

New Designs Charter School, University Park Campus

School Safety Plan

2303 South Figueroa Way, Los Angeles, CA 90007

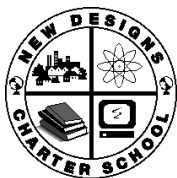
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New Designs Charter School University Park Campus

School Safety Plan

2024 – 2025 Academic Year



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New Designs Charter School: School Safety Plan

1A. Introduction

The purpose of the Site Safety Plan is to provide a reference for administrators and staff when in need of general school routines, policies, or procedures, facilities information, or in case of emergency. The Site Safety Plan will serve as a resource to assist in accident and injury prevention planning, as well as adjustment when forethought fails to prevent emergencies.

It is the responsibility of New Designs Charter School to be prepared with management plans in case of foreseeable emergency and for all staff members to be appraised of their roles in these plans.

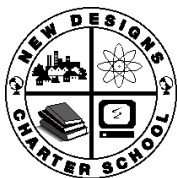
1B. Promulgation

The New Designs Charter School **Emergency Response Plan** component of the Site Safety Plan addresses the responsibilities of New Designs Charter School in emergencies associated with natural disaster, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the School in coordination with the county of Los Angeles, California. The Plan 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 Emergency Response Plan:

- 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 New Designs Charter School 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

1C. Requirements

The New Designs Charter School Emergency Response Plan meets all of the requirements of the State of California and the County of Los Angeles policies on Emergency Response and Planning, the National Incident Management System (MIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the School in after-incident damage assessment and reporting requirements.



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2A. School Mission

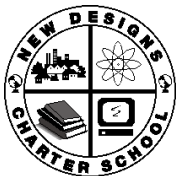
New Designs Charter Schools are committed to the development of a college-preparatory learning environment that enables students to become literate, self-motivated, and life-long learners. New Designs' goal is to prepare its students for advanced careers in the fields of medicine, engineering, information technology, and law and diplomacy.

New Designs Charter Management Organization (CMO) exists to develop exemplary schools with rigorous academic programs that produce scholars ready to excel in their academic, personal and professional pursuits.

2B. School Vision

In pursuit of excellence, New Designs Charter Schools prepare students to succeed in a global, diverse, information-based, and technologically advanced society.

The vision of New Designs Charter Management Organization is to create, enrich, and empower schools that produce highly skilled scholars and leaders.



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3. Emergency Management Resolution

New Designs Charter School, University Park Campus

Los Angeles, Ca 90007

Resolution #

WHEREAS, New Designs Charter School (UP Campus) has implemented a School Emergency Response Plan for the entire site and facility. The objectives of the plan are to: 1) protect the safety and welfare of students, staff and employees, 2) provide a safe and coordinated response to emergencies, 3) protect the School's facilities and property, and 4) enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to implement the School Emergency Response Plan, New Designs Charter School supports Planning, training and exercising the plan at the school site level.

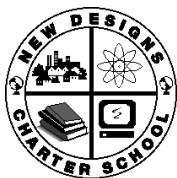
WHEREAS, New Designs Charter School participates with all responding agencies within the State of California and in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of New Designs Charter School does hereby support the New Designs Emergency Response Plan.

READ and ADOPTED this _____ DAY of _____ by the GOVERNING
BOARD of NEW DESIGNS CHARTER SCHOOL

Signature

Date



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4. General Site Information and Schedules

4A. Location

New Designs Charter School, University Park (UP) Campus
2303 South Figueroa Way, Los Angeles, CA 90007

4B. Contact Information

Tel: (213) 765-9084

Fax: (213) 765-0139

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4C. Hours of Operation

Campus Open: 7:00am

Main Office: 7:30am – 4:30pm

School Hours: 7:00am – 3:45pm, Monday/Tuesday/Wednesday/Thursday (Reg Schedule)
7:00am – 2:05pm Friday (Minimum Day Schedule)
7:00am – 12:00pm (Half-day Schedule)

After School

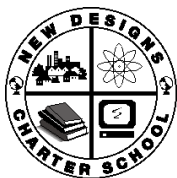
Program Hours: 3:45pm – 6:45pm Monday – Friday (Open 2:05 – 6:45 Fridays)

Campus Close: 7:00pm

4. General Site Information and Schedules (*Continued*)

4E. Student Services

1. Before School Program: 7:00 – 8:00am, DAILY. Students report to either ZERO Period or tutoring classes
2. After School Program: Dismissal to 6:45pm DAILY. Middle School students report to Program tutors, High School students report to assigned teachers
3. Saturday School Program: 8:00am to 12:30pm, every other Saturday (bi-monthly) depending on School. Students report to Program tutors



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4. Meal Program: Served on any School day, including
Saturday/Saturday School- Breakfast- 7:30-8:00am, Lunch 11:30am-1:00pm,
Supper 3:45-4:15pm

4F.Staff Directory and Information

1. Charter Management Officers (CMO), UP & Watts Campuses

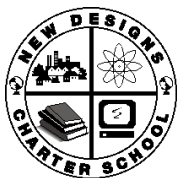
Mr. Paul Okaiteye-	Chief Executive Director
Ms. Lizzi Rayos	Executive Assistant to Dr. Yaw Adutwum
Mr. Sam Kyeremayen	Director of Business Services
Ms. Hazel Rojas	Director of Curriculum and Instruction
Mr. Marcus Herring	Director of Data Management, SIS Coordinator
Mr. Edward Frimpong	Director of Human Resources
Ms. Maryam Nyako	Curriculum Specialist
Mr. Michael Sithole	Project Manager

4. General Site Information and Schedules (*Continued*)

4F.Staff Directory and Information (*Continued*)

2. Administration, Coordinators and Management [*Emergency Response Team*]

Dr. Stephen Gyesaw-	Principal, <i>Incident Commander</i>
Mrs. Kim Smith-	Assistant Principal, <i>Backup Incident Commander</i>
Mr. Luis Esparza-	Dean of Students/AD, <i>Logistics Coordinator</i>
Ms. Malayjha Oatman	College Counselor, <i>Psychological Support</i>
Ms. Michael Santos	High School Counselor, <i>Psychological Support</i>
Ms. Maria Macias	Main Office Manager, <i>Accountability & Reporting</i>
Mr. Paul Boakye	Facility Manager, <i>Safety Chief</i>
Mr. Marcus Herring	SIS Coordinator, <i>Reunion Gate Coordinator</i>
Mr. Saddat Adutwum	Technology Coordinator
Mr. Ike Okwonko	Special Education Coordinator
Ms. Lucila Nares	ELD Coordinator
Mr. Reuben Ampadu	Site Business Manager



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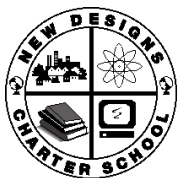
3. Assistance & Support

Mr. Medardo Martinez	Campus Aide
Ms. Maria Arechiga	Main Office Administrative Assistant
Mr. Glenn Campbell	Assistant to Technology Coordinator
Ms. Joselyn Palacios	Campus Aide

4. General Site Information and Schedules (*Continued*)

4F. Staff Directory and Information (*Continued*)

4. Instructional Staff



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4. General Site Information and Schedules (*Continued*)

4F. Staff Directory and Information (*Continued*)

5. Facilities & Security Staff

Mr. Paul Boakye-	Facilities/Plant Manager
Mr. Juan Gonzalez	Lead Facilities Team Member
Mrs. Anna Gonzalez	Facilities Team Member
	Campus Aide
Mr. Medardo Martinez	Front Desk Security Guard

4. General Site Information and Schedules (*Continued*)

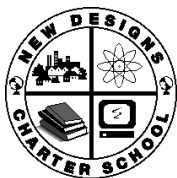
4G. Regular Meetings and Schedules

1. Administrative Team

Weekly- Mondays, 9:00 – 11:30am

2. Teacher Professional Development

Weekly- Fridays 2:05-4:00pm



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3. Safety & Security Team

Weekly- Tuesdays, 3:00-4:00pm

4. Charter Management Officers & Administrative Team

Weekly- Wednesdays 10:00am-12:00pm

5. Student Informative Assembly

Weekly- Fridays, 11:00am-12:00pm (MS), 12:00-1:00pm (HS)

5. School Policy and Expectations: Part 1- Employees

5A. Legal Issues and Governance

The New Designs Charter schools (NDCS) are incorporated as a California non-profit public benefit corporation in pursuance of California Corporation code 501(c)(3) tax-exempt status. The schools comply, therefore, with the California Corporation Code, and all other applicable State and Federal laws as affecting non-profit public benefit corporations.

The Chief Executive Officer (CEO) runs New Designs Charter Schools. The Principals at every school site, along with other administrative staff, delineate and articulate clearly each school's instructional goals, vision, and mission to its teachers, parents, and students.

5B. Non-Discrimination Statement

New Designs Charter Schools are committed to providing a working and learning environment that is free from discrimination and harassment based on an individual's sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, mental or physical disability, or any other basis protected by federal, state, local law, ordinance, or regulation. Harassment under Title IX (sex), Title VI (race, color, or national origin), and Section 504 and Title R of the ADA (mental or physical disability) is a form of unlawful discrimination that will not be tolerated by the Schools. Harassment, which is intimidation or abusive behavior toward a student/employee that creates a hostile environment, can result in disciplinary action against the offending student or employee. Harassing conduct can take many forms, including verbal acts and name-calling, graphic and written statements, or conduct that is physically threatening or humiliating.

This nondiscrimination policy covers admission or access to, or treatment or employment in, school programs and activities. The lack of English language skills will not be a barrier to



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admission to or to participation in school programs or activities. Additional information prohibiting other forms of unlawful discrimination/harassment, inappropriate behavior, and/or hate crimes may be found in other New Designs Charter School policies that are available in all schools and offices. It is the intent of the School that all such policies be read consistently to provide the highest level of protection from unlawful discrimination in the provision of educational services and opportunities. The schools prohibit retaliation against anyone who files a complaint or who participates in a complaint investigation.

Any inquiries regarding this nondiscrimination policy or the filing of discrimination/harassment complaints may be directed to: **Mr. Edward Frimpong** at edward.frimpong@newdesignscharter.net

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5C. Sexual Harassment Policy

New Designs Charter Schools District is committed to maintaining a working and learning environment that is free from sexual harassment. Sexual harassment of, or by, employees or students, is a form of gender discrimination in that it constitutes differential treatment on the basis of sex, sexual orientation, or gender, and, for that reason, is a violation of state and federal laws and a violation of this policy. The schools consider sexual harassment to be a major offense that can result in severe disciplinary action to the offending employee, or the suspension or expulsion of the offending student, in all grades.

Any student or employee of the Schools who believes that she or he has been a victim of sexual harassment, whether in an office or at school, is to bring the problem to the attention of the proper authority so that appropriate action may be taken to resolve the problem. The schools prohibit retaliatory behavior against anyone who files a sexual harassment complaint or any participant in the complaint or investigation process. Any such complainant is further advised that civil law remedies may also be available to them. Complaints will be promptly investigated in a way that respects the privacy of the parties concerned. The California Education Code Section 212.5 defines sexual harassment as any unwelcome sexual advances, requests for sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the work or educational setting, under the following conditions:

1. Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress
2. Submission to, or rejection of, the conduct by the individual is used as the basis of employment or academic decisions affecting the individual.



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3. The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work and or educational environment.
4. 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.

Sexual harassment may include, but is not limited to:

1. Unwelcome verbal conduct such as suggestive, derogatory comments, sexual innuendos, slurs, or unwanted sexual advances, invitations, or comments; pestering for dates; making threats; or spreading rumors about or rating others as to sexual activity or performance.
2. Unwelcome visual conduct such as displays of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; graffiti of a sexual nature; or use of obscene gestures.
3. Unwelcome physical conduct such as unwanted touching, pinching, kissing, patting, hugging, blocking of normal movement assault; or interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.
4. Threats and demands or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and offers of benefits in return for sexual favors.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5D. Teacher-Student Boundary Policy

Boundaries Defined: For the purposes of this policy the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing beyond the boundaries of a student-teacher relationship is deemed an abuse of power and a betrayal of public trust.

Acceptable and Unacceptable Behavior

Some activities may seem innocent from a staff member’s perspective, but some of these activities can be perceived as flirtation or sexual insinuation from a student or parental point of view. The purpose of the following lists of unacceptable and acceptable behaviors is not to restrain innocent, positive relationships between staff and students but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff members must understand their own responsibilities for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for any required disciplinary purposes. Thus, it is critical that all employees study this policy thoroughly and apply its spirit and intent in their daily activities.

Unacceptable Behaviors

These lists, and any subsequent lists, are not meant to be all-inclusive, but rather illustrative of the types of behavior addressed by this policy.

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of ANY kind
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from school
- Making, or participating in, sexually inappropriate comments



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- Sexual jokes, or jokes/comments with sexual overtones
- Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator.
- Listening to or telling stories that are sexually oriented
- Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding
- Becoming involved with a student so that a reasonable person may suspect inappropriate behavior
- Giving students a ride to/from school or school activities without written parental permission
- Being alone in a room with a student at school with the door closed
- Allowing students in your home without signed parental permission for a pre-planned and pre-communicated educational activity which must include another educator, parent, or other responsible adult
- Remarks about the physical attributes or physiological development of anyone
- Excessive attention toward a particular student
- Sending emails, text messages, Facebook responses, or letters to students if the content is not about school activities.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5D. Teacher-Student Boundary Policy (*Continued*)

Acceptable and Recommended Behaviors

- Obtaining parent's written consent for any after-school activity on or off campus (exclusive of tutorials).
- Obtaining formal approval (site and parental) to take students off school property for activities such as field trips or competitions.
- Emails, text-messages, phone conversations, and other communications to and with students, if permitted, must be professional and pertain to school activities or classes (communication should be initiated via school-based technology and equipment).
- Keeping the door open when alone with a student.
- Keeping reasonable and appropriate space between you and the student.
- Stopping and correcting students if they cross your own personal boundaries.
- Keeping parents informed when a significant issue develops about a student.
- Keeping after-class discussions with a student professional and brief.
- Asking for advice from senior-staff or administration if you find yourself in a difficult situation related to "boundaries."
- Involving your direct supervisor about situations that have the potential to become more severe.
- Making detailed notes about an incident that could evolve into a more serious situation later.
- Recognizing the responsibility to stop unacceptable behavior of students and/or co-workers.
- Asking another staff member to be present if you will be alone with any student who may have severe social or emotional challenges (and you are not the assigned case educator).
- Asking another staff member to be present, or within close supervisory distance, when you must be alone with a student after regular school hours.



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- Giving students praise and recognition without touching them in questionable areas; high-fives, and handshakes are appropriate.
- Keeping your professional conduct a high priority during all moments of student contact.
- Asking yourself if any of your actions, which are contrary to these provisions, are worth sacrificing your job and career.

5E. Reporting Violation of Teacher-Student Boundary Policy

When any staff member, parent, or student becomes aware of a staff member having crossed the boundaries specified in this policy, he or she must report the suspicion to the principal promptly. Prompt reporting is essential to protect students, the suspected staff member, any witnesses, and the school as a whole. Employees must also report to the administration any awareness of, or concern about, student behavior that crosses boundaries, or any situation in which a student appears to be at risk for sexual abuse.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5F. Mandated Reporting Policy

A list of persons whose profession qualifies them as “mandated reporters” of child abuse or neglect is found in California Penal Code Section 11165.7. The list is extensive and continues to grow. **It includes all school/district employees, administrators, and athletic coaches.** All persons hired into positions included on the list of mandated reporters are required, upon employment, to be provided with a statement, informing them that they are a mandated reporter and their obligations to report suspected cases of abuse and neglect pursuant to California Penal Code Section 11166.5.

All persons who are mandated reporters are required, by law, to report all known or suspected cases of child abuse or neglect. It is not the job of the mandated reporter to determine whether the allegations are valid. If child abuse or neglect is reasonably suspected or if a pupil shares information with a mandated reporter leading him/her to believe abuse or neglect has taken place, the report must be made. No supervisor or administrator can impede or inhibit a report or subject the reporting person to any sanction.

To make a report, an employee must contact an appropriate local law enforcement or county child welfare agency, listed below. This legal obligation is not satisfied by making a report of the incident to a supervisor or to the school. An appropriate law enforcement agency may be one of the following:

- A Police or Sheriff’s Department (not including a school district police department or school security department).
- A County Probation Department, if designated by the county to receive child abuse reports.
- A County Welfare Department/County Child Protective Services.

The report should be made immediately over the telephone and should be followed up in writing. The law enforcement agency has special forms for this purpose that they will ask you to complete. If a report cannot be made immediately over the telephone, then an initial report may be made via e-mail or fax. A report may also be filed at the same time with your school district or county office of education (COE).



