Envision Education

Impact Academy

Comprehensive School Safety Plan

School Year 2026-2027

Prepared By:

EMERGENCY SERVICES

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Board Approval

Approval Date

This Comprehensive School Safety Plan (CSSP) was approved by the Envision Education Board of Directors on December 1, 2025.

Approval Letter

ENVISION EDUCATION

Comprehensive School Safety Plan Approval Letter

Dear Mr. Angotti,

We are pleased to inform you that Envision Education's Comprehensive School Safety Plan was approved by the Board of Directors on December 1st, 2025.

Sincerely,

Envision Education Board of Directors

board@envisionschools.org

Regards,

Envision Education Board of Directors

Envision Education Board of Directors

board@envisionschools.org

Envision Education
100 Webster Street, Ste 300 Oakland CA, 94607

Emergency Contact Numbers

Emergency Numbers	
Emergency	**Call 9-1-1**
Cell Phone Emergency (Kristin Tucci, AP)	315-415-0059
Local Agencies: Non-Emergency Numbers	
Police Department: Non-Emergency	(510) 777-3333
Fire Department Dispatch	(510) 583-4900
Local Fire Station	Station #4
Federal Emergency Management Agency	800-427-2354
Children and Family Services	510-259-1800
Department of Mental Health	888-678-7277
Alameda County Health Department	925-957-5400
Animal Shelter and Animal Issues (24 Hours)	510-337-8300
Poison Control Center	800-222-1222
Electric	PG&E: 1-800-743-5002
Gas	PG&E: 1-800-743-5000
Alameda County Water District	510-208-9770
Hospital	Alameda Hospital: 510-522-3700
Key Contacts:	
Principal, High School:	Dr. Katrina Guillory, 510-300-1560
Principal, Middle School:	Alyson Stout, 510-266-0532
Director of Facilities and Safety:	Antonio Nuñez, 408-476-2071
Landlord, Hayward Unified School District:	Kishor Prasad, 510-605-6447

Emergency Procedures At-A-Glance

Calling 9-1-1	Emergency Numbers
Address: 2560 Darwin St., Hayward CA 94545 **Cross Street:** Naples and Bahama **Notify Main Office:** 510-266-0532 or 510-300-1560 ***Main Office to Notify School Leadership***	**Non-Emergency Police:** Hayward PD Non Emergency Line , (510) 293-7000 **Child Abuse Hotline: 800-522-3511** **Poison Control: 800-222-1222**

Fire	Earthquake
1. **Line up students** 2. **Turn radio to Channel 5** 3. **Grab emergency bags** 4. **Turn off lights** 5. **Close doors (unlocked)** 6. **Evacuate to assembly area**	1. **DUCK, COVER, & HOLD** 2. **Turn away from glass** 3. **Stay covered until shaking stops** 4. **Turn radio to Channel** 5. **Grab emergency bags** 6. **Turn off lights** 7. **Close doors (unlocked)** 8. **Evacuate to assembly area**

Allergic Reactions	Shelter-In-Place (Environmental)
1. **Notify administration** 2. **Monitor students for 30 minutes** 3. **If reaction subsides, return to class and continue to monitor** 4. **If epipen is administered or there is no improvement, call 9-1-1**	1. **Gather students in rooms** 2. **Turn radio to Channel 5** 3. **Close and seal doors, windows, & vents** 4. **Listen for instructions** 5. **Pass out N95 or KN95 masks (if needed)**

Secure Campus	Lockdown
1. **Gather everyone in a room** 2. **Turn radio to Channel 5** 3. **Close and lock doors and windows** 4. **No outdoor activities** 5. **Restrict movement between rooms & buildings** 6. **Listen for further instruction**	1. **Gather everyone in a room** 2. **Turn radio to Channel 5, volume off** 3. **Lock doors, turn off lights, cover windows.** 4. **Get low to the floor, stay silent, & remain out of sight** 5. **Turn cell phones off or on silent - not vibrate** 6. **Remain in Lockdown until cleared by law enforcement**

Introduction and Overview

Introduction

The purpose of the Comprehensive School Safety Plan (CSSP) is to provide a concise reference for staff when facing a crisis or an emergency. Accident and crisis prevention are particularly important whenever children are involved, but even the most thorough and imaginative forethought cannot prevent all emergencies.

It is our responsibility to be prepared with management plans for foreseeable emergencies and for all staff members to be apprised of their roles in these plans.

Promulgation

The School Emergency Response Plan addresses Envision Education's responsibilities in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within Envision Education in coordination and with the county of Alameda, California. The CSSP establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The CSSP:

- Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing Impact Academy of Arts & Technology clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

This CSSP meets the requirements of the State of California and the County of Alameda policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS) and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements. Additional information regarding the applicable laws and regulations covering safety and security policies in schools is available in CSSP-1 of the Appendix ("Legal Requirements: Authorities and References").

Purpose

This CSSP covers Envision Education's policies and expectations regarding the practices of each school in maintaining a safe and secure campus for all of its pupils and staff. It has been created specifically for use in California schools, in accordance with applicable laws, guidelines, and regulations.

Scope

The Scope encompasses Envision Education campuses. It addresses a broad range of major emergencies and safety concerns; such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the Incident Command System.

Objectives

The objectives of this plan are to:

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school and the City and/or County Emergency Operation Center (EOC).

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments

have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance.

Responsibility

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS, SEMS, and ICS are incorporated in this plan and school personnel must be trained in how the system works. Envision Education campuses must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis.

Plan Development and Maintenance

Development

The CSSP will be written, developed, and maintained by the School Site Council (SSC) operating at each school, or by the safety planning committee if one exists. More information regarding the composition, activities, and scope of the Safety Planning Committee is available in The Safety Planning Committee (CSSP-2). Whenever practical, Safety Planning Committees are encouraged to collaborate and coordinate with those of other SSCs, including at the regional level. Additionally, SSCs and associated Safety Planning Committees are required to consult with a representative from a law enforcement agency, fire department, and/or other applicable public safety agencies when drafting the initial plan.

Amendments

Amendments are changes to the CSSP that significantly impact or alter components, procedures, or content. The CSSP will be reviewed annually by the School Site Council (SSC) or designated Safety Planning Committee by March 1st of each year, to determine if amendments are needed. Proposed amendments must be submitted by the SSC and approved by appointed Envision Education personnel prior to incorporation in the distributed version of the CSSP. Once finalized, amendments will be recorded in the CSSP Record of Change (CSSP-4) and the amended CSSP will be provided to the appropriate public safety organizations. The amended CSSP will then be redistributed to staff and all prior versions of the CSSP will be replaced.

Updates

Updates include changes that do not significantly change the content or procedures contained within the plan. These updates should be made as often as is necessary throughout the school year. If updates are made in critical areas such as key personnel (administrators, etc.) or contact information (utility company, public safety agencies, etc.), staff will be advised of the changes. All updates will be recorded in the CSSP Record of Change (CSSP-4). Updates to the CSSP will be shared with the SSC by the Safety Planning Committee at the next scheduled meeting.

