



Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on October 17, 2021 at 10:39 AM PDT

Amended on November 5, 2021 at 11:52 AM PDT

Date and Time

Wednesday October 20, 2021 at 6:00 PM PDT

This meeting will be by teleconference pursuant to [Government Code Section 54953\(e\)](#).

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://us02web.zoom.us/j/88112584085>

Participating by Telephone: 669-900-9128 Meeting ID: 88112584085

Public Comment: Members of the public who wish to comment on an agenda item please physically raise your hand, use the raise hand tool in the zoom meeting platform or press star (*) nine if joining by telephone. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for

reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A.	Call the Meeting to Order	Gilbert Lopez Jr.	1 m
B.	Roll Call	Luis Romo	3 m
C.	Announcements	Gilbert Lopez Jr.	6 m
D.	Public/Board Comments		
II. Business I			6:10 PM
A.	Approval of Findings regarding Virtual Board meetings pursuant to AB 361 and Government Code Section 54953	Vote Gilbert Lopez Jr.	
	Board findings pursuant to Government Code Section 54953(e)		
	<p>The Charter School Board of Directors determines, in accordance with Government Code Section 54953(e)(1)(B), that meeting in person would present imminent risks to the health or safety of attendees. Pursuant to Government Code Section 54953(e)(3), the Board has also reconsidered the circumstances of the State of Emergency declared by the Governor on March 4, 2020, and finds the State of Emergency continues to directly impact the ability of the Directors to meet safely in person and/or that State or local officials continue to impose or recommend measures to promote social distancing.</p>		
III. Consent Agenda			6:10 PM
A.	Approval of Consent Agenda	Vote	5 m
	<ol style="list-style-type: none"> 1. Approval of Amended Attendance Policy - Sylvia Flores 2. Approval of Tuition Reimbursement Policy- Mike Barr 		

	Purpose	Presenter	Time
B. Approval of Board Minutes 09/15/2021	Approve Minutes	Luis Romo	
IV. Business II			6:15 PM
A. CEO Report	Discuss		15 m
B. Approval of the 2021-2022 Comprehensive School Safety Plan	Vote	Sylvia Flores and Grace Borja	15 m
C. Approval of Elementary and Secondary School Relief (ESSER) III Expenditure Plan	Vote	Sylvia Flores and Andrew Wang	15 m
D. Amended Employee Handbook 2021-2022	Vote	Mike Barr	10 m
V. Closed Session			7:10 PM
A. CLOSED SESSION: Conference with Real Property Negotiators:			30 m
Property: 2101 Livingston St., Oakland, CA 94606			
Agency Negotiator: Mike Barr			
Negotiating Party: Amethod Public Schools			
Under Negotiation: Extension of existing lease 2101 Livingston St., Oakland, CA 94606, and cancellation of an existing lease 777 Sonoma St. Richmond, CA 94805.			
Reporting actions taken in closed session, if any			
VI. Closing Items			7:40 PM
A. Approval of 2101 Livingston Street Lease	Vote	Evelia Villa and Mike Barr	15 m
B. Adjourn Meeting			

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. **REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.** The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. **SPECIAL PRESENTATIONS MAY BE MADE.** Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting

*Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.** Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. **FOR MORE INFORMATION.** For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org*

Coversheet

Approval of Consent Agenda

Section:	III. Consent Agenda
Item:	A. Approval of Consent Agenda
Purpose:	Vote
Submitted by:	
Related Material:	Attendance Policy Final_Revised101421SF_Redline.pdf Attendance Policy Final_Revised101421SF.pdf Attendance Policy Briefing Sheet.pdf Tuition Reimbursement Policy - 2021.pdf Briefing Sheet - Tuition Reimbursement Policy.pdf

ATTENDANCE POLICY

Board Policy #: 5270

Adopted/Ratified: 2005

Revision Date: ~~October 20, 2021~~ April 21, 2021

Consistent school attendance is critical to the school's success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and further behavioral problems. It is the intent of the Board of Directors ("Board") of Amethod Public Schools ("AMPS" or "Charter School") to ensure that students attend school every day and on time. The policy permits students to be excused from school for justifiable reasons such as illness, doctor's appointment, family emergency, and attendance at religious retreats.

Definitions

- *"Tardy"*: Students shall be classified as tardy if the student arrives after the school's published start time (see school's bell schedule).
- *"Unexcused Absence"*: A student shall have an unexcused absence if the student is absent ~~or is tardy for more than thirty (30) minutes~~ without a valid excuse.
- *"Truant"*: A student shall be classified as a truant if the student is absent from school without a valid excuse three (3) full days in one school year, or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on three (3) occasions in one school year, or any combination thereof. Any student who has once been reported as a truant and who is again absent from school without valid excuse one or more days, or tardy on one or more days, shall again be deemed a truant. Such students shall be reported to the Site Director or designee.
- *"Habitual Truant"*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- *"Chronic Truant"*: Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *"School Attendance Review Team ("SART")"*: The SART panel will be composed of the School Administrator, School Counselor, Community Outreach Coordinator, and additional personnel as deemed necessary by the Site Director. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
 - a. Parent/guardian to attend school with the child for one day
 - b. Student retention
 - c. After school detention program
 - d. Required school counseling
 - e. Loss of field trip privileges
 - f. Loss of school store privileges
 - g. Loss of school event privileges
 - h. Mandatory Saturday school
 - i. Required remediation plan as set by the SART
 - j. Notification to the County District Attorney
3. The SART panel may discuss other school placement options.
4. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

Excused Absences for Classroom Based Attendance

Absence from school shall be excused only for health reasons, family emergencies and justifiable personal reasons, as permitted bylaw or Board policy.

A student's absence shall be excused for the following reasons:

1. Personal illness (with valid doctor's note or medical documentation);
2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.

5. Participation in religious instruction or exercises in accordance with Board policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
9. For the purpose of serving as a member of a precinct board for an election pursuant to Election Code section 12302.
10. Attendance at the student's naturalization ceremony to become a United States citizen.
11. Authorized parental leave for a pregnant or parenting student for up to eight (8) weeks, which may be extended if deemed medically necessary by the student's physician.
12. Authorized at the discretion of the Chief Executive Officer or designee, based on the facts of the student's circumstances, are deemed to constitute a valid excuse.
13. A student who holds a work permit to work for a period of not more than five (5) consecutive days in the entertainment or allied industries shall be excused from school during the period that the student is working in the entertainment or allied industry for a maximum of up to five (5) absences per school year subject to the requirements of Education Code section 48225.5.
14. In order to participate with a not-for-profit performing arts organization in a performance for a public-school student audience for a maximum of up to five (5) days per school year provided the student's parent or guardian provides a written note to the school authorities explaining the reason for the student's absence.
15. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Site Director or designee pursuant to uniform standards.
 - a. Appearance in court;
 - b. Observation of a holiday or ceremony of his/her religion;
 - c. Attendance at religious retreats for no more than four hours during a semester.
 - d. Attendance at an employment conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

Method of Verification

When a student has not arrived within the first fifteen (15) minutes of school, and no contact from a parent has been received, a school representative will attempt to contact the parent/guardian. To have an absence excused, a parent/guardian must notify the school by or send a signed note stating the reason for the absence and providing appropriate documentation upon the student's return to school.

If appropriate notification has not been received within two (2) days of student's return to school, the absence may be considered an unexcused absence. Parents whose work schedule prevents them from contacting the school during the normal school hours are strongly urged to send a note with the student, leave a voicemail, or email the school.

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence.

The following methods may be used to verify student absences:

1. Written note from parent/guardian or parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a) Name of student;
 - b) Name of parent/guardian or parent representative;
 - c) Name of verifying employee;
 - d) Date or dates of absence; and
 - e) Reason for absence.
3. Visit to the student's home by the verifying employee or designee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note or medical documentation of illness will be accepted for any reported absence. ~~When a student has had 3 or more consecutive absences in the school year for illness verified by methods listed in #1-#3 above without a healthcare provider's note, any further absences for illness must be verified by a healthcare provider.~~

***Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours, and, whenever possible, to encourage students to return to school after a non-emergency appointment.*

Students should not be absent from school without their parents/guardians' knowledge or consent except

in cases of medical emergency or for students in grades 7-12, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away from school property may be considered excused subject to administrative regulations and law.

Unexcused Absences/Truancy for Classroom Based Attendance

The Site Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Process for Addressing Truancy

- a. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the automated school messenger system. A staff member from the school may also call home.
- b. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Registrar or designee. In addition, the Dean may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive **"Truancy Letter #1 – Truancy Classification Notice"** from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
- c. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive **"Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request,"** notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
- d. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a **"Truancy Letter #3 – Referral to SART Meeting"** and the student will be referred to a Student Success Team (SST) and the SART.
- e. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.

5. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.
6. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth (5th) day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

These policies will be enforced fairly, uniformly, and consistently without regard to any protected classification, including but not limited to race, ethnicity, national origin, gender, disability, or sexual orientation.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.

If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Chief Executive Officer, or designee, shall gather and report semi-annually to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

ATTENDANCE POLICY

Board Policy #: 5270

Adopted/Ratified: 2005

Revision Date: October 20, 2021

Consistent school attendance is critical to the school's success. Being present for classroom instructional time is essential for students to reach their goals and achieve their dreams. Chronic absenteeism has been linked to an increased likelihood of poor academic performance, disengagement from school and further behavioral problems. It is the intent of the Board of Directors ("Board") of Amethod Public Schools ("AMPS" or "Charter School") to ensure that students attend school every day and on time. The policy permits students to be excused from school for justifiable reasons such as illness, doctor's appointment, family emergency, and attendance at religious retreats.

Definitions

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- *"Habitual Truant"*: A student shall be classified as a habitual truant if the student is reported for truancy three (3) or more times within the same school year. This generally occurs when the student is absent from school without a valid excuse for five (5) full days in one school year or if the student is tardy or absent for more than any 30-minute period during the school day without a valid excuse on five (5) occasions in one school year, or any combination thereof.
- *"Chronic Truant"*: Students shall be classified as a chronic truant if the student is absent from school without a valid excuse for ten (10) percent or more of the school days in one school year, from the date of enrollment to the current date.
- *"School Attendance Review Team ("SART")"*: The SART panel will be composed of the School Administrator, School Counselor, Community Outreach Coordinator, and additional personnel as deemed necessary by the Site Director. The SART panel will discuss the absence problem with the student's parent/guardian to work on solutions, develop strategies, discuss appropriate support services for the student and student's family, and establish a plan to resolve the attendance issue.

1. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
2. The parent/guardian shall be required to sign a contract formalizing the agreement by the parent/guardian to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
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 - b. Student retention
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 - d. Required school counseling
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 - f. Loss of school store privileges
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 - j. Notification to the County District Attorney
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2. Quarantine under the direction of a county or city health officer;
3. Medical, dental, optometric, or chiropractic appointments;
 - a. Students in grades 7-12, inclusive, may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian.
4. Attendance at funeral services for a member of the immediate family:
 - a. Excused absence in this instance shall be limited to one day if the service is conducted in California or three days if the service is conducted out of state.
 - b. "Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.

5. Participation in religious instruction or exercises in accordance with Board policy:
 - a. The student shall be excused for this purpose on no more than four school days per month.
6. For the purposes of jury duty in the manner provided for by law.
7. Due to the illness or medical appointment during school hours of a child of whom the student is the custodial parent, including absences to care for a sick child. (The school does not require a note from the doctor for this excusal).
8. To permit the student to spend time with an immediate family member who is an active duty member of the uniformed services, as defined in Education Code section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the Charter School.
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15. For the following justifiable personal reasons for a maximum of five (5) school days per school year, upon advance written request by the student's parent or guardian and approval by the Site Director or designee pursuant to uniform standards.
 - a. Appearance in court;
 - b. Observation of a holiday or ceremony of his/her religion;
 - c. Attendance at religious retreats for no more than four hours during a semester.
 - d. Attendance at an employment conference.
 - e. Attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization.

Method of Verification

When a student has not arrived within the first fifteen (15) minutes of school, and no contact from a parent has been received, a school representative will attempt to contact the parent/guardian. To have an absence excused, a parent/guardian must notify the school by stating the reason for the absence and providing appropriate documentation upon the student's return to school.

If appropriate notification has not been received within two (2) days of student's return to school, the absence may be considered an unexcused absence. Parents whose work schedule prevents them from contacting the school during the normal school hours are strongly urged to send a note with the student, leave a voicemail, or email the school.

When students who have been absent return to school, they must present a satisfactory explanation verifying the reason for the absence.

The following methods may be used to verify student absences:

1. Written note from parent/guardian or parent representative;
2. Conversation, in person or by telephone, between the verifying employee and the student's parent/guardian or parent representative. The employee shall subsequently record the following:
 - a) Name of student;
 - b) Name of parent/guardian or parent representative;
 - c) Name of verifying employee;
 - d) Date or dates of absence; and
 - e) Reason for absence.
3. Visit to the student's home by the verifying employee or designee, or any other reasonable method, which establishes the fact that the student was absent for the reasons stated. A written recording shall be made, including information outlined above.
4. Healthcare provider verification
 - a. When excusing students for confidential medical services or verifying such appointments, School staff shall not ask the purpose of such appointments but may contact a medical office to confirm the time of the appointment.
 - b. A healthcare provider's note or medical documentation of illness will be accepted for any reported absence.

***Insofar as class participation is an integral part of students' learning experiences, parents/guardians and students shall be encouraged to schedule medical appointments during non-school hours, and, whenever possible, to encourage students to return to school after a non-emergency appointment.*

Students should not be absent from school without their parents/guardians' knowledge or consent except in cases of medical emergency or for students in grades 7-12, inclusive, who may be excused from school for the purpose of obtaining confidential medical services without the consent of the student's parent or guardian. Student absence for religious instruction or participation in religious exercises away

from school property may be considered excused subject to administrative regulations and law.

Unexcused Absences/Truancy for Classroom Based Attendance

The Site Director, or designee, shall implement positive steps to reduce truancy, including working with the family in an attempt to resolve the attendance problem. A student's progress and learning may be affected by excessive unexcused absences. In addition, the Charter School is fiscally dependent on student attendance and is negatively impacted by excessive unexcused absences. If all attempts to resolve the student's attendance problem are unsuccessful, the Charter School will implement the processes described below.

