planning & Intelligence

Position: Documentation

Position: Hussein Nur, Parent Liaison

Alternate: Elizabeth Ley

Reports to: Planning Chief: Abdi Mohamud

Staffing Characteristics:

Administrative staff or others trained in managing documents.

Responsibility:

Collection, evaluation, documentation, and status of all documents associated with the emergency response, including financial expenditures, timekeeping, and other necessary documentation.

Special Equipment:

- File box(es)
- Forms: Position Log (Form #2)

During:

Records:

- Maintain time log of the incident, noting all actions and reports.
- Record content of all radio communication with District Emergency Operations Center (EOC)
- Record verbal communication for basic content.
- Log in all written reports.
 - Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records-**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- Film forms for reference.
- Track regular and overtime of all staff.

After:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.

Section: Planning and Intelligence

Position: Situation Analysis

Primary: Khadar Ibrahim

Alternate: Abdikarim Isse

Reports to: Site Incident Commander, Maslah Yussuf or Ali Hori

Staffing Characteristics:

Administrative staff familiar with site's facilities and resources.

Responsibility:

Analyzes the emergency situation in order to identify needed personnel and resources.

Special Equipment:

- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- File box(es)
- Map of city or local area

During:

Situation Status Map:

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

Situation Analysis:

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

Section: Logistics
Position: Logistics Chief

Primary: Abdi Mohamud

Alternate: Ayaan Shibin

Reports to: Site Incident Commander; Maslah Yussuf or Ali Hori

Staffing Characteristics:

Administrative skills.

Responsibility:

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

Special Equipment:

-Cargo container or other storage facility with all emergency supplies stored on site.

-Forms:

-Site Status Report (Form #10)

-Volunteer Assignment List (Form #9)

Start-up Activities:

-Assume the duties of all Logistics positions until staff is available and assigned.

-Ensure that the Command Post and other facilities are set up as needed.

During Event:

-Coordinate supplies, equipment, and personnel needs with the SIC.

-Maintain security of cargo container, supplies, and equipment.

After:

-Secure all equipment and supplies.

Section: Logistics
Position: Supplies, Facilities, & Staffing

Primary: Ayaan Shibin

Alternate: Elizabeth Lev

Reports to: Site Incident Commander; Maslah Yussuf or Ali Hori

Staffing Characteristics:

Administrative skills

Responsibility:

Provides facilities, equipment, supplies, materials, and staffing in support of the incident.

Special Equipment:

-Cargo container or other storage facility and all emergency supplies stored on site.

Start-up Activities:

- Open supplies container or other storage facility if necessary.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post (including Crisis Response Boxes and Emergency Disaster Kit)
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies, and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.
- Coordinate with the SIC on establishing the need for future work shifts and related staffing needs.

After:

Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Chief

Primary: Abdi Mohamud

Alternate: Ayaan Shibin

Reports to: Site Incident Commander; Maslah Yussuf or Ali Hori

Staffing Characteristics:

Familiar with common financial record keeping standards. Office staff.

Responsibility:

Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment:

-none

During:

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklist.
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintain accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders.
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Support Logistics in making any purchases which have been approved by the Site Incident Commander.

After:

-Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Documentation Unit to gather pertinent documents and records.

Section Five

Forms

Form #2 – POSITION LOG

TIME	SITUATION	RESPONSE	INITIAL

Form #3 – MEDICAL TREATMENT VICTIM LOG

(Used by the First Aid & Medical Team at the Medical Treatment Area)

School Site _____ Date _____

Name _____ Triage Tag # _____ Triage Category _____ Transported to _____ Release time _____

1 _____ D I d _____ .

2 _____ D I d _____ .

3 _____ D I d _____ .

4 _____ D I d _____ .

5 _____ D I d _____ .

6 _____ D I d _____ .

7 _____ D I d _____ .

8 _____ D I d _____ .

9 _____ D I d _____ .

10 _____ D I d _____ .

11 _____ D I d _____ .

12 _____ D I d _____ .

13 _____ D I d _____ .

14 _____ D I d _____ .

_____ D (Delayed) _____ I (Immediate) _____ d (Deceased)

Completed by _____ Time _____

Delivered to _____ (title) at Command Post

Form #4 – Medical Team Supplies

The District Recommends that each Medical Team have two members and that the following number of teams be maintained at the following sites:

Elementary School and Administrative Facilities with <500 = 2 teams

Middle Schools and Administrative Facilities with 500-1000 = 4 teams

Senior High Schools and Administrative Facilities with >1000 = 6 teams

- 4X4" compress: 1000 per 500 students
- 8X10" compress: 150 per 500 students
- Kerlix bandages: 1 per student
- Ace wrap: 2": 12 per campus and 4": 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, sm, med, lg.
- Steri-strips or butterfly bandages: 50 per campus
- Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ cases}$
- Hydrogen Peroxide: 10 pints/campus
- Bleach-one small bottle
- Antiseptic Hand Gel or Packets
- Stretchers or blackboards: use on-site supplies from the Nurse's Office or create transport devices by utilizing such things as blankets or doors off hinges – 1.5/100 students
- Scissors, paramedic: 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval Eye Patch: 50 per campus
- Tapes: 1" cloth; 50 rolls/campus and 2" cloth: 24 per campus
- Dust masks: 1 per student and staff
- Disposable blanket: 1 per 10 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff

Form #5 – STUDENT RELEASE FORM (delivered by Runner)

Please Print

Student's

Name _____

Teacher _____ Grade _____

Requested by _____

.....

To be filled in by Request Gate Staff

Proof of I.D. _____ Name on Emergency Card (circle) Yes No

.....

**Student's Status
To be filled in by Teacher**

Sent with runner _____ Absent _____ First Aid _____ Missing _____

.....

