

ENGAGE 360°



SAUSD

STANDARD OPERATING PROCEDURES
2015



EXTENDED LEARNING PROGRAMS

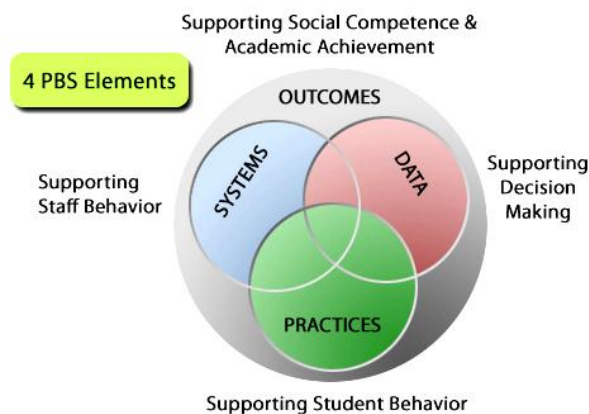
ENGAGE 360° PROGRESSIVE BEHAVIORAL PLAN



PBIS - POSITIVE BEHAVIORAL INTERVENTIONS

PBIS at Engage 360° After School Programs are designed to produce effective systems, which would generate positive attitudes, caring relationships, school spirit, strong work ethics, and a healthy learning community. In order to achieve this, the PBIS focuses on the following:

- **Outcomes:** academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- **Practices:** interventions and strategies that are evidence based. (How will you reach the goals?)
- **Data:** information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)
- **Systems:** supports that are needed to enable the accurate and durable implementation of the practices of PBIS. (What durable systems can be implemented in the classroom and school wide that will sustain this over the long haul?)



STUDENT CONDUCT & RESPONSIBILITY

In order to ensure a safe and orderly environment, all students are subject to the Engage 360° progressive discipline policy and Education Code 48900. As a condition of enrollment in SAUSD's Engage 360° After School Programs, all students and their parents have signed a Parent-Student Agreement Form. The Extended Learning Programs is committed to enforcing the responsibility of every student to conduct himself or herself in accordance with those policies. As a student and parent/guardian interacts with staff members, teachers, counselors, assistant principals, or the principal on discipline matters, measures will be clearly communicated to the student and the parents or guardians. This progressive discipline policy is a cumulative process extending over the entire year. The California Education Code governs all public schools in California. Section 48900 of the Education Code states that pupils are subject to the jurisdiction of school rules:

1. While on school grounds
2. While coming to or going from school
3. During the lunch period, whether on or off the campus
4. During, or while going to or coming from, a school-sponsored activity

The following infractions warrant immediate removal from program, suspension, referral to a Pupil Placement Committee, or expulsion: injury to persons; damage or theft of private or school property; possession or sale of

firearms, knives, explosives or other dangerous objects or look-alike weapons; possession, use or sale of alcohol, any controlled substance or drug paraphernalia; sexual harassment, assault or battery; harassment; intimidation or threatening of a witness in a school disciplinary proceeding.

Standards of Appearance

The purpose of the Santa Ana Unified School District's Dress Code Policy is to create an atmosphere where students can focus on the tasks related to being a high school student. It is expected that students' clothing and personal hygiene create a scholarly and safe environment where all students can be successful. Students' clothing should not be a distraction to school activities, create a hazard to the safety of others and/or become a disruption to the educational program. All students are required to adhere to the Dress Code Policy on a daily basis. An administrator will make the final determination of student's dress code infraction.

Monitoring of Student Expectations

In a collaborative effort, the staff of Engage 360° will monitor and re-teach student expectations throughout the year. This effort will be accomplished through:

- Site Coordinator classroom walkthroughs during Instructional Provider and Community Provider rotation periods
- Site Coordinator supervision during check-in times, rotation transition periods, snack time, and release times
- School wide student expectations assemblies presented by Site Coordinator and Instructional Providers
- Instructional Provider supervision during check-in times, rotation transition periods, snack time, and release times
- Engage 360° Staff and Community Provider meet-and-greet upon student entrance
- Engage 360° Staff and Community Provider implementation of classroom PBIS matrix
- Engage 360° Staff and Community Provider redirection of students and reminder of school wide expectations
- Implementation of behavior/academic interventions when needed

CLASSROOM MATRIX

A safe, quality learning environment is essential for student success. Students are expected to maintain this successful learning environment by following school wide and classroom expectations.