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School districts and COEs, however, do not investigate child abuse allegations, nor do they attempt to contact the person suspected of child abuse or neglect.

School districts and COEs may have additional policies adopted at the local level relating to the duties of mandated reporters. School staff should consult with their district to determine if there are additional steps that must be taken.

These policies do not take the place of reporting to an appropriate local law enforcement or county child welfare agency.

5G. Child Abuse Prevention Policy

New Designs Charter Schools upholds policies established by the California Department of Education regarding the prevention and reporting of child abuse. As representatives of New Designs Charter Schools, all employees are expected to uphold these policies and each year complete the online training courses in child abuse awareness training and other mandatory trainings and submit certificates signed by their principals or the assistant principals to the Human Resources Department.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5H. Field Trip Request Procedures

Teachers who plan to conduct a field trip must follow these procedures:

1. Submit the following forms to the Principal prior to the trip.
 - a. *Field Trip Request Form (at least three months before the trip).*
 - b. *Application for Auxiliary Transportation*
2. The Principal must approve the trip before it can be taken. Any trip not on the master Calendar or not approved by the Principal will be cancelled.
3. All field trips must have a connection with the courses of study or with school related, educational, cultural, or athletic activities with specific objectives in order to be processed.
4. For trips occurring during school time, teachers are also required to arrange supervision for students not going on the trip.
5. Parent or Guardian's Permission for a Field Trip and Authorization for Medical Care forms are to be distributed, signed, and collected from all students participating in the trip.
6. A list of participating students and the parent approval forms must be submitted to the main office no later than three days prior to the field trip.
7. You may obtain all forms from your site administrator.

Note: Failure to follow these procedures will result in cancellation of field trip.



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5I. Teacher Transportation of Students Policy

Employees must refrain from transporting students to and from school for any purpose in their own vehicles.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5J. Title IX Policy

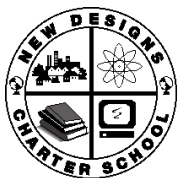
New Designs Charter Schools are committed to providing a working and learning environment in which all individuals are treated with respect and dignity. Each employee and student has a right to work and learn in an environment that is free from unlawful discrimination. No employee or student shall be excluded from participation in, be denied the benefits of, or be subject to discrimination on the basis of sex, sexual orientation or gender, under any NDCS' education program or activity.

5K. Definition of Hate Crimes

A Hate Crime is defined as an act or attempted act by any person against the person or property of another individual or group that in any way constitutes an expression of hostility toward the victim because of his or her race, religion, disability, gender, ethnicity, or sexual orientation. This includes, but is not limited to, threatening phone calls, hate mail, physical assault, vandalism, cross burnings, destruction of religious symbols, and fire bombings.

5L. Bias Motivated Incidents

A Bias Motivated Incident is a School related behavior, which constitutes an expression of hostility against the person or property of another because of the victim's race, religion, disability, gender, ethnicity, or sexual orientation. This may include such behavior as non-threatening name calling, using racial slurs, or disseminating racist leaflets. The site administrator for each site is responsible for receiving reports on such incidents and then referring the incident to the *Title IX Coordinator of the school (Mr. Edward Frimpong)*.



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5M. Cellphone Use Policy

The use of cell phones or personal electronic devices is not permitted in the classroom for teachers or students. It is expected that all phones will be turned off or muted. Emergency calls should be made outside of the classroom.

5N. Dress Code

Teachers and staff are expected to dress appropriately, projecting a clean, neat appearance on campus and at school related activities. For men, professional slacks, collared shirts, dress shoes and ties are expected during school hours. Men's dress shirts must be tucked-in at all times as expected by students. Women are expected to also dress professionally. During school hours, employees are not permitted to wear denim pants, skirts or jeans, sneakers or flip-flops. Inappropriate attire is that which is unsafe or distracts students from the learning situation or task to be performed. The principal or his/her assistant has the right to send a teacher or staff home without pay for violating the dress code.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5O. Reporting Absence

Teachers should inform their Site Administrators of any planned absences not less than three days before such absences. They should also fill out a "Request for Coverage Form" to be obtained from the school's Main Office. In case of an emergency, teachers should notify their Site Administrators not later than 6:00 am on the day of the unscheduled absence, if possible. Any employee who stays home as a result of sickness for two days or more must provide a doctor's note to get paid.

5P. NDCS Student Dress Code

NDCS students are expected to wear the uniform assigned to their grade level, projecting a clean neat appearance on campus and at school related activities. Inappropriate attire may be deemed as that which is unsafe and/or distracts students from the learning situation or task to be performed.

5Q. Hall Pass Procedures

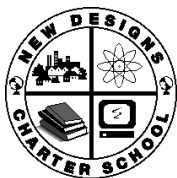
In order to ensure that students stay in their classes, teachers are entreated to make sure that every student is given a school approved **PASS** before he/she is allowed to leave or enter their (teacher's) class. Also, no teacher should issue a pass to more than one student at a time, unless in an emergency situation, or special program purposes.

5R. Classroom Rules

All teachers should make sure that the following rules are strictly followed:

1. No student is permitted to bring drinks or food to class.
2. No student may bring glass containers and cups to class.
3. All class parties must to be approved by the Assistant Principal.
4. Movies shown in class must be approved by the Assistant Principal.
5. Students may not listen to music from any kind of electronic device in the classroom.
6. Students are not allowed to take pictures in school either with their cameras or cell phones.
7. The use of electronic devices is prohibited on the schools.

5S. In-Class Discipline Procedures



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The following disciplinary actions may occur depending on the offense and the student's record:

- ✓ Counseling
- ✓ Telephone call to parents and Advisor
- ✓ Campus cleaning duty
- ✓ After-school detention
- ✓ Suspension
- ✓ Expulsion

Detention Assignment Guidelines and Limitations

Detention assignment:

1. May NOT include corporal punishment or student ridicule
2. May not exceed 15 minutes if assigned same-day and without communication with parent
3. Must be preceded by communication with parent at least 24 hours in advance if the session exceeds 15 minutes in duration
4. Should include activities that will help the student to avoid making the same unacceptable decisions in the future
5. Should be assigned fairly and consistently, and reasonable fit the behavior
6. If assignment includes campus beautification, precautions should be made to ensure student health maintenance including use of sanitary gloves and restriction from areas which may introduce the student to BBP's

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5T. Student Referral to Administrator Procedures

- ✓ Teachers are required to complete a School Referral Form before sending a student to the Dean or designee's office. For more serious cases, it may be necessary to call the office to send a campus security aide to your room to escort the student to the office.
- ✓ Once a student has been processed, the teacher will receive a response from the Dean or designee as to the resolution of the case.
- ✓ A teacher may not readmit a student to class unless he/she has been cleared by the Dean or designee.

5U. Classroom Operations & Expectations

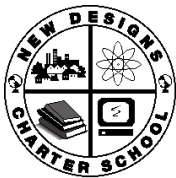
Upon arrival at the school:

- a) On your first day at work, and periodically thereafter, determine if there's a significant difference between your watch and the school's time. This may be used to guide your attendance pattern throughout the academic year to ensure promptness.
- b) Sign in by 7:30 am on every workday.
- c) Check your mailbox to pick up attendance sheets, daily bulletins, etc.
- d) Familiarize yourself with school rules and procedures.

Upon arrival in the classroom:

- a) Keep the classroom key(s) on your person so you won't get locked out or so that no one can take them.
- b) Put your things including your food and drinks in a place where students won't have access to them.
- c) Secure your valuables.
- d) Turn your cell phone off. (Please refer to the CELL PHONE policy.)
- e) Put classroom assignments (teacher edition, tests, answer keys, etc.) in a safe place where students won't have access to them.

Before students arrive:



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- a) Review your lesson plan(s), noting important portions and things you should do right away. Find and set up materials.
- b) Make ready textbooks and necessary supplies (tests, worksheets, large sheets of paper, markers).
- c) Take attendance according to seating chart.
- d) Write your name and agenda for the day on the board.
- e) Be prepared to have the students begin to work immediately they enter the room. Have an assignment on the board.

At the beginning of class:

- a) Beginning at 7:50 a.m., stand at the door and greet students when they enter or pick students up from the designated location.
- b) Have students sit in their assigned seats.
- c) Introduce yourself briefly and establish expectations regarding student behavior through the mood check.
- d) Take attendance.
- e) Provide students with an overview of the work for the day or class period.

During class:

- a) Circulate in the classroom, monitoring students and keeping them on task.
- b) Have sponge activities ready if students complete the assignment(s) early.
- c) Consistently enforce classroom rules/expectations.
- d) If a student uses the hall pass, note their names.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5U. Classroom Operations & Expectations (*Continued*)

If any students are disruptive:

- a) Make a note of their names and details of their behavior
- b) Warn them of possible consequences (e.g., detention, referral).
- c) Do not argue with, shout at, or belittle students.
- d) If disruptive behavior continues, make parent contact with Teleparent.
- e) If a student is hindering classroom learning, call for an administrator.

Before students leave:

- a) Collect assignments from the students and remind students of homework assignments.
- b) Have students pick up trash and straighten the room.
- c) Dismiss students only at the scheduled time, upon hearing the bell, unless specifically directed otherwise.

After students leave each period:

Write down brief notes about the class, noting any necessary adjustments that must be made to your lesson plan for the next day. Take note of class and individual plan and be ready to develop an action plan for the next day.

At dismissal:

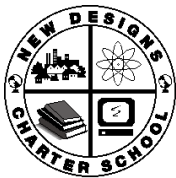
Stand at the door and monitor students in the hallway or walk students to their designated dismissal location.

Before leaving the classroom at the end of day:

- a) Complete your lesson plan for the next day.
- b) Leave an orderly desk and room.
- c) Close windows and secure door (if applicable).
- d) Unplug all electric appliances, especially heaters.

Before leaving the campus:

- a) Report to the office to clock out.
- b) Check your mail box for any messages from your site administrators or parents.
- c) Clock out.



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5V. General Classroom Management Strategies

An effective teacher creates a climate where success is expected, academics are emphasized and the classroom is conducive for learning. As a teacher at New Designs Charter School, it is important to understand and practice good classroom discipline and management. This is necessary before any classroom learning can occur. Good classroom control can be the best prevention of behavior problems. Often students will "test" a teacher. Students may try to disrupt class routines on purpose. Your response to these situations is crucial. Teacher self-control is extremely important. Begin by establishing order during the first minute of the first period of the day. Your responses must be calm, firm yet fair, and tempered with good humor. Below are a few tips for maintaining order in the classroom.

- a). Arrive early to allow time to review lesson plans.
- b). Greet students at the door with a smile and something pleasant to say.
- c). Use the seating chart when you are checking the roll; anonymity breeds misbehavior.
- d). Remember that you are an adult leader and therefore, not a "friend" to these students.
- e). Set clear limits/rules for the students and then be consistent in enforcing them.
- f). Outline what students will be doing during class: Write the agenda on the board.
- g). Have the attention of everyone in the classroom before you start your lesson. Do not attempt to teach over the chatter of students who are not paying attention.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5V. General Classroom Management Strategies (*Continued*)

- h). Be prepared. Keep activities moving and students working. Always have some sponge activities planned.
- i). Expect students to behave well and praise students for their good behavior.
- j). Circulate around the classroom while students are doing their work. Constantly scan the room. Do not stand with your back to most of the room. Move close to students who are off task. *Privately* call students back to task when they stop working.
- k) Use your voice, eyes, and other nonverbal communication.
- l). Pause and wait, if necessary, for attention and silence before speaking.
- m) Follow the school's discipline policies and procedures. Don't make promises or threats that you may not be able to keep.
- n). Avoid being derogatory, arguing with students, and shouting at students. Address the behavior, not the students.
- o) Do not get in the student's space. Maintain your distance from the student (around 3 ft.).
- p) Do not touch students. (Please refer to the **CHILD ABUSE PREVENTION POLICY**).
- q) Use assertive body language by maintaining an erect posture, facing the offending student, but keeping enough distance so as not to appear threatening and matching the facial expression with the content of the message being presented to students.
- r) Use an appropriate tone of voice, speaking clearly and deliberately in a pitch that is slightly, but not greatly elevated from normal classroom speech, avoiding any display of emotions in your voice.



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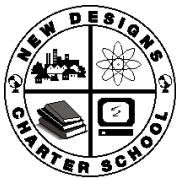
- s) Persist until students respond with the appropriate behavior. Do not ignore inappropriate behavior; listen to legitimate explanation but do not get diverted by a student denying, arguing, or blaming.
- t) Do not get into a verbal confrontation with any student.
(Don't cause a student to "lose face"). Many times this will lead to an escalation of the situation. Other students will side with the offender also.
- u) Do not interrupt the class in order to penalize a student. Calmly ask the student to see you after class, write a discipline referral, call the office or send a note to the office by another student.
- v) Use "I" messages: "I want you to... or I need you to...". Continue to repeat these messages verbatim until the student responds to the request.
- w) Resist whole class sanctions. Choose ringleaders to single out for discipline.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5W. Health and Safety Concerns: Response Procedures

New Designs Charter Schools provide emergency health services to students and staff. Students' health problems are evaluated, and appropriate referrals are made. New Designs Charter Schools comply with all applicable safety laws. Prior to commencing instruction, the New Designs Charter Schools adopted and implemented a comprehensive set of health, safety, and risk management policies. These policies, at a minimum, address the following:

- 1) A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools.
- 2) Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- 3) Policies relating to preventing contact with blood-borne pathogens.
- 4) A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- 5) Policies relating to the administration of prescription drugs and other medicines.
- 6) A policy that the schools will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.
- 7) A policy establishing that the school functions as a drug, alcohol, and tobacco free work environment. Note: Any employee may be selected at random to undergo a drug screening.
- 8) A requirement that each employee of the school submits to a criminal background checks and furnishes a criminal record summary as required by Education Code Section 44237.



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Procedures for Responding to Natural Disasters and Emergencies

a) Fire Drills

- a. Fire drills will be held at least 3 times per semester.
- b. New Designs Charter Schools will maintain a record of actual fire drills held and total required time for complete evacuation.
- c. When a fire drill signal is given, teachers will lead the students in their room using the route indicated on the evacuation map posted in each room for that purpose. Before leaving the room, teachers should see that all windows and doors are locked and that they have their roll-book with them.
- d. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for the purpose of getting to the designated evacuation site.
- e. Once students arrive at the designated fire drill area, teachers and other staff should ensure that all students find their teachers. Teachers must then take roll, and names of all students not accounted for, must be given to the site administrator who will initiate a process to find the missing student(s).
- f. Students will remain with their teachers at the designated evacuation site until the site administrator or designee gives the "all clear call".

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5W. Health and Safety Concerns: Response Procedures (*Continued*)

b. Earthquake/Disaster Drills and Procedures

Students must be familiar with the "duck and cover" routine. An earthquake or similar disaster will require the use of this protective procedure. New Designs Charter Schools will conduct two school-wide drills each year.

1. A "duck and cover" drill is initiated by the Office Manager's announcement over the intercom. Staff and teachers will hear "this is an emergency drill duck and cover." During duck and covers in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows, talking calmly to students at all times. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded when "an all clear" announcement on the intercom or a visible signal from the Principal or designee is received.
2. In case of a real earthquake, everyone must take cover immediately and remain there until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous or when the shaking stops, teachers will proceed with their emergency pack to the pre-designated fire-drill area or other safety zone.
3. If students are on the playground or other outdoor area when an earthquake drill is called or if they experience a real earthquake, students are to drop to the ground, away from



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trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

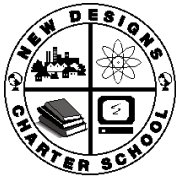
4. In the case of disasters other than earthquakes, the Principal or designee will contact each room, advise staff of potential dangers and give further directions or orders for evacuating the building, if necessary, in which case the teachers will proceed to the pre-designated fire drill area or other safety zone.
5. Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the Principal or designee.
6. A disaster of a significant nature may require the evacuation of the school. All students will remain with their teacher until picked up by a parent or other adult listed on the emergency information card.
7. Parents will be asked to remain by the parking lot entrance where students will be brought.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5W. Health and Safety Concerns: Response Procedures (*Continued*)

c. Evacuation Plan

- a. Immediately upon notification by outside authorities that the school must be evacuated, the Principal will verify the name and position of the person placing the alert.
- b. The code word to do this is “safe school drill”. This code word instructs teachers and students to report to the teacher who is their assigned “advisor” so that an orderly evacuation can occur, if necessary. Teachers whose students are in another area will immediately unlock their rooms and proceed to locate and assemble their students in their classroom. Teachers in classrooms adjacent to bathrooms will bear the responsibility of checking the bathrooms. Teachers will take roll using the emergency information cards to make sure all students are accounted for. Students with a history of medical problems that could be worsened by stress should be identified.
- c. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms.
- d. All unassigned staff will report immediately to the office for assignments.
- e. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed before leaving the classroom.
- f. The Principal of the school or designee will turn off the gas before leaving the school.