Process for Addressing Truancy

- a. Each of the first two (2) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the automated school messenger system. A staff member from the school may also call home.
 - b. Each of the third (3rd) and fourth (4th) unexcused absences or unexcused tardies over 30 minutes will result in a call home to the parent/guardian by the Registrar or designee. In addition, the Dean may also call home and/or the Charter School may send the parent an e-mail notification. In addition, upon reaching three (3) unexcused absences or unexcused tardies over 30 minutes in a school year, the parent/guardian will receive "**Truancy Letter #1 – Truancy Classification Notice**" from the Charter School notifying the parent/guardian of the student's "Truant" status. This letter must be signed by the parent/guardian and returned to the Charter School. This letter shall also be accompanied by a copy of this Attendance Policy. This letter, and all subsequent letter(s) sent home, shall be sent by Certified Mail, return receipt requested, or some other form of mail that can be tracked. This letter shall be re-sent after a fourth (4th) unexcused absence.
 - c. Upon reaching five (5) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive "**Truancy Letter #2 – Habitual Truant Classification Notice and Conference Request**," notifying the parent/guardian of the student's "Habitual Truant" status and a parent/guardian conference will be scheduled to review the student's records and develop an intervention plan/contract. In addition, the Charter School will consult with a school counselor regarding the appropriateness of a home visitation and/or case management.
 - d. Upon reaching six (6) unexcused absences or unexcused tardies over 30 minutes, the parent/guardian will receive a "**Truancy Letter #3 – Referral to SART Meeting**" and the student will be referred to a Student Success Team (SST) and the SART.
 - e. If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the Charter School, consistent with the Involuntary Removal Process described below. If the student is disenrolled after the Involuntary Removal Process has been followed, notification will be sent within thirty (30) days to the student's last known school district of residence.
5. For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

6. If a student is absent ten (10) or more consecutive school days without valid excuse and the student's parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School's communication attempts, as set forth above, the student will be in violation of the SART contract, and the SART panel will recommend that the student be disenrolled in compliance with the Involuntary Removal Process described below. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).

Process for Students Who Are Not in Attendance at the Beginning of the School Year

When a student is not in attendance on the first five (5) days of the school year, the Charter School will attempt to reach the student's parent/guardian on a daily basis for each of the first five (5) days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, the student's parent/guardian must notify the Charter School of the absence and provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth (5th) day of the school year will be disenrolled from the Charter School roster after following the Involuntary Removal Process described below, as it will be assumed that the student has chosen another school option.

1. Students who are not in attendance on the first (1st) day of the school year will be contacted by phone to ensure their intent to enroll in the Charter School.
2. Students who have indicated their intent to enroll but have not attended by the third (3rd) day of the school year and do not have an excused absence will receive a letter indicating the student's risk of disenrollment.
3. Students who have indicated their intent to enroll but have not attended by the fifth (5th) day of the school year and do not have an excused absence will receive a phone call reiterating the content of the letter.
4. Students who are not in attendance by the sixth (6th) day of the school year and do not have an excused absence will receive an Involuntary Removal Notice and the CDE Enrollment Complaint Notice and Form. The Charter School will follow the Involuntary Removal Process described below, which includes an additional five (5) schooldays for the parent/guardian to respond to the Charter School and request a hearing before disenrollment.
5. The Involuntary Removal Process can be started immediately upon the Charter School receiving documentation of the student's enrollment and attendance at another public or private school (i.e., a CALPADS report).
6. The Charter School will use the contact information provided by the parent/guardian in the registration packet.

7. Within thirty (30) calendar days of disenrollment, the Charter School will send the student's last known school district of residence a letter notifying it of the student's failure to attend the Charter School.

Involuntary Removal Process

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of the Charter School's intent to remove the student ("Involuntary Removal Notice"). The Involuntary Removal Notice must be provided to the parent or guardian no less than five (5) schooldays before the effective date of the proposed disenrollment date.

The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder. The Involuntary Removal Notice shall include:

1. The charges against the student
2. An explanation of the student's basic rights including the right to request a hearing before the effective date of the action
3. The CDE Enrollment Complaint Notice and Form

The hearing shall be consistent with the Charter School's expulsion procedures. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the Charter School's suspension and expulsion policy.

Upon a parent's or guardian's request for a hearing, the Charter School will provide notice of hearing consistent with its expulsion hearing process, through which the student has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the student has the right to bring legal counsel or an advocate. The notice of hearing shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder and shall include a copy of the Charter School's expulsion hearing process.

If the parent/guardian is nonresponsive to the Involuntary Removal Notice, the student will be disenrolled as of the effective date set forth in the Involuntary Removal Notice. If parent/guardian requests a hearing and does not attend on the date scheduled for the hearing, the student will be disenrolled effective the date of the hearing.

If as a result of the hearing the student is disenrolled, notice will be sent to the student's last known school district of residence within thirty (30) calendar days.

A hearing decision not to disenroll the student does not prevent the Charter School from making a similar recommendation in the future should student truancy continue or re-occur.

These policies will be enforced fairly, uniformly, and consistently without regard to any protected

classification, including but not limited to race, ethnicity, national origin, gender, disability, or sexual orientation.

Referral to Appropriate Agencies or County District Attorney

It is the Charter School's intent to identify and remove all barriers to the student's success, and the Charter School will explore every possible option to address student attendance issues with the family. For any unexcused absence, the Charter School may refer the family to appropriate school-based and/or social service agencies.


If a student's attendance does not improve after a SART contract has been developed according to the procedures above, or if the parents/guardians fail to attend a required SART meeting, the Charter School shall notify the County District Attorney's office, which then may refer the matter for prosecution through the court system. Students twelve (12) years of age and older may be referred to the juvenile court for adjudication.

Non-Discrimination

These policies will be enforced fairly, uniformly, and consistently without regard to the characteristics listed in Education Code section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Penal Code section 422.55, including immigration status, pregnancy, or association with an individual who has any of the aforementioned characteristics).

Reports

The Chief Executive Officer, or designee, shall gather and report semi-annually to the Board the number of absences both excused and unexcused as well as students who are truant, and the steps taken to remedy the problem.

		Amethod Public Schools Board Item Overview <i>Date: 10/14/2021</i>	
Subject:		Approval of Amended Attendance Policy	
Action: <input checked="" type="checkbox"/> Information: <input type="checkbox"/> Committee: <input type="checkbox"/>			
RECOMMENDATIONS:		Approve the amended attendance policy.	
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:		Previously approved on April 21, 2021	
SUMMARY OF KEYS ISSUES:		<ul style="list-style-type: none"> - Removed language under “Definitions” of unexcused absence because a student who is tardy should always be marked tardy and not absent. - Added language under “Excused Absences for Classroom Based Attendance” to include that a personal illness must be accompanied by a doctor’s note or medical documentation. It had always been our policy that an excused absence for personal illness would be accompanied by a doctor’s note. If the student is ill with COVID-like symptoms, and does not get a doctor’s note, we advise the student to stay home and get a COVID test done. This would constitute an excused absence since it was the staff’s recommendation for the child to stay home. - Modified language under “Method of Verification” to mirror the point made above and ask that a doctor’s note or medical documentation be provided for any personal illness absence to be marked as excused. 	
FISCAL ANALYSIS:		No fiscal impact	
ATTACHMENT (s):		Attendance Policy	

Tuition Reimbursement Policy

In California, to teach full time in a classroom, an aspiring teacher must enter a credential program and at the completion will receive a preliminary credential which is good for five years. Within that five years, a teacher must then clear that credential. Induction is a necessary step in fulfilling the requirements for the California Clear Multiple Subjects, Single Subject, and Education Specialist credentials.

Amethod Public Schools (AMPS) has partnered with various credential programs, including lower cost partners to help provide pathways to attaining the proper licensing to teach. Because we believe strongly in investing the skills and professional growth of our team members, we offer a tuition reimbursement program to offset the costs.

Various Partners

AMPS has developed partnerships with various schools of education to help our teachers navigate the paperwork, tests, and costs of the credential programs. Below is a list of those we work with, but there are many in the area from which to choose.

Program	Details	Approximate Tuition Costs
Reach Institute	Online and in person formats and enrollments are only for summer start. Receive intern credential in August after summer per-service. https://reachinstitute.reach.edu/programs/the-teaching-academy/intern-program/	Pre-Service - \$2,000 Year 1 - \$7,900 Year 2 - \$7,300 Total - \$17,200
Alliant	Online format and enrollments every 8 weeks. Financial aid available Website - https://www.alliant.edu/education/california-teaching-credentials	\$20,000 to \$25,000
CSU East Bay	Online and in person formats and enrollments are only for summer start. Financial aid available Website - http://www20.csueastbay.edu/ceas/cssc/new-student/apply.html Phone: (510) 885-2272	\$12,000 to \$16,000
Brandman University	Online and in person formats and enrollments are continuous through the year. Financial aid available Website - https://catalog.brandman.edu/education/teaching-credential-programs/	\$20,000 to \$25,000

Tuition Reimbursement Policy

Contra Costa County (Induction Program Only)	The CCCOE Teacher Induction Program is a collaborative model with a coordinator and/or liaison from each of the participating districts functioning as a Leadership Team. The Leadership Team members include curriculum directors, assistant superintendents, human resource personnel, special education directors, and mentors, along with a representative from Saint Mary's College (SMC). https://www.cccoe.k12.ca.us/cms/one.aspx?pageId=2979030	\$2,250 per year
Cal Teach	Designed for those who either wish to become a multiple subject teacher but are unable to attend a traditional, classroom-based teacher education program (Student Teaching Option), or for those who are already teaching without a credential. Website - https://www.calstateteach.net/ (831) 582-4620 Fax jmitchell@calstateteach.net	Term One - \$4,330 Term Two - \$3,330 Term Three - \$3,330 Total - \$10,990

Tuition Reimbursement Process

AMPS strongly believes in investing in our people's professional growth and development in an effort to effectively serve our students. We offer a tuition reimbursement program to offset the costs of both the Preliminary Credential and Induction (Clear Credential) Program. AMPS will reimburse up to \$8,000 over a 4-year period, \$4,000 for the Preliminary Credential Program and \$4,000 for the Induction (Clear Credential) Program.

The participating teacher will pay the tuition upfront in adherence to program's payment policies. AMPS will reimburse the participant as follows:

- Up to \$2,000 will be reimbursed to the teacher at the end of the school year following completion of the first year of the program. Payment would be made during the last month of the academic year (typically May).
- Up to \$2,000 will be reimbursed to the teacher the following school year, following completion of the program. Again, payment would be made during the last month of the academic year.
- If the teacher finishes either program in only one year, they must submit verification of program completion, and they will be reimbursed up to \$4,000 at the end of the school year. Payment would be made during the last month of the academic year (typically May).

Note: The reimbursement applies to tuition costs only, not materials or additional features.

To receive the reimbursement, the following conditions must be met:


- The participant must be in good academic standing while in the program and complete the program with passing grades.



HONOR HARD WORK

Tuition Reimbursement Policy

- The participant must be employed with AMPS.
- If the participant leaves AMPS before the academic year ends, they forfeit the reimbursement.
- To receive reimbursement, the participant will be asked to submit payment confirmations and proof of enrollment in a program and/or a certificate of program completion.

 <p>AMPS</p> <p>HONOR HARD WORK</p>	<p align="center">Amethod Public Schools Board Item Overview</p> <p><i>Date: 10/20/21</i></p>	
<p>Subject:</p>	<p><u>Item III.A.</u> Approval of Tuition Reimbursement Policy</p>	
<p>Action: <input checked="" type="checkbox"/></p> <p>Information: <input type="checkbox"/></p> <p>Committee: <input type="checkbox"/></p>		
<p>RECOMMENDATIONS:</p>	<p>Approval</p>	
<p>SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:</p>	<p>None</p>	
<p>SUMMARY OF KEYS ISSUES:</p>	<p>We are asking for approval to increase the amount of tuition reimbursement that we offer to staff who enter and complete a credentialing program. We feel that this change will make us more competitive as we recruit and retain talent.</p>	
<p>FISCAL ANALYSIS:</p>	<p>Will vary by year, but is estimate to be between \$20,000 and \$40,000 per year.</p>	
<p>ATTACHMENT (s):</p>	<p>Tuition Reimbursement Policy – 2021.pdf</p>	

Coversheet

Approval of Board Minutes 09/15/2021

Section: III. Consent Agenda
Item: B. Approval of Board Minutes 09/15/2021
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Regular Meeting of the AMPS Board of Directors on September 15, 2021

APPROVED



Amethod Public Schools

Minutes

Regular Meeting of the AMPS Board of Directors

Date and Time

Wednesday September 15, 2021 at 6:00 PM

This meeting will be by teleconference pursuant to Executive Orders N-25-20 and N-29-20.

The Board of Directors (Board) and employees of Amethod Public Schools shall meet via the Zoom meeting platform. Members of the public who wish to access this Board meeting may do so at:

<https://us02web.zoom.us/j/84854298981>

Participating by Telephone: 669-900-9128 Meeting ID: 84854298981

Public Comment: Members of the public who wish to comment about an agenda item please send an email to lromo@amethodschools.org with your name, email address, and your zoom name (if different) and the item under which you would like to comment before the item begins. The Board Chair will call on you. Please note that comments are limited to two minutes. The Board Chair may increase or decrease the time allowed for public comment, depending upon the topic and number of persons wishing to be heard.

Access to Board Materials: A copy of the written materials which will be submitted to the School Board may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org along with this agenda following the posting of the agenda at least 72 hours in advance of this meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 701 -2415. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Directors Present

E. Quiroz (remote), G. Lopez Jr. (remote), J. Azubuike (remote), M. Gonzalez (remote), N. Driver (remote)

Directors Absent

None

Directors who arrived after the meeting opened

N. Driver

Guests Present

L. Romo (remote)

I. Opening Items

A. Call the Meeting to Order

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Sep 15, 2021 at 6:05 PM.

B. Roll Call

N. Driver arrived at 6:09 PM.

C. Announcements

Board Chair Lopez shares his experience during the first day of school at Benito Juarez Elementary and Richmond Charter Academy.

Nick Driver shares his experience on a charter Board training from Education for Partners.

D. Public/Board Comments

Robert Moncada, Community Outreach Coordinator of the Oakland Region of AMPS makes a public comment expressing concerns related to student uniforms.

II. Reconvene from Closed Session

A. CONFERENCE WITH LEGAL COUNSEL--ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (Two cases)

No reportable action was taken during closed session.

III. Consent Agenda

A. Approval of Consent Agenda

E. Quiroz made a motion to approve the consent agenda that includes the Compliance Monitoring and Certification of Governing Board Compliance Review Form 2021-22 and the Approval of 1450 Change Order for Lab.

N. Driver seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Azubuike Aye
E. Quiroz Aye
G. Lopez Jr. Aye
M. Gonzalez Aye
N. Driver Aye

B. Approval of Board Minutes 08/27/2021

N. Driver made a motion to approve the minutes from Special Meeting of the AMPS Board of Directors on 08-27-21.

J. Azubuike seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

G. Lopez Jr. Aye
M. Gonzalez Aye
E. Quiroz Aye
J. Azubuike Aye
N. Driver Aye

IV. Business

A. CEO Report

Chief Executive Officer Evelia Villa makes her presentation.