To be filled in by Release Gate Staff

Proof of I.D. _____ Name on Emergency Card (circle) Yes No

.....

To be filled in by Requester *at the Release Gate*

Requester's Signature _____

Destination: _____

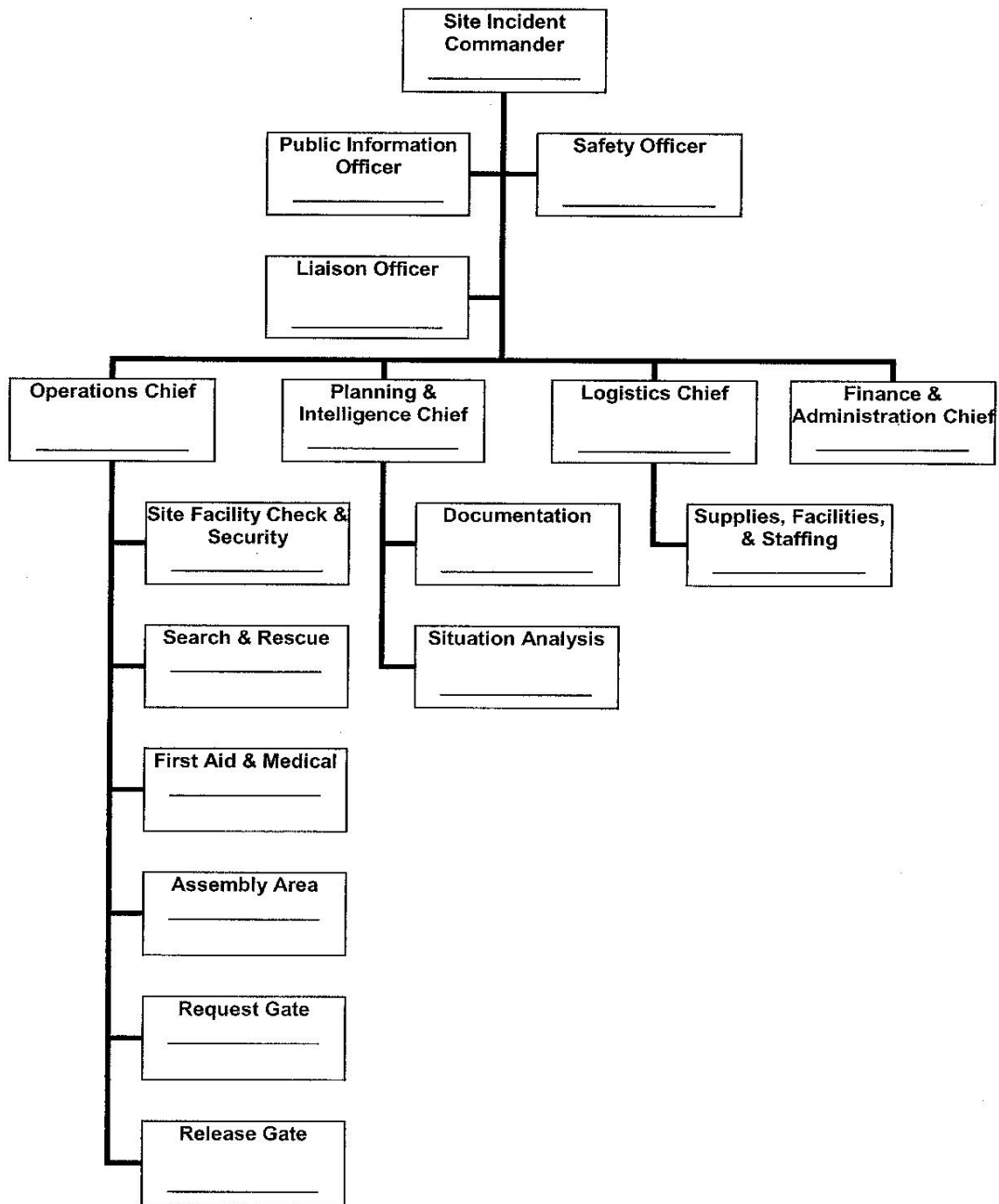
Date: _____

Time: _____

.....

Give the student's Out of State Contact number to the person picking up the student.

Form #6 – INCIDENT COMMAND TEAM ASSIGNMENT FORM



Form #7 – STUDENT ACCOUNTING FORM

Room Number: _____ Date: _____

Name of Person completing this form:

Number of students enrolled: _____

Number of students absent today: _____

Number of students present now: _____

1. Students or classroom volunteers missing or not present now (off campus, left in room, other location, etc.)

Name	Location	Problem
------	----------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Students on playground needing more first aid than you can handle:

Name	Location	Problem
------	----------	---------

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional comments: (report fire, gas/water leaks, blocked exits, structural damage, etc.)

Form #8 – NOTICE OF FIRST AID CARE GIVEN

DATE: _____

SCHOOL: _____

Dear Parent,

_____ was injured at school and has been given first aid.

If you feel further care is necessary, please consult your family physician.

Nature of injury: _____

Destination (if not presently on site): _____

Transporting Entity (if not presently on site): _____

Time of Transport: _____

Additional Information: _____

Please sign to release the student to your care.

PARENT'S SIGNATURE

SCHOOL REPRESENTATIVE'S SIGNATURE

Note: Keep this form with your school's medical treatment records. Do not send this home with the student.