Opportunities for Public Comment

Prior to the adoption of the CSSP each year, a public meeting will be held to allow for concerned individuals to comment on aspects of the CSSP. This meeting will be planned in such a way as to allow access for public comment, preferably through the incorporation of the CSSP adoption as a board meeting agenda item. Notice of the opportunity for public comment will be sent in advance to the following individuals as appropriate and available:

- Mayor
- Representatives of local certificated and classified employee organizations
- Representatives of parents or parent organizations
- Student body government representatives
- Representatives of local churches
- Local civic leaders
- Local businesses and/or organizations

Distribution and Review of the CSSP

By Public Safety Agencies (PSAs)

Each school will submit a copy of the completed CSSP to relevant public safety agencies no later than October 15th of the applicable school year. The appropriate agencies may vary by site, but could include police and fire departments. Lists of applicable public safety agencies, and contact information are included in the CSSP-5. If changes or amendments are requested by the agency representative, the requests should be documented using the PSA Change Request Form (CSSP-6) and presented to the SSC at the next meeting for review.

By Staff

All staff will be made aware of the policies, procedures, and expectations contained within the CSSP. Instruction in, and/or review of, the CSSP will occur during the following times:

- Upon initial hiring (Orientation)
- During annual training (Staff Development)
- Following amendments and updates

Upon completion of the instruction and/or review, staff will sign the CSSP Instruction and Review Log Template (CSSP-7). The CSSP Instruction and Review Log records the date and time of the training, the names and signatures of attending personnel, and the training type. This log will be maintained by the school administrator, SSC, or designated appointee.

By Parents and Guardians

Parents and guardians will receive the Overview of Comprehensive Safety Plan for Parents and Guardians (CSSP-8), which outlines the role of parents and guardians during an emergency, summarizes critical components of the CSSP, and explains how to access public segments of the CSSP. The Overview of Comprehensive Safety Plan for Parents and Guardians will be disseminated during the following times:

- Upon initial enrollment
- During annual start-of-school communications
- Following amendments that require a correction in previously provided information

Storage, Availability, and Accessibility

Staff

A copy of this plan is available for review by staff at any time. Electronic copies are available via the employee portals or other internal data systems, and printed copies are available in the classroom emergency kits.

Parents, Guardians, and Members of the Public

Sensitive information that may compromise safety and security initiatives, also known as “tactical procedures”, are not considered approved segments for public release. However, these sections are few in number and their status as “tactical procedures” is indicated below the heading. Electronic copies of approved segments and related materials are also available via the parent portals or school websites. Parents and guardians may request printed and/or translated copies of approved segments of the CSSP, which will be provided within five business days of the request.

The Safety Planning Committee

School Site Councils (SSCs) are engaged in a number of vital activities on campus, including the development and maintenance of the CSSP. An important component of the SSC is the Safety Planning Committee, which is formed to undertake planning and preparedness activities such as identifying hazards and developing emergency plans. There are three components of the Safety Planning Committee that are key to success: diversity of membership, dedication of time, and empowerment. Additionally, as After School Directors are expected to serve on the site Safety Planning Committee, sites are responsible for ensuring that coverage is provided to facilitate attendance and participation. Additional information, including membership requirements, suggested actions, and annual calendars are included in “The Safety Planning Committee” (CSSP-2).

Current School Crime Status Assessment

The crime status assessment includes a review of all reported crime occurring on campus and at school-related functions, including incidents involving students, staff, visitors, and other members of the public. Data sources may include incident reports, administrative records, and law enforcement response information. This assessment is reviewed annually to identify trends and inform prevention and safety planning. Overall, crime at Envision Education Schools is low, thanks to the shared commitment of all community members to a safe and secure learning environment.

Data Reviewed

Data from the following sources was considered when creating this status assessment:

- Office referrals via Kickboard
- **Suspension/expulsion data via PowerSchool**
- **Local law enforcement juvenile crime data if and when shared with Administration**
- Property damage data

During the data review process, care was taken to protect the privacy of individuals involved in accordance with applicable laws, regulations, and Envision Education policies. Data tables are also available in the Current School Crime Status Data Tables (CSSP-9).

Key Analysis Points

Following a careful review of applicable data, several key analysis points were identified:

- Crime rates on campus are low
- Crime rates on campus have remained consistent over the last year and five years
- Crimes that occur on campus generally include property crimes such as vandalism and possession of prohibited items (i.e, vapes, pepper spray, etc.)

This information, as well as any recommended responses and procedural updates, will be considered via the SSC and Safety Planning Committee processes.

Emergency Equipment and Supplies

Classroom Emergency Kits

Classroom Emergency Kits (CEKs), also referred to as "emergency buckets," provide staff members with the supplies needed for effective short-term emergency response, as well as the student information needed for all response types. The contents of CEKs will be stored in buckets or other containers that are durable, water-resistant, and easily portable. All CEK supplies will be inventoried at least annually, with replacement materials made readily available. Additionally, CEK informational and student-specific materials (rosters, medications, etc.) will be updated whenever changes occur, such as new enrollments. The full Checklist of Recommended CEK Contents (CSSP-10) can be found in the Appendix, but critical components include:

- First aid supplies
- Copies of emergency contact information
- "Confidential" medical information folder
- Emergency medication supplies and information
- Copies of Individual Emergency Response Plans (IERPs)
- Additional Emergency Response Supplies

Additional Emergency Response Supplies

Additional emergency response supplies include those supplies needed to provide food, water, shelter, and comfort to students during short- and long-term emergency responses. This also includes the specialized supplies needed for members of the Incident Command System. Some of these materials may be stored in classrooms, but most will be located in designated supply areas due to their size, volume, and shared usage. Supplies will be accessible to designated staff, stored in cool, dry areas, and kept in crush-resistant containers. A Checklist of Recommended Additional Emergency Response Supplies (CSSP-11), including their storage locations, is available in the Appendix, but critical components include:

- Communication equipment and batteries
- Shelter materials and sanitation equipment
- Emergency food and water
- Signage for reunification
- Safety equipment for responders

Emergency Drills

In order to improve emergency preparedness, staff and students will participate in drills to practice and review the procedures outlined in the CSSP. Drill types and frequency include, but are not limited to:

1. Fire and evacuation drill - Once per month
2. Earthquake drill - Once per quarter
3. Campus Movement Restriction drills - Once per quarter with drills rotating

Detailed procedures for each drill type are outlined in Emergency Drill Procedures and Instructions (CSSP-12). Appropriate classroom instruction will aid students in the successful completion of emergency procedures and drills. Additionally, drills will be conducted with a variety of staff and at different times of the day. A calendar of scheduled and completed drills will be maintained by the school Administrator or designated appointee using the Annual Schedule of Emergency Drills (CSSP-13).

Campus Safety and Security

Each school and its staff members will maintain policies, practices and procedures so that the campus is secure and safe.

Child Abuse Prevention and Supervision

Envision Education maintains procedures to support the supervision and protection of students from child abuse, neglect, and sex offenses. All employees and volunteers are mandated reporters and receive training on recognizing and reporting suspected abuse in accordance with California Penal Code requirements. Staff are expected to maintain appropriate supervision of students during school activities and to report concerns promptly through established reporting channels. Detailed information regarding the Envision Education Mandated Reporting: Child Neglect and Abuse Policy (CSSP-14) is available in the Appendix.

Arrival and Departure

Management of Entry Points

A single point-of-entry strategy is used as frequently as possible, with all other exits designated as emergency exits only. This does not include entrances and exits that open into a fully enclosed area, such as a playground or field. Doors are not to be propped open without active monitoring by staff at any time. Staff will also lock interior doors that are not in use whenever possible, including during school hours.