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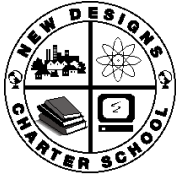
- g. If and when an evacuation is ordered, classes will be evacuated to a designated site by grade level, starting with those students with a history of medical problems that could be worsened by stress, and then continuing by grade level, beginning with 6th grade students.
- h. After arriving at a designated evacuation site, teachers will work together to monitor students with injuries, respiratory problems or other medical problems.
- i. Teachers will again take roll on emergency cards. Any missing students should be reported to the Principal or his/her designee. The Principal will thereafter designate a staff to look for any missing students.
- j. In the event that students cannot be returned to the school site, the Principal or designee(s) will notify parents directly. Parents and /or media will be notified so that parents will know where students can be picked up.
- k. The Principals of the schools and their designee(s) will work as a team to sign out students as they are being united with parents.

5. School Policy and Expectations: Part 1- Employees (*Continued*)

5W. Health and Safety Concerns: Response Procedures (*Continued*)

d. Bomb Threats

- a. The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they can alert another adult to the crisis. The adult will immediately notify the telephone company to trace the call immediately, and thereafter, notify the police with a 911 call.
- b. Based on the information at hand, the Principal will make a decision whether an immediate evacuation is warranted. If so, the code word "safe school drill" will be given and evacuation procedures followed.
- c. If an immediate evacuation is not warranted, the Principal will notify teachers to inspect their rooms for any suspicious materials without alarming students.
- d. The Principal's designee will search offices, bathrooms and all other common areas, including outdoor facilities.
- e. The Principals or their designee(s) will coordinate information requests to and/or from law enforcement, Telephone Company, media and parents.



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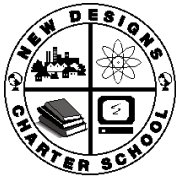
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5X. Keys/Locks Use and Reporting Procedures

- a. Any key, other than classroom, washroom, or corridor doors, will be issued only as needed, and may require the principal's approval.
- b. Staff members are required to fill out a ***key inventory card*** when receiving keys.
- c. Report loss of keys to the site's Facilities Manager, Principal or Business Department.
- d. Take your keys home. Do not leave them in your desk or mailbox.
- e. Do not give your keys to any student.
- f. Lock all doors when leaving for the day.
- g. Consult the principal for entrance into any building when the school is closed.
- h. The principal will arrange for the collection of all keys from all staff at the end of the school year.
- i. Remember, you cannot change any key without prior permission from the principal or the assistant principal. If any employee is permitted to change his/her lock, a copy must be given to the Facilities Manager. The Facilities Manager keeps copies of all keys in the Schools, and under no circumstance can an employee keep a key without giving a copy to the Facilities Manager.



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5. School Policy and Expectations: Part 2- Students

5-1. Attendance

Students should be in attendance on every school day

Students should arrive on time to school each day, and be in their seats at class start time

Students should be on time to every class period

Tardiness

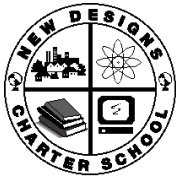
All students reporting to school 10 minutes late or later will be assigned afterschool detention to be served on the same day that the student reported to school late. At the 20 minute late mark students will not be allowed entry into the class that they are 20 or more minutes late to on arrival. Detention is served from 3:45pm until 4:45 pm

WEDNESDAY AND FRIDAY ONLY. In the event that a student cannot serve detention on the scheduled day, detention will then be assigned for the following SCHEDULED day.

5-2. Uniform

Students should wear the appropriate, regular uniform to school each day (unless directed otherwise by Administration)

Students should dress appropriately for P.E.



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Students should follow guidelines for “free dress” on Saturday School or celebratory days (as directed by Administration)

Dress Code/Uniform Policy

The New Designs Charter School staff reserves the right to enforce the following policy as well as any other measures that help ensure the safety of our students and staff. The responsibility for student dress rests with the parent and the student. While on campus or at any school sponsored event, students will be dressed and groomed in a manner which will not detract from or interfere with the educational program.

New Designs Charter School desires to keep the school and students free from threats or harmful influence of any groups or gangs that advocate violence, drugs, alcohol, tobacco use or any apparel, jewelry, accessories, trademark, or any other attribute that denotes membership in such a group.

APPROVED UNIFORMS:

Bottoms:

6th grade – 8th grade: Navy blue

9th grade – 11th grade: Khaki

12th grade: Black Uniform Pants

***Note: Bottoms must be uniform style, no jeans or pants that resemble jeans (outside pockets and/or rivets). **Corduroy or cargo pants will not be accepted.**

5. School Policy and Expectations: Part 2- Students (*Continued*)

5-2. Uniform (*Continued*)

Tops:

6th grade – 7th grades: White or Powder Blue polo shirt (**Must have school logo**).

8th grade: White, button-down, long sleeve or short sleeve **with school logo and** navy blue tie.

9th grade – 11th grades: High School wears white dress shirts, Cardinal Burgundy vest with school logo and tie that is Cardinal Burgundy and plain.

12th grade: White, button-down, long sleeve or short sleeve **with school logo and** cardinal and black tie (may change for the 2016-2017 school year).

****Any vests worn by middle school students must be *Navy Blue* and have school logo.**

Girl's School Uniform

Shirt - White blouse with Peter Pan collar – Long sleeve or short sleeve **with school logo**

Skirt or Skort, Shorts- Pleated front **must be at knees (knee length)**.

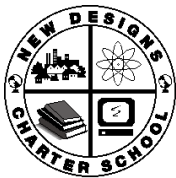
Pants – Uniform style in the prescribed color

Socks or Tights – White smooth opaque and/or cable knit tights

Boy's School Uniform

Shirt – White polo (6th – 7th grades only) or button-down, long sleeve or short sleeve **with school logo (8th and 12th grade only)**

Pants – Uniform style in the prescribed color



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Socks – White, black, brown, or gray

***PATHWAY UNIFORMS (High School)

All students enrolled in pathway cohorts are **REQUIRED** to wear the *Cardinal Burgundy* vest with a plain white dress shirt (short or long sleeved) and a **plain Cardinal Burgundy** tie. The vest must contain the New Designs logo patch that denotes the specific pathway (e.g. **technology students will have the technology patch; medical students will have the medical patch etc.**)

Girl's School Uniform

Skirt, Skirt- prescribed color, pleated front and **must be at knees (knee length)**

Pants- prescribed color uniform style pants

Shirt - White blouse with Peter Pan collar – Long sleeve or short sleeve **with school logo**

Vest- Cardinal Burgundy vest **with NDCS logo denoting pathway**

Socks or Tights – white smooth opaque and/or cable knit tights or white, black, brown socks

Tie-Cardinal Burgundy tie (plain), navy blue tie (8th grade - plain) or cardinal and black (12th grade only).

*****Girls in pathway cohorts CANNOT wear shorts. NO EXCEPTIONS!**

Boy's School Uniform

Shirt - White, button-down, long sleeve or short sleeve **with school logo**

Pants – prescribed color uniform style pants

Vest- Cardinal Burgundy vest with NDCS logo denoting pathway

Socks – White, black, brown

Tie- Cardinal Burgundy tie (plain), navy blue (8th grade - plain) or cardinal and black (12th grade only)

*****Ties that are any color other than PLAIN CARDINAL BURGUNDY or NAVY BLUE or for seniors CARDINAL AND GOLD will not be accepted. NO EXCEPTIONS!!**

5. School Policy and Expectations: Part 2- Students (*Continued*)

5-2. Uniform (*Continued*)

Shoes:

Plain black, brown, gray or white sneakers only. **Multi-colored shoes are strictly prohibited.**

****Shoes that will be approved are as follows: Vans (solid white, black, brown, or black with white sole). Converse (Chuck Taylor) (solid white, black, brown, or black with white sole). Nike (solid white, black, or brown). Shoe strings must also be the same color as the shoes, e.g. black shoes...black strings, white shoes...white strings.**

***Note: Any other brand of shoe not mentioned that comes in solid white, black, or brown will also be accepted. White shoes with black stripes or black shoes with white stripes, etc. **ARE PROHIBITED.**

******Any excuses, including but not limited to, "my shoes are dirty," "these are all I had," or "I left them at my sister, brother, cousin or friend's home" will not be accepted.**

PHYSICAL EDUCATION (P.E.) UNIFORMS

- All students participating in physical education classes must be in complete school P.E. uniforms purchased in the student store with the school logo present.

The following represents items **not appropriate for school and/or school sponsored events:**

1. No hats or headgear of any sort will be worn on campus.



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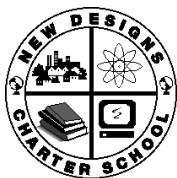
2. Clothing or jewelry which suggests vulgarities, obscenities, or which promotes the use of weapons, drugs, alcohol, tobacco or any other illegal activity. (e.g. "Johnny Blaze", "187", "4:20").
3. Inappropriate tops (e.g. sheer blouses, bare midriffs, low-cut tops, off-the-shoulder tops, basketball jerseys without T-shirts, tank tops, halter tops, tube tops, undershirts bra-less outfits or spaghetti strap blouses or dresses.
4. T-shirts, letterman jackets or other clothing or any other support from another school.
5. Symbols, tattoos (**visible tattoos must be covered at all times while on campus or attending school sponsored events**), emblems, or attire which disrupts, distracts, or interferes with the orderly maintenance of the campus (e.g. graffiti on backpacks, notebooks, clothing, etc.).
6. Clothing with holes and/or **frayed edges** (i.e. clothes must be in good repair).
7. Baggy or oversized clothing. All clothing must be of the appropriate size (e.g. oversized pants that are stitched at the waist are not acceptable).
8. Pants worn below the waist level. (No sagging of pants, no visible undergarments).
9. Short shorts (e.g. "daisy dukes")
10. **Skin tight pants or shorts**, which visibly show or exaggerate the panty line. This includes "**skinny jeans**"
11. Any top, skirt or dress made to expose undergarments.
12. Any sweater or jacket that is not **solid** blue, black, white, gray, or brown. **Sweaters or jackets must not contain any logo other than the NDCS logo.**
13. Hooded sweatshirts without a zipper or button down front.
14. Any long-sleeved undershirt that is not plain **WHITE**.

5. School Policy and Expectations: Part 2- Students (*Continued*)

5-2. Uniform (*Continued*)

INAPPROPRIATE ATTIRE and ITEMS:

- Hats, beanies, visors
- Other head gear of any sort, (Headbands, hairnets, bandannas, ladies scarves and combs in hair)
- Hooded Sweat shirts (With Exception of official NDCS sweater)
- Facial Piercings of any sort (tongue, lip, nose, eyebrow, etc.)
- Earrings for boys
- Earrings that are larger than a quarter
- Earrings containing the long, sharp, pointed back (This could pose a safety issue)
- Designer belt buckles and multicolored belts
- Designs cut into hair, including Mohawks
- Braids (young men)
- Oddly colored hair (i.e. blue, purple, pink, green, etc.) If hair is died in any non-traditional color it **MUST NOT BE VISIBLE**
- Wallet chains
- Colored socks
- Half jackets
- **Denim Jackets**
- Colored shoe strings
- Open toe shoes or shoes with visible/exposed heel



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- **Visible Tattoos of any sort**
- Backless or strapped shoes
- Any long-sleeved undershirt that is not **WHITE**
- Chains or necklaces that are not tucked inside shirt (This could pose a safety issue)

Please Note: If a student comes to school without the prescribed uniform, he/she will not be allowed to attend classes until the parent is notified and the student changes into the proper uniform. Additionally, the student will be issued a Uniform Citation indicating the infraction.

5. School Policy and Expectations: Part 2- Students (Continued)

5-3. General Behavior and Decision Making

Students will maintain professional and respectful behavior at all times
Students will follow directions the first time they are given and as directed
Students will use appropriate language at all times
Students will behave in ways that ensure the safety of themselves and others
Students will resolve arguments thoughtfully and respectfully, and refrain from allowing them to escalate to physical altercation
Students will maintain an appropriate volume of conversation
Students will respond appropriately when addressed by any New Designs Staff member

5-4. Classroom Behavior

Students will respect the learning environment at all times
Students will remain attentive, on-task, and working as directed for the duration of each class period
Students will not interrupt teacher, disturb the learning environment, nor intentionally distract other students
Students will not damage school, classroom, nor teacher property



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Students will remain in seat and facing the proper direction for the duration of class time

Students will wait for teacher direction to enter or exit assigned classroom or assigned area

5-5. Preparedness

Students should have all appropriate supplies every day

Students will have, use and maintain their assignment agendas or homework notebooks in good order

5-6. Work Habits

Students will complete all class and homework as assigned and in a timely fashion

Students will present work that is properly headed, neat, and submitted on time

Students will check work for accuracy before submission

5-7. Testing

Students will study and practice material presented by teachers every day

Students will try their best to answer all questions correctly and completely

Students will not disrupt the testing environment, not distract other students during testing periods

Students will review and correct mistakes as assigned, and re-take tests as assigned

5. School Policy and Expectations: Part 2- Students (*Continued*)

5-8. Reporting Incidences

Students will report any threat, instance of bullying or self-harm, safety hazard, theft, and/or and illegal or dangerous activity IMMEDIATELY and to an appropriate adult

Students will immediately report any instance of harassment, inappropriate touching, or instance of inappropriate behavior outside of assigned area of supervision

5-9. Athletic or Recreational Periods

Students will maintain School expectations for respect, appropriate language and direction following

Students will make safe choices and communicate the need to do operate safely to peers

Students will display good sportsmanship skills and sense of fair play

5-10. School Culture and Community Expectations

Students will be mindful that they represent New Designs Charter School at all times

Students will understand and operate in ways consistent with serving as role models for younger students

Students will make decisions that help to preserve or improve the school or community environment



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Students will display strong leadership and communication skills as appropriate to assist peers in resolving conflicts or overcoming obstacles

5-11. Computer/Internet Use Policy

Misuse of computers or Internet Access will lead to disciplinary action (e.g. changing computer settings, going to inappropriate Internet sites).

When on the Internet, the student will:

- a. Be polite and refrain from harassing behavior/activity
- b. Use appropriate language. The use of inappropriate language is strictly forbidden.
- c. Restrict use to only those activities which are considered legal. Any illegal activity will constitute immediate cause for suspension and expulsion.
- d. Not use the Internet in such a way as to interrupt or disrupt the network for other users.
- e. Treat all information and communication retrieved over the net as private property.
- f. *Students cannot access any sites that are forbidden by their teacher or the school. i.e. Myspace.com and Facebook.*

5-12. Personal Electronic Device Policy

Possession and use of personal electronic devices on school campus, at school sponsored activities and while under the supervision and control of school employees is permitted under circumstances described herein.

Students may not use any personal electronic device at any time during the school day. These devices include and are not restricted to cell phones, cameras, camcorders, and portable music players.

5. School Policy and Expectations: Part 2- Students (*Continued*)

5-12. Personal Electronic Device Policy (*Continued*)

1. The use of cell phones is restricted to after school (OFF OF SCHOOL GROUNDS) and may not be used during the extended learning academy.
2. Cellphones are to remain in students' personal belongings.
3. If the cellphone is seen or heard by any faculty or staff, it will be confiscated for 14 days.
4. Confiscated electronic devices may only be collected by a parent or guardian from an administrator.
5. Only parents will be allowed to retrieve the personal electronic devices AFTER THE 14 DAY PERIOD once they are confiscated. NO EXCEPTIONS!!
6. New Designs Charter School assumes no liability for the loss, theft or misuse of any personal electronic device by another person.

5-13. Student Sexual Harassment Policy

California Education Code Section 212.5 and Title 5 of the California Code of Regulations, Section 4916, define sexual harassment as unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature



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made by someone from or in the work or educational setting, whether it occurs between individuals of the same sex or individuals of opposite sexes, under any of the following conditions:

- Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, academic status, or progress.
- Submission to, or rejection of, the conduct by an individual is used as the basis of employment or academic decisions affecting the individual.
- The conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile, or offensive work or educational environment (also known as "hostile environment").
- 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.
- Pursuant to Title 5, California Code of Regulations, Section 4910(k) "Gender," Section 4910(v) "Sex," and Section 4910(w) "Sexual orientation," are defined as follows:
 - Gender shall mean a person's actual sex or perceived sex and includes a person's perceived identity, appearance, or behavior, whether or not that identity, appearance, or behavior is different from that traditionally associated with a person's sex at birth.
 - Sex shall mean the biological condition or quality of being a female or male human being.
 - Sexual orientation shall mean actual or perceived heterosexuality, homosexuality, or bisexuality.