Form #9 – VOLUNTEER ASSIGNMENT LIST

Volunteer Name/Address/Phone

Time

Position

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Form #10 – SITE STATUS REPORT

TO: _____ FROM: _____

LOCATION: _____

DATE: _____ TIME: _____

PERSON IN CHARGE AT SITE: _____

MESSAGE VIA: 2-way radio 800 MhZ Radio Telephone Messenger

EMPLOYEE/STUDENT STATUS

	Absent	Injured	#sent to hosp/med	Dead	Missing	Unaccounted	#released to parents	#Being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE – Check damage/problems and indicate location(s)

Check here	Damage/Problem	Location(s)
	Gas Leak	
	Water	
	Fire	
	Electrical	
	Communications	
	Heating/Cooling	
	Other:	
	Other:	

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance/how long?; overall condition of campus, neighborhood and street conditions; outside agencies on campus and actions; name of injured, dead, missing, and accounted for ASAP)

Form #11- SEARCH & RESCUE RECOMMENDED SUPPLIES

The district recommends that each Search & Rescue Team have two members and that the following number of teams be maintained at the following sites:

Elementary School and Administrative Facilities with <500 = 2 teams

Middle Schools and Administrative Facilities with 500-1000 = 4 teams

Senior High Schools and Administrative Facilities with >1000 = 6 teams

Member Supplies

- Backpack
- Work Gloves
- Helmet
- Identifying Vest
- Safety Goggles
- Flashlight
- Personal First Aid Kit
- Water
- Whistle
- Marker Pens
- Pocket Knife
- Duct Tape
- Utility Shut Off Tools
- Note Pad and Pen
- Cyalume Sticks (light sticks)
- Walkie Talkie

Team Supplies

- Fire extinguisher
- Pry bar 36"
- Axe
- Sledge Hammer 5-8 lb.
- Bolt cutter

Form #12- PUBLIC INFORMATION WORKSHEET

Check off, fill in, and cross off as appropriate

____ Name of School Site: _____

____ Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(School Name) _____ has just experienced
a(n) _____

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

____ No further information is available at this time.

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

____ School Police/Local Police[(are here) or (are on the way) or (are not available to us)]

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

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

____ Communication center(s) (is/are) being set up at _____ to answer questions.

____ Communication center(s) for families of students and employees (is/are) being set up at _____ to answer questions about individual students and employees and re-unification plans.

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

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

____ Students/Staff have been taken to the local emergency room for treatment of serious injury. _____ (Insert #).

____ Families of injured students/staff should go to the emergency room at _____.

____ Confirmed deaths have been reported at _____.

NAMES CANNOT BE RELEASED UNTIL FAMILIES HAVE BEEN NOTIFIED.

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

____ Release restrictions: ____ No ____ Yes
If yes, what?

Released to the public as the Public Release # _____

Date/Time: _____

DISASTER PROCEDURES, ROUTINE AND EMERGENCY

A. A site emergency plan (Attachment A) has been developed to provide for the safety of students, staff, visitors, building and assets. It includes organization of staff to meet in an emergency. Staff and students have been participating in monthly drills on the 2nd Wednesday of each month using a system of warnings, with instruction and preparation. All staff members have received their emergency assignments.

B. At Iftin Charter School we follow a policy of no false drills. Every student and staff member must evacuate the building in a complete and orderly manner. Staff and students remain in the safe assembly area in the East side of the playground until the Principal gives the all clear notice and the all clear whistle/bell is sounded to signal a return to the classrooms.

POLICIES RELATED TO SUSPENSION, EXPULSION, OR MANDATORY EXPULSION AND OTHER SCHOOL-DESIGNATED SERIOUS ACTS WHICH WOULD LEAD TO SUSPENSION OR EXPULSION.

- A. Copies of Iftin Charter Schools discipline policy (Attachment B,) including policy on suspension and expulsion, are sent home annually at the beginning of each school year as part of the enrollment package.
- B. Suspension is defined as the removal of a student from the instructional environment.
- C. Expulsion is defined as the removal of a student from the control and supervision of the school.
- D. Students may be suspended or expelled from Iftin Charter School for non-compliance with the terms of the parent-student agreement, or any material violation of any of the conditions, standards, or procedures set forth in the Charter School petition, the school handbook, or of the school's policies and procedures. Students, who fail to demonstrate adequate and appropriate progress toward the student standards, as determined by the professional

judgment of the certificated staff assigned to that student, will be subject to a (n) expulsion hearing(s).

E. Iftin Charter School regards suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be consistent with all applicable Federal statutes and State constitutional provisions. All related hearings will conform to the State and Federal laws regarding discipline, special education, confidentiality, and access to records.

F. Mandatory Expulsion Offenses Pursuant to Education Code Section 48715(c) – Zero Tolerance (All Students). The school Principal or designee must immediately suspend and recommend for expulsion a student that he/she determines has committed any of the following acts at school or at a school activity off school grounds:

- **Use, possession or brandishing of a weapon** will result in a recommendation for expulsion. A weapon is defined as, but not limited to, a firearm, pistol replica, starter pistol, stun gun, BB gun or pellet gun, a knife of any size or type, razor, slingshot, any explosives or fireworks. Any object used in a dangerous manner will also be considered a weapon.
- **Repeated incidents of fighting, violent acts, or causing serious injury to another person** will result in a recommendation for expulsion
- **Attempting to commit or committing a sexual assault** and committing a sexual battery.
- **Our school has a NO ALCOHOL, TOBACCO, or other DRUG USE POLICY** If you are found to be selling, furnishing, or possessing an amount determined to be for more than personal use of controlled/prohibited substances, you will be recommended for expulsion on your first offense. For possession or use, expulsion will be recommended on your third offense, except for tobacco offenses; if you are found in possession of tobacco you will be recommended for expulsion on your fourth offense.

Suspension/Expulsion

Iftin Charter School (ICS) regards suspension and expulsion as a last resort. This Students Suspension and Expulsion Policy has been adopted in order to promote learning and protect the safety and well-being of all students at ICS. ICS students and staff are expected to respect others and support teaching and learning. Prohibited behavior includes, but is not limited to offensive language, ignoring a staff request, threats, slander, sexual harassment or misconduct, lying, theft, and fighting. Willfully causing physical or emotional harm to another member of the ICS school community, including bullying and cyber-bullying, will lead to further disciplinary action. Any student who steals from the school, another student, or a staff member will be subject to further disciplinary action.