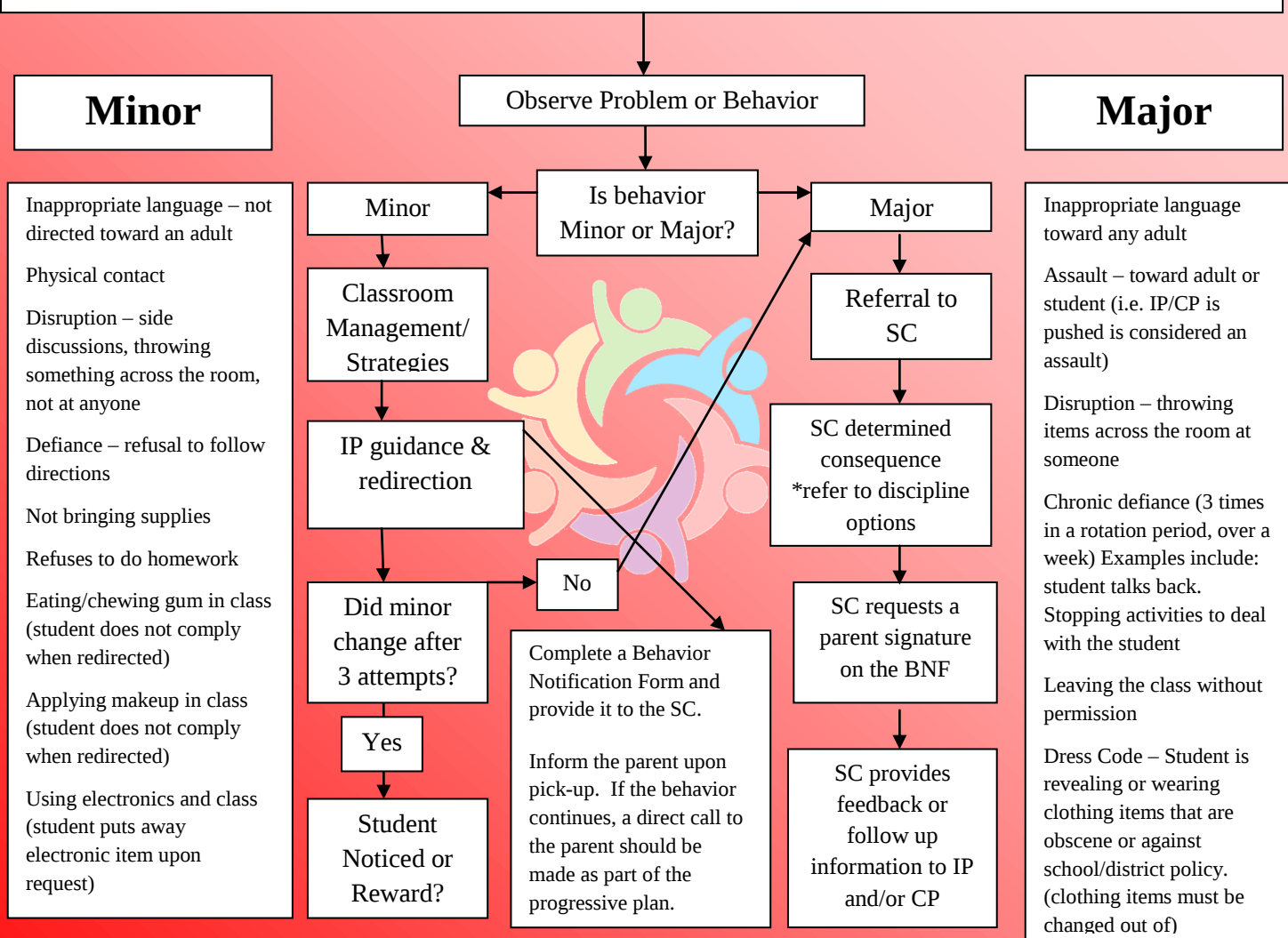
Engage 360° staff will develop a matrix with student input, within the first two weeks of school. Engage 360° staff will model and practice their classroom expectations with students.

School wide expectations will be communicated to students through:

- Instructional Provider
- Community Provider
- PBIS Motivational Assemblies
- Snack Rotation Announcements
- Individualized Student Conferences
- Parent/Student Conferences

Instructional Provider Discipline Options

“Effective and engaging student activities diminish behavior problems”



**Additional Site Coordinator Discipline Options
continue on the next page**

Site Coordinator Discipline Options

“Effective and engaging student activities diminish behavior problems”

Minor/Excessive Minors

- Student Conference
- Behavior Notification Form
- Parent Phone Call During/After Program Hours (Document phone call on Verbal Contact Log if excessive)
- Parent Conference
- No-Go List (Program Sponsored Activities and Fieldtrips)
- Behavior Contract/Behavior Support Plan
- Daily Student Behavior Feedback Log
- Change in Group and/or Mentorship Intervention Follow Up
- Teacher Work & Attitude Report
- Parent & Student Conference with the District Coordinator and or Site Principal

Observe Problem or Behavior

Is behavior Minor or Major?

Minor

SC guidance & redirection

Did minor change after 3 attempts?

Yes

Student Noticed or Reward?

No

Complete a Behavior Notification Form and provide it to the Parent & Office Staff.

Inform the parent upon pick-up. If the behavior continues, a direct call to the parent should be made as part of the progressive plan.

The SC may choose to send the student home early as a consequence if the behavior is extremely disruptive to the environment.