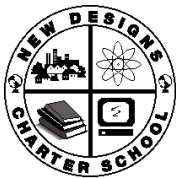
5. School Policy and Expectations: Part 2- Students (*Continued*)

5-13. Student Sexual Harassment Policy (*Continued*)

Examples of Conduct Which May Result in Sexual Harassment:

Sexual harassment may include, but is not necessarily limited to, the following:

- Verbal—unwelcome conduct such as the use of suggestive, derogatory, or vulgar comments; the use of sexual innuendo or slurs; making unwanted sexual advances, invitations, or comments; pestering for dates; making threats; and/or spreading rumors about or rating others as to their sexual activity or performance.
- Visual—unwelcome conduct such as the display of sexually suggestive objects, pictures, posters, written material, cartoons, or drawings; the use of graffiti and/or computer-generated images of a sexual nature; and/or the use of obscene gestures or leering.
- Physical—unwelcome conduct such as unwanted touching, pinching, kissing, patting, or hugging; the blocking of normal movement; stalking; assault; and/or physical interference with work or study directed at an individual because of the individual's sex, sexual orientation, or gender.



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- Threats, demands, or pressure to submit to sexual requests in order to keep a job or academic standing or to avoid other loss, and/or offers of benefits in return for sexual favors.

5-14. Confidentiality and Non-Retaliation Policy:

Sexual harassment complaints shall be handled in a confidential manner to respect the privacy of all parties to the fullest extent possible. Every effort shall be made to limit distribution of information to those persons who need to know within the confines of the New Designs' reporting procedures and investigative process.

New Designs charter school will not tolerate retaliation against anyone for filing a complaint or participating in the complaint investigation process. This confidentiality and non-retaliation policy extends to all parties involved.

5. School Policy and Expectations: Part 3 – Arrival, Early Release, Visitor Management, and Dismissal Policies

1. School Open

- a. Campus is officially OPEN at 7:00am, Monday – Friday, and on any Saturday when Sat School is scheduled.
- b. During the period of 7:00 to 7:55am, students are expected to remain in assigned supervised areas.
- c. The first period bell rings at 7:55am for ALL students.
- d. **School begins at 8:00am** every school day. Students are expected to be IN THEIR SEATS at that time.

2. Arrival

- a. All students are expected to be at school and on time every school day. Exceptions to this are cases of student illness or family emergencies (emergencies will be explained further below).
- b. Again, **school begins at 8:00am**. Students entering the building at 8:00am may be considered tardy as they are not in their seats at class start time.
- c. This applies throughout the day as well. Students are expected to be IN THEIR SEATS as the class start bell rings at the beginning of every period.
- d. Students who arrive to school later than 8:25 are considered TRUANT. Students who arrive to school more than 25 minutes late 3 or more times in 30 days are considered CHRONIC TRUANT. Both conditions may be reported to LAPD and/or DCFS, and may accompany home visits, court



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dates, and/or hefty fines. (The same applies to students who are absent with no doctor's note, truant/ditching, or chronically truant per absence from school).

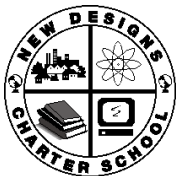
3. Early Release

- a. First, please be aware that picking up students during the school day creates a disruption in the student's learning. Very often, students who are picked up during the school day find their grades suffering since they might miss key information or exams, which are difficult to make up.
PLEASE SCHEDULE APPOINTMENTS OUTSIDE OF SCHOOL HOURS to avoid this situation.
- b. Students will be released early at the request of a PARENT or GUARDIAN only, and in the case that the student is ill, suffering a family emergency, suspended from school, or other cases assigned by an administrator.
- c. ****An EMERGENCY as it pertains to Excused Absences by CA Ed Code would be any case of student illness, or illness-related/medical appointment, the attendance of a funeral of an IMMEDIATE family member, or any event related to the observance of a religious holiday.***
- d. A Student Early Leave Request Form **MUST BE COMPLETED** and approved by Main Office officials before the student may be released during either regular operation or emergencies. The reason for early leave request **MUST** be entered on this form. This form cannot be avoided if the requestor is in a rush.
- e. Class periods **WILL NOT BE INTERRUPTED** for early leave request. Students leaving early will be called down during the last 5 minutes of class. Students requested during recess/break/lunch periods will be requested upon their arrival to their next class (during the first 5 minutes of class). Please wait calmly in the Main Office if you request students outside of these permissible windows.
- f. Early Leave **WILL NOT BE GRANTED DURING THE LAST 30 MINUTES** of any school day. Please wait for students to be dismissed outside of campus if you arrive during this time period.
- g. School ends at 3:45pm on every regular school day, 1:45pm on every early dismissal Tuesday, and 12:00pm on every Saturday School day.
- h. The Lobby/Main Office will be **CLOSED to visitors from 3:15 to 3:45pm** on regular dismissal days, from **1:15 to 1:45pm on minimum days**, and from **11:30am to 12:00pm on Saturday School days**.

5. School Policy and Expectations: Part 3 – Arrival, Early Release, Visitor Management, and Dismissal Policies (*Continued*)

4. NDCS-UP Visitor Management Policy and Procedures

- a. A VISITOR is considered any person attempting to enter campus who is not currently a student or employee of NDCSUP (with exception of members of the School's Board). Visitors may include parents of students, vendors, neighbors, and other potential stakeholders of NDCS.
- b. All visitors will be prompted to present a current CA identification card. Other acceptable forms of identification include valid passports, driver's licenses, etc. The ID card should be presented to the appropriate guard for entry into the NDCSUP Visitor's Log.
- c. Visitors under the age of 18 will not be permitted on campus without an accompanied adult. All visitors are limited to staff restrooms if it becomes necessary. Exceptions to this policy may be made by Principal, Assistant Principal, or CMO officer.
- d. All visitors will be directed to check in at the site's Main Office for answers to questions, appointment scheduling, in-person visits, completion of work orders, and other appropriate arrangements.
- e. Visitors are restricted to the Main Office and Lobby, unless approved to visit other areas of campus by an Administrator, Plant Manager, or CMO officer. All visitors allowed to visit areas of campus other than the Main Office will be issued and wear a Visitor's Pass, and return this pass upon exit of campus.
- f. Visitors will be held to appropriate behavior standards while on campus. Visitors participating in disrespectful, inappropriate, belligerent, and/or illegal behavior will be directed to leave campus immediately, and LAPD may be contacted to intervene if necessary. Visitors may be restricted from future visits to campus if deemed too dangerous by Administration.



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- g. Unless approved by an Administrator, visitors may not speak with any students except for their own children.
 - h. Visitors are only allowed on campus during regular hours of operation, specifically Monday – Friday 7:00am to 7:00pm, and Saturday School Saturdays from 8:00am to 12:00pm. Visits to campus outside of these hours must be arranged by special requests to Administration or CMO.
 - i. Visitors are expected to exit campus IMMEDIATELY after Main Office/Administration/CMO business is concluded.
 5.
 - **ALL VISITORS should check in immediately at the Front Desk.** This includes parents, former employees, workers hired by the Plant Manager, employee family/friends, alumnae, etc.
 - a.
 - **All visitors must be prepared to show valid ID.** (While some visitors may be cleared for entry without ID by an Administrator, they should be ready to do so in case it is necessary to provide the impression of fairness to defiant visitors.)
 - b.
 - **Unaccompanied visitors should be directed to the Main Office.** Once there, they should provide the 1. NAME OF REQUESTED PARTY, 2. REASON FOR REQUEST, 3. THEIR NAME, 4. VALID IDENTIFICATION.
 - c.
 - **Front Desk/Main Office Staff should call the requested party, provide the information from #3 (above), and ask whether or not a meeting is available.** If confirmed, go to line #5 (below), if denied, the visitor should be informed of such, asked for contact information, and directed to leave campus.
 - d.
 - **Unaccompanied visitors should be directed to wait INSIDE of the Main Office for their party** (assuming a meeting is accepted/confirmed).
 - e.
 - **NDCSUP Staff (requested party) should go to the Main Office to ESCORT the visitor to intended meeting area.** (That Staff should remain with the visitor for the ENTIRE meeting time.)
 - f.
 - **NDCSUP Staff should ESCORT the visitor back to the Main Office or Front Desk.** (Visitor pass procedures will be in place either by end-of-year, or at the start of next school year.)
 - g.
 - **Visitors should not be allowed to leave campus without properly informing Front Desk Staff.** (Clarified communication of such will be detailed after next week's Admin meeting.)
 - h.
 - ***Teachers SHOULD NOT arrange parent/visitor meeting during scheduled class time.** (Unless approved by a Principal/Asst. Principal, and with proper coverage arranged.)
 - i.
 - ****Front Desk/Main Office staff SHOULD NOT interrupt teacher time to request parent/visitor meeting time.** Please instead write down the request and place it in the teacher's mailbox.
 - j.
 - *****Visitors should not be allowed into the Rear Lot unless cleared by the CMO, Principal/Asst Principal, or Plant Manager.** These visitors should still be checked in at the Front Desk.
 - k.
 - ******Admin should be informed of any arrangements involving employee's children's visits to campus.**

5. School Policy and Expectations: Part 3 – Arrival, Early Release, Visitor Management, and Dismissal Policies (*Continued*)

6. Dismissal Procedures

- a. Before dismissal, families may wait for students away from exit doors, ramps, stairs or planters. These areas need to be kept clear in order to allow students to exit safely. (Please supervise your younger children properly while waiting.)
 - b. In order to allow students to exit the building safely, parents and visitors WILL NOT BE PERMITTED to enter campus until 10 minutes past dismissal time.
 - c. Parents and visitors will need to show ID at the Front Desk if they wish to enter campus. Parents and visitors allowed to enter campus should head directly to the Main Office. (The Main Office is closed at 4:30pm daily.) Unless scheduled for a meeting and escorted by a safety team member, parents and visitors will not be permitted to leave the Lobby or Main Office area to visit other areas of campus.
 - d. Parents and visitors scheduled for meetings after dismissal time should wait outside of the building until 3:55pm, and then follow procedures outlined above.



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- e. Students will not be paged for or called via radio from 3:45 to 4:15pm. These services are intended solely for students participating in the After School Program, and only once they have left the eating area to head to classrooms. (Please direct your student to exit the building immediately if not a part of the After School or sports programs)
- f. Delayed or missing students should be reported to the Front Desk guard. Pages or campus searches will be conducted after 4:15pm (2:15pm on minimum days).
- g. **Students walking/bussing home should leave campus IMMEDIATELY** (unless scheduled for meetings, detention minutes, part of the after school program, or members of sports teams, etc).
- h. Students waiting for pick-up should do so AWAY from the front doors, and by either waiting on 23rd st. or past the stairs on Figueroa Way. **STUDENT SUPERVISION IS NOT PROVIDED during dismissal. Students should be picked up within 30 minutes of dismissal.**

7. After School Program Pick-up Procedures

- i. **The After School Program operated from dismissal to 6:45pm daily** Students waiting for parent pick-up past 6:45pm may be subject to a \$1.00-per-minuted charge for late pickup. (Middle School students waiting for parent/guardians may not be released to walk home after 5:00pm to avoid late fees.
- j. Parents and visitors **SHOULD BE PREPARED TO SHOW ID** during after school program pick-up time
- k. *In order to allow students time to complete work, parent should avoid picking up students between the hours of 3:45 and 5:30pm*
- l. Sports teams conclude practice at 5:30pm due to daylight saving's time end
- m. **CAMPUS IS CLOSED TO ALL STUDENTS AT 6:45PM DAILY**, unless specified otherwise by administrators for special events.

6. Positive Behavioral Interventions and Supports (PBIS) System

NDCS School Climate Bill of Rights

New Designs Charter School (NDCS) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. NDCS students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

New Designs Charter School is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All New Designs Charter School students will attend schools with climates that focus on safety, teaching and learning interpersonal relationships and the institutional environment that influence student learning and well-being.



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These positive school climates will offer:

- **School-Wide Positive Behavior Intervention and Support (SWPBIS)**

NDCS will implement alternatives to suspension that will be supported by the positive behavior interventions in the Los Angeles Unified School District Discipline Foundation Policy. NDCS realizes that appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- **Alternatives to suspension and positive behavior interventions and supports**

Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a “willful defiance” (48900(k) offense.

- **Restorative Justice (RJ) approaches that resolve student interpersonal conflict**

Beginning in 2015-2016 schools will have begun to develop of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm that was caused, and develop an agreement on how to restore harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.

6. Positive Behavioral Interventions and Supports (PBIS) System (*Continued*)

- **A District SWPBIS Task Force**

The SWPBIS Task Force shall include a teacher, student, administrator and a parent representatives as well as members from community organizations (when available) to make recommendations, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- **Guidelines regarding roles and responsibilities of School Police Officers on campus**

Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.



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- **A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented**

Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request (See Uniform Complaint Policy).

7. Student Supervision Information & Procedures

A. Purpose

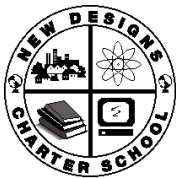
a. Legal requirements

- i. Legally, the School is responsible to ensure that ALL students are supervised by an appropriate adult AT ALL TIMES
- ii. Appropriate adults are in position to be able to ensure that students are present, safe, working as assigned, and to report any lapses in the above to either families or child protective services as appropriate

b. Responsible Staff

- i. Administrators, Teachers, Teacher Assistants, Campus Aides, and all other staff are all a part of the Student Supervision Team, although designated team members may be responsible on a more consistent basis than others
- ii. The most consistently responsible Staff for student supervision are administrators and campus aides

B. Procedures



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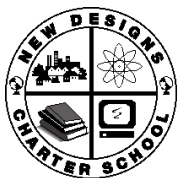
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- a. **Student Interaction Guidelines-** Anyone assigned to the responsibility of supervising students should be mindful to interact with students in ways that are legally appropriate, beneficial to the student's self-esteem and socio-emotional growth, increase student-adult rapport, and that clearly explain school expectations. Efforts should be made to communicate care and respect for students at all times.
- b. **Area Assignments-** Student supervisors are usually assigned in such a way that many adults can work together to ensure that all students are in view. The above noted, it does happen on occasion that only one adult is responsible for the supervision of several students alone. In either case, the adult is expected to maintain positioning that allows the person to supervise the entire area thoroughly
- c. **School Expectation Reinforcement-** The student supervisor's responsibility, while left to general discretion, should be central on reinforcement of SCHOOL expectations. For instance, while the adult might feel that it would look nice if students iron their ties every morning, it would be considered inappropriate to direct students to do so if the action is not a part of the School's policy. Likewise, the student supervisor is responsible to scan for lapses in student adherence to guidelines and direct students to correct behavior.
- d. **Transfer of Responsibility-** Although a student supervisor might be assigned to a particular area, that adult is still responsible to ensure that the student will be supervised properly in the next area as well. In the case that students attempt to move into classrooms, hallways, play areas, etc. that are not certainly supervised, the current supervisor should COMMUNICATE with the other adults assigned, or direct student to stay out of the area.
- e. **Radio Communication-** All staff assigned to student supervision duties are issued a two-way radio via which any one person can communicate with all others or any one person. Student supervisors are responsible to collect their radios, use them appropriately, and communicate proactively to ensure that students are properly supervised at all times.

7. Student Supervision Information & Procedures (*Continued*)

C. Documentation

- a. **Notes & Trackers-** On occasion, it may prove beneficial to the student supervisor to keep track of conversations, directions issued, or names of people involved in minor incidences. Such notes should include student first and last name, the incident date, grade, and some form of reminder as to why the note was taken
- b. **Incident Reports-** In case of any serious incident (student injuries, offenses which may result in suspension or expulsion, teacher misconduct, or illegal acts), the observer should complete an incident report form. This form can be found in the Main Office, or in the offices of any Administrator. The completed form should be turned in to the appropriate administrator, or if impossible to contact administrators, to the Main Office manager.
- c. **Confiscated Item Documentation-** In the case that the student supervisor must confiscate an item from a student, a confiscated item form should be completed and



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attached to the item. The item should then be turned in to the appropriate administrator, properly secured, and returned to the family at the appropriate time.