Step 1: Informal Conference:

Suspension shall be preceded by an informal conference by the Principal, with the student and the student's parents. The conference may be omitted if the Principal determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parents are notified of the suspension and a conference is conducted as soon as possible.

Step 2: Notice to Parents

Parents and students have due process rights with regards to suspensions and expulsions. At the time of a student's suspension, a school employee shall make a reasonable effort to contact the parents by telephone or in person. A written notice will follow the initial contact. This notice states the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to confer with the parents regarding matters pertinent to the suspension, the notice may note that the parents are required to respond without delay, and that violation of school rules can result in expulsion from the school.

Step 3: Determination of Length of Suspension:

The length of a suspension, when not including a recommendation for expulsion, shall not exceed five (5) consecutive days per suspension.

Step 4: Two or More Days Suspended Students Rights (AB 982):

Upon request of a parent, a legal guardian, or other person holding the right to make educational decision of the suspended students of two or more schooldays or the affected student, the teacher of the pupil is required to provide the homework that the student would otherwise have been assigned. If the student turns in the homework to the teacher which the pupil or his/her guardian requested upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that the assignment not be included in the calculation of the pupil's overall grade in the class.

Step 5: Recommendation for Expulsion

If the Principal's recommendation is for expulsion, the student and the student's parents is invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. The Principal upon either of the following findings makes this determination:



The student's presence will likely be disruptive to the educational process

The student poses a threat or danger to others

Upon this determination, the student's suspension will be extended pending the results of an expulsion hearing. Students will be recommended for expulsion if the school leader finds that at least one of the following findings may be substantiated:

Other means of correction are not feasible or have repeatedly failed to bring about proper conduct

Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the students or others.

Step 5: Expulsion Hearing

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative panel appointed by the Board. Written notice of the hearing will be forwarded to the student and student's parents at least 10 calendar days before the date of the hearing. This notice will include:

The date and the place of the hearing

A statement of the specific facts, charges, and offense upon which the proposed expulsion is based

A copy of the disciplinary rules that relate to the alleged violation

The opportunity for the student or the student's parents to appear in person at the hearing

The opportunity for the student to be represented by counsel

The right to examine and acquire copies of all documents to be used at the hearing

The opportunity to cross-examine all witnesses that testify at the hearing

The opportunity to present evidence and witnesses on behalf of the student.



Upon expulsion, the Principal will send written notice to the parents of any student who is expelled. This notice will include the following:

The specific offense committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion.”

Notice of the student or parent obligation to inform any new district in which the student seeks to enroll of the student’s status with ICS.

In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student misbehavior shall be communicated to the district/school to which the student matriculates.

Appeal of Suspension/Expulsion

Parents shall be notified in advance to enactment of the suspension or expulsion and can appeal a student’s suspension or expulsion.

The suspension of a student will be at the discretion of the Principal or the Principal’s designee. A suspension appeal may be made to the principal within the term of the suspension. Following due consideration, the Principal’s decision regarding student suspension will be considered final.

An expulsion may be appealed within five working days and must be submitted in writing to the principal. The student will be considered expelled until a meeting is convened to hear the appeal (within 10 working days), at which time the parents must attend to present their appeal. A fair and impartial panel of representatives assigned by the Board of Directors will hear the appeal. The decision of the panel of representatives of the Board will be final.

Rehabilitation, Interim Placement, and Readmission

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

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be in the sole discretion of the Board of Directors of the school. With the student and guardian or representative, the Principal and the Board of Directors will determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student’s readmission is also contingent upon the capacity of the charter school at the time the student seeks readmission.



Special Education Discipline

ICS recognizes that disciplinary procedures are different for special education students. Disciplinary action will be taken according to federal, and state policies on special education students. The IEP team and the school leader or designated administrator will be responsible for managing continued violations of school policies by special education students.

While suspended, the student may not loiter on or about any school grounds at any time, nor attend or participate in any School activity at any time, no matter where such activity is taking place. Violation may result in further disciplinary action.

The School shall consider suspension from school only when other means of correction fail to bring about proper conduct or where the student's presence would constitute a danger to persons or property or seriously disrupt the educational process.

A pupil may be suspended or expelled for any acts that are listed in this handbook and related to school activity or attendance that occur at any time, including, but not limited to any of the following:

While on school grounds

While going to or coming from school

During the lunch period, whether on or off the school campus

During, going to or coming from a school sponsored activity

Grounds for Suspension and Expulsion of Students

Students may be dis-enrolled, suspended or expelled, as appropriate if they or their parents or guardians violate provisions of the ICS Handbook or if students engage in behavior listed in Education Code Sections 48900, 48900.2, 48900.3 or 48900.4.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Cause for Suspension and Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900:

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

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



Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal

Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

Committed or attempted to commit robbery or extortion.

Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases).

Committed an obscene act or engaged in habitual profanity or vulgarity.

Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel.

However, this section does not prohibit use or possession by a pupil of his or her own prescription products. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.

Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases).

Possessed an imitation firearm as used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. Engaged in, or attempted to engage in, hazing as defined in Section 32050.

Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical



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

Committed sexual harassment as defined in Section 212.5.

Caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

Engaged in harassment, threats, or intimidation directed against school District personnel or students (grade4-12), that is sufficiently severe or pervasive to have actual and reasonable expected effect of materially disrupting class work, creating substantial intimidating or hostile educational environment.

Made terrorist threat against school officials or school property.

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:

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

Possession of any knife, firearm, explosive or other dangerous objects.

Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

Robbery or extortion.

Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.

Committed or attempted to commit a sexual assault or sexual battery as defined Section 48900 of the Education Code.

The above list is not exhaustive and depending upon the offense, a student may be suspended or expelled for misconduct not specified above.

NOTIFICATION TO TEACHERS OF DANGEROUS PUPILS PURSUANT TO E.C. 49079

A. Upon receipt of written notice from the juvenile court that a student has committed any crimes, the principal shall inform those teachers, counselors and administrators directly supervising or reporting on the behavior or progress of the student. The purpose being that they may work with the student in an appropriate fashion, to avoid being needlessly vulnerable and/or to protect other persons from needless vulnerability.

B. Any information received by a teacher, counselor, or administrator shall be confidential for the limited purpose of rehabilitating the student and protecting students and staff, and shall not be disseminated further by the teacher, counselor, or administrator, except insofar as communication with the student, his/her parents/guardians, law enforcement personnel, and the student's probation officer is necessary to effectuate the student's rehabilitation or to protect students and staff. Unlawful dissemination of such information is a misdemeanor.

DISCRIMINATION, SEXUAL HARASSMENT POLICY PURSUANT TO E.C. 212.6(B)

Iftin Charter School provides equal employment opportunity to all employees and applicants. This means that all employment decisions, including hiring, placement, discipline, promotion, leave of absence, job assignment, compensation, transfer, layoff, recall, and termination and access to benefits and training, are made without regard to race, color, creed, religion, sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability, or any other characteristic protected by federal, state, and/or local law.

Equal employment opportunity also encompasses Iftin Charter School's commitment to maintaining a work environment that is free of unlawful discrimination and harassment. In furtherance of this commitment, employees are not to display or electronically send pictures, cartoons, posters, e-mail, or jokes that may reasonably be deemed offensive because of race, color, religion, sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability or any other characteristic protected by federal, state, and/or local law. Similarly, employees are not to make comments, jokes, epithets, pranks, innuendos, gestures, touching, nor to engage in any other form of conduct, that may reasonably be deemed offensive because of race, color, religion,

sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability or any other characteristic or perceived characteristic protected by federal, state, and/or local law.

Sexual harassment is a form of unlawful harassment that is based on an individual's sex or is of a sexual nature. It includes, but is not limited to, the types of prohibited harassment identified above, as well as unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct. Such conduct constitutes sexual harassment when any of the following occur or are present: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submitting to or rejection of such conduct is used as the basis for employment decisions; and/or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creates an intimidating, hostile or offensive working environment. All unlawful harassment, including sexual harassment, is strictly prohibited.

The prohibitions above include discrimination and harassment in *any* workplace context, including conferences, meetings, social events, and work-related activities and trips. These prohibitions include unlawful harassment and discrimination from or towards managers, co-workers and other employees as well as non-employees with whom Iftin Charter School has a business or professional relationship, including but not limited to vendors, visitors, customers, clients, etc.

If you believe that you have been subjected to or witnessed offensive, hostile or any other conduct in violation of this policy, or if you believe that you have been subjected to unlawful discrimination in the terms or conditions of your employment, you must immediately report the matter as follows:

Reporting Complaints of discrimination or harassment

Iftin Charter School encourages and expects every employee to report incidents of discrimination or harassment, whether they are directly involved or are merely a witness. If any employee believes that he or she is being discriminated against or harassed or has been subjected to discrimination or harassment by a coworker, supervisor, manager or other individual at the workplace, or believes that his or her employment is being or has been adversely affected by such conduct, or believes that he or she has witnessed such conduct, the employee should report the concerns (orally or in writing) IMMEDIATELY to his or her supervisor, Principal or Title IX coordinator.

Once the matter has been reported, a prompt investigation will be conducted and, to the extent that it does not compromise the integrity of the investigation, confidentiality will be maintained concerning the allegations. Should the investigation establish that an individual has engaged in conduct prohibited under this Policy, disciplinary action warranted by the results of the investigation will be taken against the offending employee(s). To be clear, any employee found to be engaging in conduct prohibited under this Policy will be subject to discipline.

Employees who fail to cooperate with an investigation, or who knowingly provide false information in connection with a complaint or an investigation, will be subject to discipline as well.

Prohibition Against Retaliation

Iftin Charter School prohibits and will not tolerate any form of retaliation against an employee who has filed a complaint in good faith or an employee who, in good faith, has cooperated or participated in an investigation of a complaint. If you have filed a complaint, or have participated in an investigation, and believe that you are being or have been retaliated against, you **MUST** immediately report this matter to one of the persons mentioned above in the sub-section titled "Reporting Complaints of Discrimination or Harassment."

If you believe that you have been subjected to discrimination because of your race, color, religion, sex, sexual orientation, alienage, citizenship status, marital status, status as a Vietnam era veteran, national origin, age, handicap, disability, or any other characteristic protected by federal, state and/or local law, or if you believe that you have been retaliated against for complaining about discrimination or participating in an investigation, it is *your* responsibility as an employee to utilize the complaint procedure established in this Policy for the purposes of preventing and correcting this unacceptable workplace behavior.

THE PROVISIONS OF ANY SCHOOL-WIDE DRESS CODE

A. Iftin Charter School requires all students to dress appropriately for school. Clothes must be modest, clean, safe and in good taste. Clothes must cover the torso and undergarments, and may not be revealing; no sleeveless shirts, no sagging pants, no short skirts or skorts. Footwear must be worn at all times. Open-toed shoes, sandals, flip-flops, and house slippers are not appropriate. Sleepwear, hoods and gloves are not permitted. Garments, backpacks and accessories must be free from profane, sexually suggestive, obscene, vulgar, disrespectful, gang related, immoral, or otherwise inappropriate pictures or messages. Ban of inappropriate attire does not violate students' free speech rights under Education Code Section 48950.