(ERC) Early Release Code “For the Best Interest of the Child”

Major/Excessive Minors

- Student Conference
- Parent Conference
- In-House Suspension: Individual Suspension from Enrichment or Community Provider Programs
- Change in Group and/or Mentorship Intervention Follow Up
- 1 day Suspension w/ Parent Conference & Mentorship Intervention Follow Up
- Multiple Day Suspension for serious incidents occurring during program hours (this may constitute an administrative suspension during the school day)
- Referral to Site Administration and/or District Coordinators
- Behavior Contract Revised with Suspension
- Referral to District Coordinators for Removal from Engage 360° Programs

Major

Refer to page 2 Progressive Discipline Procedures “Site Coordinator Progressive Discipline” for detailed steps

SC involves site Administration and/or Extended Learning Program Coordinator

Instructional Provider Progressive Discipline

Student consequences will depend upon the nature of the behavior issue as well as the student's history.

*****The sub-topics listed below target the most frequently occurred. For any other incidents, Instructional Providers are to respond appropriately and redirect students to the desired behavior. When in doubt, Instructional Providers are to consult with their Site Coordinator to determine the next appropriate strategies and or steps. Refer to the Progressive Discipline Procedures in the Staff Operations and Policies Handbook.***

Class/Enrichment Disruption/Defiance/Disrespect

*****This system may vary in steps as it depends on the behavioral card chart being implemented.***

- 1st offense: Instructional Provider/Community Provider redirects behavior (possible strategies: warning, problem solve with student, conference with student, proximity, etc.).
- 2nd offense: Seat change & redirect student
- 3rd offense: parent contact Behavior Notification Form
- 4th offense: Major – Call Site Coordinator for support. Site Coordinator will obtain facts related to the incident, assign appropriate progressive consequences, and provide adequate intervention in order to help prevent future incidents. Parent contacted.
- 5th offense: Major - Call Site Coordinator for support. Site Coordinator will obtain facts related to the incident, assign appropriate progressive consequences, and provide adequate intervention in order to help prevent future incidents. Parent contacted.

Not Bringing School Supplies

- 1st offense: Instructional Provider redirects behavior, provide loaner school supplies and will find a solution for homework compliance. Homework Communication Form filled out for the parent and teacher.
- 2nd offense: IP redirects behavior, provide loaner school supplies, and fill out a Homework Communication Form to the parent and teacher. Parent phone call.
- 3rd offense: IP redirects behavior, provide loaner school supplies, live contact with parent (if parent doesn't answer three attempts recorded) and write a Behavior Notification Form and turn into Site Coordinator. Site Coordinator will provide a copy to the teacher, administrator/counselor
- 4th offense: Major – Call Site Coordinator. Site Coordinator will obtain facts related to the incident, assign appropriate consequences, and provide adequate intervention in order to help prevent future incidents. Site Coordinator will call parents and provide copies of the Behavioral Notification Form and/or Homework Communication Form to the teacher, administration/counselor.
- 5th offense: Major – Call Site Coordinator. Site Coordinator will obtain facts related to the incident, assign appropriate consequences, and provide adequate intervention in order to help prevent future incidents. Site Coordinator will call parents and provide copies of the Behavioral Notification Form and/or Homework Communication Form to the teacher, administration/counselor.

Refusal to Complete Homework

- 1st offense: Instructional Provider redirects behavior (possible strategies: warning, problem solve with student, conference with student, proximity, etc.).
- 2nd offense: Instructional Provider redirects behavior and parent contact (voice mail ok).
- 3rd offense: Fun activity may be taken away and live parent contact. Write a Behavior Notification Form. Site Coordinator will provide the teacher a copy.
- 4th offense: Major – Call Site Coordinator. Site Coordinator will obtain facts related to the incident, assign appropriate consequences, and provide adequate intervention in order to help prevent future incidents. Site Coordinator will provide the teacher and/or counselor a copy.

5th offense: Major - Call Site Coordinator. Site Coordinator will obtain facts related to the incident, assign appropriate consequences, and provide adequate intervention in order to help prevent future incidents. Site Coordinator will provide the teacher and/or counselor a copy

General profanity

1st offense IP/CP redirect behavior (possible strategies: warning, problem solve with student, conference with student, proximity, prompts, model appropriate response, etc.).

2nd offense IP/CP redirects behavior, contact parent (Voice mail ok)

3rd offense IP/CP redirects behavior, Behavior Notification Form and parent contact.

4th offense: IP/CP redirects behavior, Behavior Notification Form. Site Coordinator will follow up with progressive consequences (such as suspension from activities, community service) and a parent contact.

5th offense: IP/CP redirects behavior, Behavior Notification Form. Site Coordinator will follow up with progressive consequences (such as suspension from activities, community service) and a parent contact.

Profanity directed towards staff

1st offense Major - Call Site Coordinator. Site Coordinator will obtain facts related to the incident, assign appropriate consequences, and provide adequate intervention in order to help prevent future incidents. Site Coordinator may change the student's rotation schedule for the day and provide the teacher and/or counselor a copy of the Behavior Notification Form. Parent Contact.

2nd offense: Site Coordinator must be called and the student will be placed on a behavior contract and may be issued a 1 day suspension from program.