D. Consistency & Follow-up

- a. It is imperative that consistency in communication enforcement be established and maintained. Not only should all staff be mindful to follow the School's policies and procedures, but care should be taken to avoid situations where one adult's interpretation of School rules conflicts with another's. The best way to defend against this is to ensure that the adults communicate before communicating with students.
- b. It is also important to make sure that we do not create the appearance that rules apply to some students but not others. To avoid the dangerous situations associated with preference, unfairness, nepotism, etc. we must ensure that rules are enforced toward ALL students equally.
- c. Although the adults assigned to supervision duty might go through time periods where they become very busy, it is also important to make sure that rules are enforced consistently every day. Students may become confused if rules are enforced sporadically.

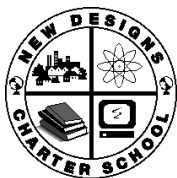
8. Emergency Response Plan and Procedures

8A. Emergency Response Team: Administration and Command

The responsibility of the NDCS Emergency Response/COMMAND Team is to assess the conditions of an emergency situation, activate emergency response plans, arrange for the care and release of students, and to restore the site to its regular mode of operations as quickly and efficiently as possible to do so safely.

The Emergency Response- COMMAND Team consists of:

- | | |
|--|---|
| 1. Incident Commander- | Administrator in charge of directing ERT |
| 2. Backup Incident Commander- | Administrator In charge in place of IC/Planning/Assembly Area |
| 3. Accounting & Reporting Coord.- | Responsible for Attendance, Documentation, Request/Release Gate |
| 4. Logistics & Management Coord.- | Responsible for Staffing, Management, and Supplies Distribution |
| 5. Safety & Operations Coord.- | Responsible for Communications, Facilities, Security, and First Aid |
| 6. Psychological Support Coord.- | Responsible for Counseling and support of Students/Staff |



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A CHART of the NDCS Emergency Response- COMMAND Team Assignments is as follows:

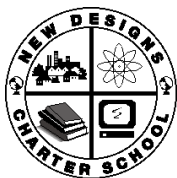
Emergency Response Planning Team (Whole-School Operations Level)				
Executive & Finance Director	Human Capital & Resources Director	Site Administration	Emergency Planning & Response Coordinators	Public Information Officer
Incident Commander				
Emergency Planning & Response Coordinators				
Planning & Oversight	Logistics & Management	Safety & Operations	Accountability & Reporting	Psychological Support
1. Backup Incident Commander 2. Procedures Oversight 3. Assembly Area Management 4. Emergency Team dispatch 5. Human Capital Report to IC	1. Assignment Delegation 2. Staff/Volunteer Management 3. Parent Coordination 4. Supply Assessment/ Station Set-up 5. Supplies Distribution & Transportation	1. Facilities & Operations Coordination 2. Communications Management 3. Site Security 4. First Aid 5. Search & Rescue 6. HazMat Maintenance 7. Authorities Management 8. Procedures Assessment	1. Mobile Main Office Coordination 2. Student Accounting & Supervision 3. Student Request/Release Team 4. Documentation & Reports	1. Emotional Support/Counseling 2. Counseling Stations 3. Manage Student Support Groups 4. Request/Reunion Team Support
Assignment	Staff Name	Radio Number	Extension	Title
Executive Director	Okaiteye, Mr. Paul			Chief Executive Director
Finance Director	Kyerematen, Mr. Sam			Director of Business Services
Human Capital & Resources Director	Frimpong, Mr. Edward			Director of Human Resources
Public Information Officer	Rayos, Ms. Lizzy			Assistant to the Director
Incident Commander	Gyesaw, Dr. Stephen	ND 3	103	Principal
Backup Incident Commander/ Planning & Oversight Coordinator	Smith, Mrs. Kim	ND 4	209	Assistant Principal
Logistics & Management Coordinator	Jackson, Mr. Devon	ND 5	304	Dean of Students
Safety & Operations Coordinator	Trejo, Mr. Lennox	ND 6	217	Safety & Culture Coordinator
Psychological Support Coordinator	Coles, Ms. Amora	ND 7	200	College Counselor
Accountability & Reporting Coordinator	Macias, Ms. Maria	ND BASE	100	Main Office Manager

8. Emergency Response Plan and Procedures (*Continued*)

8B. Emergency Response Team: Staff Assignments

The responsibility of every School employee is to help to ensure the safe direction, evacuation, attendance, supervision, and release to parent/Guardian of all students, assigned or otherwise. Emergency Response Team Assignments have been established to organize employees into functional teams under command of the IC to help ensure student safety and improve recovery efficiency.

A CHART of the NDCS Emergency Response Team ASSIGNMENTS is as follows:



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Emergency Response Team Assignments			Emergency Response Team Meeting Locations	
Incident Commander	Accountability & Reporting Team	Safety & Operations Team	Executive & Finance	Indoor:
Lead: Dr. Stephen Gyesaw (ND 3)	Lead: Macias, Ms. Maria (ND BASE)	Lead: Trejo, Mr. Lennox (ND 6)		Outdoor:
Backup: Mrs. Kim Smith (ND 4)	Request Gate Member 1: Herring, Mr. Marcus	Authorities Mgmt:	Incident Command	Indoor: Main Office
Planning & Oversight Team	Request Gate Member 2: Arechiga, Ms. Maria	Security: Martinez, Mr. Medardo (ND 9)		Outdoor: PE Area 1 (Red Tables)
Lead: Mrs. Kim Smith	Reunion Gate Member 1: Castillo, Mr. Bryan (ND BASE 2)	Communications Lead: Adutwuum, Mr. Saddat	Planning & Oversight	Indoor: Main Office
Backup: Trejo, Mr. Lennox	Reunion Gate Member 2: Nares, Ms. Lucila	Communications Backup: Campbell, Mr. Glenn		Outdoor: PE Area 1 (Red Tables)
Assembly Area Team	Flex Team Member: Axume, Ms. Jasmine	Search & Rescue Teams	Assembly Area	Indoor: Cafeteria
Lead: (ND - -)	Logistics & Management Team	Team 1 Leader:		Outdoor: Assembly Area, East Brick Wall
Backup:	Lead: Jackson, Mr. Devon (ND 5)	Team 1 Member 1:	Accountability & Reporting	Indoor: Main Office
Member 2:	Member 1/Backup:	Team 1 Member 2:		Outdoor: Assembly Area, Handicap Parking Spaces
Member 3:	Member 2/Supplies Order and Stock: Ampadu, Mr. Reuben	Team 2 Leader:	Logistics & Management	Indoor: Supply Room
Member 4:	Member 3/Supplies Assist:	Team 2 Member 1:		Outdoor: PE Area 1 - Storage Shed
Member 5:	Member 4/Parent Coord: Gonzalez, Ms. Suzette	Team 2 Member 2:	First Aid	Indoor: Supply Room
Member 6:	First Aid Team	Facilities Team		Outdoor: Blue Tent - Tables
Member 7:	Lead: Esparza, Cynthia (ND - -)	Lead: Mr. Paul Boakye (ND 12)	Psychological Support	Indoor: Elevator Lobby
Member 8:	Member 1: Fons, Mr. Andrew	Member 1: Awpong, Mr. Evans (ND 16)		Outdoor: Blue Tent - Benches
Member 9:	Member 2: Castaneda, Mrs. Ann	Member 2: Gonzalez, Mr. Juan (ND 13)	Safety & Operations /	Indoor: MB Lobby
Member 10:	Psychological Support Team	Member 3: Gonzalez, Mrs. Anna (ND 15)		Outdoor: White Tent
Member 11:	PS Lead: Coles, Ms. Amora (ND 7)	Member 4: Sapong, Ms. Comfort (ND 14)	Facilities	Indoor: OM Room
Member 12:	Backup: Castillo, Ms. Cynthia	PS Member 2:		Outdoor: CMO Parking Lot (Evacuation Pathway 2)
Member 13:	PS Member 1: Searchwell, Ms. Tamarah	PS Member 3:		

8. Emergency Response Plan and Procedures (*Continued*)

8C. Emergency Response Team: Staff Roles and Responsibilities

The Roles of the Members of the School Emergency Response Team are as Follows:

1. Incident Commander

1. Assess the emergency or threat and its potential impact to students, staff, visitors, school property and the surrounding community
2. Activate the appropriate emergency plan and Incident Command System
3. Establish a Command Post
4. Develop and communicate a plan of action
5. Authorize any release of public information
6. Make provision for mental health counseling



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7. Begin student release procedures (when safe to do so)
8. Release staff when appropriate
9. Declare end of emergency
10. Remain in charge of campus until released to law enforcement or fire department incident commander
11. Provide School Board/City Officials Site Specific Status Report Form

2. Planning and Oversight Coordinator

1. Backup Incident Commander (Incident Commander may also perform this job)
2. Keep current on emergency situation at all times
3. Collect and analyze information and reports, and manage status reports to IC
4. Manage Assembly Area/Student Supervision Team
5. Collect new information and update IC

3. Logistics and Management Coordinator

1. Open disaster container and assess availability of supplies
2. Delegate supplies related assignments to staff and volunteers
3. Set up staging areas for feeding, sanitation, etc.
4. Make arrangements for transport and lodging of personnel and supplies
5. Report personnel and supplies status to IC

4. Accountability and Reporting Coordinator

1. Collect all roll sheets from Assembly Area Team
2. Compare full roster with incident roster and confirm students and staff who are unaccounted for at Assembly Area and presumed missing
3. Report incident attendance summary to IC
4. Maintain rosters of all students for use during Student release
5. Manage Request Gate/Release Gate Teams and Procedures
6. Report all incident findings to IC

8. Emergency Response Plan and Procedures (*Continued*)

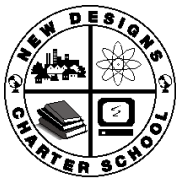
8C. Emergency Response Team: Staff Roles and Responsibilities (*Continued*)

5. Psychological Support Coordinator

1. Receive reports of students or staff in need of emotional support and determine need
2. Assign staff or self to provide counseling or other support services to students or staff who are suffering emotionally due to emergency incident
3. Report escalating situations or trends to IC

6. Site Safety and Operations Coordinator

1. Manage Communications, Facilities, Security, First Aid, Search and Rescue Teams, HazMat Handling, and outside agencies



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2. **Communications:** Ensure that two-way radios are working and provided to every team member as necessary
3. **Facilities Team:**
 - i. Locate/control/extinguish small fires as necessary
 - ii. Check gas meter and shut down immediately if gas is leaking
 - iii. Post yellow caution tape around damaged or hazardous areas
 - iv. Ensure that entire campus has been checked for safety hazards and damage
 - v. Handle all Hazardous materials as appropriate per training and safety guidelines
 - vi. Document/photograph and report all damage or safety hazard prior to attempts to repair, unless the repairs are essential to immediate life-safety
 - vii. Report all activities or precautions taken to S&O Coordinator
4. **Security Team:**
 - i. Upon onset of emergency incident, lock all gates and external doors
 - ii. Do not allow any person to enter building or unsafe area unless cleared by IC
 - iii. Meet emergency personnel and take them to the scene utilizing the most efficient route
 - iv. Follow emergency personnel instructions (locking/unlocking doors, turning off water, electricity etc.)
 - v. Route fire, rescue, police, etc. as appropriate
 - vi. Report activity to S&O Coordinator
 - vii. Once released by emergency personnel, return to Command Post and report to IC
5. **First Aid Team:**
 - i. Provide first aid until medical assistance arrives
 - ii. Keep S&O Coordinator updated on status of victim(s)
 - iii. Update First responders upon arrival at the scene
 - iv. Keep a log of the status of the victim(s) and all aid administered
 - v. Submit appropriate incident reports to S&O Coordinator

8. Emergency Response Plan and Procedures (*Continued*)

8C. Emergency Response Team: Staff Roles and Responsibilities (*Continued*)

Site Safety and Operations Coordinator (*Continued*)

6. **Search and Rescue Team:**
 - i. Assemble adults who do not have supervisory duties
 - ii. Conduct a pre-established search pattern of the school buildings and property
 - iii. Mark the doors of each room as appropriate once checked and cleared
 - iv. Report all findings immediately to S&O Coordinator
 - v. Prepare a written report of all findings and procedures for submission to IC
7. **Outside Agency Management:**
 - i. Meet First Responders with site map and master keys



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8. Provide a written assessment of all drills and emergency response events to IC

7. Assembly Area/Student Supervision Team

1. Participates in direction and escort of students to Assembly Area during emergencies or practice drills
2. Takes student attendance, supervises students, communicates arrangements for food and disposal of waste, releases students as directed by Release Gate Team, ensures safe and orderly conduct of assigned students, and assists in the maintenance of the entire area

8. Emergency Response Plan and Procedures (*Continued*)

8D. Lockdown Procedures

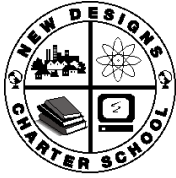
Lockdowns are typically announced in situations that call for students and/or staff to remain locked in safe areas while unsafe activity occurs elsewhere on the campus or nearby area. It is important for Teachers to follow directions quickly and correctly in such situations.

A. Teacher Response Procedures

In the event that a LOCKDOWN is announced by the IC, Teachers should listen for either of two possible types of Lockdown announced:

1. RESPONSE

1. Direct all students near area to enter nearest room or building, and lock the doors shut



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2. Remain in room and do not open doors for anyone. Teacher DOES respond to codes from members of the ERT or IC
3. Teacher will take attendance in Red Binder. Teacher will note any ADDITIONAL or MISSING students.
4. Teacher will teach class as usual unless directed to do otherwise by announcer.
5. Teacher will remain in LOCKDOWN-RESPONSE mode until the "All Clear" signal is communicated by IC

2. NO RESPONSE

1. Direct all students near area to enter nearest room or building, and lock the doors shut
2. Remain in room and do not open doors for anyone. **Teacher DOES NOT respond to codes from members of the ERT or IC**
3. Teachers should direct students to DUCK, COVER, and HOLD in the safest places possible
4. Teachers should update the status of their ALERT CARD located in their classroom door windows.
5. Teachers will be prepared to evacuate immediately if directed to do so by IC or police
6. Teachers will remain in LOCKDOWN-NO RESPONSE mode until the "All Clear" signal is communicated by IC

B. Window/Door ALERT CARD Procedures

The purpose of the ALERT CARD is to signal police or fire officials to triage the building in the event of a severe emergency.

Alert cards should be two-sided, one side red, and the other green. The cards should be placed in the window of each classroom door, and have the RED side facing outward at all times. In the event of a LOCKDOWN – NO RESPONSE, Teachers should update the status of their cards to indicate:

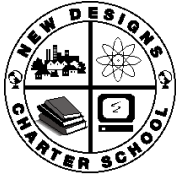
1. **Green Side Out-** No immediate assistance necessary
2. **Red Side Out-** HELP- Immediate assistance necessary

8. Emergency Response Plan and Procedures (*Continued*)

8E. Duck/Cover/Hold (Earthquake) Procedures

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The majority of earthquakes are not dangerous to life or property, however, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable events.

Earthquake Size Description		
<i>Descriptive Type</i>	<i>Richter magnitude</i>	<i>Intensity Effects</i>
Minor	1 to 3.9	Only observed instrumentally or near the epicenter
Small	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from epicenter. May cause damage.



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Moderate	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves
Great	8 to 8+	Damage extends over a broad area depending on magnitude and other factors

Teacher Response Procedures

At the onset of an earthquake, the Teacher should:

1. Direct students to **DUCK, COVER, and HOLD**; and do so her/himself
2. Assess the situation and remain calm
3. Once shaking stops, **DO NOT evacuate** immediately; **WAIT** for directions from the Incident Commander or other Emergency Response Coordinator
4. **Regular evacuation routes may have become blocked or otherwise unsafe during the earthquake, so the Incident Commander will wait until ERT members have confirmed safe escape routes to give the order to evacuate (See BUILDING EVACUATION PROCEDURES)**
5. If classroom or other area where students are held has become immediately dangerous, move students as far away from the danger as possible, including leaving the area if necessary
6. While waiting for directions to evacuate, Teachers may render first aid if necessary
7. Once directed to evacuate by the IC, Teachers should evacuate the area of all students. Teachers should also **take the assigned Red Emergency Binder and Backpack with them to the Emergency Assembly Area**
8. Teachers should leave doors unlocked and propped open if possible, and exit with caution, remaining on the lookout for dangers such as exposed electrical wires, falling debris, damaged stairs, or fallen trees
9. Once arranged in the appropriate space in the Assembly Area, Teachers will continue to supervise their students, take roll, and communicate to IC any missing or injured students.
10. Once evacuated, students and staff are not permitted back into the building until the incident is announced "All Clear" by the Incident Commander

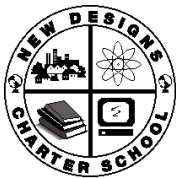
8. Emergency Response Plan and Procedures (*Continued*)

8F. Building Evacuation Procedures

Building EVACUATIONS are conducted in the event that condition inside of rooms, hallways or an entire structure may become too unsafe for occupants to remain inside. Generally, evacuations are prompted by audible fire alarm sounds or in response to Incident Commander directions, but staff may also direct students to evacuate immediately upon realizing that an observed area is too unsafe to remain in.