B. Students must wear the school uniform Monday through Thursday with free dress on Friday. School Uniform consists of:

- Choice of long navy-blue pant or long navy-blue skirt
- White short or long sleeve shirt or blouse with collar.
- Closed toe tennis or athletic shoe.

C. Parents may opt out of the school uniform requirement by sending a written request to the school office. Economically disadvantaged parents may request assistance in purchasing a school uniform.

D. Students who come to school without wearing the school uniform or in inappropriate clothing may not be able to participate in all school activities that day. Parents may be called to bring appropriate clothing to school and Friday free dress privileges may be lost.

PROCEDURES TO ENSURE SAFETY OF STUDENTS, STAFF, AND PARENTS/GUARDIANS WHILE GOING TO AND FROM SCHOOL.

Reference: Emergency/Disaster Procedures, November 15, 1999; Administrative Bulletin #15 and Site Maps at each exit of the school classroom, common rooms, and offices.

- A. Site emergency preparedness plans shall include a site map, which designates planned evacuation routes, assembly areas, utility shut-off valves, first aid/supply stations and designated areas for prolonged student and staff care.
- B. As required by law, the Principal shall conduct safety drills (fire, earthquake, disaster preparedness, campus emergency) and maintain an accurate record of each drill.
- C. All students and staff shall review site evacuation procedures including primary/alternate routes and assembly areas, assigned responsibilities, and action to take.

SAFE SCHOOL PLANNING COMMITTEE DEVELOPMENT

The School Safe Planning Committee is comprised of the members listed below. The plan is reviewed with all the Iftin staff throughout the year and is monitored and adjusted as needed. Emergency procedures for before/after school will be implemented as outline in our School Safety Plan. This includes evacuation routes, medical supplies and parent contact procedures.

- Ali Hori, Principal
- Dianna McClendon, School Psychologist
- Jaime Morgan, Teacher
- Lauren Biggs, Teacher
- Souraya Shoucair, Teacher
- Lisa Rountree, Teacher



Iftin Charter School's Discipline Policy (2020-21)

Discipline Policy and School Rules

Iftin Charter School (ICS) desires to provide an orderly, caring and nondiscriminatory learning environment in which all students can feel comfortable and take pride in their school and their achievements. ICS' discipline policy will be applied to students in a fair and consistent manner; without favoritism or prejudice. ICS believes in a school environment which promotes an atmosphere of teaching and learning. Learning takes place when there are high expectations, encouragement, positive motivation and acceptance. Teachers shall encourage and reward success and achievement, participation in community projects, and positive student conduct. The school shall prepare students for responsible citizenship by fostering self-discipline and personal responsibility. High expectations for student behavior, effective classroom management and parent involvement can minimize the need for discipline. Staff shall use preventative measures and positive conflict resolution techniques whenever possible. Clear definition of acceptable student conduct provides the basis for sound disciplinary practices.

Discipline & Safe Learning Environment

ICS maintains a discipline policy whose goal is twofold. The first is to ensure the right of each student to a safe and orderly learning environment and the second is to help each student develop positive behavior patterns. Our expectations for student behavior are based on respect. We expect students to respect themselves and others as well as the learning environment. Every effort will be made to work with students and their parents to resolve behavioral issues by helping the student learn acceptable boundaries, self-control, problem-solving and effective communication. Students who are disrespectful of their peers and teachers and continually disrupt the learning environment will be dealt with according to the ICS Discipline Management Plan.

Discipline Management Plan

Students are given clear, reasonable expectations as participants in the learning environment. When students disrupt the learning environment or behave in unsafe or unhealthy ways, their choices will have consequences. Teachers will deal with the misbehavior and administer consequences that may range from a warning to immediate removal from the class based on the seriousness of the infraction. A discipline referral, a note, or a phone call will serve as notification to the parents. Infractions include but are not limited to:

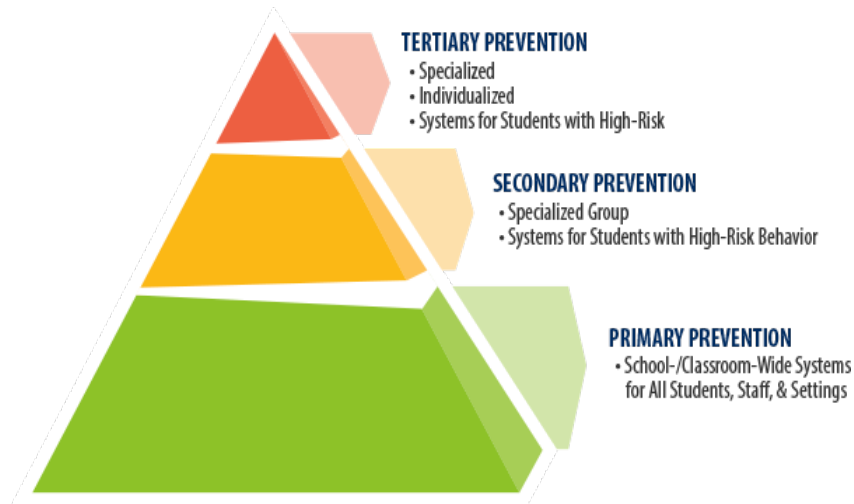
- inappropriate or aggressive physical behavior
- foul language
- inappropriate off-task behaviors that disrupt learning
- defacing or vandalizing materials, equipment, or facilities

Referrals are not generally made unless a student has been first warned. A student may be referred to the Principal for seriously disruptive, disrespectful, or dangerous behavior. Please see the behavior rubric on the next page that explains consequences for behavior.

What is PBIS?

PBIS (Positive Behavior Interventions and Supports) is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

“Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs” (RTI Action Network, 2018).



Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, “Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?” In the infamous words of a TV personality, “How is that working out for you?”

In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student’s educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

**Iftin Charter School
Major/Minor Discipline Referral Form**

Student: _____ Referring Staff: _____

Grade: _____ Date: _____ Time: _____ : _____ am pm

Location

Classroom Playground Hallway Library/Lab Parking Lot

Bathroom Lunch Area Office Other _____

Problem Behaviors MINOR MAJOR

Physical Contact Disrespect Property Misuse Dishonesty

Technology Use Harassment Weapons/Illegal Substances

Incident Description: _____

Interventions/Decisions

Reteach Behavior Think Sheet Parent Contact Parent Conference

In School Suspension Out of School Suspension SST Referral

Other: _____

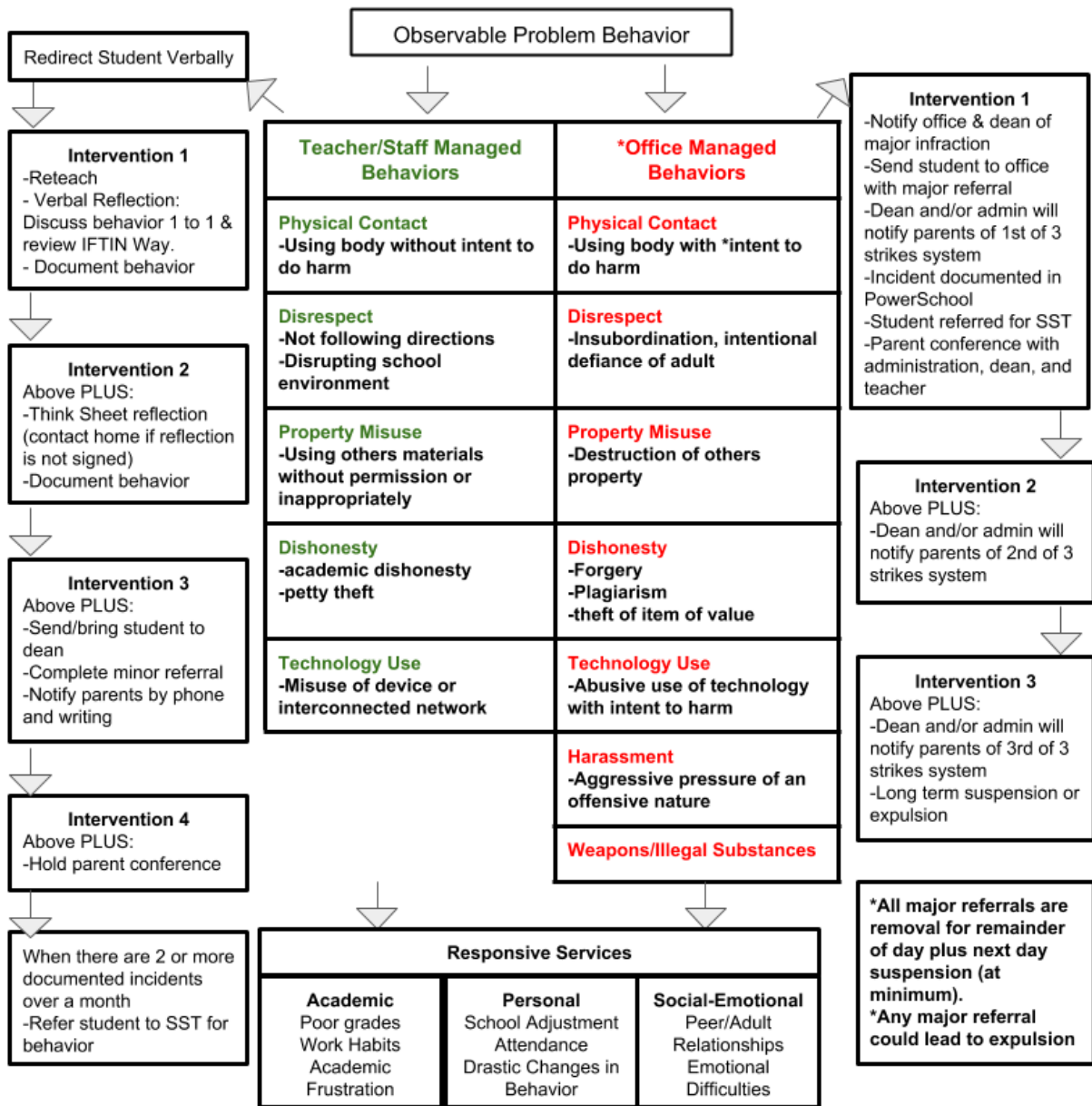
I have received notice of my child's inappropriate behavior and the school intervention(s) implemented to help improve the behavior. I have discussed this incident with my child in order to support the learning of more appropriate school behavior.

Please Sign and return the next day:

Parent/Guardian Signature: _____

Principal Signature: _____

Iftin Charter School Behavior Flow Chart



**Per our bargaining agreement, Iftin will continue our work with a team of teachers to develop a more comprehensive plan for discipline during the 2020-2021 school year to include PBIS and Restorative Practices.*

BOARD POLICY 5145.9

Hate-Motivated Behavior

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 Principal 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.

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

(cf. 0450 - Comprehensive Safety Plan)

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

(cf. 5131- Conduct)

(cf. 5131.2 - Bullying)

(cf. 5131.5 - Vandalism and Graffiti)

(cf. 5136 - Gangs)

(cf. 5137 - Positive School Climate)

(cf. 5141.52 - Suicide Prevention)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

The Principal 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 District 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.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

(cf. 5148.2 - Before/After School Programs)

ICS 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.