Safe Ingress and Egress

Ingress and egress traffic patterns and pedestrian walkways are established to ensure a safe and orderly arrival and departure. Traffic plans are designed to avoid congestion of the parking lot and local streets, as well as prevent students from crossing traffic unnecessarily. A detailed description of site-specific arrival and departure procedures, as well as safety programs including crossing guards, safe routes, etc. is provided in the Ingress and Egress Safety Plan (CSSP-15). These procedures should be reviewed each year and changes are considered an amendment to the CSSP.

Unauthorized Entry During Non-School Hours

School facilities must be secured against unauthorized entry during non-school hours. Individuals are required to lock the school building and/or grounds when not in use or when departing, Additionally, designated personnel will periodically test the security alarm system in accordance with the manufacturer or vendor instructions at least once each semester and once during the summer.

Policy for Release of Students

Closed Campus

Each school is a closed campus. All students are required to remain on school grounds during the regularly scheduled school day, including lunch period. It is unlawful for anyone to take a student away from school during the regular school day without parent and/or guardian permission and notification of the school office.

Early Release

Envision Education employees are responsible for releasing students to parents, legal guardians or other persons designated by parents or legal guardians, unless formally modified by a court order served to the school. In the event that employees are uncertain of the propriety of releasing a student, they should locate or contact the school Principal, Principal's designee or Envision Education counsel before releasing the student.

Students that are released before the normal end of the school day should be signed out at the school office. The identity and authorization of the adult picking up the student will be verified and compared to the authorized release list provided by the student's parent(s) or legal guardian(s). Once approved, students will depart from the school office accompanied by the authorized adult. If exceptions are made for high school students, especially student drivers, the specific policy is provided in CSSP-16 ("Special Early Release Policy").

Visitor Policy

ALL visitors should proceed immediately to the school office. Visitors will be directed to the correct location with signage on the exterior and interior of the school, and visitor policies will be posted outside of campus, online, and in relevant handbooks. **All visitors must register at the school office immediately upon entering any school building or grounds, unless exempted within the policy.** Envision Education's full visitors policy, with exemptions, is available in CSSP-17 ("Envision

Education Visitor Policy"). This visitor/outsider policy is also subject to the further terms and conditions contained in Envision Education's Registered Sex Offender Policy (CSSP-18). A sample letter designed to communicate the Visitor Policy expectations to parents and guardians is provided in CSSP-19, "Sample Annual Visitor Policy Notice to Families."

Refusing Visitor Access

In accordance with Penal Code 627.4, the Principal or designee may refuse to register any visitor if he or she reasonably concludes that the visitor's/outsider's presence would:

- disrupt the school, students, or employees,
- result in damage to property, or
- result in the distribution or use of a controlled substance.

The Principal or designee may also request that a visitor/outsider who has failed to register, or whose registration privileges have been denied or revoked, to promptly leave school grounds. If necessary, the Principal or designee may call the local police to enforce the departure of the visitor/outsider. When a visitor/outsider is directed to leave, the Principal or designee shall inform the visitor/outsider that if he or she reenters the school within seven (7) days, he or she will be guilty of a misdemeanor and subject to a fine and/or imprisonment. (Penal Code 627.7).

Background Check and Fingerprinting Policy

As required by law, all individuals working at Envision will be required to submit to a criminal background investigation prior to employment. Background checks are conducted via LiveScan under Envision's agency number. No condition or activity will be permitted that may compromise Envision's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at Envision include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee, during his/her employment with Envision, be convicted of a controlled substance or sex offense, or serious or violent felony, the employee must immediately report such a conviction to the Senior Director of Human Resources.

Registered Sex Offender Policy

For the protection of pupils while they are traveling to and from school, attending school, or at a school-related activity, Principals and their designees will respond appropriately when apprised of information that a registered sex offender resides or works within two (2) miles of an Envision Education school, or otherwise may be likely to attempt to visit an Envision Education school for any reason whatsoever.

Additionally, parents and guardians will be informed annually about the existence of Envision Education's Registered Sex Offender Policy. Envision Education staff will also cooperate to the fullest extent possible with local law enforcement for receiving, communicating, and disseminating information concerning registered sex offenders. The full policy, which includes detailed instructions regarding the annual notices, notification of staff, and parents or guardians who are registered sex offenders can be found in CSSP-18 ("Envision Education's Registered Sex Offender Policy").

Procedures for Notifying Teachers of Dangerous Pupils

Principals must promptly notify relevant teachers of the reason(s) a student has been suspended. The teacher can also access the suspension by looking at the student's discipline screen. The information provided is for the student's current teachers only. All information regarding suspension and expulsion is CONFIDENTIAL, and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

De-Escalation

De-escalation includes a series of actions and approaches that can be used to reduce the likelihood that a conflict or behavior incident will become an emergency. Not all situations are appropriate for de-escalation. The basic principles of de-escalation include practicing effective awareness and applying intentional actions and communication techniques in order to lower the threat level. Not all situations are appropriate for de-escalation. **If an individual is severely agitated or enraged, or the behavior poses an imminent threat, call 9-1-1.** More information regarding de-escalation strategies is provided in CSSP-20 ("De-escalation Philosophy and Strategy").

Threat and Crisis Assessments

Threat and crisis assessments are crucial in the mitigation efforts of schools as they provide valuable information that helps prevent, prepare for, and respond to potential emergencies. When used effectively, these assessments may also help to identify risks or support needs before a situation becomes an emergency. However, there are instances where immediate emergency response is necessary. If there is an imminent threat to the safety of an individual, a group of individuals, or the larger school community, immediate emergency response protocols should be initiated and the appropriate public safety

agencies should be notified (law enforcement, emergency medical, fire department, etc.). **Assessments cannot and should not replace immediate emergency actions in high-risk situations.**

In order to be completed correctly and implemented effectively, these assessments must be completed by professionals with the appropriate training. Common members of each assessment team are included in the segments describing each assessment type. Additional resource suggestions to guide the work of trained professionals during the assessment processes are listed in CSSP-21 ("Threat and Crisis Assessment Resources"). If these professionals are not available, school staff should take immediate actions to protect the safety of the student and school community until such time when an assessment can be completed appropriately. **School leaders are instrumental in the development of individualized, immediate response strategies until the assessment is complete.**

Threat Assessments

A threat assessment is used to identify students who may pose a threat to the safety of the school community or other individuals within the school. It involves determining the credibility and seriousness of a threat made against others, and the likelihood that it will be carried out. The data obtained during a threat assessment is used to create a specialized safety plan which may include school-wide or limited safety measures, individual interventions, and follow-up monitoring.

A threat assessment team often includes school resource officers/security and safety personnel, school counselors and/or psychologists, and school administrators. In some instances, local law enforcement or mental health professionals might also be involved, particularly if the threat is severe.

Crisis Assessments

A crisis assessment is utilized when a student is in a state of severe distress or presents an immediate threat to the safety of themselves or others. Crisis assessments are most often conducted in schools when a risk of suicide is presented or suspected. A crisis assessment helps staff and other caregivers to make informed decisions about immediate interventions and long-term plans to mitigate such crises in the future.

Crisis assessments should be performed by individuals with specialized knowledge or training in how to complete the assessment correctly. Some School Leaders may fit this description, but crisis assessments are most often completed by school counselors or psychologists, as well as external mental health professionals. If school counselors or psychologists are not available to a school within a short timeframe, schools should have relationships with external mental health professionals or facilities in order to make a timely referral for a crisis assessment. Taking appropriate action quickly is essential for schools in fulfilling their duty to protect the safety of students and staff. More information on caring for a student who is at risk of suicide is outlined in CSSP-38 ["Incident Response Procedures (Alphabetical Order)"].