3rd offense: Site Coordinator must be called and the Site Coordinator may issue a 2 suspension. Parent conference must be held on the day of the incident. Site Coordinator provides copies of Behavior Notification Forms to site administration and teacher.

4th offense: Site Coordinator must be called. Student is to be suspended for 5 days pending the request for program removal.

Site Coordinator Level of Progressive Discipline Options

(In addition to assigning student consequences, refer to page 2 of the Progressive Discipline Procedures for effective communication and intervention practices).

Student consequences will depend upon the nature of the behavior issue as well as the student's history

- Student Conference
- Parent Conference
- No-Go List (Program Sponsored Activities and Fieldtrips)
- Behavior Contract/Behavior Support Plan
- In-House Suspension: Individual Suspension from Enrichment or Community Provider Programs
- Change in Group and/or Mentorship Intervention Follow Up
- 1 day Suspension w/ Parent Conference & Mentorship Intervention Follow Up
- Multiple Day Suspension for serious incidents occurring during program hours (this may constitute an administrative suspension during the school day)
- Referral to Site Administration and/or District Coordinators
- Daily Student Behavior Feedback Log
- Teacher Work & Attitude Report
- Parent & Student Conference with the District Coordinator and or Site Principal
- Behavior Contract Revised with Suspension
- Referral to District Coordinators for Removal from Engage 360° Programs - Refer to "Referral for Student Removal Procedures" or "Referral for Immediate Dismissal Procedures".

In order to increase positive student behavior and reinforce the student conduct and attendance expectations, site coordinators will be out during transition periods, snack times, and CATCH times to monitor student expectations and program quality. Engage 360°'s administrative team will work to support student behavior and attendance in all necessary ways.

Site Coordinator Communication Process

- Behavioral Notification Forms: Copies with Site Coordinator progressive steps returned to IPs/CPs within 48 hours. Copies will also be provided to site administration and teachers.
- Suspension & In-House: IPs/CPs of the suspended student will be contacted. Teachers and administration will also be informed.

Student Behavior Documentation Process

- Violations are recorded on Behavior Notification Forms and filed in the student's file.
- Verbal Contact Forms are put in place for students that show patterns of non-compliance or conduct that interrupts activities or the safety of the program.

DISCIPLINE TERMINOLOGY

Behavior Contract

- Tracked every 6 weeks by the Site Coordinator
- Students are referred to site administration and district coordinators if they fail to show improved behavior within the 2nd revised contract

“No-Go” Policy

Any student who has not fulfilled required detentions, Saturday School attendance or other disciplinary actions may lose the privilege of attending school-sponsored activities. Students may be excluded from participating in:

- Attending fieldtrips (Fieldtrip supervisor is to enforce this)
- Athletic games
- Athletic participation during pre-season/season games, or tournaments (Coaches are to enforce this with their athletes)
- Extended Learning Program Assemblies
- School dances
- Other after-school sponsored student activities

In-House Suspension (all day)

- In-house suspension is assigned to students by a Site Coordinator with parent contact. The student will be housed in a homework rotation classroom and supervised at all times. The student may not participate in any enrichment activities. The student will engage in individualized high-yield academic learning activities.
- 2nd In-House results in parent conference and behavior contract

Suspension OPTIONS (all suspensions are to be communicated with site administration & district coordinators)

- Conference with Site Coordinator upon return. Follow up parent contact by phone; Behavior Contract
- 2nd Suspension: Site Coordinator checks in with student every other week for 6 weeks; parent contact made as part of check-in.
- 3rd Suspension: Student is referred to district coordinator for program removal



Engage 360° – Extended Learning Program

BEHAVIOR NOTIFICATION PROCEDURES

Action Steps	Timeline	Responsibility
The following steps ensure that students are attending a quality program that is safe, secure, and conducive to learning. The Engage 360° Program is an extension of the school day, so students need to follow the school-wide expectations during Program. <u>Engage 360° Best Practices Behavior Flowchart</u> Use this resource with its examples to help guide you to determine if a behavior is minor or major. All severe behaviors that put a risk factor towards the safety of self or others should be immediately reported. For a list of student interventions and step by step procedures for implementation, visit www.pbisworld.com. <u>Instructional Provider Progressive Discipline</u> Students must follow the rules and expectations set forth by the school site. If they are unable to do so, the following progressive consequences will occur: • Verbal Warning ○ Warnings should be done “to the side,” unless students are in imminent danger, as to not embarrass students or provide them with negative attention. • Behavior Notification Form – 1st Offense (Warning) ○ This is a documented warning, if the student does not respond to the verbal warning, which is shared with the parent/guardian. This requires a parent/guardian signature. • Behavior Notification Form – 2nd Offense ○ Parent/guardian is notified of the situation (e.g., being disrespectful to adults) and possibly removing the student from preferred activities on the following day. • Behavior Notification Form – 3rd Offense (Refer to Site Coordinator) ○ If the student continues to have the same or similar issue after steps 1 – 3 and have not responded to parent notifications, the student may be subject to further progressive discipline. ▪ <i>Parent/guardian is notified of the situation. The student is possibly restricted from preferred activities on the following week</i> • Signed copies of Behavior Notification Forms and Behavior Contracts must be filed in the students Engage 360° records. • Copies of Behavior Notifications forms from a site must be uploaded into the Google Classroom (please refer to the Classroom Calendar)	As Needed As needed or after 3rd Offense On the day of the offense ↓ Ongoing As Scheduled	All Staff All Staff All Staff All Staff Site Coordinator Site Coordinator