B. Approval of 2021-2022 AMPS Employee Handbook

E. Quiroz made a motion to approve the revised AMPS employee handbook.

M. Gonzalez seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

J. Azubuike Aye

M. Gonzalez Aye

E. Quiroz Aye

G. Lopez Jr. Aye

N. Driver Aye

C. Approval of Amended 2021-2022 Oakland Charter Academy Academic Calendar

E. Quiroz made a motion to approve the amended calendar for Oakland Charter Academy.

J. Azubuike seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Driver Aye

G. Lopez Jr. Aye

M. Gonzalez Aye

E. Quiroz Aye

J. Azubuike Aye

D. Approval of AMPS 2021 Unaudited Actuals

N. Driver made a motion to approve the AMPS 2021 Unaudited Actuals as presented.

E. Quiroz seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

N. Driver Aye

E. Quiroz Aye

G. Lopez Jr. Aye

M. Gonzalez Aye

J. Azubuike Aye

E. Finance Update

Mike Barr, Chief Business Officer makes presentation.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:02 PM.

Respectfully Submitted,

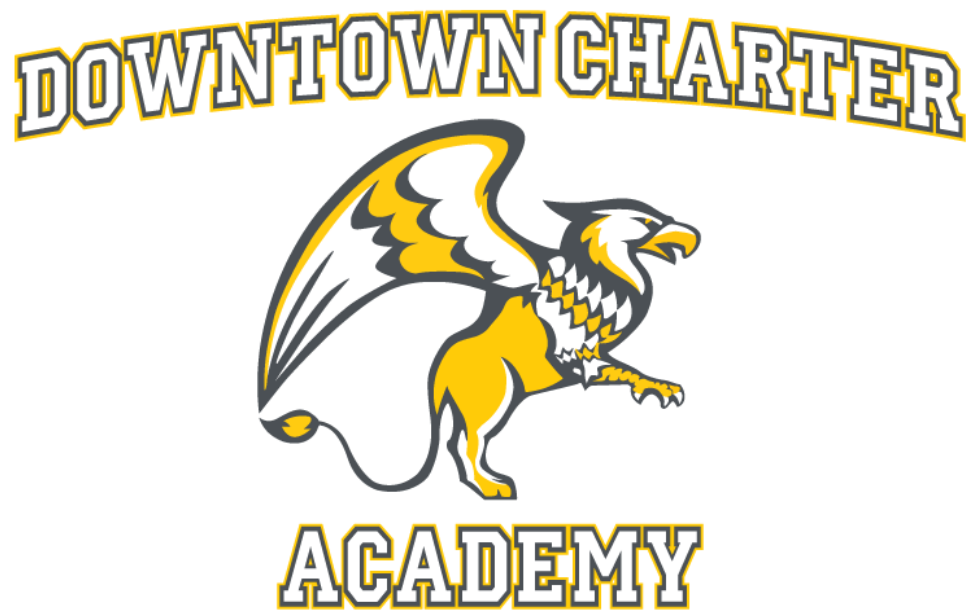
G. Lopez Jr.

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. **REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.** The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed. **SPECIAL PRESENTATIONS MAY BE MADE.** Notice is hereby given that; consistent with the requirements of the Ralph Brown Open Meeting Act, special presentations not mentioned in the agenda may be made at this meeting. However, any such presentation will be for information only. **REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.** Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 2101 Livingston Street Second Floor. Oakland, CA 94606; telephone, (510) 434-7017 ext.117 info@amethodschools.org. **FOR MORE INFORMATION.** For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 2101 Livingston St. Second Floor. Oakland, CA 94606; telephone, (510) 436-0172 ext. 106; Email: lromo@amethodschools.org

Coversheet

Approval of the 2021-2022 Comprehensive School Safety Plan

Section:	IV. Business II
Item:	B. Approval of the 2021-2022 Comprehensive School Safety Plan
Purpose:	Vote
Submitted by:	
Related Material:	21-22 Downtown Charter Academy Safety Plan.pdf Board Briefing Sheet for Comprehensive School Safety Plan.docx.pdf 21-22 Oakland Charter Academy Safety Plan.pdf 21-22 Richmond Charter Academy Safety Plan- Richmond.pdf 21-22 Oakland Charter High School Safety Plan.pdf 21-22 Richmond Charter Elementary- Benito Juarez Safety Plan.pdf 21-22 John Henry High School Safety Plan.pdf



**Downtown Charter Academy
School Safety Plan**

**2000 Dennison Street
Oakland, CA 94606**

Amethod Public Schools

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The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the AMPS Board of Directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Site Director: Claudia Lee
Downtown Charter Academy
2000 Dennison Street
(510) 535-1580
cllee@amethodschools.org

Prepared by:
Site Leader
FST

Reviewed & Approved by:

Date Approved:

☐ FST Team

☐ Oakland Police Department
Officer

☐ AMPS Governing Board

General School Information :

A. School Profile:

Downtown Charter Academy serves 275 students from 6th through 8th grades. We provide our students with a rigorous academic program in order to maximize their opportunities for success in high school and beyond. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

Our campus is located in an urban neighborhood that primarily serves youth from the surrounding community and the larger City of Oakland, as well as a small percentage of students from other cities in Alameda County. The student population mirrors the diverse community that we serve. Nearly 80% of students are socioeconomically disadvantaged.

Downtown Charter Academy is a top ranked middle school in California. In recent years DCA was recognized by Innovate Public Schools as a top performing Bay Area School based on performance of low income Latino and African American students. Our approach is simple: rigorous academics and hard work. Downtown Charter Academy is committed to putting all students on a college preparatory academic track.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

The school campus is in a shared building with AMPS home office. There are two school ground-floor entry and one second floor entry--accessible by an exterior staircase-- on the school portion of the building, as well as an additional ground floor entry used by Home Office. There is a locked gate protecting access to one ground floor and the second floor entry doors. The gate, school main entrance, and Home Office entrance are kept locked at all times during the school day. The main entrance is monitored by front office staff. A closed circuit video surveillance system is used to monitor interior hallways. The campus is a closed campus. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed entry to the school grounds.

School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair
Overall Rating	Satisfactory

Facilities:

DCA facilities are in good shape. There have been no substantive changes to the campus in the prior 18 months. The building meets the "Good Repair" category in alignment with the California Facility Inspection Tool, being clean, safe and functional in all categories.

E. Personal Characteristics of Students & Staff

Student Demographics by Subgroups:	%
Asian	70.73%
Hispanic	16.77%
White, not Hispanic	1.22%
African American	9.45%
Two more races	0.61%
English Learners	13.41%
Special Education	6.4%
Socioeconomically Disadvantaged	79%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan.

- FST
- Student Council President

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2021-2022 school year was shared with:

- Parents on the FST on Oct 14, 2021
- All school staff will have access to the plan after it is shared with the AMPS governing board on 10/20/2021
- Communicated to the following entities:
 - Law Enforcement Agencies (by Operations and Compliance Manager)
 - Local Fire Stations (by Operations and Compliance Manager)

Assurances:

The Family Staff Team may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports :

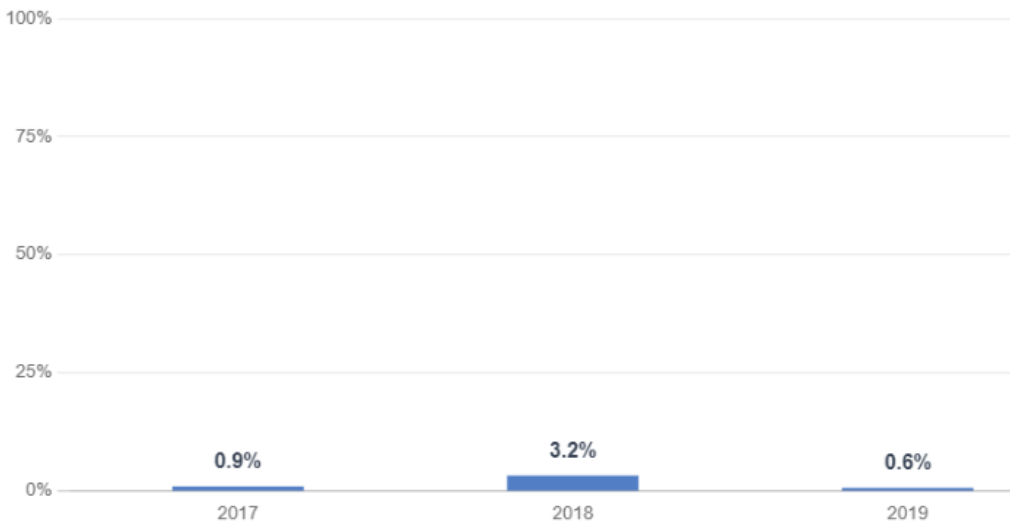
A. School Crimes Status:

Downtown Charter Academy rarely experiences incidents of crime on school campus or during school functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and the rare student fight. The environment immediately surrounding the campus includes residential lofts, industrial warehouses, and a few small businesses. The crime rate in the local neighborhoods is high. Student survey data reveals a generally high sense of safety and wellbeing

among DCA students when compared to California peers. Perhaps indicative of this school climate is an expulsion rate of 0% over 3 years and 3-year average suspension rate of only 1.3%, and an average daily attendance rate of 98.05%

Suspension Rate By Year

Percentage of students who were suspended.



B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?	
Assure a Safe Physical Environment	
X = area of need	
Improve safety of school grounds	Improve ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of yard (fix blacktop on basketball court)
Improve internal security	Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti
Improve dropping off/picking up students	Prevent weapons on campus

Other:	
--------	--

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:

<input checked="" type="checkbox"/> Community service opportunities	<input checked="" type="checkbox"/> Problem solving skills
<input checked="" type="checkbox"/> Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	<input checked="" type="checkbox"/> Sense of purpose and future
<input checked="" type="checkbox"/> Good Communication skills	<input checked="" type="checkbox"/> Participation in academic activities
<input checked="" type="checkbox"/> Character/value education	<input checked="" type="checkbox"/> High academic self-expectations
<input checked="" type="checkbox"/> Social competence	Other

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:

<input checked="" type="checkbox"/> Positive structure in classroom	<input checked="" type="checkbox"/> Prevention and intervention strategies
<input checked="" type="checkbox"/> Fair, consistent discipline and consequences	<input checked="" type="checkbox"/> Anti-bullying
Acceptance of diversity	Ongoing staff development
Drug-Free school	Student support
Character/values education	<input checked="" type="checkbox"/> Effective teacher/student relationships
<input checked="" type="checkbox"/> Parent Involvement	<input checked="" type="checkbox"/> Suicide prevention/response plans
<input checked="" type="checkbox"/> High behavior expectations	Extra-curricular activities
<input checked="" type="checkbox"/> Conflict resolution skills	<input checked="" type="checkbox"/> Student recognition
Anger Management	Supervision of students across all settings
<input checked="" type="checkbox"/> Personal and social responsibility	Gang suppression
<input checked="" type="checkbox"/> Participation in and collaboration of parents/students/community	

D. Conclusions of 2020-21 Safe Schools Assessment:

Areas of Pride and Strength:

- Implementation of Restorative Justice practices in Advisory and Character Reflection Time (CRT)
- Social emotional support through dedicated SEL curriculum during Advisory
- Student involvement in extracurricular activities and sports
- High average daily attendance rate (98.05%)
- Daily access to School Counselor for all students
- Committed and caring teachers, staff, community
- Small school atmosphere

Areas to improve:

- Promote healthy supportive relationships between staff and students through providing ongoing individual coaching to instructional staff.
- Increase student sense of responsibility for self, future and education through the SEL advisory program and CRT.

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2021-2022 and forward:

- We strive to enhance the social emotional climate and have set goals that we believe can be achieved in 2021-2022 school year.

Safe School Action Plans :

After analyzing data, resources, and desired areas of change, Downtown Charter Academy has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs:

- Goal #1: Assure a safe physical environment.
- Goal #2 Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.

B. Component 2: Places:

- Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

	Component 1: People and Programs – Create a Caring and Connected School Climate	
Goal #1	Assure a safe physical environment.	
Objective 1.1	Improve external and internal security: <u>Related activities:</u> <ul style="list-style-type: none"> ● Add additional cameras to camera system ● Ensure exterior doors remain locked at all times. ● Increase safety of students during commute to and from school by clearly marking traffic patterns and walkways communicating these to students and families frequently ● Develop a site emergency directory & directory by department 	Persons Responsible: Administration at site and home office Timeline for Implementation: May 2021-ongoing

	<ul style="list-style-type: none"> Set up a phone relay sequence so that someone in the office is always available Provide rooms without window coverings with tape and material to cover windows Introduce students and staff to custodial staff <p><u>Resources needed:</u> Funds to add cameras, personnel to monitor building security</p> <p><u>Personnel:</u> Risk Manager.</p> <p><u>Training:</u> Training will be needed to operate cameras</p> <p><u>Administration:</u> This will be done by site administration working together with home office administration</p>	
Objective 1.2	<p>Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> Strengthen Advisory Curriculum Provide training to teachers to promote effective teaching of SEL/Advisory Curriculum Develop peer mentoring program Have a schoolwide character education curriculum Expand Restorative Justice and CRT modules <p><u>Resources needed:</u> funding for training outlined below</p> <p><u>Personnel:</u> Administration, Teachers, Counselors and Staff</p> <p><u>Training:</u> Training will be needed to support RJ, peer mentor trainers and students; Training will be needed on implementation of character education curriculum</p> <p><u>Administration:</u> Site administration will coordinate and work with participating students and staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> Bring in outside facilitator to train teachers & staff Build on the capacity of expert staff on site Include regular and on going tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. <p><u>Resources needed:</u> Time and funding for outside facilitator</p> <p><u>Personnel:</u> Outside facilitator, counselor, administrators</p> <p><u>Training:</u> Professional development, observation and debrief cycles.</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>
	Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals	

Goal #2	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p>Expansion of student participation in academic activities</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Expanding the PBIS rewards program • Expanding the School Store offerings • Continued recognition assemblies • Celebrate academic successes classroom by classroom and schoolwide <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p> <p><u>Training:</u> N/A</p> <p><u>Administration:</u> Administration will work together with staff to establish incentives and programs</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>

School Safety Practices, Policies and Procedures:

A. Bully Prevention:

See Title IX Board Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying Policy attached as an appendix.

School administration at Oakland Charter High School enforces this policy and will not tolerate bullying of any type.

B. Safe Ingress/Egress Procedures:

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

CEO Designee's Responsibilities:

1. Contact School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site, including determining whether bilingual assistance is needed
3. Receive permission from the affected family regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison
5. If necessary, contact elementary, middle, and high schools since our schools are a tight-knit community.

6. Designate one voice for the press (usually CEO) and ensure other staff know to funnel request for information through the designated speaker.

Site Director's Responsibilities:

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
2. Update staff.
3. Develop a fact sheet for Administrative Assistant/Registrar to use when responding to inquiries
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English and Spanish
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at end of school day (share stories)
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life; have the CEO's Office contact Oakland Police or Oakland Fire Dept. to access their Critical Incident Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to Home Office and CEO

B. Responding to Inquiries – Site Director's/Site Director's Template:

Sample Script of DCA Office manager/Administrative Assistant

What has happened?