Workplace Violence Prevention

Threats, threatening language, or any other acts of aggression or violence made toward or by any Envision employee will not be tolerated. A "threat" includes any verbal or physical harassment or abuse, attempts to intimidate or to instill fear in others, menacing gestures, bringing weapons to the workplace, stalking, or any other hostile, aggressive, injurious, and/or destructive actions undertaken for the purpose of domination or intimidation.

You should immediately report all potentially dangerous situations, including threats by co-workers, to Human Resources. Envision will investigate immediately and take appropriate action to address the problem. If you believe you or others are at imminent risk of physical harm, call 911 and take steps to ensure your safety and the safety of others. Envision will provide separate training and policies related to threats of violence in Schools or by students.

You will not be retaliated against for reporting perceived violations of this policy or participating in the investigation of a complaint.

Mental Health Supports

General Access to Mental Health Resources

Envision Education is committed to supporting the mental health and well-being of all students. Recognizing the importance of mental health in overall academic and personal success, we provide a range of resources and support services to address students' mental health needs.

Available Mental Health Resources:

- On-Campus Counseling Services: Licensed counselors available for individual and group sessions.
- Peer Support Programs: Student-led initiatives offering peer-to-peer support and mentoring.

- Educational Workshops: Programs focusing on stress management, coping skills, and mental health awareness.
- Partnerships with Local Mental Health Agencies: Collaborations to provide additional resources and specialized support.
- Crisis Intervention Services: Immediate support for students experiencing a mental health crisis.

Accessing Mental Health Resources:

- Counselor Appointments: Students can schedule appointments with school counselors through the counseling office or online portal.
- Referral System: Teachers, staff, and parents can refer students to mental health services using a confidential referral form.
- Drop-In Hours: Designated times when students can visit the counseling office without an appointment for immediate support.
- Anonymous Help Lines: Contact information for confidential helplines and online chat services.
- Resource Guides: Printed and online guides detailing available mental health services and how to access them.

Mental Health Support Following a Traumatic Event

Following a traumatic event, it is crucial to provide immediate and accessible mental health support to students and staff. Envision Education has established protocols to ensure timely and effective intervention. This includes having counselors available on-site for crisis counseling, organizing support group sessions, and providing information on external resources for ongoing support. Communication channels are also established to keep parents and guardians informed about available support and how to help their children during such times.

Cybersecurity and Digital Safety

Envision Education is committed to ensuring the digital safety of all students and promoting responsible online behavior. Recognizing the importance of cybersecurity in today's digital age, we have implemented a comprehensive program to protect our students and school network from cyber threats. This program includes interactive cyber safety education programs that teach digital citizenship, online privacy, and recognizing cyber threats. We maintain a secure network infrastructure with robust security measures, including firewalls and encryption, and regularly update anti-virus and anti-malware software on all school devices to prevent and detect malicious activity. Monitoring and filtering systems are in place to oversee online activity and block harmful websites and content. Additionally, we provide channels for students and staff to report cybersecurity incidents or concerns confidentially.

In the event of a cyber incident, our school has a detailed Cyber Incident Response Plan to ensure a quick and effective response. This plan includes steps for containing and mitigating the incident, communicating with affected parties, and restoring normal operations. It also provides guidelines for offering support and resources to students and staff impacted by the incident. For more detailed information on our cybersecurity policies and resources, and to view the Cyber Incident Response Plan, please refer to the CSSP-22 in the Appendix.

Immigration Enforcement on Campus

Notification Requirements

If immigration enforcement personnel are confirmed to be present on campus during school hours, the Principal or Incident Commander will verify the situation and coordinate the school's response. As required by law, the school will notify staff and parents or guardians as soon as practicable that immigration enforcement personnel were present on campus. Notifications will not include personally identifiable student information. The incident and actions taken will be documented in accordance with record-keeping requirements.

Access and Information Requests by Immigration Authorities

School personnel shall not grant immigration enforcement access to non-public areas of campus or release student, family, or employee information without a valid judicial warrant, subpoena, or court order. Requests for access or information will be referred to the Principal or Incident Commander, documented, and reviewed in coordination with appropriate leadership or legal counsel as needed.

Campus Environment

The policies and procedures outlined in this section play a key role in the maintenance of a safe and orderly environment that is conducive to learning.

Notice of Rules and Procedures

The Envision Education administration shall ensure that students and their parents/ guardians are notified in writing upon enrollment of all discipline policies, rules and procedures. This outlines expectations for student behavior, procedures for managing student behavior, and consequences for not adhering to expectations. Students and families receive this information as part of the annual notifications that are sent at the beginning of the school year.

Discrimination and Harassment

Envision Education does not tolerate discrimination or harassment against any individual on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Students, parents, guardians, or any other individuals having questions or concerns regarding Envision Education's program to prevent and address discrimination and harassment, or who wish to file a complaint should follow Envision Education's Uniform Complaint procedures. More information is available in CSSP-23 ("Uniform Complaint Policy and Procedure").

Schoolwide Dress Code

A safe and orderly environment is one that is based upon respect and freedom from distraction. Envision Education policy requires that all students enrolled in Envision Education comply with each site's dress code policy. Each site's dress code policy outlines requirements for uniform condition, fit, and styling, as well as prohibits the wearing of gang-related clothing or accessories. The full dress code policy for this school can be found in CSSP-25 ("Envision Education Dress Code").

Behavior Management

Expectations

Each school will be a safe and orderly place for students to receive a quality education. Students will learn to be effective decision makers and problem solvers who demonstrate elements of self-direction, responsibility, and self-discipline. Behavior expectations for students are outlined in CSSP-26 ("Student Behavior Expectations Management and Restorative Practices Framework").

Suspension and Expulsion Policies and Procedures

Envision Education strives to provide positive behavioral support to all students in order to reduce the need for disciplinary exclusion from the school community. However, there are instances in which suspension and expulsion may be necessary, in which case Envision Education will comply with all requirements as outlined in the applicable California Education Code. The policies and procedures governing suspension and expulsion, as well as the list of offenses requiring suspension or expulsion, will be reviewed periodically.

Suspension

Suspension is the temporary removal of a student from class instruction for adjustment or disciplinary reasons. Suspension may be discretionary or mandatory based on the offense in accordance with California Education Code. A full list of discretionary and mandatory suspension offenses is available in CSSP-27 ("Envision Education Suspension and Expulsion Policy"). Suspended students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. Students who come to school during the term of their suspension may incur further disciplinary action.

Except in cases where suspension for a first offense is warranted in accordance with law, administrators may use their discretion to provide alternatives to suspension that are age appropriate and designed to address and correct the student's specific misbehavior.

The full details of the suspension process, as well as suspension alternatives, are provided in Envision Education Suspension and Expulsion Policy. Suspensions may be appealed by the student or the student's parents or guardians. The appeals process is also outlined in Envision Education Suspension and Expulsion Policy.

Expulsion

Expulsion is the involuntary removal of a student from all Envision Education schools and Envision Education programs for acts of specified misconduct. Except for single acts of a grave nature, expulsion should only be used when:

- There is a history of misconduct,
- Other forms of discipline (including suspension) have failed to bring about proper conduct, or
- When, due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Under Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The hearing process, as well as those offenses for which discretionary or mandatory expulsion may be warranted, are provided in CSSP-27 ("Envision Education Suspension and Expulsion Policy").

Expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of expulsion. Students who come to school during the term of their expulsion may incur further disciplinary action.

Special Procedure for Students with Disabilities

Additional guidelines, rules and considerations apply to the suspension and expulsion of students with disabilities. Students with disabilities may be suspended for less than 10 days as long as the removal does not constitute a change of placement. Disciplinary removals lasting 10 days or more are automatically considered a change of placement and a Manifestation Determination meeting is required within 10 days of the removal decision. The purpose of the Manifestation Determination meeting is to determine whether or not the conduct was caused by or had a direct relationship with the student's disability or a failure to implement the Individualized Education Plan (IEP) or 504 Plan. Details for the Manifestation Meeting process, as well as actions based on the determination, are included in CSSP-27 ("Envision Education Suspension and Expulsion Policy").

Prohibited Items

Searches

A student's attire, personal property, vehicle or school property, including books, desks and school lockers, may be searched by a Principal or a Principal designee who has reasonable suspicion that a student possesses illegal items or illegally obtained items. These may include illegal substances, drug paraphernalia, weapons or other objects or substances which may be injurious to the student or to others. Illegally possessed items shall be confiscated and may be turned over to the police.

Possession of Weapons or Dangerous Objects

It is a violation of state law and Envision Education policies and regulations for any person to carry a firearm, weapon, or other dangerous object on school premises, school provided transportation or areas of other facilities being used for school activities.

Students in possession of any firearm, knife, explosive or other dangerous object will be suspended and possibly recommended for expulsion. State law mandates expulsion for students who knowingly possess a firearm or brandish a knife at another person.

Drugs, Alcohol, and Tobacco

Envision Education recognizes the need for a Drug free, Alcohol free and Tobacco free environment. Smoking is prohibited in all Envision Education buildings, facilities and vehicles. Envision Education supports abstinence from alcohol, tobacco, and other drugs.

Students are subject to disciplinary action, up to and including, a recommendation for expulsion for drug, alcohol, or tobacco related offenses. Students found using or in possession of controlled substances may be suspended. Students found selling controlled substances will be recommended for expulsion.

Other Prohibited Items

Students are not allowed to bring any games, toys, or trading cards to school for use during the school day (including break and lunch). Cell phones, MP3 players, personal handheld devices are also subject to be taken away. Prohibited items will be returned only to a parent and/or guardian. Repeated offenses will result in items being taken away and not returned until the end of the school year.

Gun Safety Education Policy

Envision Education intends to comply with all relevant firearm safety education laws in California. The legislation mandates that we incorporate gun safety education into our curriculum, ensuring that students understand the importance of firearm

safety and the potential dangers associated with improper use. This education includes age-appropriate lessons that cover the basics of firearm safety, the legal responsibilities of gun ownership, and strategies for preventing gun-related accidents. We also provide resources for students and parents to further their understanding of gun safety at home. Additionally, our program includes collaboration with local law enforcement and safety experts to enhance the effectiveness of our education efforts.

Cultural Sensitivity Training

Envision Education prioritizes cultural sensitivity and is committed to fostering an inclusive and respectful environment for all students, staff, and families. Recognizing the importance of cultural awareness, we have established a comprehensive program that includes annual training sessions for all staff members. These sessions cover key topics such as understanding diverse cultural backgrounds, recognizing and addressing biases, and promoting inclusivity within the school community. Throughout the year, we also integrate cultural sensitivity topics into regular staff meetings, ensuring ongoing dialogue and awareness among our team.

To further support cultural awareness, we organize various activities for students and families. These activities include cultural celebrations, educational workshops, and community events that highlight the rich diversity within our school community. By engaging students and families in these activities, we aim to create a supportive and inclusive atmosphere where everyone feels valued and respected.

Disaster and Emergency Management

National Incident Management System Purpose and Scope

The National Incident Management System (NIMS) was issued by the Department of Homeland Security on March 1, 2004 to provide a comprehensive and consistent national approach to all-hazard management at jurisdictional levels and across functional disciplines. The NIMS will enable responders at all levels to work together more effectively to manage domestic incidents no matter what the cause, size or complexity.

In September 2005, the State of California obtained certification and compliance for SEMS/NIMS integration from the United States Department of Homeland Security for FY 2005. Certification and compliance is an annual process that the California Office of Emergency Services performs.

Standardized Emergency Management System Purpose and Scope

The Standardized Emergency Management System (SEMS) is based upon the Incident Command System (ICS), as adapted from the system originally developed by the Firefighting Resources of California Organized for Potential Emergencies (FIRESCOPE) program. This includes those systems currently in use by state agencies, the Multi-Agency Coordination System (MACS), the operational area concept, and the Master Mutual Aid Agreement and related mutual aid systems.

SEMS is intended to standardize response to emergencies involving multiple jurisdictions or multiple agencies. SEMS is designed to be flexible and adaptable to the needs of all emergency responders in California. SEMS requires emergency response agencies to use basic principles and components of emergency management including ICS, multi-agency or inter-agency coordination, the operational area concept, and established mutual aid systems. State agencies must use SEMS.

SEMS is the overall system in which many agencies, levels of government, and information systems fit. The parts of SEMS are:

- Incident Command System
- Multi-agency or inter-agency coordination
- State Master Mutual Aid Agreement and Systems
- Operational Areas
- Operational Areas Satellite Information System (OASIS)

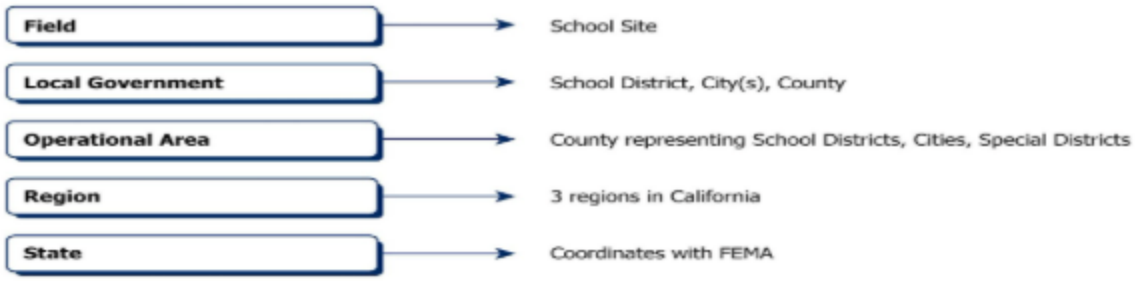
School districts have mutual aide agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.

Public schools have mutual aide agreements for shelter, counseling, and other items and must participate in inter-agency coordination. It is important to understand this and be prepared to participate.

Organizational Levels

Information regarding a disaster and the school site conditions are reported from the site level all the way up to state and federal levels and become part of the larger information picture. Thorough documentation and accuracy is very important.

Order of Coordination



Field Level (School Site)

- Utilizes the Incident Command System

- Tactical on-scene response
- Establishes and maintains Incident Command Post (school site) and Field Command Post (fire, police, etc.)
- Requests support from the Local Government EOC (fire, police, EMS, Public works, etc).