Evacuation maps should be located inside of every classroom, office hallway and stairwell, and should contain an accurate description of safe pathways and destination. In the absence of an evacuation map, please note the following "safe distance" guides:

Fire-	at least 50 feet from building
Bomb Threat-	at least 300 feet from the building
Unknown-	at least 300 feet from the building



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Assembly Area- Evacuation procedures always end in the On-Campus ASSEMBLY AREA, unless directed to leave campus to Off-campus site

Controlled Evacuation -In the case of a Controlled Evacuation, the Incident Commander will evacuate areas classroom by classroom, beginning with those rooms located nearest to a threat.

8F-A. General Evacuation: In case of the sound of a fire alarm, IC direction to evacuate, or observed, immediate need to evacuate unsafe area, Teachers/Staff should:

1. Direct students to stand up and line up silently in single file form
2. Collect the area's Red Emergency Binder and/or any other mobile emergency supplies
3. Open the door and check to see that the pathway is safe
4. Direct students to take the designated evacuation route, unless it is obstructed or otherwise unsafe. In that case, students will be prompted to use an alternate evacuation route*
5. Make sure s/he has the classroom keys, turns off lights, and leaves the classroom behind the student line, leaving the door unlocked and propped open**
6. Teacher will proceed behind the student line to the Assembly Area. Teacher will remain aware during evacuation in case other teachers or students need assistance
7. Upon arrival at the Assembly area, Teacher will direct students to follow assigned Cohort Line to the fence, about-face (turn around), remain lined up, and have a seat silently.
8. Teacher will take roll and report all accounted for, injured/impaired students/staff left behind, or students unaccounted for to Assembly Area Coordinator***

***See- Evacuation of Disabled and Injured Students & Staff**

****Except in case of fire: In case of fire, classroom doors should be left unlocked and closed.**

*****Assembly Area Coordinator/Team member assigned to collect rosters as appropriate**

8. Emergency Response Plan and Procedures (*Continued*)

8F. Building Evacuation Procedures (*Continued*)

8F-B. Evacuation of Disabled Students and Staff: In case of a General Evacuation, the following procedures should be adhered to in the case that a disabled student or staff member requires your assistance:

1. Ask Student/Staff about her/his Personal Evacuation Plan, as one should have been provided upon the School's awareness of the person's disability
2. Follow the Personal Evacuation Plan* as recommended, including the following options:
 - a. Override of "In Case of emergency, Do Not use Elevator" policy



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- b. Carry Student/Staff if reasonably safe to do so
 - c. Communicate with ERT staff designated to assist disabled person
 - d. Communicate with/Wait with person for Fire/EMT to assist
3. For Students/staff confined to a wheelchair:
 - a. A designated area out of the evacuation path should be established where student/staff can wait for assistance
 - b. Designated staff should be assigned to assist wheelchair users either down stairs or using other approved methods of transport
 - c. Students/Staff confined to wheelchairs should be evacuated immediately AFTER all regular traffic if no other method of transport is available.
 - d. Transportation of Students/staff in wheelchairs should be completed by staff trained in using Chair Carry, Fore-and Aft Carry, Two-hand/Four-seat, or Evacuation Chair methods

8F-C. Evacuation of Injured Students and Staff: In the event that, during a regular evacuation, a Teacher/Staff member comes across an injured/immovable Student or Staff member, the following procedure should be followed:

- a) **Buddy System-** Teacher/Staff will either send assigned students with visible Buddy Teacher** to assembly Area, or collect assigned students from Buddy Teacher and escort them to Assembly Area while Buddy Teacher remains with injured/immovable Student/Staff
- b) **Teacher Solo With Assigned Students-** Teacher/Staff will leave injured/immovable Student/Staff, lead assigned class to Assembly Area, and immediately report the name, location, and condition of the injured/immovable person

***Personal Evacuation Plan-** Plan devised as soon as the school becomes aware that a student or Staff person is disabled. The plan is created to ensure safe evacuation during emergencies.

****Buddy Teacher-** Any teacher/staff available to assist her/his teammate during emergency

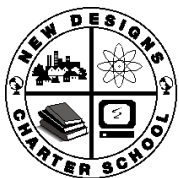
8. Emergency Response Plan and Procedures (*Continued*)

8G. Assembly Area and Evacuation Route Maps

1. On-Campus Assembly Area:

The On-Campus, or regular Assembly Area is the location of the school designated for all Students, staff and visitors to gather safely and report as accounted for. Pathways to the assembly area should remain unobstructed at all times to ensure safe travel to the Area. Pathways have been found obstructed occasionally, however, most notably by:

- Vehicles
- Heavy Equipment
- Temporary Structures



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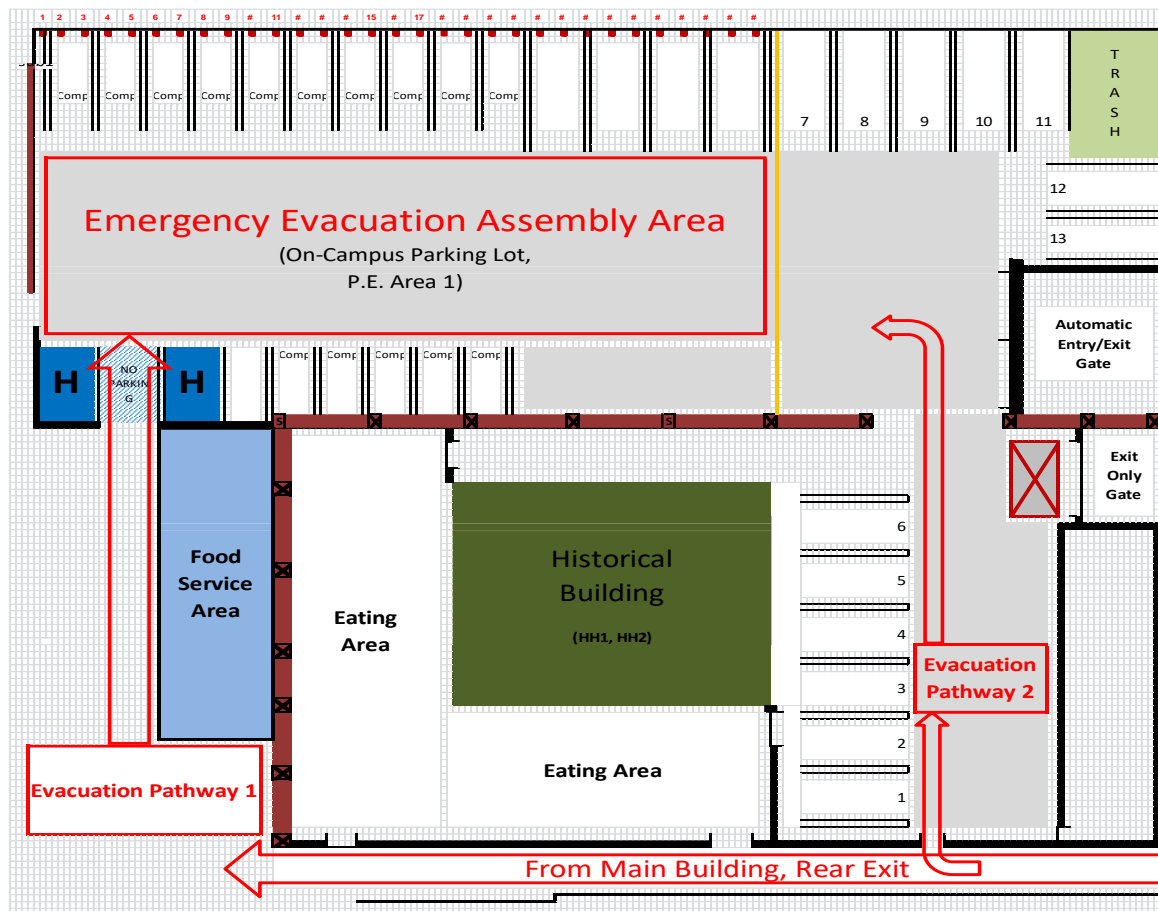
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Be advised that NDCS CMO may be forced to respond to unpermitted obstruction of evacuation pathways by loss of privilege, fines, or cure by tow if necessary.

Below: Evacuation Pathway and Assembly Area Map

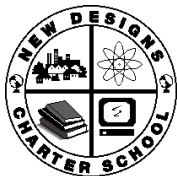


8. Emergency Response Plan and Procedures (*Continued*)

8G. Assembly Area and Evacuation Route Maps

2. Off-Campus Assembly Area:

In the case that the Incident Commander deems the entire site (including the On-Campus Assembly Area) too dangerous to remain in, the entire group may be prompted to relocate to the Off-Campus Assembly Area.



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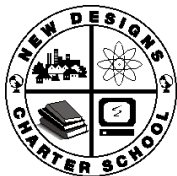
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INSERT COPIES OF ALL CAMPUS MAPS HERE



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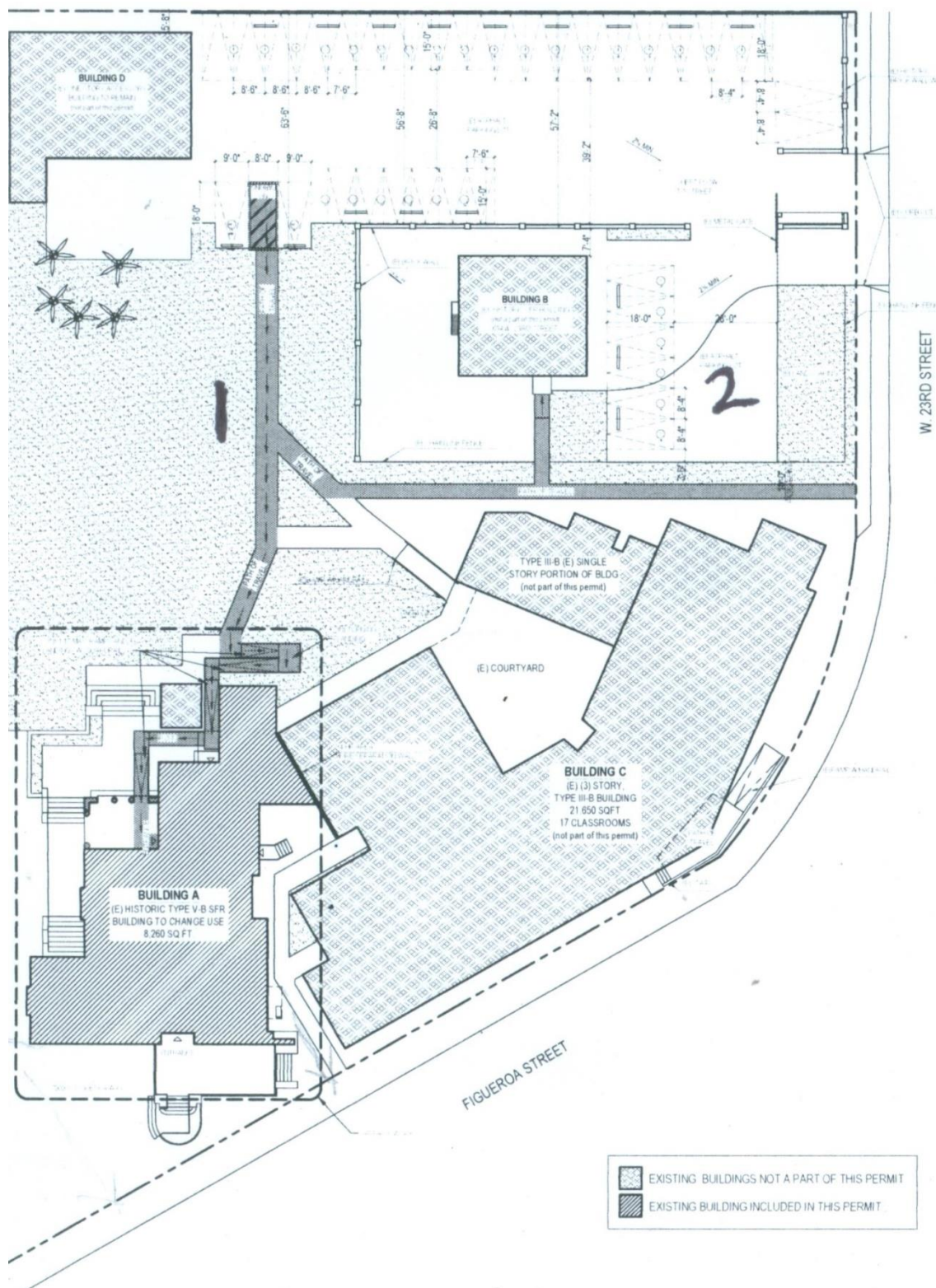
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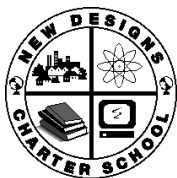
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1. Whole Campus Map





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8. Emergency Response Plan and Procedures (*Continued*)

8H. Evacuation Drill/Practice Procedures

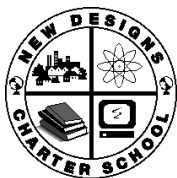
The following should occur in the event of a schedule evacuation drill:

***PRIOR TO DRILL**

1. Safety Coordinator & Administrators meet to discuss appropriate date/time for drill, expected outcomes, supplies necessary, staff training and best practices
2. Staff training on awareness and procedures during upcoming drill
3. Student training on awareness and behavior during drill
4. Facilities and Safety Teams are made aware of scheduled drill
5. Areas and supplies are checked and prepped
6. Fire Alarm Company/Fire Department are called to set system on TEST mode for two hours

****DURING DRILL**

1. Pull/Alarm station is engaged, Emergency announcement is made over the PA, or Teachers arrange their classes at designated time
2. Per Coordinator:
 - a. **Teachers** collect Red Emergency Binder and supplies, leave doors unlocked and propped open, dispatch student lines, and evacuate the building, head to Assembly Area
 - b. **Backup Incident Commander/Assembly Area Coordinator:** Collect Red Emergency Binder, supplies and bullhorn, head to Assembly Area
 - c. **Office Staff:** Collect Emergency Binder, current attendance roster, and supplies, head to Assembly Area
 - d. **Safety/Security Team:** Lock external doors, close fire doors, assist injured students, prompt students to move safely, quickly and silently, and head to Assembly Area
 - e. **Facilities Team:** Ensure that pathways are clear of obstructions and head to Assembly Area
 - f. **CMO, Unassigned Staff, and Visitors:** Head safely to the Assembly Area
 - g. **Emergency Response Team:** (Except for Backup IC/AA Coord) Collect Red Emergency binder and appropriate supplies, head to Command Post
 - h. **Safety Coordinator:** evaluate execution of procedures and take notes to be compiled during Evaluation
3. Once at the Assembly Area, Teachers line up students as assigned, seat students, and take roll. Roll sheets should be turned in immediately to the Assembly Area Coordinator
4. Once all students, staff and visitors are accounted for and area is considered safe to return to, Incident Commander directs an ALL CLEAR, and students are released back to their classes supervised by their teachers
5. Once the entire school has resumed regular operation Safety Coordinator evaluates the drill for student/staff direction following, speed and efficiency, hazards, and opportunities for increased safety or additional training
6. Safety Coordinator shares the Drill Evaluation with the ERT/Administrators, and updates binder



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School Safety Plan

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8. Emergency Response Plan and Procedures (*Continued*)

8I. Fire Response Procedures

Fires may occur at any time in almost any structure, and usually, a fire is totally unexpected. The longer a fire is undetected, the more severe and dangerous it can become. A definite plan of action is needed for each occupied area to ensure that the maximum effort is made to protect the occupants and the buildings involved.

Fire Prevention and Safety

1. A minimum of 36in (3 feet) free and clear space should be maintained in all doorways and aisles within each classroom or office. Furniture, equipment or other materials which reduce these pathways to less than 36in must be relocated.
2. Ensure that all exits are clearly marked and free of clutter.
3. Ensure that your classroom Evacuation Map is visible at all times, and that you are familiar with the location of all extinguishers and pull stations
- 4.