Share the information honestly:

E.g. "This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. "

What actions are being taken?

Security measures, emotional issues, correspondence:

E.g. "he Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents.

A written correspondence will be sent home sharing pertinent and resource information."

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. E.g. "Your son or daughter is not in immediate danger and therefore will be dismissed as usual."

What can the parent/community member do to help?

Immediate and long term:

E.g. "As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family

Be observant of your child’s feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff.”

C. Lockdown – Sample School Messenger Connect Message – English

Initial message:

Hello DCA families.

This is _____, the Site Director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Oakland Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Oakland Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Oakland Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the Site Director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Lockdown – Sample School Messenger Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Oakland está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Oakland ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Oakland nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____. _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinent details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, Downtown Charter Academy staff and students will follow protocol as dictated in this Safety Plan. Annually, before the first day of school, the DCA Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in the AMPS Emergency Handbook. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire, earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan.

The information below- labeled A through Q will be provided on printable index card sized paper and stored in Emergency Backpacks for easy access during emergencies. This is also available for download and storage on cell phones.

A. Emergency Contact Datasheet:

School/Site: Downtown Charter Academy

IC (Incident Commander): Claudia Lee, Site Director

Command Center Location: Blacktop lot

Release of Students Location: Buttercup Grill Parking lot 1000 Cotton Street Oakland, CA 94606

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency OPD - (510) 777-3333

Public Utilities:

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Executive Office: Evelia Villa - 1-510- 452-7854

Executive Assistant: Luis Romo - 1-510-434-7017

Sr Director of Operations: Sylvia Flores-

Hospitals:

Highland Hospital - (510) 437-4800

Oakland Kaiser - (510) 752-1000

La Clinica - (510) 535-3500

Staff w/Walkie Talkies:

Site Director School Office

ASES Coordinator

Athletic Staff

Special Education Staff
Wellness Staff

B. Communication Signals:

Evacuate: announce “this is not a drill please exit the teachers have your students leave all items in the classroom.

Teachers in the upper resource building please exit calmly through the back door and use the back staircase to bring students to the blacktop. Teachers in the lower resource building please exit students through the main entrance and calmly proceed to the blacktop for line up. Teachers in all other buildings please lock your doors and escort all students to the blacktop for line up.

Lockdown: announce “lockdown, this is not a drill, repeat, lockdown” All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

Duck, Cover, and Hold: teacher signals “Duck, cover, and hold”

All-Clear: Site Director to announce all clear and dismiss students to next class as appropriate.

Persons responsible:

Parent Pick up:	Ms. Gonzales, Ms. Chai
Student supervision:	All teachers, counselors, school staff and security staff overseen by administration
Persons responsible for rooms/all clear:	Administrators

C. Action Evacuate:

- Warning: The warning signal at the school for Action “Evacuate” or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Safety Coordinator (Gregg Pentony): Call 911.
- **Action “Evacuate” consists of:**
 - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
 - Removal of student/staff Emergency Data Cards from office to an outside area of safety
 - Teachers ensure emergency backpack is carried to the assembly site on the blacktop.
- **Action Evacuate is considered appropriate but not limited to:**
 - Fire
 - Bomb threat
 - Chemical accident
 - Gas leak
 - Explosion or threat of explosion
 - Post-earthquake
 - Other occurrences which make the school building(s) uninhabitable

D. Action “Drop – Take Cover”:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- **Action “Drop – Take Cover” consists of:**
 - Command “Drop – Take Cover” is given
 - Move away from buildings, trees, fences and power lines

- Drop to your knees
- Clasp both hands behind your neck
- Bury your face in your arms
- Make your body as small as possible
- Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action “Drop – Take Cover” is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion

E. Action Duck Cover and Hold:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- **Action “Duck, Cover, and Hold” consists of:**
 - Command “Duck, Cover, and Hold” is given.
 - Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
 - Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
 - Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
 - After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.
- **Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion
 - Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action “Lockdown”

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.
- **Action:**
 - Safety Coordinator signal “Lockdown” – Announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
 - Safety Coordinator call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
 - Site Director contact Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
 - Set up and man Command Center.
 - Site Director contact CEO’s Office to update status as soon as the situation is under control.
 - Front Office post sign on office door notifying public of lockdown.
 - Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):**
 - Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
 - Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.

- Teaching activities are to be stopped.
- Silence all mobile telephones; keep the classroom computer turned on.
- Continue to check email for updates.
- Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
- Lights should only be left on if it would help the police search, without compromising the safety of the students.
- If a gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
- Take roll and prepare a list of missing students.
- Call or email attendance information to the office, after the threat is contained.
- If there are no problems, place a green sheet of paper on the front window of the classroom.
- If there are problems, place a red sheet of paper on the window.
- If evacuated, bring roll sheets. Office staff take emergency cards to the designated evacuation area.
- **If students are not in classrooms:**
 - Go to the safest and closest area or room.
 - DO NOT try to go to your classroom. Instead enter any available room.
 - Physical Education students should be taken to the nearest room and held there until the end of the lockdown.
 - Follow steps “for students in classrooms” above

G. Action “Soft Lockdown” consists of:

- **Warning:** All procedures above from “Lockdown”
- **Action:**
 - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
 - Transition from a lockdown to a soft lock down must be authorized by the police.
 - During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff.
- **If lockdown is due to Active Assailant:**
 - Do not use placards until the situation is resolved.
 - If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).
- **Action “Directed Transportation”**
 - Warning: Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action “Directed Transportation” consists of:**
 - Transporting students to a safe area.
- **Action “Directed Transportation” is considered appropriate only when directed by a competent public safety authority.**
 - It may be appropriate for, but not limited to, movement away from:
 - Flood or tsunami,
 - Fire
 - Hazardous materials incident
 - Or Blast Area

H. Action “Student Release”:

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
 - “Student Release” will be considered by the Site Director or designee if directed by the CEO. Students will be held at school until released to an authorized adult.
- **Action “Student Release” consists of:**
 - Dismissal of all classes.
 - Release of students to their parents or guardian or other authorized adult at Site Director’s or designee’s judgment.
 - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**
 - Use signs to designate “Student pick-up area.”
 - Use signs to direct parents to line up (e.g. alpha, grade levels or room #’s).
 - Release younger students first.
 - Provide escort to parent/guardian if necessary

I. Action “Civil Disturbance”:

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a “Lockdown”.
- **Action:**
 - Follow Site Director’s or designee’s direction for possible “Lockdown”
 - Account for all students and staff
 - Remain in classroom or designated areas until contacted
 - Remain calm and reassuring

J. Action “Hazardous Material Incident”

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
 - Classroom teacher notify the office immediately.
 - Evacuate all students from classroom
 - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
 - Office will notify the fire/law enforcement agency and district office.
 - Determine the need to implement Action “Evacuate” (fire alarm).
 - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.

- Isolate, identify and get names of students and staff that could have been exposed or contaminated.
- Account all students and staff.
- Site Director will direct other action as required.
- Remain in designated area until contacted

K. Action “Medical Emergency”

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**
- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished by the AMPS employee who is at the scene of the emergency**
 - Evaluate the scene of the injury or illness. isolate and secure the area.
 - Witnessing teacher/staff notify the school office.
 - Teacher/staff at scene call 9-1-1, as appropriate.
 - If indoors, teacher/staff at scene determines the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
 - Stabilize the victim, and administer first aid.
 - Use standard precautions as outlined in the District’s “Blood-borne Pathogens Exposure Control Plan.”
 - Rejoin students as soon as possible.
 - Account for all students and remain with them.
 - Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

L. Action “Fire”:

- **Actions:**
 - School Safety Coordinator signal “Evacuation” fire bell. Help Students with Disabilities. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
 - Site Director notifies (or assigns designee to notify) assistant Site Director, dean of instruction, campus supervisors, support staff
 - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
 - If students are in classrooms:
 - Evacuate. Close but do not lock doors.
 - Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
 - Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
 - If students are not in classrooms:
 - Reunite with students in evacuation area
 - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.

- All Clear will be signaled by the Site Director or his/her designee.
- Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
- Follow Student Release Procedures (if directed by CEO or CEO)

M. Action “Active Assailant on Campus”:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action: In the event of a dangerous person on campus, do the following:**
 - Inside school building
 - Implement “Lockdown”, however do not post red or green placards
 - Construct barriers using furniture, desks, etc., to blockade the door and windows
 - Instruct students to lie down behind the barriers
 - Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity or you are absolutely sure of the identity of the person asking to open the door
 - Ask for identification, it can be slid under the door.
 - If the assailant enters an occupied room be ready with a Plan of Action:
 - If possible, **run away** from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
 - Outside
 - When law enforcement arrives, be quiet and compliant, do not look like a threat:
 - Keep hands empty and hold them up when law enforcement approaches
 - If known, tell where the assailant is located
 - Report status to command center and post placards as instructed

N. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse **Warning:** Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
 - Inside school building:
 - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
 - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
 - Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
 - Follow the approved route to the assembly area, keep away from trees, power poles, etc.
 - Maintain control of students.
 - Avoid touching electrical wires and metal objects such as chain link fences.

- Render first aid if necessary.
- Once outside of school in designated evacuation location, take roll, issue student name tags, alert command center of any injured or missing student(s).
- If possible, school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
- Do not return to building for any reason until they have been declared safe by authorized official(s).
- The Site Director or designee will determine the advisability or necessity of Action “Student Release.” Prior approval must be obtained by the CEO.
- On school grounds:
 - The staff member in authority implements Action “Drop – Take Cover”.
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
- Activate School Emergency System as/if necessary.

O. Action “Bomb Threat – Bomb or Suspicious Device”:

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise.

Refer to appendix for Dept of Homeland Security Bomb Threat checklist.

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
 - Recipient of the threatening telephone call
 - Remain calm.
 - Keep the caller on the line as long as possible.
 - Do Not Hang Up, even if the caller does.
 - Listen carefully. Be polite and show interest.
 - Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
 - Write down as much detail as can be remembered. Try to use exact words.
 - If the telephone has a display, copy the number and/or letters on the display window.
 - Attempt to get information on location of bomb, and any identification characteristics of caller.
 - Have them repeat the message.
 - Immediately upon termination of the call, do not hang up, but from a different telephone, call 911.
 - If a bomb threat is received by letter or handwritten note:
 - Handle the letter or note as minimally as possible.
 - Notify the office and call 911.
 - If a bomb threat is received by email:
 - Do not delete the email message.
 - Notify the office and call 911.
 - Bomb or Suspicious Device
 - Do not touch or approach the device.
 - Notify the office immediately.
 - Get students out of the immediate areas and wait for directions from the office.
 - Follow Site Director’s or designee’s instructions for appropriate emergency procedures.

P. Pandemic Influenza:

P.1. General Overview

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza or other pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director or Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom
-

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

“Parent Square” All call systems will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meetings. For more information:

<http://www.pandemicflu.gov/plan/>

P.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by

severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, Downtown Charter Academy was closed to in-person instruction since March 16th 2020. In the ensuing months, while schooling continued through distance learning, Downtown Charter Academy has been preparing for full, in-person instruction for the 2021-2022 school year.

Following guidance from the Center for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying Powerpoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows, with the full description in our [COVID-19 Prevention Plan](#) and our [Student Health and Safety Plan](#).

- Cleaning, Disinfection
 - Staff are expected to regularly clean high-touch areas
 - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
 - Disinfection produce is based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
 - Air filtration was upgraded through installing new MERV-13 air filters
 - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Physical Distancing
 - Both Students and Staff are expected to maintain distance at all times possible
- Face Coverings and Other Essential Protective Gear
 - Staff and students are expected to wear masks at all times while on school campus
 - Face shields and disposable gloves are also available for staff
 - Plexi-glass shields are used as an added protection at the front office and around each student desk in classrooms
- Health Screenings for Students and Staff
 - Symptom self-check forms are completed by all Staff and Families (on behalf of the student) prior to arrival on campus
 - All staff and students are all also screened for elevated temperature prior to admittance into the building
- Healthy Hygiene Practices
 - Staff and students are reminded to wash hands regularly
 - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
 - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
 - During Townhalls and Orientations, students and parents were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook

- Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Testing of Staff
 - Testing cadence for unvaccinated staff is weekly and a minimum of 10% of unvaccinated students weekly
 - Downtown Charter Academy, along with its 5 sister schools, have a signed MOU with HR Support Pros, Inc., which has a partnership with Avellino Labs in Menlo Park, to perform PCR-RT tests
- Triggers for Switching to Distance Learning
 - The switch to distance learning, and the temporary closure of a school will be based on recommendation for the local health department,
- Communication Plans
 - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March, AMPS has sent out regular updates to staff, students, and parents.
 - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
 - Our goal with these communications is to share timely, accurate, and comprehensive
 - information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

Q. Staff “Buddy” List:




When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Commands- duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

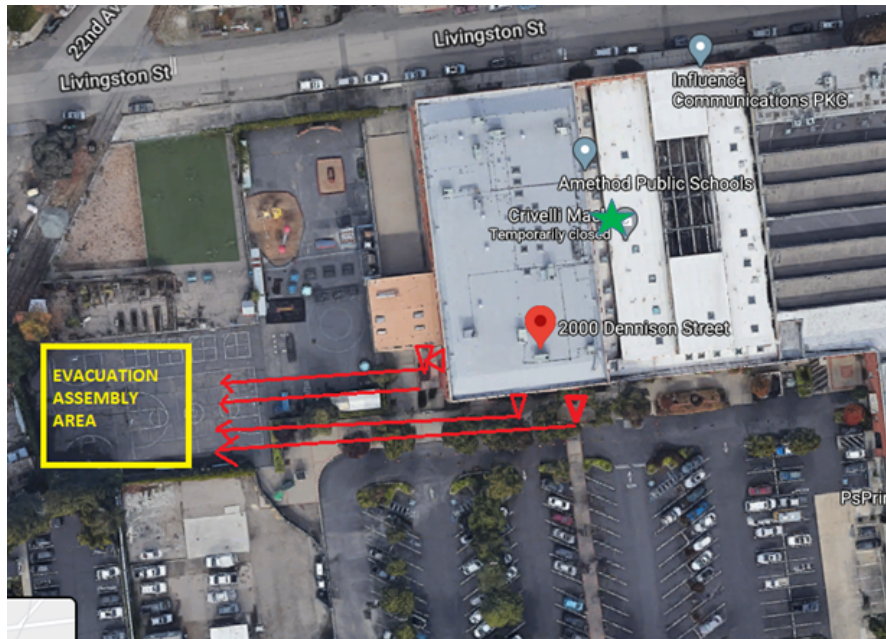
R. Use of Facilities

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

Evacuation Maps:

LEGEND

-  Downtown Charter Academy
-  Exit Route
-  Evacuation Assembly Area



Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.
- Go to your designated area on the map and line up.
- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Claudia Lee
Deputy Incident Commander	Gregg Pentony
Location of Command Center	Blacktop lot
Alternative Location on campus	Site Director's Office
Alternative Location off campus	<u>Site 1:</u> Buttercup Grill Parking Lot 1000 Cotton Street, Oakland, CA 94606 <u>Site 2:</u> Empty lot at corner of Embarcadero and Dennison
Emergency Operations Coordinator (Coordinates with Command Staff):	Gregg Pentony
Liaison to outside agencies:	Claudia Lee
Training	Claudia Lee, Jordan Bautista
PIO (Public Information Officer)	Claudia Lee
Crisis Response Leader	Claudia Lee, Oakland Police Department
Plans Chief	Claudia Lee, Jordan Bautista
Documentation	Ms. Chai, Ms. Prokopienko
Messages	Ms. Chai, Ms. Gonzalez
Search/Rescue	Coach Bautista, Coach Swingler
Procuring food & water	Ms. Pham, Ms. Tran
Staff/student supplies	Ms. Pham, Ms. Tran
Medical Supplies	Ms. Chai, Ms. Gonzalez
Medical First Aid	Ms. Gonzalez
Damage Assessment	Coach Pentony
Disaster Plan Updates	Claudia Lee, Jordan Bautista
Crisis Team	Ms. Prokopienko
Parent Pick-up	Ms. Gonzales, Ms. Chai, ASES staff
Builders/Sanitations	Mr. Ramon

Finance Chief	Mrs. Villa, Ms. Quan
Claims FEMA/State	Home office team

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ☐ 1. Assume command
- ☐ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ☐ 3. Call 911
- ☐ 4. Notify Administrators, Campus Supervisors, Staff, and Support Staff of the emergency
- ☐ 5. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ☐ 6. Conduct initial briefing with the Command Staff
- ☐ 7. Monitor local emergency radio stations for local news
- ☐ 8. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ☐ 9. Create an action plan with specific objectives including strategies to review and evaluate
- ☐ 10. Make provisions for language translators
- ☐ 11. Release teachers, as appropriate
- ☐ 12. CEO will review all incident information before release to the news media, parents or general public
- ☐ 13. Signal all-clear (Police Only will signal; if present)
- ☐ 14. Begin "Student Release Procedures" when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
- ☐ 15. Create an action plan with specific objectives for returning to normal operations
- ☐ 16. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- ☐ 1. Report to, attend briefings, and assist the IC (Site Director)
- ☐ 2. Keep unauthorized people away from the IC (Site Director)
- ☐ 3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ☐ 1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ☐ 2. Report to IC (Site Director) and attend briefings
- ☐ 3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ☐ 4. Indicate the process for emergency declarations

- ☐ 5. Develop status boards
- ☐ 6. Maintain a “position” log of staff
- ☐ 7. Monitor Command Staff for signs of stress or under-performance
- ☐ 8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the organization (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ☐ 1. Assist the Emergency Operations Coordinator and attend briefings
- ☐ 2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
- ☐ 3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

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

The Safety Officer is the only person other than the IC (Site Director) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- ☐ 3. Monitor stress levels of personnel involved in the response
- ☐ 4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- ☐ 5. Oversee “Logistics” for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident.

Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Act as referral resource for students, staff and volunteers
- ☐ 3. Obtain Oakland Unified School District’s Crisis Response Manual for resources, materials, etc.
- ☐ 4. Develop support systems as needed
- ☐ 5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (CEO/Public Information Officer)

The Public Information Officer acts as the official spokesperson for AMPS in an emergency situation. A school site-based PIO should only be used if the media is on campus and the AMPS PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ☐ 1. Contact Board of Directors, Sr Director of Operations, Other Home Office Directors as appropriate.

- ___ 2. Contact CEO to assign psychologists and counselors to the site, and identify those who may need bilingual assistance.
- ___ 3. Attend briefings with IC (Site Director)
- ___ 4. Identify yourself as the “PIO” with a vest, visor, sign, etc.
- ___ 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ___ 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- ___ 7. Ensure announcements and other information are translated into other languages as needed.
- ___ 8. Assist with rumor control
- ___ 9. Keep all documentation to support the history of the event
- ___ 10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO.
- ___ 11. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ___ 3. Message Team. Maintain a message board
- ___ 4. Communication Tea. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- ___ 5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- ___ 6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
- ___ 7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
- ___ 8. Web Page Update Team § Using the school’s or AMPS web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Site Director)
 - Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

Downtown Charter Academy has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that DCA's emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
 2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.
 3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
 4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.
- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
 - No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
 - To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Education, other governmental agencies, and the media during the period of the incident.
 - Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
 - Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The DCA Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. DCA employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

Strategies for addressing bullying at DCA schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable AMPS and school plans.

As appropriate, the CEO/ Site Director or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, DCA shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, DCA shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

DCA staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. An anti-bullying module created by the California Department of Education ("CDE") will be made available annually to all certificated employees and other employees who regularly interact with students.

Based on an assessment of bullying incidents at school, the CEO/Site Director or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director or designee shall develop means for students to report threats or incidents

confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director/CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director, or Site Director's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant Site Director whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director/ CEO or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/DCA policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

3. Campus Security:

Downtown Charter Academy is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. DCA also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The CEO/Site Director or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

DCA Administration believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site/Director/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director/CEO or designee shall ensure that the AMPS' campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

DCA is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The SiteDirector/CEO or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The SiteDirector/CEO or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

Downtown Charter Academy's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The DCA program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director/CEO or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

5. Child Abuse Reporting:

At DCA and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse.

—“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reporter who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510-577-3500

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any DCA/AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department- - (510) 238-3641) (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director, or the CEO or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the CEO or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO or designee shall provide training on mandated reporting requirements to DCA employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The AMPS Human Resources department CEO or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person

accepts, the Site Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the CEO or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the CEO or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The CEO/Site Director/CEO or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The Human Resources Department also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department/CEO or designee. (Penal Code 11166.5)

The CEO/Site Director/CEO or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of

the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) 3. No employee shall be subject to any sanction by the AMPS for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 15-17.

6. Comprehensive School Safety Plan

DCA and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. DCA and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at DCA shall develop a comprehensive school safety plan relevant to the needs and resources of DCA. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting.

The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by AMPS administrators in accordance with Education Code 32281.

In developing such strategies, AMPS administrators shall consult with law enforcement officials and Site Directors/Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive

school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
2. A representative of each teacher organization at the school
3. A representative of the school's student body government
4. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to

Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"

6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. AMPS policy related to possession of firearms and ammunition on school grounds
7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.
11. Strategies for suicide prevention and intervention.
12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.
14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at Downtown Charter Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director or designee shall ensure that DCA develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or AMPS
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other staff, and at any other time directed by an employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on schoolwork or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor DCA shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039

Campus Search & Seizure Policy.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The CEO or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

8. Discipline

DCA and the AMPS Board of Directors is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. DCA believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director/CEO or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at Downtown Charter Academy may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with AMPS nondiscrimination policies.

The Site Director/CEO or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention

techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
- 5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in discipline policies or goals for school safety and climate as specified in the AMPS local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct.

Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
- 7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
- 14.. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director/CEO may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director/SCEO or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at DCA.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every Downtown Charter Academy student. Those who present an immediate threat to the health and safety of others will be suspended. A student may

be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Downtown Charter Academy's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult pages 34-37 in the [Downtown Charter Academy Family Handbook 2021-2022](#), revised annually, with the most recent revision in August 2021.

9. Dress and Grooming

The Administration team at DCA in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. DCA expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at Downtown Charter Academy have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been approved by the AMPS Board.. More information regarding the DCA Uniform Guidelines may be found in the Downtown Charter Academy [Family Handbook 2021-2022](#) pages 21-22. Please also refer to Board Policy: 5044 Dress Code and Uniform Policy.

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the DCA uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least

once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In the lab, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.

2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Site Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response. 5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians

can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of AMPS and community resources.

AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director. Upon receiving such a complaint, the Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in the Uniform Complaint Procedures.

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/CEO or designee, and/or law enforcement, as appropriate. As necessary, AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at DCA's desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within an AMPS school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing the AMPS nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of the AMPS nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the AMPS educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize the AMPS nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS web site and other prominent locations and providing easy access to them through AMPS-supported social media, when available.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the AMPS nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the CEO to determine how best to accommodate or resolve concerns that may arise from the AMPS implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the AMPS will address any individual student's interests and concerns in private.
4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the AMPS nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the AMPS may use to provide a discrimination-free environment for all district students, including transgender and gender nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each Site Director or designee of the AMPS responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing AMPS policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of

discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in AMPS policy is strongly encouraged to immediately contact the Site Director/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director, within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Uniform Complaint Policies and Procedures approved by AMPS Board of Governance on February 19, 2020.

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.

- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director immediately.
2. Immediately notify the Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the AMPS computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption to school operations and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

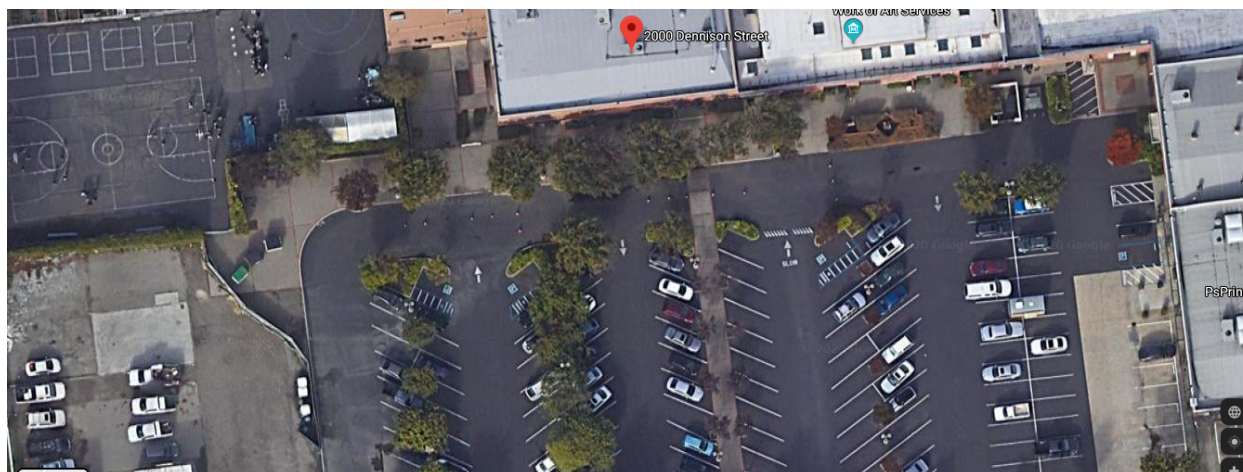
16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

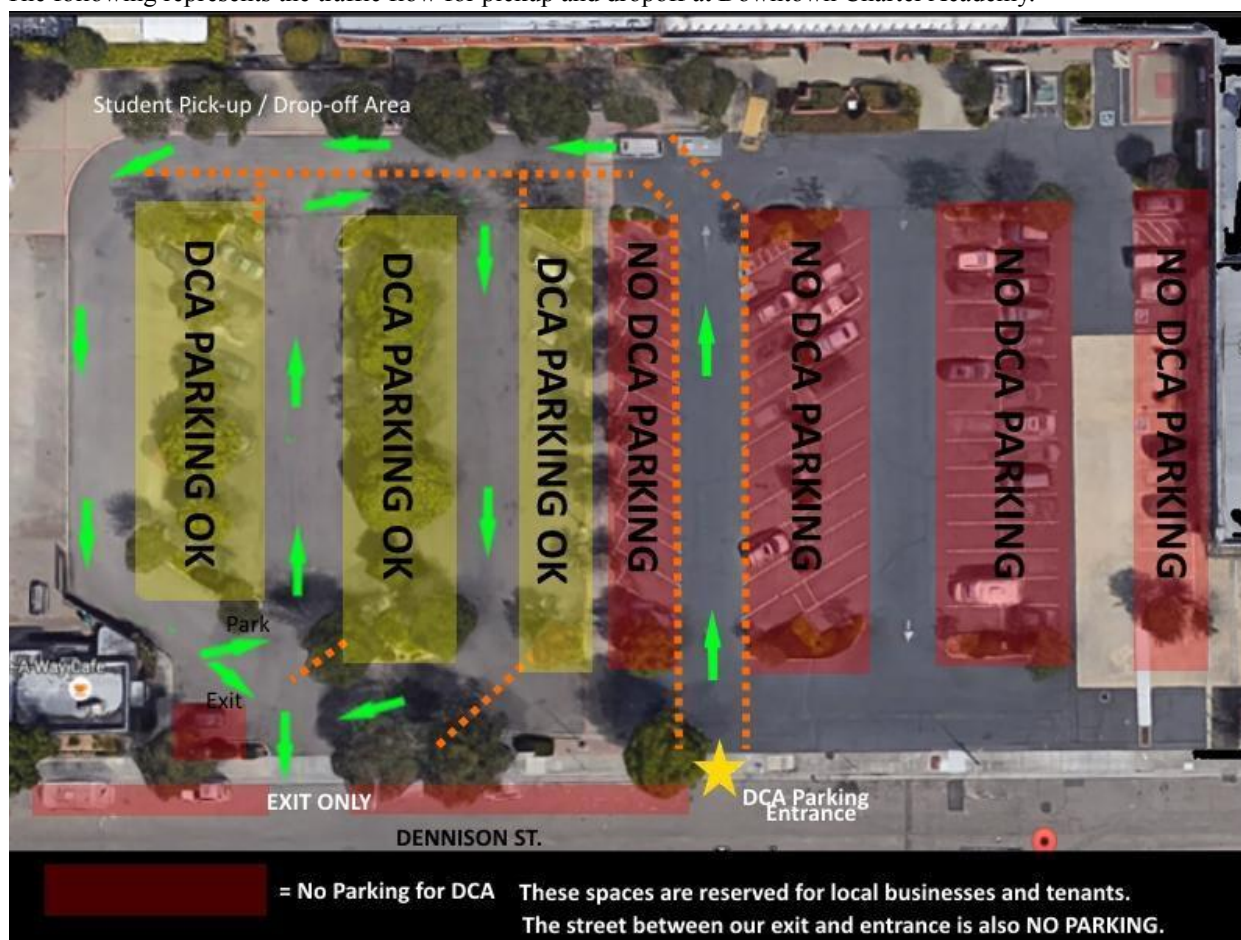
Pick up and Drop off Procedures: All students being dropped off at DCA must be dropped off at the curb in front of the school. Students may enter the campus only through the monitored side gate, and must then congregate in a designated area, under staff supervision, until homeroom begins. Students are escorted from the morning waiting area by their homeroom teachers.

During pick up and drop off parents are required to follow the traffic flow pattern described below. Designated pedestrian walkways and crossing areas ensure the safety of students arriving on foot or by bicycle. The following is the view of the school's parking—with 2 ADA accessible parking spots and a pedestrian safe passage, represented by the darkened extended footpath from the parking lot to the main entrance.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



The following represents the traffic flow for pickup and dropoff at Downtown Charter Academy.