Local Government Level (School District, City(s), County)

- City(s), County, County Office of Education, Community College District, School District
- Establishes and maintains Emergency Operations Center (EOC) and District Emergency Operations Center (EOC)
- Implements Local Emergency Plans
- Requests support from the Operational Area

Operational Level (Country representing School Districts, Cities, Special Districts)

- The County and ALL political sub-divisions
- Coordinating information, resources and priorities among all local governments
- Brokering resources within the Operational Area
- Functions as the intermediate level between the Region and Local Government

The Region Level (Coastal Region)

- Coordination between Operational Areas in each Mutual Aid Region
- Coordination between Operational Area and State Level
- Coordinating overall State Agency Support within the Region

State Level

- Coordinate support between Administrative Regions as required
- Act as the initial point of communication and coordination between California and the Federal Response System

SEMS and Schools

The Standardized Emergency Management System is based on a number of concepts, three of which are pertinent to schools:

- A management tool called the Incident Command System (ICS)
- Mutual aid systems, in which similar organizations assist each other in emergencies
- Multiple agency coordination, under which diverse organizations work together and communicate with each other

Incident Command System

Overview

The Incident Command System (ICS) was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts (duplication of efforts) by giving each person a structured role in the organization, and each organization its piece of the larger response.

ICS is the combination of facilities, equipment, personnel, procedures, and communication operating within a common organizational structure, designed to aid in domestic incident management activities. It is used for a broad spectrum of emergencies, from small to complex incidents, both natural and manmade, to include acts of catastrophic terrorism. ICS is used by all levels of government-Federal, State, tribal, and local, as well as by many private sector and non-governmental organizations.

The five ICS functions are required at all NIMS levels. They are: command, planning, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

ICS Unified Command

ICS in Schools

The ICS is adapted at the school-site and organizational level to provide a leadership and management system that is used during emergency response to provide overall direction and coordination. ICS can also improve how schools work together with public agencies during emergencies. The goal of incident command structure within schools is to respond and manage an emergency situation until professional emergency responders arrive to assist. Additional information outlining roles, responsibilities, supplies and so on, is located in the Appendix (CSSP-28 and CSSP-29). Information regarding successfully managing food and water during an emergency is available in CSSP-30 ("Food and Water Management Plan").

Activating ICS

ICS is activated whenever the Incident Commander (school leadership) deems an emergency response is needed. This can be something like an earthquake or fire. Not all incidents require activating the Incident Command System. Additionally, the ICS members and teams that are mobilized may change depending on the situation. For small-scale incidents, only the Incident Commander may be assigned, whereas larger incidents such as a reunification scenario may activate all sections. Command of an incident would likely transfer to the senior on-scene officer of the responding public agency when emergency services arrive on the scene. Command transfers back to the school when the public agency departs.

ICS Roles

All school staff members are part of ICS. Many times, a staff member's role within ICS is based on their routine responsibilities and the skills they use in normal operations. For example, a teacher may be part of the Community Care Team, whose role is to ensure that students are safe and comfortable after an emergency. Additional information for each role, including responsibilities and checklists is provided in CSSP-29 ("ICS Roles and Responsibilities"). The Incident Command Chart with role assignments is provided in CSSP-28 ("ICS Chart").

ICS Training

Training is a critical part of successfully developing and utilizing the ICS structure. ICS members will meet regularly to review supplies, go over roles and responsibilities, and practice using tabletops and scenarios. A template form to record staff training is included in CSSP-31 ("Staff Emergency Preparedness Training").

ICS Across Envision Education Schools

The goal of ICS is to provide a standardized management structure for emergency response. By nature, ICS facilitates the effective collaboration of different levels within an organization. The following guidelines provide information on how the ICS of each organizational level might interact during an emergency. ICS may be activated at any time based on the nature of the emergency or situation, which may not meet any or all of the criteria outlined below.

Envision Education Organizational Level

The Envision Education Organizational Level has the overall responsibility for management of emergency response across campuses, including the creation of objectives and approval of all incident action plans. Examples of responsibilities carried out by the Envision Education Organizational Level during an emergency include:

- Generate organization-wide, or approve site-level, action plans as needed.
- Communicate with the ICS of school sites.
- Ensure ICS alignment with organization-wide plan.
- Assist with troubleshooting of major issues.
- Liaise with external stakeholders as needed.

ICS at the Envision Education Organizational Level may be activated when:

- Emergencies are impacting multiple campuses.
- Substantial resources are needed or must be reallocated across campuses.
- The situation is likely to attract significant media attention.
- The situation requires coordination with high-level external stakeholders, including state-wide or national emergency management organizations or government agencies.
- Emergency may disrupt operations of the organization as a whole.
- Extensive guidance is needed for site-level ICS.
- Response requirements exceed the capacity of the individual school sites.

School Sites

School sites are responsible for the management of the immediate response to the emergency. School sites are usually the first to respond and have the most familiarity with the specific circumstances of their site. Examples of responsibilities carried out by schools during an emergency include:

- Ensure the safety of all individuals on site.
- Generate site action plans as needed.
- Communicate primarily with the ICS of the Envision Education Organizational Level when needed.
- Provide updates and reports to the Envision Education Organizational Level.

The ICS of the School Site may be activated when:

- There is an immediate threat to the safety of students, staff, or visitors.
- The emergency disrupts normal school operations.
- Resources are needed beyond those available at the school site.
- Coordination is required with local first responders or emergency services.
- Response or emergency is likely to last for an extended period.

Emergency Phases

General Information Regarding Emergencies

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designed to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the Emergency Operations Plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Mitigation Phase

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents. Education of parents, students, and teachers on emergency plans and emergency contact procedures and information is very important.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

The response phase can be further divided into three distinct elements:

- Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.
- Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.
- Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Disaster and Emergency Response

Response plans in this section provide a description of each response, when it might be utilized, and the response objectives. Actions that should be taken by all staff members are also included. Specific actions for teachers, students, administrators, and Incident Command Team members are included in the appendix for each procedure or incident type.

Buddy System

Teachers and staff occupying rooms listed together will check to make sure the other teachers and staff are not injured before the rooms are evacuated. In the event a teacher is injured, the students will be evacuated by a "buddy" teacher, or if a "buddy" teacher needs to remain to administer first aid the teacher in the adjoining room will evacuate the students. The full Buddy List can be found in CSSP-32.

Alert Cards

The purpose of the Alert Cards is to signal to police and/or fire officials, responding to the building, that you need immediate medical assistance in your classroom or office. The alert cards allow first responders to triage the building, in the event of a severe emergency.

Alert Cards for the Interior

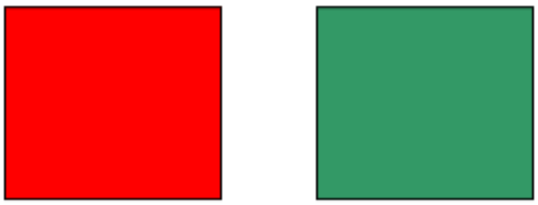
Place alert cards in the door window of every classroom, office, or space where individuals work. Alert cards are 3" x 3" cards, with red on one side and green on the other side (size is approximate). If you don't have a window on the door, please place it in the closest window. Velcro is recommended for affixing the alert cards to the window.

Procedures for Alert Cards

Alert cards are to have the red side facing out (into the interior of the building) at all times. During an emergency, if you don't need immediate medical assistance, flip the card to the green side.

Alert Cards for the Exterior

Place alert cards in a window that faces the exterior of the school building. Use an 8/5 x 11 piece of paper for the exterior window. Include your classroom number on these cards. The same procedures apply to the exterior cards.