Teacher Response Procedures

1. Any person discovering a fire should **immediately activate the fire alarm** at the nearest pull station
2. Assuming the person is an adult, that person should also immediately call 911 to report the fire
3. If safe to do so, Teachers should close doors and windows and/or extinguish the fire if possible
4. If appropriate, use the fire extinguisher to attempt to extinguish the fire. While attempting to extinguish the fire, the user should keep a free exit path to her/his back to prevent becoming trapped by the fire. (*If one extinguisher does not put out the fire, do not attempt to find an additional one. Close off the area as best as possible and exit the building immediately.*)
5. Teacher should evacuate the area of all students. Teachers should **also take the assigned Red Emergency Binder and Backpack with them to the Emergency Assembly Area**
6. Once arranged in the appropriate space in the Assembly Area, Teachers will continue to supervise their students, take roll, and communicate to IC any missing or injured students.
7. Once evacuated, students and staff are not permitted back into the building until the incident is announced "All Clear" by the Incident Commander



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8. Emergency Response Plan and Procedures (*Continued*)

8J. Emergency Reunification Plan

In the event of a disaster or situation that causes the Site and/or area become too dangerous to occupy, a plan should be in place to organize staff efforts while they keep students safe, comforted, and well supervised, while school officials work to reunify students with their parents as quickly as possible. The following procedures should be enacted in such an event:

*PRIOR TO REQUEST/REUNION PROCEDURE

1. ERT Accountability & Reporting Coordinator (Main Office Manager) ensures that all student records and contact information is up to date, that remote access to student information is available during emergencies, that all necessary paperwork and supplies are organized and easily movable, and the office staff is trained to execute procedures properly
2. Assembly Area Coordinator ensures that all AA Team members are trained on how to respond accordingly during disasters
3. Safety Coordinator ensures that all Emergency Response Team, Safety Team, and Facilities Team members are trained to respond and assist during disasters
4. Locations are set for Request/Reunion table, chairs, and equipment
5. Two-way radios are available for this procedure

**DURING REQUEST/REUNION PROCEDURE

Following a serious emergency/disaster and appropriate evacuation to Assembly Area, Incident Commander orders Emergency Reunification procedures to begin, prompting the Accountability & Reporting Coordinator to mobilize the Request/Reunion Team. The Assembly Area Coordinator and Team manage student phone calls to parents via cellphone to alert parents to the need to pick up their students immediately.

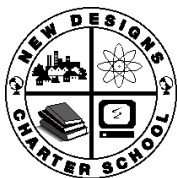
REQUEST GATE TEAM is assembled at small exit gate on 23rd.

Necessary Equipment/Supplies: Table, 1-2 chairs, Student Emergency Cards, Student rosters, emergency release cards, 1 box of pens, 1 two-way radio, 1 bullhorn

1. **Stations:**
 - a. **Team Member 1(M1)** will be stationed at the table entering student and family information on Emergency Release cards.
 - b. **Team Member 2(M2)** will be stationed INSIDE campus at the gate, receiving and verifying driver license/ID cards, and then returning ID and Release cards to families
 - c. **Team Member 3(M3)** will be stationed OUTSIDE of the gate, maintaining orderly lines, answering questions, and directing families with Release cards to Reunion Gate
 - d. **Team Member 4(M4)*** will support any other post noted above, as necessary and directed by Accountability and Reporting Coordinator (* *In case there IS a 4th member*)
2. **Procedures:** As Parent/Guardian approaches gate, M2 asks her/him what student(s) are being requested, for ID, and enters the name(s) of the student(s) on the card. M2 hands the card and ID to M1. M1 checks the requestor's name against student Emergency cards for permission to collect student(s). Once verified, M1 enters necessary on card and passes both card and ID back to M2, who in turn returns the card to the requestor and directs them to **the Reunion Gate, located on Figueroa Way, in front of the White House.**



23rd St. Exit Gate



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8. Emergency Response Plan and Procedures (*Continued*)

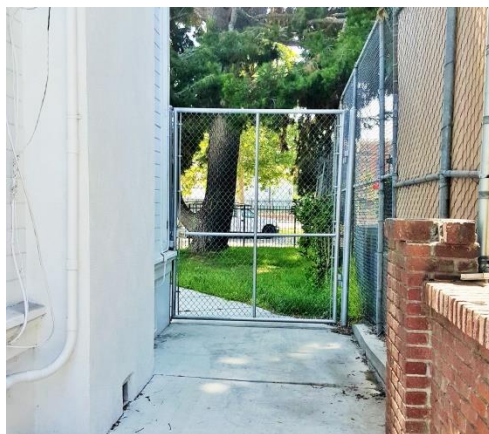
8J. Emergency Reunification Plan (*Continued*)

RUNION GATE TEAM is assembled at Emergency Exit gate on Figueroa Way

3. **Necessary Equipment/Supplies:** Table, 1-2 chairs, Student Emergency Cards, Student rosters, large file box, 1 box of pens, 2 two-way radios, 1 bullhorn
4. **Stations:**
 - a. **Team Member 1(M1)** will be stationed at the table verifying information on the Emergency Release cards
 - b. **Team Member 2(M2)** will be stationed INSIDE campus at the gate, receiving verified cards, calling for students on the radio, and opening/closing gate to reunite families
 - c. **Team Member 3(M3)** will be stationed at the White House Gate, verifying student requested, and allowing verified students to pass into reunion area
 - d. **Team Member 4(M4)** will be stationed OUTSIDE of the gate to maintain order and direct families unaware of the process to the Request Gate as necessary
5. **Procedures:** As Parent/Guardian approaches gate, M1 asks her/him for Emergency Release Card and ID, and verifies both. M1 gives the Parent/Guardian back the ID, and places the card on the table for M2 to call. M2 calls the Assembly Area Coordinator via two-way radio to request students. The Assembly Area Coordinator announces the student's name, and assigned teachers ensure that the student moves to the AA Coordinator quickly. The AA Coordinator sends the student to the White House Gate. M3 receives student and verifies that student was called for at the Reunion gate. Once verified, M3 allows student to enter the Reunion Area. M2 reunites the student and family, allowing the student to leave the gate, and shuts the gate behind them to prevent anyone from entering. M2 then signs off on Emergency Release Card and places it in Emergency Release Card File Box



Figueroa Way Gate



White House Gate

REQUEST/REUNION GATE PROCEDURES continue until all students have been reunited with their families, or until authorities respond to collect students who could not make contact with families. Once the procedures either do not require heavy staffing or have concluded, the Incident Commander will release appropriate staff from duty.



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8. Emergency Response Plan and Procedures (*Continued*)

8K. Early Release Request / Emergency Release Form

Insert Copy of 2016-2017 “Early Release Request / Emergency Release Form”

	New Designs Charter School, University Park Campus School Safety Plan 2303 South Figueroa Way, Los Angeles, CA 90007 Tel: (213) 765-9084 Fax: (213) 765-0139 www.newdesignscharter.net		
Safety and Security Department: Early Release Request / Emergency Release Form			
<input type="text"/>	<input type="text"/>		
Date	Time		
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Student Last Name	First Name	Grade	DOB
<div style="border: 1px solid black; padding: 5px;">I am requesting the early release of this student for the following reason(s) </div>			
*This student is being released early by an Administrator for the rest of the day and should not return to Campus or School boundaries unless accompanied by a Parent/Guardian and cleared by an Administrator due to:		<div style="border: 1px solid black; padding: 5px;"><input type="checkbox"/> Safety Concern/School Emergency <input type="checkbox"/> Disciplinary Concern/Suspension</div>	
<input type="text"/>	<input type="text"/>	<input type="text"/>	
Requestor Last Name	First Name	Relationship to Student	
Parent/Guardian – Release of student by phone <input type="text"/>		Photo ID	
Release of Student via Phone Authorized By:			
Parent/Guardian Phone Number ()			
Parent/Guardian Signature			
Administrator Signature:			Date
Main Office Personnel Signature:			Date
Front Desk/Security Personnel Signature:			Date
IN CASE OF EMERGENCY EARLY RELEASE, COLLECT THIS FORM AT REQUEST GATE, AND THEN PRESENT THIS FORM AND PHOTO ID AT REUNION GATE TO COLLECT YOUR CHILD. YOU MUST BE ON THE CHILD'S EMERGENCY CONTACT LIST AND HAVE A PHOTO ID WITH YOU TO COLLECT A CHILD.			



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8. Emergency Response Plan and Procedures (*Continued*)

8L. Armed Intruder / Shots Fired / Active Shooter / Hostage Situation

General Information and Procedures

Although any situation involving an active shooter or hostage situation can be very frightening, it is extremely important that anyone found in such a situation remains calm. If possible, move yourself and those under your care away from the threat and inform the IC of the situation. Of course, it is also very important that you call 911 as well. Responders will typically need to know:

1. School name and location
2. Suspect description and direction of travel
3. How many shots have been fired
4. Your location on campus
5. In what building is the activity occurring
6. Hostage information: victims, condition, etc.
7. What demands, if any, have been made

It is also important to remember that, until the situation is resolved, **EVERYONE** is considered a suspect. Follow directions correctly and obey the police. Remember also that the job of resolving the incident belongs to the police.

Incident Commander Procedures

1. Direct 911 to be called
2. Declare a FULL Lockdown – NO RESPONSE
3. Isolate the area
 - a. If possible, begin a controlled evacuation. Move all non-ERT adults and students away from the affected area
 - b. Begin evacuation from areas closest to affected area
4. Direct that all appropriate notifications be made
5. Secure the Main Office and entrance of the school (if safe to do so)
6. Await the arrival of the police and provide assistance as requested.
7. If the decision is made to evacuate the unaffected portion of the school, it is critical that ERT maintain accountability for all evacuated students and staff.
8. Facilitate the efforts of the police

Teacher Response Procedures

1. **If directly involved**, Teachers should follow the directions of the intruder
2. Attempt to request help if it can be accomplished without placing yourself or others in danger
3. Await the arrival of the police
4. If students are involved as victims, attempt to keep them calm and minimize their involvement with the intruder
5. Don't agitate, threaten or attempt to intimidate or disarm the intruder
6. **If not directly involved**, Teachers should follow directions quickly and without comment
7. When notified of a FULL Lockdown – NO RESPONSE, Teachers should:
 - a. Lock Doors- door is not to be opened for ANYONE. All doors are to remain locked and shut until the "All Clear" code is announced or until law enforcement or school officials gain access to rooms using master keys.
 - b. Direct students to DUCK, COVER, and HOLD in the safest places possible.
8. Be prepared to account for all students under their care and control
9. Be prepared to evacuate immediately if directed to do so by IC or police. Follow regular evacuation procedures, but be prepared for a controlled evacuation as well



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8. Emergency Response Plan and Procedures (*Continued*)

8M. Bomb Threat / Device Found

General Information and Procedures

In the event that the school receives a message indicating that a bomb will be detonated on campus, or that a device suspected to be a bomb is discovered on campus, special precautions should be made to preserve the message, avoid using electronics that might detonate the device, and evacuate the building of all occupants safely without the use of electronics.

Incident Commander Procedures

Bomb Threat

1. Evaluate the threat and determine if building evacuation is necessary
2. If threat is deemed valid:
 - a. Call 911- advise that the school has either received a bomb threat or found a device
 - b. Activate ERT
 - c. **TURN OFF** all two-way radios
 - d. **TURN OFF** school bell system
 - e. **DO NOT USE** school PA system
 - f. **DO NOT USE** the school fire alarm system to evacuate the building
3. Dispatch ERT to notify each classroom of the need to evacuate the school. During this action, ERT should conduct a limited search of common areas of the school
4. In consultation with police/fire officials, determine when it is safe to re-enter the school building

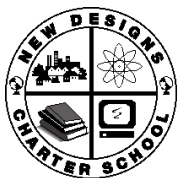
Device Found

1. Call 911- advise that the school has either received a bomb threat or found a device
2. Activate ERT
3. **TURN OFF** all two-way radios
4. **TURN OFF** school bell system
5. **DO NOT USE** school PA system
6. **DO NOT USE** the school fire alarm system to evacuate the building
7. Dispatch ERT to the classroom where the device is located. Conduct an evacuation of classrooms above, below, and on either side of the classroom, and then increase the size of the evacuation to include the rest of the school
8. Precautions should be taken to conduct the evacuation in such a way as to avoid creating an unstable environment or exacerbate the situation

Teacher Response Procedures

1. Upon receipt of notification to evacuate the school due to bomb threat, Teacher s should conduct a limited search of classrooms to determine if any strange or unknown objects are present
2. In the case that a suspicious device is found, **UNDER NO CONDITION SHOULD AN ATTEMPT BE MADE TO TOUCH OR MOVE THE DEVICE**. Immediately send word to the ERT or IC, and move to procedure #3
3. Teacher should evacuate the area of all students. Teachers should **also take the assigned Red Emergency Binder and Backpack with them to the Emergency Assembly Area**
4. Once arranged in the appropriate space in the Assembly Area, Teachers will continue to supervise their students, take roll, and communicate to IC any missing or injured students.

Once evacuated, students and staff are not permitted back into the building until the incident is announced "All Clear" by the Incident Commander



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8. Emergency Response Plan and Procedures (*Continued*)

8N. Airborne Contaminants

The U.S. NHSRC has conducted a comprehensive study that confirms the potential effectiveness of the U.S. DHS guidelines for safe havens to protect against a hazardous release in the event of a terrorist attack or accident.

Sheltering-in-place can be 500 times safer than staying outside under the following conditions:

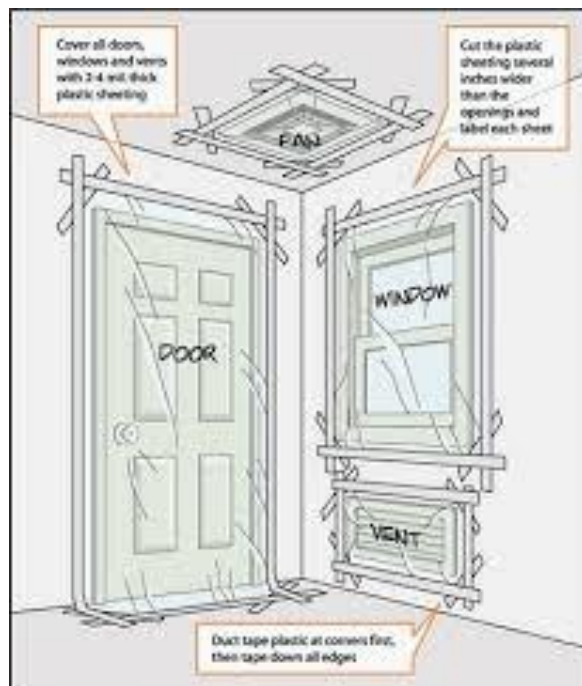
1. Occupants enter the shelter before the arrival of the contaminant
2. Occupants exit the shelter as soon as the contaminant passes over
3. The contaminant passes over quickly

Incident Commander Responsibilities

1. Immediately direct staff to remove students to Shelter- In-Place. Utilize classrooms, offices, and other rooms within the school, preferably those with the fewest number of windows.
2. Instruct staff to lock all doors, close all windows, and close air vents
3. Direct ERT to turn off fans, air conditioning, and forced heating systems
4. Instruct all staff members to seal all windows, doors, and air vents with plastic sheeting and duct tape.
5. Contact 911.

Teacher Response Procedures

1. Upon receipt of notification to remove students to Shelter- In-Place, Teachers should utilize classrooms, offices, and other rooms within the school, preferably those with the fewest number of windows.
2. Teachers should lock all doors, close all windows, and close air vents
3. Teachers should be prepared to improvise and use what materials are available to seal gaps so that a barrier is created between the air in the containment room and any contamination.
4. Teachers should watch TV, listen to radio, or check information often for official news and instructions as they are made available by local authorities.
5. Listen for instructions from the IC and remain in place until the IC has determined that the situation is "All Clear".





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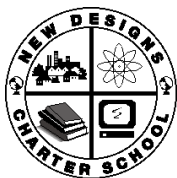
8. Emergency Response Plan and Procedures (*Continued*)

80. Utility Failure or Loss

The following procedures address response to situations involving loss of water, power, or other utilities to the Site. These procedures should also be followed in the event of the discovery of a gas leak, exposed electrical lines, or breaks in sewer lines.