17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director. Once notified, the Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and the AMPS Uniform Complaint Procedures or Title IX policy, as appropriate. Site Directors/Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12,

disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable AMPS to monitor, address, and prevent repetitive harassing behavior in the AMPS schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

Unless otherwise directed by the Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as

defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of AMPS

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately
2. Immediately notify the Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director

Please refer to AMPS Board Policy- 5039 Campus Search and Seizure Policy.

When informing the Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Oakland Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

References

A. Downtown Charter Academy Student and Family Handbook

A copy of the Downtown Charter Academy Student & Family Handbook is located in the school office, 2000 Dennison Street Oakland CA 94606

B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 2101 Livingston Street, Oakland, CA 94606

C. Amethod Public Schools Board Policies

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy


Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

Board Policy 5039 Campus Search & Seizure Policy

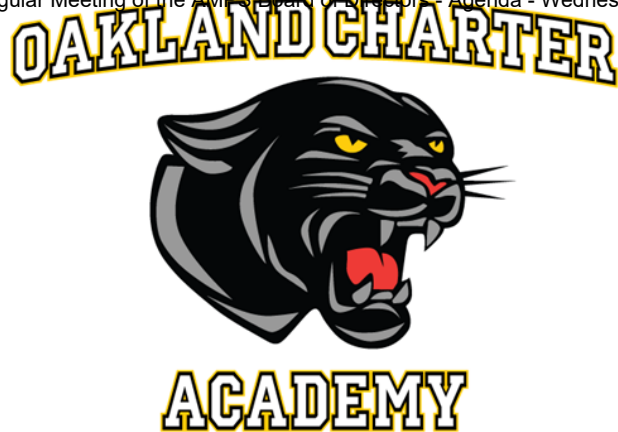
Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

D. Department of Homeland Security Bomb Threat Checklist is printed and posted in the front office.

 AMPS <hr style="border: 2px solid red; width: 100px; margin: 5px auto;"/> HONOR HARD WORK	Amethod Public Schools <i>Board Item Overview</i> Date: October 20, 2021	
Subject:	Comprehensive School Safety Plan	
Action: <input checked="" type="checkbox"/> Information: <input type="checkbox"/> Committee: <input type="checkbox"/>	Move to approve Comprehensive School Safety Plan for each of our 6 school sites	

RECOMMENDATIONS:	Approve Comprehensive School Safety Plan for submission to our authorizing school districts.
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	N/A
SUMMARY OF KEYS ISSUES:	<p>In compliance with AB 1747- School Safety Plans, which came into effect January 1,2019.</p> <p>All schools must annually update their Comprehensive School Safety Plan in collaboration with their School Site Safety Council (for AMPS, our FST) and local law enforcement.</p> <p>Our AMPS Emergency Procedures Handbook was previously reviewed by Sgt Lynette Parker of RPD. Sgt Lynette Parker of RPD and Lt Mike Beaver of OPD have previously visited our school sites and provided their recommendations for improving school safety.</p> <p>Legal Counsel has also reviewed our Comprehensive School Safety Plan.</p>
FISCAL ANALYSIS :	N/A
ATTACHMENT(S):	School Safety Plan Checklist provided by the CDE School Safety Plans for each of our 6 schools



Oakland Charter Academy School Safety Plan

4215 Foothill Boulevard

Oakland, CA 94601

Amethod Public Schools

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The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the AMPS Board of Directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Site Director/Site Director: Philip Ellingberg
School Site: Oakland Charter Academy
School Address: 4215 Foothill Blvd. Oakland, CA 94601
Site Director School Phone: (510) 719 7810
Site Director Email Address: pellingberg@amethodschools.org

Prepared by:
Site Leader
Safety Coordinator
FST

Reviewed & Approved by:

☐ FST Team

Date Approved:

October 6, 2021

☐ Oakland Police Department
Officer

☐ AMPS Governing Board

October 20, 2021

General School Information :

A. School Profile:

Oakland Charter Academy serves 250 students from 6th through 8th grade. We provide our students with a rigorous academic program in order to maximize their opportunities for success in a college or four-year university. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

Our campus is located in an urban neighborhood that serves youth from the surrounding community and the larger City of Oakland. The student population mirrors the diverse community that we serve. The majority of our students qualify for the free or reduced lunch program.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm.

The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

Exterior and interior areas of the campus are monitored through a closed circuit video surveillance system.

There are three designated points of entry to the campus; entrances are supervised by a video surveillance. During school hours, the parking lot entrance remains closed and locked. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed entry to the school grounds.

School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Blacktop/School Grounds, Windows/Doors/Gates/Fences	Fair
Overall Rating	Good

E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	2%
Hispanic	84%
White, not Hispanic	1%
African American	6%
Special Education	5%
Staff Demographics by Ethnicity	%
Asian	11%
Hispanic	33%
White, not Hispanic	33%
African American	16%
Other	8%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan:

FST

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2021-2022 school year was shared with:

- Parents on the FST on Oct 6th 2021
- All school staff will have access to the plan after it is shared with the AMPS governing board on 10/20/2021
- Communicated to the following entities:
 - Law Enforcement Agencies (by Home Office Operations and Compliance Manager)
 - Local Fire Stations (by Home Office Operations and Compliance Manager)
 - Oakland Unified School District (by Home Office Operations and Compliance Manager)

Assurances:

The Family Staff Team may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports :

A. School Crimes Status:

Oakland Charter Academy has not experienced incidents of crime on campus or during school-related functions.

Total Suspensions & Expulsions YTD	
Suspension	6
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?	
Assure a Safe Physical Environment	
X= area of need	
Improve safety of school grounds	X Improve ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of yard (fix blacktop gate)
Improve internal security	X Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti
X Improve dropping off/picking up students	Prevent weapons on campus
Other: Addition of more security cameras	

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:

<input checked="" type="checkbox"/> Community service opportunities	<input checked="" type="checkbox"/> Problem solving skills
<input checked="" type="checkbox"/> Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	<input checked="" type="checkbox"/> Sense of purpose and future
<input checked="" type="checkbox"/> Good Communication skills	<input checked="" type="checkbox"/> Participation in academic activities
<input checked="" type="checkbox"/> Character/value education	<input checked="" type="checkbox"/> High academic self-expectations
Social competence	Other

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:	
<input checked="" type="checkbox"/> Positive structure in classroom	<input checked="" type="checkbox"/> Prevention and intervention strategies
Fair, consistent discipline and consequences	<input checked="" type="checkbox"/> Anti-bullying
Acceptance of diversity	<input checked="" type="checkbox"/> Ongoing staff development
Drug-Free school	Student support
Character/values education	<input checked="" type="checkbox"/> Effective teacher/student relationships
<input checked="" type="checkbox"/> Parent Involvement	<input checked="" type="checkbox"/> Suicide prevention/response plans
High behavior expectations	<input checked="" type="checkbox"/> Extra-curricular activities
<input checked="" type="checkbox"/> Conflict resolution skills	<input checked="" type="checkbox"/> Student recognition
Anger Management	Supervision of students across all settings
Personal and social responsibility	Gang suppression
<input checked="" type="checkbox"/> Participation in and collaboration of parents/students/community	

D. Conclusions of 2020-21 Safe Schools Assessment:

Areas of Pride and Strength:

- Implementation of Kickboard (Merits and Demerits)
- Social emotional support by Second Step Curriculum
- Student involvement in extracurricular activities and sports

- Committed and caring teachers, staff, community

Areas to improve:

- Develop more after school sport teams
- Increase student sense of responsibility for self, future and education through the SEL advisory program.

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2021-2022 and forward:

- We strive to enhance the social emotional climate and have set goals that we believe can be achieved in the 2021-2022 school year.

Safe School Action Plans :

After analyzing data, resources, and desired areas of change, Oakland Charter Academy has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs:

- Goal #1: Assure a safe physical environment.
- Goal #2: Utilize a training system to ensure students and staff are aware and prepared to carry out protocols for emergency situations.

B. Component 2: Places:

- Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

	Component 1: People and Programs – Create a Caring and Connected School Climate	
Goal #1	Assure a safe physical environment.	
Objective 1	<p>Improve external and internal security:</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Add additional cameras to camera system • Increase safety at crosswalks at start and end of school by ensuring campus staff are available and present during welcome and dismissal. • Develop a site emergency directory & directory by department • Provide rooms without window coverings with window coverings. <p><u>Resources needed:</u> cameras, window coverings</p> <p><u>Personnel:</u> Safety Coordinator</p> <p><u>Training:</u> Training will be needed to operate cameras and use of window coverings.</p> <p><u>Administration:</u> This will be done by site administration working together with home office administration and the safety coordinator.</p>	<p>Persons Responsible: Administration at site and home office, Safety Coordinator</p> <p>Timeline for Implementation: May 2021-ongoing</p>
Goal #2	Utilize a training system to ensure students and staff are aware and prepared to carry out protocols for emergency situations.	

Objective 1	<p>Improve student and staff understanding of emergency plans and expectations.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> • Facilitate to train staff and questions. • Include regular and ongoing tiered professional development opportunities for staff and students. <p><u>Resources needed:</u> Meeting Times and Dates</p> <p><u>Personnel:</u> Safety Coordinator, Teachers, Administration, Students</p> <p><u>Training:</u> Professional development, observation and debrief cycles.</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Persons Responsible: Administrators, teachers, Safety Coordinator</p> <p>Timeline for Implementation: May 2021-ongoing</p>
	Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals	
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p>Expansion of student participation in academic activities</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Expanding the Kickboard program • Expanding the Merit Store offerings • Recognition assemblies • Celebrate academic successes classroom by classroom and schoolwide <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p> <p><u>Training:</u> N/A</p> <p><u>Administration:</u> Administration will work together with Culture Coordinator and staff to establish incentives and programs</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>

School Safety Practices, Policies and Procedures:

A. Bully Prevention:

See Title IX Board Policy: Title IX, Harassment, Intimidation, Discrimination, Bullying Policy attached as an appendix.

School administration at Oakland Charter Academy enforces this policy and will not tolerate bullying of any type.

B. Safe Ingress/Egress Procedures:

Supervision of Students:

As students arrive on campus each morning, teachers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, teachers and

administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

CEO Designee's Responsibilities:

1. Contact School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors including determining if bilingual assistance is needed.
3. Receive permission from affected famil(ies) regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison
5. If necessary, contact other AMPS middle school and the high school school because our schools are a tight-knit community.
6. Designate one voice for the press (usually CEO) and ensure other staff know to funnel requests for information through the designated speaker.

Site Director's Responsibilities:

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
2. Update staff.
3. Develop a fact sheet for Administrative Assistant to use when responding to inquiries.
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English and Spanish.
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at end of school day (share stories)
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life; have CEO's Office contact Oakland Police or Oakland Fire Dept. to access their Critical Incidence Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to Home Office and CEO.

B. Responding to Inquiries – Site Director's/Site Director's Template:

Sample Script of OCA Office manager/Administrative Assistant

What has happened?

Share the information honestly:

E.g. "This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured."

What actions are being taken?

Security measures, emotional issues, correspondence:

E.g. "The Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents.

A written correspondence will be sent home sharing pertinent and resource information."

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. E.g. "Your son or daughter is not in immediate danger and therefore will be dismissed as usual."

What can the parent/community member do to help?

Immediate and long term:

E.g. "As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family.

Be observant of your child's feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff."

C. Lockdown – Sample Parent Square Connect Message – English

Initial message:

Hello OCA families.

This is _____, the Site Director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Oakland Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Oakland Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Oakland Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the Site Director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one

priority.

Lockdown – Sample Parent Square Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Oakland está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Oakland ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Oakland nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinente details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, Oakland Charter Academy staff and students will follow protocol as dictated in this School Safety Plan. Annually, before the first day of school, the Oakland Charter Academy Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in this School Safety Plan. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire, earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan.

The information below- labeled A through R will be provided on printable index card sized paper and stored in Emergency Backpacks for easy access during emergencies. This is also available for download and storage on cell phones.

A. Emergency Contact Datasheet:

School/Site: Oakland Charter Academy

IC (Incident Commander): Philip Ellingberg, Site Director

Command Center Location: Front Parking Lot 4215 Foothill Blvd.

Release of Students Location: Blacktop Gate 4215 Foothill Blvd.

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency OPD - (510) 777-3333

Public Utilities:

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Executive Office: Evelia Villa - 1-510- 452-7854

Executive Assistant: Luis Romo - 1-510-434-7017

Sr Director of Operations - Sylvia Flores

Hospitals:

Highland Hospital - (510) 437-4800

Oakland Kaiser - (510) 752-1000

La Clinica - (510) 535-3500

B. Communication Signals:

Evacuate: announce “this is not a drill please exit the teachers have your students leave all items in the classroom. Teachers in Room 1 and Room 3 exit through the front doors into the Parking Lot. Teachers in Room 2 and Room 4 exit through the side doors into the PE yard. Teachers in Rooms 7, Room 9 and Room 10 exit through the back door into the PE Yard. Teachers in Room 5 and Room 6 exit through the side doors into the side parking lot.

Lockdown: announce “lockdown, this is not a drill, repeat, lockdown” All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

Duck, Cover, and Hold: teacher signals “Duck, cover, and hold”

All-Clear: Site Director to announce all clear and dismiss students to next class as appropriate.