Engage 360 – Extended Learning Program

CHILD ABUSE REPORTING PROCEDURES

Action Steps	Timeline	Responsibility
IN CASE OF SUSPECTED CHILD ABUSE:		
1. Instructional Providers notify their SC if they are the first person made aware. Site Coordinator notify their site Administration if they are the first person made aware.	Immediately	Instructional Provider/Site Coordinator
2. Site Coordinators notify their site Administrator if they are on campus to keep them informed.	Immediately	Site Coordinator
3. SCs notify their District Coordinator: • Michael Baker (657) 600-5500 or • Jimmy Bruhl (657) 600-5501	Immediately	Site Coordinator
4. SC prints out Aeries Demographic Page of the student to have the information on hand for the phone call to Child Abuse Registry (CAR) or for School Police.	Immediately	Site Coordinator
5. If Site Coordinator feels the child is in imminent danger or is at risk being released home, call School Police: (714) 558-5535.	Immediately if needed	Site Coordinator
6. Staff member (IP or SC) <u>that is made first aware</u> of the possibility of abuse must call the Orange County Child Abuse Registry Hotline. <u>Make sure to take down the name of the Agent in case the call gets dropped.</u> Orange County Child Abuse Registry 714-940-1000 or 800-207-4464 AVAILABLE 24 HOURS A DAY	Immediately	Instructional Provider/Site Coordinator
7. If Child Abuse Registry requires a Follow Up Report Form, the staff member that made the call fills it out and faxes it to: 714-938-0289 or 714-938-0293 Make the report attention to the agent that took the call.	Immediately	Instructional Provider/Site Coordinator
8. Site Coordinator emails a timeline summary of the incident to the site Administrator and District Coordinator. Also scan and attach a copy of the Follow Up Report Form if it was required.	Immediately	Site Coordinator



Engage 360° – Extended Learning Program

STUDENT ACCIDENT PROCEDURES

Action Steps	Timeline	Responsibility
The following procedures should be followed when students have injuries during program. Minor Injury For minor injuries such as scrapes, scratches, or bruises fill out the Minor Accident Report after attending to the student. • Treat the student's injury with basic first aid ○ Band Aid ○ Ice ○ Rest • Document the incident • Contact the parent to inform them of what happened • Have the parent sign the Minor Accident Report form • File the signed copy in the student's file Major Injury For serious injuries to the head, neck, or back fill out the School Accident Report after attending to the student. • Determine if the injury is not an emergency • Contact parents immediately • Contact Extended Learning at 714-558-5630 after contacting parents Emergencies Call 911 if: • Student is immobile • Student is unconscious • Student is not breathing ○ Have the student's information ready for first responders: ▪ Student Name, Parent Contact Numbers, Student Address	As Needed After student is attended to and contacts have been made As Needed	Site Coordinator Or Designee Site Coordinator Or Designee Site Coordinator Or Designee



Engage 360° – Extended Learning Program

SAUSD STAFF INJURY REPORTING PROCEDURES

Action Steps	Timeline	Responsibility
IN CASE OF WORKPLACE INJURY: 1. Injured worker notifies supervisor. 2. Supervisor/Injured worker immediately calls injury hotline. Company Nurse Injury Hotline 1-888-375-9781 AVAILABLE 24 HOURS A DAY WWW.COMPANYNURSE.COM GROUP CODE: SNASD 3. Company Nurse gathers information over the phone and helps injured worker access appropriate medical treatment. 4. Supervisor reports workplace injuries to the office manager and the Extended Learning Coordinator. 5. Supervisor fills out a Confidential Accident Report and submits a copy to the school office manager and an emailed copy to Engage 360° Administrative Secretary, Adriana Olivares at adriana.olivares@saUSD.us. Site Coordinators are to seek assistance from site Administration and or Office Manager if present on campus. NON-LIFE THREATENING INJURIES: IF THE INJURY IS NON-LIFE THREATENING, THE INJURED EMPLOYEE IS RECOMMENDED TO CALL THE COMPANY NURSE PRIOR TO SEEKING TREATMENT. MINOR INJURIES SHOULD BE REPORTED PRIOR TO LEAVING THE JOB SITE WHEN POSSIBLE. IN CASE OF A COMMUNITY PROVIDER INJURY: Supervisor fills out a Confidential Accident Report and submits a copy to the school office manager and an emailed copy to Engage 360° Administrative Secretary, Adriana Olivares at adriana.olivares@saUSD.us. Site Coordinators are to seek assistance from site Administration and or Office Manager if present on campus. The Community Provider is to report the injury to their immediate supervisor. In the case of a serious injury, the Site Coordinator is to assist with notifying all immediate supervisors.	Immediately after injury Immediately after the supervisor notification in the case of a non- emergency Immediately after the company nurse is notified On the day of the injury As Needed On the day of the injury	Injured worker Injured worker/Supervisor Company Nurse Site Coordinator Site Coordinator AND/OR Site Office Manager or Administration Site Coordinator & Community Provider