General Procedures

1. Communicate any observed loss of power failure or loss of utility IMMEDIATELY to the Main Office (or Administrator in the area)
2. Main Office Staff or Administrator will communicate concern to the Facilities Manager, Custodial Staff, or directly with local authorities as appropriate
3. In case of a building-wide power outage- Facilities Team should immediately check elevators for stranded occupants and to caution area to prevent anyone from trying to board during outage
4. Locate and use FLASHLIGHTS as alternative means of light. DO NOT USE CANDLES<, LIGHTERS OR ANY OTHER FLAMMABLE MEANS OF LIGHT SOURCE
5. Turn of sensitive equipment (such as computers) to avoid damage if power returns suddenly, and any appliances (such as refrigerators) to avoid surges once power is restored
6. Safety Coordinator- check Fire Alarm System for operation on a second power source.
7. Safety Coordinator – Assess need for assistance from utility company
8. Incident Commander – Consider the need for evacuation, or emergency dismissal based on the threat to safety, amount of time it will take to restore power, or cope with weather conditions
9. CMO – Inform the Board as appropriate if the School is planned to be without electricity for an extended period of time
10. Logistics Coordinator – Plan to use school emergency supplies as appropriate to compensate for losses
11. **If loss of utility may generate a risk of explosion**, Incident Commander should :
 - a. Call 911 immediately
 - b. Determine the appropriate response command (Lock-down or Evacuation)
 - c. If an explosion occurs:
 - i. Duck, Cover, Hold Procedures
 - ii. Evacuate the building if safe to do so
 - iii. Continue to evacuate to at least 300ft away from the building, including off-campus Assembly
 - iv. Take roll and account for all.
 - v. Initiate Emergency Release Procedures
 - vi. Contact City/County officials to demine when the building will be reopened



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8. Emergency Response Plan and Procedures (*Continued*)

8P. Emergency Supplies and Storage

In the event of an emergency which calls for an extended amount of time, emergency food and water rations are stored on campus, and more specifically, in each classroom.

Each classroom is assigned the following:

1. Emergency Procedures and Instructions Binder
2. Red Emergency Backpack
3. 24 hours' worth of food and water for 32 students and 1 adult
4. Emergency lavatory bucket
5. 5+ Garbage bags
6. 2 rolls of toilet paper
7. 1 flashlight
8. Emergency gloves (outdoor)
9. First aid kit
10. Evacuation map

These items should be stored in an area which allows the user to access it easily, and simultaneously keep the items safe from tampering.



These items should be used for emergency use **ONLY!**

Teachers/staff should report immediately to Safety Coordinator if emergency supplies have been tampered with, are missing, or need to be replenished.



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**INSERT ADDITIONAL EMERGENCY
RESPONSE PROCEDURES HERE**



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9. Site Security Information and Procedures

9A. Two-Way Radio/Communication Procedures

General Information

New Designs Charter School currently uses a set of 20-30 FM Hand-held Transceivers, or two-way radios, as its emergency communication system. The BASE, or central radio is located in and assigned to the Main Office, and all other radios are assigned as satellites to that Main Office station. Communication may either be held one-on-one between to immediate parties, or instead communicated through the Main Office.

Regular Use

As with most two-way radios, regular use will involve 4 main parts of the radio, namely:

1. **VOL/PWR-Power/Volume Button:** Knob to the furthest right of the top of the radio. Turn clockwise past the click to power ON the radio. Turn incrementally more clockwise to increase the volume of the radio, turn counter-clockwise past the click to turn the radio OFF
2. **CH- Channel Selector Button:** Knob on the top center of the radio. Turn clockwise to select what channel you wish to communicate on.
3. **TALK – Communication Button:** Longest button on the left side of the radio. Press in and hold button to communicate with others. Release to listen to radio transmission.
4. **Antennae:** Used to aid transmission over long distances. Do not bend, swing, or remove the antennae, or hold the radio by it

PRELIMINARY STEPS

- ☐ Install a charged battery pack onto the transceiver, as described previously.
- ☐ Screw the supplied antenna onto the Antenna jack. Never attempt to operate this transceiver without an antenna connected.
- ☐ If you have a Speaker/Microphone, we recommend that it not be connected until you are familiar with the basic operation of the BC95.

OPERATION QUICK START

- ☐ Turn the top panel's **VOL/PWR** knob clockwise to turn on the radio on.



- ☐ Turn the top panel's **CH** selector knob to choose the desired operating channel.

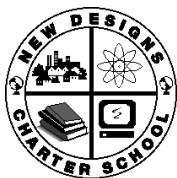


- ☐ Rotate the **VOL/PWR** knob to set the volume level. If no signal is present, press and hold in the **Programmable** key assigned to "**SQL OFF**" for more than one second; background noise will now be heard, and you may use this to set the **VOL/PWR** knob for the desired audio level.



Before starting, note that anyone with a radio, including people with radios on the same frequency but NOT from New Designs, can hear your transmissions, so be careful about what you mention on the radio. Communicate briefly, clearly and professionally, and always consider asking the location of your target to speak with them in person. Confidential or private information (including student information, passwords, employee status) should NEVER be shared via radio.

Radios are assigned to key role players in the Emergency Response Plan. The above noted, anyone issued a radio should be available to respond to it during all hours on duty. To be more specific, every person issued a radio should be available to respond, even when there is no emergency or when that person is the only person on campus wearing a radio. Every person issued a radio should be aware that if ANYONE is in need of assistance, they might be trying desperately to get to a radio so they can request it – and anyone issued a radio is part of a team that will respond and try to provide that assistance.



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9. Site Security Information and Procedures (*Continued*)

9A. Two-Way Radio/Communication Procedures (*Continued*)

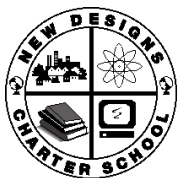
Radio Assignments

Radios are assigned according to roles and importance in the Emergency Response Team process. To help keep identities and information safe, radio assignment numbers are used to identify communicators instead of names, for instance, “ND 3 to ND 7, please come in...”, again, communication using this method keeps identities secure. Current radios assignments are as follows:

New Designs Charter - Emergency Radio Information										
	Make	Model	Ser #	ND #	Issued to:	Assignment	Stored Location	Emergency Assignment	Issue Date	Cond .
1	Vertex Standard	VX231	9N158573	0	Macias, Maria	Base	Main Office		3/9/2016	Good
2	Vertex Standard	BC95	1M080577	0	Castillo, Bryan	Base 2	Main Office		3/9/2016	Good
3	Vertex Standard	BC95	1U3B203730	0	Castro, Meredith	Base 3	Main Office		2/17/2017	Good
4	Vertex Standard	VX231	9N15871	1	Okaiteye, Paul	Director 1	WH CEO		3/14/2016	Good
5	Vertex Standard	BC95	1U5M290167	2	Rayos, Lizzie	Director Asst.	WH AD		3/9/2016	New
6	Vertex Standard	VX231	1P5GO60481	3	Gyesaw, Dr. Stephen	Principal	103	IC	3/9/2016	New
7	Vertex Standard	VX231	1P5J040165	4	Smith, Kim	Asst. Principal	206	Bacup IC	3/9/2016	New
8	Vertex Standard	VX231	1P5J040174	5	Jackson, Devon	Dean	320		8/22/2016	New
9	Vertex Standard	VX231	1P5GO60479	6	Trejo, Lennox	Safety Coord	201		3/9/2016	New
10	Kenwood	TK-3202L	90303742	7	Ekanayake, Wasana	Counselor	216		8/26/2016	Used
11	Vertex Standard	BC95	1M080549	8	Bravo, Jaime	Safety 1	201		3/9/2016	Good
12	Vertex Standard	BC95	1M080579	9	Martinez, Medardo	Safety 2	201		3/9/2016	Good
13	Vertex Standard	BC95	1M080573	10	Lopez, Bernice	ASP Coord	201		9/13/2016	Good
14				11						
15	Vertex Standard	BC90	9J060863	12	Boakye, Paul	Facilities Manager	200		3/9/2016	Good
16	Vertex Standard	BC95	1U3B203729	13	Gonzalez, Juan	Facilities 1	201		3/10/2016	Good
17				14						
18	Vertex Standard	BC95	1U2B131562	15	Gonzalez, Anna	Facilities 4	201		3/10/2016	Good
19	Vertex Standard	BC95	1U3B203728	16	Oppong, Evans	Facilities 3	201		3/10/2016	Good
20	Vertex Standard	BC95	1U5M300001	20	Mr. Bawa, Guard Service	Gate Guard	201		4/15/2016	New
21	Vertex Standard	BC95	1M080578	21		ASP 1	201		4/25/2016	Used
22	Vertex Standard	BC95	1M080580	22		ASP 2	201		4/25/2016	Good
23	Vertex Standard	BC90	9J060862	23		ASP 3	201		4/25/2016	Good
24	Vertex Standard	BC90	9J060869	24		ASP 4	201		4/25/2016	Used
25	Vertex Standard	BC95	1U5M290168	25		ASP 5	201		4/25/2016	New
26	Vertex Standard	BC90	9J060869	26		ASP 6	201		9/13/2016	Used
27	Vertex Standard	VX231	9n158574	27	Osuji, Sam	ASP 7	303		9/13/2016	Used
28	Kenwood	TK-3202L	90303745	30	Medrano, Maria	PE 1	201		3/10/2016	Good
29	Kenwood	TK-3202L	90303747	31	Milstead, Michael	PE 2	201		3/10/2016	Good
30	Kenwood	TK-3202L	90303749	32	Mensah, Emmanuel	PE 3	201		3/10/2016	Good
31	Vertex Standard	BC95	1U5M300002	BX						New

Radio “10 Codes” are universal, number-based responses that serve as quick responses in times of emergency. Below is a short list of some of those codes:

10-3	Stop Transmitting	10-21	Call By Phone
10-4	OK, Message Received	10-23	Stand By
10-5	Relay Message	10-24	At Assigned Post/Task completed
10-6	I’m Busy, stand By	10-32	Radio Check
10-9	Repeat Message	10-34	In Trouble, Need Assistance
10-12	Visitors Present	10-39	Message Delivered
10-20	What Is Your Location?	10-62	Cannot Copy, Use Phone
10-100	Need to Use Restroom	10-99	Task Completed, Units Secure



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School Safety Plan

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9. Site Security Information and Procedures (*Continued*)

9B. Keys & Related Security Procedures

Keys- General Information

New Designs Charter School may issue keys to its employees depending on responsibility or need for area access. The range of issue may vary greatly from the point of low responsibility (for example, a temporary Teacher's Assistant, who may not be issued any keys, to the principal or Facilities Manager, who most likely have keys to access ANY door/space). The issue of any key accompanies a significant amount of responsibility. Misplaced or misplaced keys could result in long-term loss and/or reduced safety, which makes key maintenance a serious School concern.

Key Issue

Keys are logged and issued by the Facilities Manager. For an employee to receive keys s/he must fill out a Key Responsibility Agreement and sign off that s/he is aware of all rules concerning key management. The agreement also addresses reporting procedures to follow in the case of lost or stolen keys, and fines that New Designs may apply if appropriate.

Damaged, Lost, or Stolen Keys

Every employee issued a key or set is expected to report the incident immediately to The Facilities Manager or Safety Coordinator in the event of a lost or stolen key. Even if the employee is concerned about the potential fine that may be applied for the misplaced key, early reporting may allow the school to adapt to prevent loss or damage, which would also minimize the fine that the employee would have to pay. **Facilities Manager- Mr. Paul Boakye ext. 218 Safety Coordinator- Mr. Lennox Trejo ext. 217**

Found Keys

Keys found should be turned in to the Facilities Manager, Safety Coordinator, or Main Office Manager immediately. **DO NOT PLACE LOST KEYS IN SCHOOL MAILBOXES OR OTHER UNSECURE STORAGE AREA.** If necessary, report the found key and hold onto it until one of the people noted as responsible is available to collect it.

Daily School Open/Close: Key Protocol

Keys are issued to employees for use during regular school hours. Exceptions to this expectation are events such as after school program, Saturday school, or special staff event involvement. In every other case, employees should request permission from an Administrator to gain access to their classrooms or offices outside of regular School hours.

The building is available for regular use between the hours of 7:00am and 7:00pm Monday through Friday, and 8:00am to 1:00pm on Saturdays (on Saturday School days). Employees should request permission from and administrator if intending to use any area of campus outside of these hours.

Year-End Key Return

Keys should be returned to Facilities Manager or Safety Coordinator within 3 business days after the last day of school. Once the key is returned, employee responsibility for the key and space is nullified.



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9. Site Security Information and Procedures (*Continued*)

9C. Alarm Systems Protocol

1. Burglar Alarm System

NDCS UP Campus currently uses ADT* as a service provider for burglar alarm response and police dispatch. In the case that the alarm is triggered and the passcode is not entered within 30 seconds, an alarm will sound and police will be dispatched to the Site. Just before dispatch, however, an ADT representative will call the NDCS Safety Coordinator to verify that the alarm is not a false call. The representative will ask for a code which authorizes the company to call off the incident, or else the police will be sent to the NDCS Site

LOCK DOORS/WINDOWS TIGHTLY-To set the alarm, the building must first be set up so the system can ready itself. All windows and doors which lead to the exterior of the building should be shut tightly and in such a way that sensors are in line with one another. Special care should be taken to ensure that doors are tightly shut and not just **APPEAR** so; in many cases, the lighter, glass doors are blown or pushed open because they were not shut tightly. Doors not shut properly when the alarm is armed will most likely trigger alarms shortly after they are set.

Motion Sensor Note - The system is also attached to motion sensors, which can detect even slight movement after alarms are set and buildings are empty. The motion sensors make it very important that all windows are shut and locked, as windows left ajar may allow small mammals and birds to enter sensor-covered areas, thus triggering alarms. Special note, be aware that a keypad cannot arm itself if people are still moving in an area- including the person at the keypad station. Stand still for several seconds before expecting the pad to read “READY”

Arming/Disarming the Keypad- Once the building is clear of all occupants (except for the person arming the alarm), all doors and windows are shut securely and locked, and nothing is moving to prevent the motion sensors from clearing, the keypad will power a green led light next to the “READY” display. At this point, punch in the appropriate **ARM** code to allow the system to protect itself. You will be allowed 60 seconds once the alarm is set to exit the building and close that exit securely.

To **DISARM** the system, enter the building as normal, and punch in the appropriate DISARM code. You will be given 30 seconds to do so before ADT automatically sends the police to the Site.





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9. Site Security Information and Procedures (*Continued*)

9C. Alarm Systems Protocol (*Continued*)

2. Fire/Life Safety System

NDCS UP Campus currently uses at least 2 service providers for its Fire/Life Safety systems. All four buildings have separate alarms which do not communicate with one another, a situation complicated by the fact that two of NDCS's buildings are considered Historical Buildings, which are very well protected from change by the community.

The Main Building uses a Cintas AFP-200, and the Historical Buildings use SilentKnight Intellinight 5820XL-EVS.



**AFP-200
Main Building, Front Desk**



**5820XL-EVS
White House Historical Building, Fig Entrance**

**5700 Communicator
Green Historical Building**

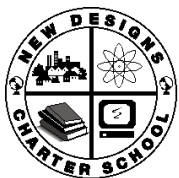
In the event of an alarm sound, Emergency Evacuation procedures begin immediately. Before the Main Office is cleared, the Main Office Manager will announce to the evacuation be followed. lock the exterior

entire campus that procedures should Security Staff will doors and ensure that all fire doors are closed.



As the evacuation is in process, The Safety Coordinator and Plant Manager head to the annunciator for the building in which the alarm is sounding, unlock it, and scroll down on the main screen until they find where the alarm was triggered. The plant Manager should remain at the machine while the Safety Coordinator heads to the scene to determine if either a fire or similar emergency triggered the system, or if a pull station was activated. Assuming the latter, The Coordinator will announce that the system may be cleared as soon as it is safe to do so.

9. Site Security Information and Procedures (*Continued*)



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9D. Security Camera Operation and Protocol

NDCS UP Campus currently uses iVMS-4200 as its digital platform for security camera management via internet servers. The system provides monitor ability of the building's exterior, interior halls and stairs, on-campus outdoors area, and all classrooms using over 60 small, inconspicuous fish-eye lens cameras.



Fish-eye Camera

The iVMS Camera view management system provides regular and reverse view, and also ability to rewind up to 30 days' worth of recorded view, switch to different views, set cameras as motion sensors, or view several camera feeds at once.



The cameras can be viewed remotely from several vantage points, in current case being the Principal's, Assistant Principal's, Dean of Student's and the Safety Coordinator's offices, as well as by Security Team staff at the Front Desk. Special care must be taken to protect the Front Desk camera feed from students, unauthorized personnel, parents, or any other person who is not permitted to monitor the cameras. The feeds should be turned off and locked away from view when the Front Desk is left unattended by the guard assigned there.