Persons responsible:

Parent Pick up:	Mr. Arcos and Ms. Cervantes
Student supervision:	All teachers, counselors, school staff overseen by administration
Persons responsible for rooms/all clear:	Dr. Ellingberg and Ms. Relphorde

C. Action Evacuate:

- **Warning:** The warning signal at the school for Action “Evacuate” or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Safety Coordinator (Greer Relphorde) Call 911.
- **Action “Evacuate” consists of:**
 - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
 - Removal of student/staff Emergency Data Cards from office to an outside area of safety
 - Teachers ensure emergency backpack is carried to the assembly site on the blacktop.
- **Action Evacuate is considered appropriate but not limited to:**
 - Fire
 - Bomb threat
 - Chemical accident
 - Gas leak
 - Explosion or threat of explosion
 - Post-earthquake
 - Other occurrences which make the school building(s) uninhabitable

D. Action “Drop – Take Cover”:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- **Action “Drop – Take Cover” consists of:**
 - Command “Drop – Take Cover” is given
 - Move away from buildings, trees, fences and power lines
 - Drop to your knees
 - Clasp both hands behind your neck
 - Bury your face in your arms
 - Make your body as small as possible
 - Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action “Drop – Take Cover” is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion

E. Action Duck Cover and Hold:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- **Action “Duck, Cover, and Hold” consists of:**
 - Command “Duck, Cover, and Hold” is given.
 - Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
 - Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
 - Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
 - After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.
- **Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is**

considered appropriate for, but not limited to, the following:

- Earthquake: shaking of the earth
- Explosion
- Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action “Lockdown”

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.
- **Action:**
 - Safety Coordinator signal “Lockdown” – Announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
 - Safety Coordinator Call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
 - Site Director contact Home Office. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
 - Site Director Set up and man Command Center.
 - Site Director Contact CEO’s Office to update status as soon as the situation is under control.
 - Front Desk Admin Asst Post sign on office door notifying public of lockdown.
 - Site Director Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer), teachers should do the following:**
 - Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
 - Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
 - Teaching activities are to be stopped.
 - Silence all mobile telephones; keep the classroom computer turned on.
 - Continue to check email for updates.
 - Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
 - Lights should only be left on if it would help the police search, without compromising the safety of the students.
 - If gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
 - Take roll and prepare a list of missing students.
 - Call or email attendance information to the office, after the threat is contained.
 - If there are no problems, place a green sheet of paper on the front window of the classroom.
 - If there are problems, place a red sheet of paper on the window.
 - If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.
- **If students are not in classrooms:**
 - Go to the safest and closest area or room.
 - DO NOT try to go to your classroom. Instead enter any available room.
 - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
 - Follow steps “for students in classrooms”above

G. Action “Soft Lockdown” consists of:

- **Warning:** All procedures above from “Lockdown”
- **Action:**
 - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
 - Transition from a lockdown to a soft lock down must be authorized by the police.
 - During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff. **If lockdown is due to Active Assailant:**
 - Do not use placards until the situation is resolved.
 - If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).
- **Action “Directed Transportation”**
 - **Warning:** Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action “Directed Transportation” consists of:**
 - Transporting students to a safe area.
- **Action “Directed Transportation” is considered appropriate only when directed by a competent public safety authority.**
 - It may be appropriate for, but not limited to, movement away from:
 - Flood or tsunami,
 - Fire
 - Hazardous materials incident
 - Or Blast Area

H. Action “Student Release”:

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
 - “Student Release” will be considered by the Site Director or designee if directed by the CEO. Students will be held at school until released to an authorized adult.
- **Action “Student Release” consists of:**
 - Dismissal of all classes.
 - Release of students to their parents or guardian or other authorized adult at Site Director’s or designee’s judgment.
 - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**
 - Use signs to designate “Student pick-up area.”
 - Use signs to direct parents to line up (e.g. alpha, grade levels or room #'s).
 - Release younger students first.
 - Provide escort to parent/guardian if necessary

I. Action “Civil Disturbance”:

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a “Lockdown”.
- **Action:**
 - Follow Site Director’s or designee’s direction for possible “Lockdown”
 - Account for all students and staff
 - Remain in classroom or designated areas until contacted
 - Remain calm and reassuring

J. Action “Hazardous Material Incident”

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
 - Teacher notify the office immediately.
 - Evacuate all students from classroom
 - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
 - Office will notify the fire/law enforcement agency and AMPS Home Office.
 - Determine the need to implement Action “Evacuate” (fire alarm).
 - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - Isolate, identify and get names of students and staff that could have been exposed or contaminated.
 - Account for all students and staff.
 - Site Director will direct other action as required.
 - Remain in designated area until contacted

K. Action “Medical Emergency”

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**

- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished by the AMPS employee who is at the scene of the emergency:**
 - Evaluate the scene of the injury or illness. isolate and secure the area.
 - Notify the school office.
 - Call 9-1-1, as appropriate.
 - If indoors, determine the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
 - Stabilize the victim and administer first aid.
 - Rejoin students as soon as possible.
 - Account for all students and remain with them.
 - Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

L. Action “Fire”:

- **Actions:**
 - School Safety Coordinator signal “Evacuation” fire bell. Help Students with Disabilities. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
 - Site Director notifies (or assigns designee to notify) assistant Site Director, dean of instruction, campus supervisors, support staff
 - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
 - If students are in classrooms:
 - Evacuate. Close but do not lock doors.
 - Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
 - Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
 - If students are not in classrooms:
 - Reunite with students in evacuation area
 - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
 - All Clear will be signaled by the Site Director or his/her designee.
 - Site Director debriefs staff, parents/community (Parent Square, etc.) and students.
 - Follow Student Release Procedures (if directed by CEO).

M. Action “Active Assailant on Campus”:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action:** In the event of a dangerous person on campus, do the following:

- Inside school building
 - Implement “Lockdown”, however do not post red or green placards
 - Construct barriers using furniture, desks, etc, to blockade the door and windows
- Instruct students to lie down behind the barriers
- Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity or you are absolutely sure of the identity of the person asking to open the door
- Ask for identification, it can be slid under the door.
- If the assailant enters an occupied room be ready with a Plan of Action:
 - If possible, **run away** from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
- Outside
 - When law enforcement arrives, be quiet and compliant, do not look like a threat:
 - Keep hands empty and hold them up when law enforcement approaches
 - If known, tell where the assailant is located
 - Report status to command center and post placards as instructed

N. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse **Warning:** Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
 - Inside school building:
 - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
 - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
 - Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
 - Follow the approved route to the assembly area, keep away from trees, power poles, etc.
 - Maintain control of students.
 - Avoid touching electrical wires and metal objects such as chain link fences.
 - Render first aid if necessary.
 - Once outside of school in designated evacuation location, take roll, issue student name tags, alert command center of any injured or missing student(s).
 - If possible, school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
 - Do not return to building for any reason until they have been declared safe by authorized official(s).
 - The Site Director or designee will determine the advisability or necessity of Action “Student Release.” Prior approval must be obtained by the CEO
 - On school grounds:
 - The staff member in authority implements Action “Drop – Take Cover”.
 - The safest place is in the open. Stay there until the earthquake is over.
 - Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!

- Activate School Emergency System as/if necessary.

O. Action “Bomb Threat – Bomb or Suspicious Device”:

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise

Refer to appendix for Dept of Homeland Security Bomb Threat checklist.

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
 - Recipient of the threatening telephone call
 - Remain calm.
 - Keep the caller on the line as long as possible.
 - Do Not Hang Up, even if the caller does.
 - Listen carefully. Be polite and show interest.
 - Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
 - Write down as much detail as can be remembered. Try to use exact words.
 - If the telephone has a display, copy the number and/or letters on the display window.
 - Attempt to get information on location of bomb, and any identification characteristics of caller.
 - Have them repeat the message.
 - Immediately upon termination of the call, do not hang up, but from a different telephone, call 911.
 - If a bomb threat is received by letter or handwritten note:
 - Handle the letter or note as minimally as possible.
 - Notify the office and call 911.
 - If a bomb threat is received by email:
 - Do not delete the email message.
 - Notify the office and call 911.
 - Bomb or Suspicious Device
 - Do not touch or approach the device.
 - Notify the office immediately.
 - Get students out of the immediate areas and wait for directions from the office.
 - Follow Site Director’s or designee’s instructions for appropriate emergency procedures.

P. Pandemic Influenza:

P.1. General Overview

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are densely populated environments, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza or other pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director/Site Director or Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

“Parent Square” All call system will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meeting. For more information:

<http://www.pandemicflu.gov/plan/>

P.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, Oakland Charter Academy has been closed to in-person instruction since March 16th 2020. In the ensuing months, while schooling continued through distance learning, Oakland Charter Academy has been preparing for full, in-person instruction for the 2021-2022 school year.

Following guidance from the Center for Disease Control and Prevention (CDC), California Department of

Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying Powerpoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows, with the full description in our [COVID-19 Prevention Plan](#) and our [Student Health and Safety Plan](#).

- Cleaning, Disinfection
 - Staff are expected to regularly clean high-touch areas
 - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
 - Disinfection produce is based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
 - Air filtration was upgraded through installing new MERV-13 air filters
 - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Physical Distancing
 - Both Students and Staff are expected to maintain distance at all times possible
- Face Coverings and Other Essential Protective Gear
 - Staff and students are expected to wear masks at all times while on school campus
 - Face shields and disposable gloves are also available for staff
 - Plexi-glass shields are used as an added protection at the front office and around each student desk in classrooms
- Health Screenings for Students and Staff
 - Symptom self-check forms are completed by all Staff and Families (on behalf of the student) prior to arrival on campus
 - All staff and students are all also screened for elevated temperature prior to admittance into the building
- Healthy Hygiene Practices
 - Staff and students are reminded to wash hands regularly
 - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
 - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
 - During Townhalls and Orientations, students and parents were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
 - Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Testing of Staff
 - Testing cadence for unvaccinated staff is weekly and a minimal of 10% of unvaccinated students weekly
 - Oakland Charter Academy, along with its 5 sister schools, have a signed MOU with HR Support Pros, Inc., which has a partnership with Avellino Labs in Menlo Park, to perform

PCR-RT tests

- Triggers for Switching to Distance Learning
 - The switch to distance learning, and the temporary closure of a school will be based on recommendation from the local health department
- Communication Plans
 - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March, AMPS has sent out regular updates to staff, students, and parents.
 - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
 - Our goal with these communications is to share timely, accurate, and comprehensive information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

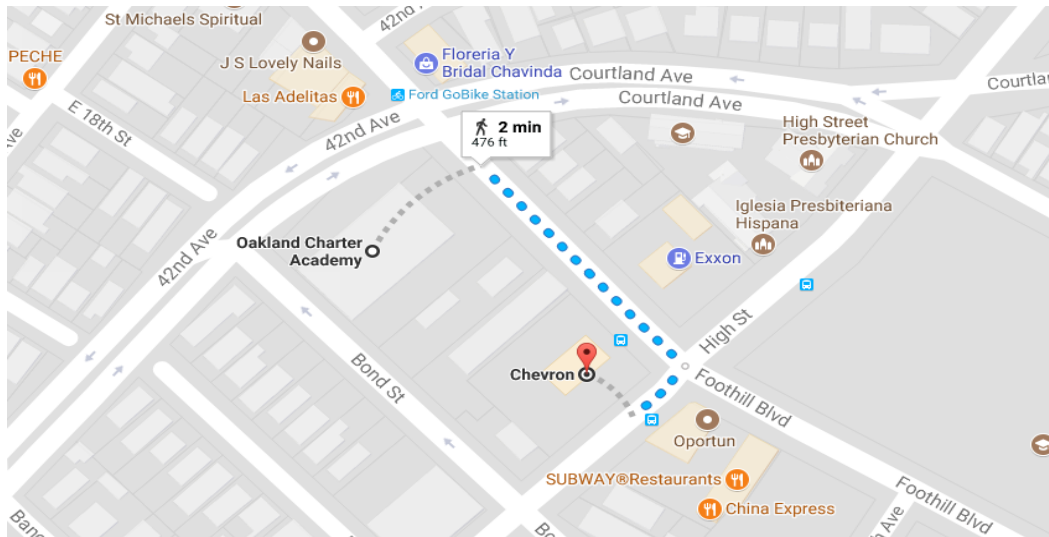
Q. Staff “Buddy” List:

When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Commands- duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

R. Use of Facilities

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

Evacuation Maps:



Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.
- Go to your designated area on the map and line up.
- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Philip Ellingberg
Deputy Incident Commander	Greer Relphorde

Location of Command Center	Blacktop 4215 Foothill Blvd.
Alternative Location on campus	Chevron Gas Station 4265 Foothill Blvd Oakland, CA 94601
Alternative Location off campus	<u>Site 1:</u> Cesar Chavez Park Foothill Blvd & Bridge Ave, Oakland, CA 94601 <u>Site 2:</u> Cardenas Parking Lot 1630 High St Oakland, CA 94601
Emergency Operations Coordinator (Coordinates with Command Staff):	Greer Relphorde
Liaison to outside agencies:	Mr. Arcos
Training	Greer Relphorde
PIO (Public Information Officer)	Philip Ellingberg
Crisis Response Leader	Philip Ellingberg , Oakland Police Department
Plans Chief	Philip Ellingberg, Greer Relphorde
Documentation	Mr. Arcos and Ms. Cervantes
Messages	Mr. Arcos and Ms. Cervantes
Search/Rescue	Physical Education Teacher
Procuring food & water	Wellness Counselor
Staff/student supplies	6th Grade Mathematics
Medical Supplies	6th Grade History
Medical First Aid	6th Grade English Language Arts
Damage Assessment	Dr. Ellingberg
Disaster Plan Updates	Philip Ellingberg and Greer Relphorde
Crisis Team	7th Grade History
Parent Pick-up	Mr. Arcos and Ms. Cervantes

Builders/Sanitations	Wellness Counselor
Finance Chief	Andrew Wang
Claims FEMA/State	Home Office Team

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ___ 1. Assume command
- ___ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ___ 3. Call 911
- ___ 4. Notify Assistant Site Directors, Campus Supervisors, Support Staff, and on-campus child care of the emergency
- ___ 5. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ___ 6. Conduct initial briefing with the Command Staff
- ___ 7. Monitor local emergency radio stations for local news
- ___ 8. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ___ 9. Create an action plan with specific objectives including strategies to review and evaluate
- ___ 10. Make provisions for language translators
- ___ 11. Release teachers, as appropriate
- ___ 12. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
- ___ 13. Signal all-clear (Police Only will signal; if present)
- ___ 14. Begin "Student Release Procedures" when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
- ___ 15. Create an action plan with specific objectives for returning to normal operations
- ___ 16. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- ___ 1. Report to, attend briefings, and assist the IC (Site Director)
- ___ 2. Keep unauthorized people away from the IC (Site Director)
- ___ 3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ☐ 1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ☐ 2. Report to IC (Site Director) and attend briefings
- ☐ 3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ☐ 4. Indicate the process for emergency declarations
- ☐ 5. Develop status boards
- ☐ 6. Maintain a "position" log of staff
- ☐ 7. Monitor Command Staff for signs of stress or under-performance
- ☐ 8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the school organization (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ☐ 1. Assist the Emergency Operations Coordinator and attend briefings
- ☐ 2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
- ☐ 3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- ☐ 3. Monitor stress levels of personnel involved in the response
- ☐ 4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- ☐ 5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)

- ___ 2. Act as referral resource for students, staff and volunteers
- ___ 3. Obtain Oakland Unified School District's Crisis Response Manual for resources, materials, etc.
- ___ 4. Develop support systems as needed
- ___ 5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (CEO/Public Information Officer)

The Public Information Officer acts as the official spokesperson for AMPS in an emergency situation. A school site-based PIO should only be used if the media is on campus and the AMPS PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ___ 1. Contact School Board of Directors, Sr Director of Operations, Other Home Office Directors, as appropriate.
- ___ 2. Contact CEO of Educational Services/Special Education to assign psychologists and counselors to the site account for those who might need bilingual assistance.
- ___ 3. Attend briefings with IC (Site Director)
- ___ 4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ___ 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ___ 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- ___ 7. Ensure announcements and other information are translated into other languages as needed.
- ___ 8. Assist with rumor control
- ___ 9. Keep all documentation to support the history of the event
- ___ 10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.
- ___ 11. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ___ 3. Message Team. Maintain a message board
- ___ 4. Communication Tea. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- ___ 5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- ___ 6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information

- ___ 7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
- ___ 8. Web Page Update Team § Using the school's or AMPS web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Site Director)
 - Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

Oakland Charter Academy has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that DCA's emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take

note of where and by whom it was found.

2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.

3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.