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6142.3 - Civic Education)

(cf. 6142.4 - Service Learning/Community Service Classes)

(cf. 6142.94 - History-Social Science Instruction)

As necessary, ICS shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

(cf. 6164.2 - Guidance/Counseling Services)

The Principal 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 Principal or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

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, the principal, 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 principal or the compliance officer responsible for coordinating the District's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

(cf. 3515.3 - District Police/Security Department)

(cf. 5145.11 - Questioning and Apprehension by 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 the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures and AR 5145.9. 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.

(cf. 1312.1 - Complaints Concerning District Employees)

(cf. 1312.3 - Uniform Complaint Procedures)

(cf. 5144 - Discipline)

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

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

Legal Reference:

EDUCATION CODE

200-262.4 Prohibition of discrimination

32282 School safety plans

48900.3 Suspension for hate violence

48900.4 Suspension or expulsion for threats or harassment

PENAL CODE

422.55 Definition of hate crime

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

100.3 Prohibition of discrimination on basis of race, color or national origin

104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

110.25 Prohibition of discrimination based on age

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

CALIFORNIA OFFICE OF THE ATTORNEY GENERAL PUBLICATIONS

Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California K-12 Schools in Responding to Immigration Issues, April 2018

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS PUBLICATIONS

Dear Colleague Letter: Harassment and Bullying, October 2010

Dear Colleague Letter: Prohibited Disability Harassment, July 2000

WEB SITES

CSBA: <http://www.csba.org>

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

California Department of Education: <http://www.cde.ca.gov>

California Office of the Attorney General: <http://oag.ca.gov>

U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr>

U.S. Department of Justice: <http://www.justice.gov>

DRUG FREE WORKPLACE

Iftin Charter School is committed to being a drug-free and safe workplace. Our employees must be physically and mentally fit to perform their duties in a safe and efficient manner. Therefore, no employee shall work or report to work while under the influence of alcohol, illegal drugs, or any substance that would affect his/her ability to perform the job in a safe and efficient manner.

No employee shall consume, display, be under the influence of, or have in his/her possession, including the workplace or in organization vehicles, any intoxicant including alcoholic beverages, Marijuana, controlled substances or illegal drugs at any time during the workday, including during lunch, breaks, and on-call hours. To do so could jeopardize the safety of students, other employees, organization equipment, and Iftin Charter School's relations with the public, and is a prime cause for disciplinary action, up to and including discharge. Bargaining Unit Members of SDEA may be released or dismissed only in accordance with the Collective Bargaining Agreement.

When employees are required to take any kind of prescription or nonprescription medication that may potentially affect their job performance, they are required to report this to their immediate supervisor, who will determine if it is necessary to temporarily place them on another assignment or take other appropriate action. To protect the best interests of employees and the public, Iftin Charter School will take whatever measures are necessary to determine if alcohol or illegal drugs are located on or are being used on organization property. Measures that may be used will include but not be limited to searches of people and of personal property located on organization premises, which may be conducted by law enforcement authorities or by management, as well as drug and /or alcohol tests to be conducted when there is reasonable suspicion of substance abuse.

When urinalysis and/or blood tests are requested or necessary, samples will be taken under the supervision of an appropriate health-care professional. The above-mentioned searches and drug tests will not be conducted if an individual refuse to submit; however, refusal to submit will result in immediate removal from service and may result in termination.

Employees experiencing problems with alcohol or other drugs are urged to voluntarily seek assistance to resolve such problems before they become serious enough to require management referral or disciplinary action. If you have questions regarding this policy or issues related to drug or alcohol use at work, you can raise your concerns with your immediate supervisor or the Administrative Assistant without fear of reprisal. Under the Drug Free Workplace Act, if you perform work for a government contract or grant, you must notify Iftin Charter School if you have a criminal conviction for drug-related activity that happened at work. You must make the report within five days of the conviction.



IFTIN Charter School

TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION, AND BULLYING POLICY

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Iftin Charter School ("ICS") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, ICS will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. ICS school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, ICS will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which ICS does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. ICS will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator ("Coordinator"):

Ali Hori or designee
Executive Director/Principal
horii@iftincharter.net 619.265.2411



Definitions

Prohibited Unlawful Harassment

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited Unlawful Harassment under Title IX

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by ICS.

ICS is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

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

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
 - Rape, sexual battery, molestation or attempts to commit these assaults and



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- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
 - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
 - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
 - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
 - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
 - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
 - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

Prohibited Bullying

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.



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3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.
4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by ICS.

* “Reasonable pupil” is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

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

Electronic act means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
 - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of “bullying,” above
 - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
 - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of “bullying,” above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of “Cyber sexual bullying” including, but not limited to:
 - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of “bullying,” above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual



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- recording, or other electronic act.
- b. “Cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet

Grievance Procedures

1. Reporting

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

Ali Hori or designee
Executive Director/Principal
huri@iftincharter.net 619.265.2411

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the Principal, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

ICS acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.



ICS prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

2. Investigation

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of ICS, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

3. Consequences

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

4. Uniform Complaint Procedures

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in the Student/Family Handbook and UCP Policy.

5. Right of Appeal

Should the reporting individual find the Coordinator's resolution unsatisfactory, he/she may follow the following Dispute Resolution Process:



IFTIN Charter School

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision

ICS CHARTER SCHOOL

**TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION & BULLYING
COMPLAINT FORM**

Your Name: _____ Date: _____

Date of Alleged Incident(s): _____

Name of Person(s) you have a complaint against: _____

List any witnesses that were present: _____

Where did the incident(s) occur? _____

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):



IFTIN Charter School

I hereby authorize ICS to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

Signature of Complainant

Date: _____

Print Name

To be completed by the Charter School:

Received by: _____

Date: _____

Follow up Meeting with Complainant held on: _____