Evacuation

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

Evacuation may not be necessary for every emergency situation. In some cases, an administrator may decide to call for an evacuation, and in other cases, the decision whether or not to evacuate may fall to the classroom teachers. If given no directives in a situation, assess if it would be safer for everyone to remain in the current location or to move to another area. If the environment seems precarious, the fire alarm sounds, or if so directed, proceed with the evacuation. Evacuation maps for on-site (includes routes) and off-site locations are provided in CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"].

General Evacuation

A general evacuation is executed upon hearing the fire alarm or with a verbal command. Standardized evacuation practices are as follows:

- Fire: Evacuate at least 50 feet from the building.
- Bomb Threat: Evacuate at least 300 feet from the building.
- Multi-hazardous: Evacuate at least 300 feet from the building.

Controlled Evacuation

A controlled evacuation will be executed by the IC or police/fire authorities. A controlled evacuation is typically conducted classroom by classroom. Areas or classrooms closest to the threat are evacuated first. Staff and students are directed to evacuate away from the threat.

Evacuation of Individuals Requiring Additional Support

An Individual Emergency Response plan should be formulated for each student or staff member on campus who may require assistance during an evacuation due to physical, cognitive, or emotional/behavioral needs, be they temporary or permanent. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance.
- Develop an evacuation plan for each student or staff member.
- Post a list of these individuals and their evacuation plan on the Fire Panel.
- Put a list of disabled individuals in the Front Offices copy of the student emergency contact information roster.
- Inform the classroom teacher of each student or staff member of the evacuation plan.
- Inform students and parents of the evacuation plan.

Evacuation of Wheelchair-Confined Individuals

To accomplish a safe evacuation from the second floor of a building the following procedures should be followed:

- Designated staff members should be assigned to assist wheelchair users down the stairs. The number of staff members required would depend upon the number of people needing assistance. Three staff members per wheelchair would be the minimum number needed (two staff members to transport the person and one to bring the wheelchair or to assist in other ways).
- A designated area by the stairs (out of the evacuation path) should be assigned where wheelchair users can gather. This will aid in their accountability and speed up their evacuation. Because a hazard is created when evacuating wheelchair-confined students down stairs, unless necessary, they should not be transported.
- If it is determined an actual fire hazard exists and evacuation must be made using stairs, the wheelchair-confined should be the last to be transported down the stairs. Because their movement will be slow, their evacuation may hinder the evacuation of others if on the stairs at the same time. In addition, the rushing of others may knock down physically challenged individuals and their transporters.
- If wheelchair-confined individuals must be transported down stairs, the evacuation should be accomplished by staff properly training in the following methods:
    - Chair carry
    - Fore-and-aft carry
    - Two-handed and four-handed seats.
    - Evacuation chair. This chair is designed to ride on the ends of stair treads so one person can easily guide it down the stairs. The evacuation chair is lightweight, folds flat, and can be unobtrusively stored.

Off-site evacuation

In certain situations, it may be unsafe to remain on the school grounds and Incident Command will inform faculty and staff members that the entire school community will be moving to an off-site location. If the school site needs to be evacuated, all students and adults will walk to the designated off-site location. Maps and walking directions to the off-site evacuation location are included in CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"].

Reverse Evacuation

Though highly unlikely to occur, a reverse evacuation is called after an evacuation when it is decided that seeking shelter is the safer course of action than moving away from buildings or campus. It should be assumed that the reason for the reverse evacuation is a dangerous threat on campus and should be followed by Lockdown procedures unless noted otherwise.

Campus Movement Restrictions

Campus Movement Restrictions are a series of procedures that are designed to limit movement to and from campus. The types of Campus Movement Restrictions include Lockdown, Secure Campus, and Shelter-in-Place. A Lockdown is called when an imminent security threat is present in or on campus. Secure Campus is utilized when the security threat is near campus but not on it. Shelter-in-Place is activated when a hazard exists that is not a security threat but makes it dangerous for individuals to be outside. More details for each of these procedures, including announcements, is available in the appendix.

Lockdown - Tactical Response

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

The purpose of a Lockdown is to provide a means for alerting staff and students to an emergency situation in the school that requires all movement on school grounds to be eliminated for a period of time. Lockdown is used when there is a direct threat on campus including:

1. There is a threat/hazard within the building
2. There is an active assailant
3. A weapon has been reported and/or found in the building

These three situations pose the greatest threat to students and staff and require the highest level of movement restriction.

Secure Campus - Tactical Response

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

Secure Campus is used when a threat or hazard has been identified or occurred outside of the building. In general, no adults or children will be permitted to leave or come onto campus. Some exceptions may apply with approval from the administrator. Secure Campus is used when there is a threat nearby campus, including:

- Police activity in the surrounding neighborhood that could move onto campus
- Unknown individual loitering near campus or trying to gain access to campus
- Lockdown in place at a neighboring school
- Civil disturbances, riots, or public demonstrations
- Missing student
- Dangerous wildlife identified in the area

Shelter-In-Place

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

The goal of Shelter-In-Place is to move all individuals from outside into an inside area. Additional precautions may be needed to respond to the hazard, such as closing ventilation or wearing masks.. Shelter-in-Place is used when there is a non-human threat, or environmental hazard, that could cause harm. Some examples include:

- Unhealthy air quality
- Chemical Spill
- Wild animal within building/campus
- Severe weather

Reunification

CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"]

Reunification is an orderly and efficient process of reuniting children with their parents or guardians when an emergency disrupts or prevents the normal dismissal process. Reunification may take place either on or off campus depending on the emergency. Families will receive information about the reunification process annually. The off-site reunification location(s)

will also be communicated to families in advance. A diagram to guide the set-up of reunification stations, including maps, is provided in CSSP-37 ["Emergency Response Procedures (Alphabetical Order)"].

Individual Emergency Response Plans (IERPs)

An Individual Emergency Response Plan (IERP) is a valuable tool that is meant to ensure the safety and well-being of students with disabilities or special needs during an emergency situation. IERPs are an important part of a site's mitigation strategies as they can reduce the impact of emergencies on individuals with disabilities or special needs who may otherwise be disproportionately affected. In order to be effective, the IERP should contain the following information:

- Student information and emergency contact information
- Student medical information
- Special instructions for different types of emergencies
- Evacuation procedures
- Communication strategies
- Post-emergency care instructions
- Dates of reviews and updates

IERPs should be developed collaboratively, involving input from the student (if appropriate), their parents or caregivers, relevant healthcare professionals, and school staff. All individuals involved in implementing the IERP, including teachers, school leaders, and other staff members, should be familiar with its contents and trained in any specific procedures it includes. A template and instructions for completing an IERP is provided in CSSP-33 ("Individual Emergency Response Plan").

Utility Shut-Offs

Knowing when and how to deactivate critical utilities is an important part of any school mitigation strategy. While utilities such as power, water, and gas allow support normal operations, they pose serious risks to health and safety following emergencies such as natural disasters. For example, natural gas is a common cause of fires following a disaster, and piped-in water can become contaminated as well as cause property damage if a structure is impacted. Although it is safest to call the service providers directly when utilities need to be shut-off, service providers can be inundated with requests following an emergency and responses may be delayed. Thus, it is critical for designated staff to understand when to deactivate utilities and how to do so. Detailed instructions, as well as maps and photographs of utility shut-offs, are available in CSSP-34 ("Utility Shut-Off Maps").