Engage 360° – Extended Learning Program

EMERGENCY PREPAREDNESS PROCEDURES

Action Steps	Timeline	Responsibility
<u>Emergency Preparedness:</u> In the event of any emergency, Engage 360° Program Teams must be prepared to ensure the safety of students and each other. Emergency drills must be part of the after school program in order to ensure that students and staff know how to respond in the case of a real situation. For every calendar year, Engage 360° Programs will schedule and facilitate: • A minimum of 3 evacuation drills comprised of 1 Fire Drill & 2 Earthquake Drills (Fall, Winter, Spring) • A minimum of 3 lockdown drills (Fall, Winter, Spring)	Monthly	Site Coordinator
<u>School Evacuation Plan:</u> Each Site Coordinator is tasked with obtaining their site evacuation plan and evacuation map. Students and staff are to follow the school's protocol in the case of an emergency. The Site Coordinator must meet with the night custodian lead and Engage 360° team at the beginning of the school year in order to assign site emergency roles as an extension of the current site plan.	First two weeks of every school calendar year	Site Coordinator
<u>Emergency Folder:</u> The Site Coordinator is to maintain an emergency folder containing the following: 1. Evacuation Map 2. Safety Procedures a. Active Shooter Guidebook b. Lockdown Procedures c. Earthquake Procedures d. Fire/Gas Leak Procedures e. Emergency Release to Parent Procedures 3. A master list containing student emergency contacts. 4. Current Engage 360° Group Rosters 5. District and Emergency Contact Information 6. Accountability Forms	First two weeks of every school calendar year	Site Coordinator



Engage 360 – Extended Learning Program

EARTHQUAKE PROCEDURES

Action Steps	Timeline	Responsibility
In the case of an earthquake, students and staff are to follow safety procedures as indicated below. At no time should afterschool program staff leave campus in the case of an emergency. All staff members of Engage 360 should be assigned a role as part of the program's safety team. <u>During an Earthquake:</u> Indoors: Drop, cover, and hold on. If you are not near a desk or table, drop to the floor against the interior wall and protect your head and neck with your arms. Avoid exterior walls, windows, hanging objects, mirrors, tall furniture, large appliances, and cabinets with heavy objects or glass. Do not go outside! On the second floor of a building or higher: Drop, cover, and hold on. Avoid windows and other hazards. Do not use elevators. Do not be surprised if sprinkler systems or fire alarms activate. Outdoors: Move to a clear area if you can safely do so; avoid power lines, trees, signs, buildings, vehicles, and other hazards. - In a stadium or theater, stay in your seat and protect your head and neck with your arms. Do not try to leave until the shaking is over. Then walk out slowly watching for anything that could fall in the aftershocks. <u>POST EARTHQUAKE EVACUATION</u> (Below are basic steps, which does not list the detailed emergency procedures needed at the site level. - All staff and students evacuate to the designated area as noted on the site evacuation plan. Command Center: Site Coordinators oversee the Command Center and carry the complete program roster with emergency contact lists. Accountability Reports: Make sure to have Instructional Providers fill out Accountability Reports (attendance reports reporting present, missing, and absent students). Search & Rescue: The Engage 360 Team assigned to the search and rescue team look for unaccounted students & staff. Student Dismissal: In the case of an emergency, students may need to be dismissed from the field. Please ensure that all students be released to a parent or guardian. Students must be signed out.	As Needed Post Evacuation	All Staff All Staff



Action Steps	Timeline	Responsibility
<u>Intruder On Campus/Inside the Building</u> - Administrator, Site Coordinator or designated/trained personnel should make the “threat inside lockdown” announcement. The Site Coordinator must notify: - School Police & (714) 558-5535 - Engage 360 Coordinators by Cell Phone - School Principal - Lock classroom doors, cover any windows in or around the interior door, and turn out the lights. - Do not rely on a lock alone to keep the intruder out. Barricade the door, tie the door handle to another fixed object in the room, tie the return at the top of the door, put a chair leg through the door handle, and stack desks and tables in front of the door. - Identify secondary exit points and improvised weapons in the room. Be prepared to direct others on evacuation or how to fight. - Do not respond to anyone at the door until the “all clear” is announced. Be prepared to ignore any fire alarm. - Have a failure plan. If you are unable to lockdown or the lockdown is failing: LOCK OUT – Attempt to lock the intruder out of the room, space or building. If you are unable to do so, or you believe your lockdown is failing, then: GET OUT – Find the nearest exit: a door or window (break if needed). Duck out of sight and run until you are safe or can find an alternate location to lock down and barricade. If you cannot exit, then:	During a threat on campus	School Administration and Site Coordinator All Staff All Staff All Staff All Staff



Engage 360 – Extended Learning Program

TAKE OUT – Locate anything in the area that you can use as an improvised weapon and be prepared to use it against the assailant. A fire extinguisher can be sprayed in the intruder’s face and eyes or used as a bludgeoning device; cell phones, staplers, hole punches, shoes, keys and books can be thrown. 7. Any classes that are outside should go to an alternate lockdown location and not return inside the building as established in your Emergency Response Plans. 8. NOTE: The above are the EMERGENCY TASKS that are first priority. All other tasks that your school has, such as posting a red or green placard or notifying the office your room is secure, are ADMINISTRATIVE TASKS and should not be done until the above EMERGENCY TASKS are completed. 9. NOTE: Communication to classes that are outside of the building when the “threat inside” lockdown is implemented is critical, either through the outside PA system or through radio contact with teachers/instructional providers that are conducting classes. 10. NOTE: Coming out of lockdown after the “ALL CLEAR” notification IS an ADMINISTRATIVE TASK and should not be one that is automatically completed. If individual teachers/instructional providers are not comfortable coming out of lockdown because of uncertainty, they can call the front office/site coordinator to verify, or call school police (714-558-5535) and verify this reality. Non-Intruder School Access Response Best Practices NOTE: A true “lockdown” is designed to prevent intruder access into a school building or prevent penetration by an intruder deeper into a school building (if access has already been made). Under a true lockdown event, all school activity stops, and the focus becomes 100% student safety until the all-clear sign is given. Other forms of “lockdown” allow some school activity to proceed and are typically used in response to non-life threatening external or internal events		All Staff All Staff All Staff
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Engage 360 – Extended Learning Program

and conditions. As a best practice, we recommend that you use the terms below for these other scenarios, reserving “lockdown” for direct intruder threats.

Stay Put:

- No immediate threat to student safety
- Often used in response to a major internal, non-life threatening school disruption:
 - ~Major clean-up effort
 - ~Internal or external chemical spill, odor, water damage, electrical issue
 - ~Injured or sick student being treated by paramedics
 - ~Students remain in the classroom that they are in and instruction continues until the all-clear is given.

Lock-Out:

- Potential threat to student safety, typically from an external threat in the area such as a police action.
 - ~Street closure to arrest warrant being served
 - ~response to nearby domestic dispute
 - ~Criminal activity – robbery, manhunt, etc.
- Building exits are locked, window shades drawn, interior classroom windows remain uncovered
- Student outside the building are called in.
- Normal classroom and internal school movement continues, with the exception that external recess is cancelled.

SAPD Helicopter:

In the case that a helicopter is hovering or flying circles over your school site, call school police for instructions **(714-558-5535)**. School Police will direct you to call for a Lock-Down or Lock-Out.

In all cases, as soon as the facts are known, alert the district Engage 360 Coordinator, Principal, and School Police **(714-558-5535)** to provide your lockdown status.

All Staff

All Staff



Engage 360° – Extended Learning Program

PROGRAM OPENING PROCEDURES

Action Steps	Timeline	Responsibility
The Engage 360° Extended Learning Program runs daily throughout the school year. Program services begin immediately at student dismissal. The following procedures will ensure Program is ready when school is done. <u>Checking in to Site Office</u> Site Coordinators check in with the School's Office in order to: • See if any Instructional Providers are out • See if any activities such as Tutoring, or Clubs have been canceled • See if there are any temporary room usage restrictions (e.g., Parent Meeting in the MPR) that the Site Coordinator needs to adjust for • Follow up on any communication between the Principal or Teaching Staff and the Engage 360° Program <u>Staffing Absence</u> Site Coordinators need to alert Extended Learning at (714) 558-5630 as soon as possible if: • The Site Coordinator is out for the day ○ Teacher Site Coordinators also need to contact their site • Any Instructional Providers are out for the day <u>Printing Rosters</u> Site Coordinators will print out attendance rosters for their program and distribute them to their Instructional Providers to take attendance. <u>Snack</u> See Snack Procedures for further information <u>Attendance Recording</u> Refer to Attendance Procedures <u>Communication Forms</u> Receive, process, follow up on, and distribute communication forms. Refer to specific form procedures for further information • Homework Communication Form • Classroom Communication Form • Behavior Notification Form	Daily Daily Daily Daily Daily Daily	Site Coordinator Site Coordinator Site Coordinator Site Coordinator Site Coordinator Site Coordinator