Public Agency Use of Facilities and Equipment During an Emergency

During certain declared emergencies, public agencies, including the American Red Cross, may use school facilities and equipment for the purpose of emergency response. Such activities may include, but are not limited to:

- Mass care of members of the general public and the school community
- Establishment of welfare shelters
- Designation as a staging area for off-campus or extended response activities.

Under such circumstances, Envision Education will work with the relevant agencies to coordinate any services deemed necessary to protect community health and welfare.

Although it may be difficult to anticipate when access to facilities and equipment may be necessary, individual sites are encouraged to work with local public safety agencies for the purposes of advanced planning and cooperation.

Emergency Communications

Public Notification Systems

The Department of Homeland Security and the California Office of Emergency Services collaborate to provide information and warning notifications during an emergency. These messages are sent via the Emergency Alert System (EAS) is a national public warning system that allows for immediate nationwide broadcasting across most communication devices.. The system also may be used by state and local authorities to deliver important emergency information such as AMBER (missing children) alerts and emergency weather information targeted to a specific area. Announcements made via the EAS include:

- This is a Test
- Severe Thunderstorm Warning
- Tsunami Warning
- Evacuation Ordered
- Shelter-in-Place for a Security Incident
- Shelter-in-Place for a Hazardous Material Incident
- All Clear

Reverse 9-1-1 is a relatively new method of public emergency communication, in which local authorities can send out emergency messages that target specific geographic areas via phone. Messages received via Reverse 9-1-1 should be responded to based on the message instructions and Envision Education procedures.

Contacting 9-1-1

All Envision Education staff should contact 9-1-1 immediately when they feel the need to do so, without having to wait for prior approval from a supervisor or other staff. 9-1-1 should be contacted when:

- There is a threat to life
- Personnel witness a serious crime in progress
- When there is an immediate threat of property damage

If in doubt as to whether or not emergency assistance is needed, staff should contact 9-1-1. Dispatchers will notify the staff member if emergency assistance is required. The best way to contact 9-1-1 is via office or classroom telephones, but cell phones may also be used. Staff should be prepared to share the following information with dispatchers:

- Address (can be found on the At-A-Glance Procedures posted in each classroom and work space)
- Your Name
- Type of emergency
- Call back number
- Additional details relevant to the emergency

If it is not safe for staff to call 9-1-1, text messaging can be used with certain limitations. Text messages to 9-1-1 do not have network priority over other types of messages, so it may be slower than calling directly. Additionally, 9-1-1 can only respond to texts in English. To send a text message to 9-1-1, follow these steps:

1. Open the messaging app and type 9-1-1 in the "To" field.
2. In the message, send the location of emergency (including city) and type of help needed (fire, police, medical).
3. Keep messages short and do not use abbreviations.
4. Stay with the phone.
5. Answer any additional questions sent by the dispatcher.

If possible, staff should assign a colleague to notify a supervisor or member of the leadership team while they contact 9-1-1. After contacting 9-1-1, staff should immediately notify a supervisor or member of the leadership team, whose numbers can be located in the Emergency Contact segment of this CSSP or on the At-A-Glance procedures posted in each classroom and work space.

Activating the Fire Alarm

Envision Education facilities are equipped with automated fire alarm systems, smoke detectors, and carbon monoxide detectors. To sound the fire alarm in the event that the system fails to activate automatically, pull the nearest fire alarm lever and follow evacuation protocols. After evacuating the building, contact 9-1-1 to report the fire and notify a member of the leadership team.

Initiating School-Wide Emergency Announcements

Emergency announcements, including the activation of Shelter-In-Place, Lockdown, or evacuation, should be made when a responding staff member observes a threat or hazard warranting the response, or when notified to do so by city, county, or state public safety personnel. All emergency announcements should follow the standard format outlined in CSSP-35 ("Emergency Announcements Script").

Staff members initiating an emergency announcement should utilize a four-step process:

1. Make the announcement via the PA or All Call feature of classroom telephones.
2. Make the announcement via two-way radio.
3. Make the announcement via text message email.
4. Notify a member of leadership team to report emergency.

Internal Communications

Effective communication is a critical component of successful emergency response. In all scenarios but a Lockdown, staff should prepare to receive additional information via telephone, radio, and email. After an emergency announcement, staff should turn their two-way radios to Channel #5 . If the announcement was a Lockdown, radio volume should be turned off to maintain silence. Additional details as to when to communicate during a Lockdown are included in the Lockdown procedures outlined in CSSP-37.

Emergency communications are brief, clear, and based on fact or reasonable deductions. As such, communication traffic should be limited to immediately useful information in order to minimize cross-talk, and should not include speculative

information or rumors. Additionally, unless urgent or critical, sensitive and distressing information should be relayed via non-verbal methods of communication when possible.

External Communications

Parents and guardians will be notified of emergencies via Envision Education's emergency notification system (ENS). During most responses, the school office or leadership team will be responsible for sending timely, accurate, and useful information to parents and guardians. However, circumstances may arise in which other staff members may need to send emergency notifications. All staff should use the Emergency Communications Templates (CSSP-36) when sending notifications to parents and guardians.

Responding to Parent / Guardian and Media Inquiries

Parents and guardians will be reminded not to contact the school following an emergency and asked to await further updates and instructions via the ENS. Nevertheless, an increase in the volume of incoming calls is normal following an emergency. Staff are not required to answer phone calls during an emergency response if doing so would hinder the following of response procedures. Individuals responsible for handling inbound phone calls and messages will be designated by the school leadership team or the activation of the Incident Command System's Communication team.

If non-designated staff do answer phone calls following an emergency, all sensitive communications, such as relaying student injuries or response details, should be referred to a member of the leadership team or the Communications Officer. Likewise, staff will not respond to media inquiries, but will instead direct all requests to the leadership team or the Communications Officer.

Instructional Continuity Plan

Envision Education is committed to ensuring that students receive uninterrupted educational access in the event of an emergency that prevents the resumption of education at the original school site. Our Instructional Continuity Plan outlines strategies for timely communication and the continuation of learning through remote or in-person alternatives.

Emergency Instructional Plan

Follow a significant disruption to in-person instruction after an emergency, Envision Education will implement one or more the following instructional continuity strategies with 10 instructional days of the school site closure:

- Distance Learning/Independent Study - Students will transition to a remote learning model aligned with board policy. Instruction will be delivered through virtual platforms, independent study or a combination of both. Necessary technology and internet access will be provided to ensure equitable access to learning.
- Temporary Relocation - If an Envision Education Campus is rendered unusable, students may be temporarily reassigned to another Envision Education site within the region or to a designated alternative learning space. The decision will be based on site-specific conditions, community impact, and student accessibility.
- On-Site Resumption - If conditions allow, students and staff may resume in-person instruction at a temporary location until long-term solutions are established.
- Temporary Enrollment at Another School - If necessary, Envision Education will coordinate with other school districts, county offices of education, and charter schools to facilitate temporary student enrollment to maintain continuity of education.

Two-Way Communication and Family Support

Envision Education will establish two-way communication with students and families as soon as practicable, but no later than five calendar days after the emergency. This communication will assess student needs and provide resources for academic, social-emotional, and mental health support. Communication will be provided through:

- ParentSquare and email notifications
- Updates on the Envision Education Public School website (both site-specific and regional)
- Automated phone calls using contact information from the student information system
- Local media outlets, if necessary
- Direct outreach from school personnel to ensure that all families are aware of instructional continuity plans and available resources