Engage 360° – Extended Learning Program

PROGRAM CLOSING PROCEDURES

Action Steps	Timeline	Responsibility
The following procedures will ensure the school site is secure and ready for the next day. <u>Classrooms</u> Prior to leaving for Program Dismissal, Instructional Providers take the following steps to prepare the classroom for the next day of instruction: • Make sure students clean up their immediate area (desk and floor) ◦ All trash in the trashcans • Rearrange furniture to the classroom's original set up if any furniture was moved • Take all of their Engage 360° materials with them prior to leaving the classroom • Check the condition of the room prior to Dismissal to note if there are any issues (e.g., broken furniture) and inform the Site Coordinator • Close the classroom door and make sure it is locked <u>Dismissal</u> Site Coordinators ensure students are released to their Parent/Guardian at a common dismissal location (See Dismissal Procedures for further information). • Students keep their immediate area at Dismissal clean <u>Communication Forms</u> Receive, process, follow up on, and distribute communication forms. Refer to specific form procedures for further information. • Homework Communication Form • Classroom Communication Form • Behavior Notification Form <u>Leaving the Site</u> Prior to leaving the site, the Site Coordinator must: • Lock up the Multipurpose room if used for Dismissal • Contact the Lead Night Custodian to inform them that they are leaving and Program is done ◦ If there is no Lead Night Custodian at your site, lock up all access doors and gates, call School Police (714) 558-5535, and let them know that you are the last one on campus and are leaving.	Daily Daily Daily Daily Daily Daily Daily Daily	Instructional Provider Students Instructional Provider Site Coordinator Students Site Coordinator Site Coordinator



Engage 360° – Extended Learning Program

STUDENT ATTENDANCE PROCEDURES

Action Steps	Timeline	Responsibility
<u>Enrollment</u> Site Coordinators take attendance and record it daily on the Aeries system.	Ongoing	Site Coordinator
<u>Rosters</u> Site Coordinators will print out attendance rosters for the program and distribute them to the Instructional Providers to take attendance.	Daily	Site Coordinator
<u>Check In</u> At start of program, students will report to the designated sign-in area (e.g., lunch benches, multipurpose room). See Late Arrivals section below for students participating in tutoring or Clubs immediately after school. • Instructional Providers indicate if a student is present or absent based on the student roster they have. • When completed, Instructional Providers give the student roster to the Site Coordinator.	Daily	Instructional Provider
<u>Attendance Recording</u> After sign in, Site Coordinators collect rosters and begin attendance recording. • Log into Aeries and record if any students are absent ◦ If there are any issues with logging into Aeries contact the Extended Learning Division at 714-558-5630 (or extension 75630) • Hard copies of daily attendance are scanned and uploaded into the Google Classroom on a weekly basis.	Daily	Site Coordinator
<u>Absent Students</u> To ensure student safety, it is imperative that we verify student absences within 30 minutes of student sign in, if students were present for the school day. Use the following steps: • After sign in, cross reference the students absence from Engage 360° with the school day attendance in Aeries. • If the students were not absent from school, notify the front office and a parent/guardian within 30 minutes of sign in. • If they were absent from school, then indicate on the sign in sheet the student was absent. • <i>NOTE: Unless notified by a parent/guardian, all enrolled students must attend the Engage 360°. Students are not allowed to excuse themselves from attending the program at any time.</i>	Weekly	Site Coordinator
<u>Late Arrivals</u> Students may arrive late to program if they participate in an activity such as a club or tutoring if the activity is immediately after school.	Daily	Site Coordinator
	As Needed	Site Coordinator

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The teacher overseeing the activity needs to submit a roster of Engage 360° students that will be participating in their activity indicating the days and times of the activity. ○ If the activity is canceled, the Teacher needs to promptly inform the Site Coordinator • Students participate in the activity and then immediately report to the Engage 360° program afterwards to be signed into program. • Site Coordinator directs students to their rotation and then records Late Arrival Students' attendance and completes a Late Arrival Form (unless ongoing).	As Needed	Teacher
	As Needed	Teacher
	Daily	Site Coordinator
	Daily	Site Coordinator
<u>Dropping Students</u> In order to meet grant requirements the programs need to be fully enrolled. When students have a high rate of absenteeism or have moved, the student needs to be dropped from the roster and a new student needs to be enrolled from the Waiting List (<i>See Student Removal Procedures</i>).	As Needed	Site Coordinator
<u>Chronic Absenteeism</u> • When a student has 3 unexcused absences they receive an Attendance Notification form (<i>See Attendance Notification Form Procedures</i>) • If the student continues to accrue unexcused absences, after receiving the Attendance Notification Form, Site Coordinators need to contact the student's parents to inform them their child may be dropped if they continue to have unexcused absences. • If the student continues to have absences after Parent contact, the student may be dropped from the program. • Drop the student from your roster and add a student from the Waiting List (See Adding Students)	As Needed	Site Coordinator
<u>Student has Moved</u> • Check with the School's Office Manager to see if a student with numerous, concurrent absences (3 or more in a row) to ascertain the reason for the absences (e.g., illness, out of town, moved) ○ If student has moved, drop them from your roster on Aeries and add a student from the Waiting List (see Program Enrollment Procedures for further information)	As Needed	Site Coordinator
<u>Adding Students</u> In order to meet grant requirements our programs need to be fully enrolled. Whenever a space becomes available, a new student from the Waiting List must be enrolled in the program as soon as possible (see Program Enrollment Procedures for further information). • Whenever there is available space, enroll a matching student from the Waiting List (e.g., 2nd grade student is enrolled from a 2nd grade vacancy)	As Needed	Site Coordinator