4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.

- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
- No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
- To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Education, other governmental agencies, and the media during the period of the incident.
- Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
- Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The OCA staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. OCA employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

Strategies for addressing bullying at OCA schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable AMPS and school plans.

As appropriate, the CEO/ Site Director or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, OCA shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, OCA shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

OCA staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. An anti-bullying module created by the California Department of Education ("CDE") will be made available annually to all certificated employees and other employees who regularly interact with students.

Based on an assessment of bullying incidents at school, the CEO/Site Director or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director/CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director, or Site Director's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant Site Director whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and

to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director/CEO or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/OCA policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

3. Campus Security:

Oakland Charter Academy is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. OCA also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The CEO/Site Director or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

OCA Administration believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site Director/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director/CEO or designee shall ensure that the AMPS campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti

4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

OCA is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The SiteDirector/CEO or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The SiteDirector/CEO or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

Oakland Charter Academy instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The OCA program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director/CEO or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

5. Child Abuse Reporting:

At OCA and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reporter who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510-577-3500

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any OCA /AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

(Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for

serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director, or the CEO or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the CEO or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO or designee shall provide training on mandated reporting requirements to OCA employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The AMPS Human Resources department CEO or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director/Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Site Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable

him/her to be as comfortable as possible.

2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the CEO or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the CEO or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The CEO/Site Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The Human Resources Department also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department/CEO or designee. (Penal Code 11166.5)

The CEO/Site Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made

a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) 3. No employee shall be subject to any sanction by AMPS for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 23-24.

6. Comprehensive School Safety Plan

OCA and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. OCA and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at OCA shall develop a comprehensive school safety plan relevant to the needs and resources of OCA. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting. The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by AMPS administrators in accordance with Education Code 32281.

In developing such strategies, AMPS administrators shall consult with law enforcement officials and Site Directors/Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of the local school employee organization
2. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
3. A representative of each teacher organization at the school
4. A representative of the school's student body government
5. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or

mandatory expulsion recommendations

4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. CMO policy related to possession of firearms and ammunition on school grounds
7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.
11. Strategies for suicide prevention and intervention.
12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.
14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and

contaminants.

7. Conduct:

The staff at Oakland Charter Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director/Site Director or designee shall ensure that OCA develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption (Under California Penal Code Section 422, it is a crime to willfully communicate a threat to another person that would result in great bodily injury or death).
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or AMPS.
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other staff, and at any other time directed by an employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on schoolwork or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school

13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor OCA shall be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039 Campus Search & Seizure Policy.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The Site Director/CEO or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

8. Discipline

OCA and the AMPS Board of Directors is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. OCA believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director/CEO or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at Oakland Charter Academy may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with AMPS nondiscrimination policies.

The Site Director/CEO or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the School's local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director/site director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
- 5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in AMPS discipline policies or goals for school safety and climate as specified in the OCA's local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating

in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
- 7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
- 14.. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director/site director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director/CEO, or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director/CEO or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director/Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at OCA.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every Oakland Charter High School student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the

performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel

- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Oakland Charter Academy's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult pages 30-33 in the Oakland Charter Academy Handbook 2021-2022, revised annually, with the most recent revision in August 2021.

9. Dress and Grooming

The Administration team at OCA in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. OCA expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at Oakland Charter Academy have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been presented to the AMPS Board for approval. More information regarding the OCA Uniform Guidelines may be found in the Oakland Charter Academy handbook. Please also refer to Board Policy: 5044 Dress Code and Uniform Policy.

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the OCA uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member take cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director/Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid

areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director/Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In the lab, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.

5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Site Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her

actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of CMO and community resources.

AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director/CEO. Upon receiving such a complaint, the Site Director/CEO or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in the AMPS Uniform Complaint Policy and Procedures.

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/CEO or designee, and/or law enforcement, as appropriate. As necessary, AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at OCA desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics. This is clearly stated in AMPS Title IX Policy (See Appendix C).

This policy shall apply to all acts related to school activity or to school attendance occurring within an AMPS school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so

severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of the AMPS nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the AMPS educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS schools or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize AMPS nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS web site and other prominent locations and

providing easy access to them through AMPS-supported social media, when available.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the AMPS nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the Regional CEO to determine how best to accommodate or resolve concerns that may arise from the AMPS implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, AMPS will address any individual student's interests and concerns in private.

4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the AMPS policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding AMPS nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines AMPS may use to provide a discrimination-free environment for all district students, including transgender and gender nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of AMPS responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in

AMPS policy is strongly encouraged to immediately contact the Site Director/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director/Site Director, within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to, or received by the Site Director/Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director/Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Uniform Complaint Policies and Procedures approved by AMPS Board of Governance on January 20, 2021.

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's wilful misconduct that occurred on district or school property or during district or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that

students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)

- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director/Site Director immediately.
2. Immediately notify the Site Director/Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the site director/Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the AMPS computer system
-
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption to school operations and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director/Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

The drop-off and pick-up zone will have cones blocking the curbside on both the Foothill Blvd. side and the Bond Street side. At both locations, a staff member is present to help students cross the street and direct traffic accordingly. Parents are not permitted to park in the drop-off and pick up zones for an extended period of time as this can cause traffic flow problems for the entire street. Staff supervising traffic control work to prevent parents from idling and move promptly through the dropoff and pickup zone.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.

17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint, or testifies about, or otherwise supports a complainant in alleging sexual harassment.

AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director/Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director/Site Director. Once notified, the Site Director/Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and the AMPS Uniform Complaint Procedures or Title IX policy, as appropriate. Site Directors/Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 6-8, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable AMPS to monitor, address, and prevent repetitive harassing behavior in the AMPS schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

Unless otherwise directed by the Site Director/Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director/Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director/Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director/Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the

school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director/Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director/Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons

with a blade longer than 2 1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade

4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of AMPS.

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately
2. Immediately notify the Site Director/Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director/Site Director

When informing the Site Director/Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director/Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Oakland Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

References

- A. Oakland Charter Academy Student and Family Handbook

A copy of the Oakland Charter Academy Student & Family Handbook is located in the school office, 4215 Foothill Blvd. Oakland CA 94601

- B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 1450 Marina Way South, Richmond, CA 94804

C. Amethod Public Schools Board Policies

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy

Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

Board Policy 5039 Campus Search & Seizure Policy

Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

D. Department of Homeland Security Bomb Threat Checklist is printed and posted in the front office.



Richmond Charter Academy School Safety Plan

1450 Marina Way South

Richmond, CA 94804

Amethod Public Schools

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The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the district's governing board or county office of education. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Site Director/Site Director: Anjelica Zermeno

School Site: Richmond Charter Academy

School Address: 1450 Marina Way South, Richmond, CA 94804

Site Director School Phone: 510-215-7009

Site Director Email Address: azermeno@amethodschools.org

Prepared by:

Site Leader

FST

Reviewed & Approved by:

Date Approved:

☐ FST Team

☐ Richmond Police Department
Officer

☐ AMPS Governing Board

General School Information :

A. School Profile:

At AMPS Richmond Charter Academy, we serve over 250 students from sixth through eighth grade. We are committed to our students' academic success and developing a strong community of learners.

We provide a structured learning environment for our students that is heavily focused on daily attendance, educator effectiveness, and test-score data. Our mission is to foster a culture of hard work and prepare our students in a manner that will help them excel in high school and attend the college of their dreams.

Our goal at Richmond Charter Academy is to work together to provide our students with a rich learning environment. My vision, as the site director, is to always base my decisions on what is best for students. My belief is that all students can learn and contribute positively to our school. As educators, the staff at RCA will work to discover how each child learns in order to differentiate our instruction to support diverse learning styles and help each student succeed both their academic learning and their social-emotional well-being. In a collaborative effort, we want our scholars to thrive in all ways possible. My hope is that all scholars at RCA will *LOVE* school and that together we cultivate a learning environment that is positive, safe, caring, as well as a fun place to learn and grow.

Unique to RCA is the fact that our school is split between 2 campuses- with our 8th graders located at 1402 Marina Way South with our sister school- John Henry High School, and 6th and 7th graders located at 1450 Marina Way South.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

The exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. Our main office is also the main entrance for both BJE and RCA. BJE students, however, are dropped off and picked up on the south side of the campus. RCA students are dropped off and picked up at the main entrance of the school. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed to enter the school. Security staff monitor incoming visitors and direct them to the main office. All visitors are also required to wear a badge that provides information about their status as a visitor and that they have checked in with the front office.

School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Overall Rating	Satisfactory

Facilities:

Our facility at 1450 Marina Way S. is in good shape. We have converted two rooms into new classrooms in the building to keep up with student enrollment needs. The building meets the “Good Repair” category in alignment with the California Facility Inspection Tool, being clean, safe, and functional in all categories.

E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	2%
Hispanic	94%
White, not Hispanic	1%
African American	2%
Two more races	1%
Special Education	9%
SES	81%
Staff Demographics by Ethnicity	%
Asian	0%

Hispanic	50%
White, not Hispanic	35%
African American	10%
Other	5%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan in accordance with the district's administrative regulations.

- FST
- Student Council President

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2021-2022 school year was shared with:

- Parents on the FST on October 13, 2021
- All school staff will have access to the plan after it is shared with the AMPS governing board on October 20, 2021
- Communicated to the following entities:
 - Law Enforcement Agencies (by Site Director)
 - Local Fire Stations (by Site Director)

Assurances:

The school site council may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports :

A. School Crimes Status:

RCA rarely experiences incidents of crime on campus or during school-related functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and graffiti in the bathrooms, on student desks, and on other school property such as books. Student fights have been rare. The environment immediately surrounding the campus includes the Richmond Marina, WCCUSD administration

offices, a cafe, and a public park. A few other businesses are also in the areas such as Comcast and Kaiser. There are two living complexes as well, a complex with lofts and the other are town homes. The crime rate in this part of Richmond is relatively low.

The public park, at the south end of campus and next to the 1450 playground does pose a safety concern, especially during recess times. During recess times, BJE staff position themselves near the gate to supervise students and ensure our students do not interact with any one at the park. Students are also instructed to inform a BJE staff member if they experience or see anyone or any activity that is suspicious. If a staff member witnesses anything suspicious feels it is necessary, they are instructed to inform the school leadership team and the police.

The marina and public walk way may also pose a safety concern as it is open to the public. The entire campus is fenced in with locked gates as a measure to keep trespassers off of school grounds.

Total Suspensions & Expulsions YTD	
Suspension	0
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure

students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?	
Assure a Safe Physical Environment	
X Improve safety of school grounds	X Improve ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of yard (fix blacktop gate)
Improve internal security	X Prepare students and staff for crisis emergencies
X Improve exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti
X Improve dropping off/picking up students	Prevent weapons on campus
X Other: Addition of more security cameras	

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:	
X Community service opportunities	X Problem solving skills
X Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	X Sense of purpose and future
X Good Communication skills	X Participation in academic activities
X Character/value education	X High academic self-expectations
Social competence	Other: Bullying prevention and consequences

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:	
X Positive structure in classroom	X Prevention and intervention strategies
X Fair, consistent discipline and consequences	X Anti-bullying

Acceptance of diversity	X Ongoing staff development
X Drug-Free school	X Student support (MTSS Systems)
Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans
High behavior expectations	X Extra-curricular activities
X Conflict resolution skills	Student recognition
Anger Management	Supervision of students across all settings
X Personal and social responsibility	Gang suppression
X Participation in and collaboration of parents/students/community	

D. Conclusions of 2021-22 Safe Schools Assessment:

Areas of Pride and Strength:

- Implementation of Restorative Justice practices
- After school program (ASES)
- Committed and caring teachers, staff, community
- Small school atmosphere
- School Counselor Groups
- Partnership with Mindful Life Project

Areas to change:

- Traffic Concerns (Pick up & drop off)
- Front office phone (need additional phone line)
- More Walkie Talkies (for each classroom)

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2021-22:

- We strive to enhance the safety of students, staff, and community during traffic times (drop off and pick up procedures) and have set goals that we believe can be achieved in the 2020-2021 school year.

Safe School Action Plans :

At the start of the 2019-2020 school year, the front office located at BJE switched from the side entrance at 1450 to the front with RCA. The number of students at BJE also increased by about 60 families due to an added kindergarten class and an added Fifth-grade class. The traffic loop for drop off and pick up for RCA and BJE, however, did not change. We are still using the far gate for BJE and the first gate for RCA. The increase in traffic has caused a number of issues to arise one primarily being the safety of our staff, parents, and students. Throughout the 2019-2020 school year, the school has issued a number of notices asking parents to slow down, both on the roadway and in the parking lot. We have also had to remind our community to not park in the neighboring businesses parking lots during pick up. It has been a difficult issue keeping families from speeding, making u-turns, and disrupting neighboring businesses. In response, BJE and RCA have worked with our neighboring business and blocked off entrances to their parking lot entrances as well as put up signs to slow down and for no u-turns. We have also put up additional cones to prevent parents from parking in the parking lot and to follow specific routes to enter and leave the parking lot to drop off and pick up our students. The dropping off process in the morning seems to have to work itself out, but it is during the afternoon pick up that has not been fully addressed to ensure safety for staff and students especially. Below are some of the objectives and action items we have for creating a safer process and situation during pick up at BJE and RCA

	Component 1: People and Programs – Create a Caring and Connected School Climate	
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p>Create a safer, more efficient environment during drop off and pick up times</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Create painted walkways going to/from school building to sidewalk • Teaching students & staff on where it is safe to walk • Explicitly teaching students the proper manner we expect them to walk during drop off and pick up • Introduce Traffic Personnel to students' class by class • Outline expectations around how to treat traffic personnel to students and community members • Create colored nameplates so traffic personnel knows if the person pick up student is legally allowed to • Reach out to city officials to create lights on street to help traffic slow down • Three - way stop sign for entrance • Establish an area in RCA parking lot for parents to use when they are waiting for students in different grade levels. 	<p>Persons Responsible:</p> <p>Administration at site and home office, Safety Coordinator, Traffic Personnel, Community Outreach Coordinator</p> <p>Timeline for Implementation:</p> <p>May 2020-ongoing</p>

	<p><u>Resources needed:</u> Funds needed to paint & perhaps professional help with painting the areas and walkways</p> <p><u>Personnel:</u> Traffic Personnel/ Community Outreach Coordinator/ Site Director</p> <p><u>Training:</u> PD for Staff- How to teach class about traffic/ parking lot expectations for teachers and instructional aides</p> <p><u>Administration:</u> This will be done by site administration working together with home office administration</p>	
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> • Bring in outside facilitator to train teachers & staff • Build on the capacity of expert staff on site • Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. <p><u>Resources needed:</u> Time and funding for outside facilitator</p> <p><u>Personnel:</u> Outside facilitator, counselor and wellness counselor, administrators, Check in & Connect Lead, Culture Coordinator</p> <p><u>Training:</u> Professional development, observation and debrief cycles.</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2020-ongoing</p>
	Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals	
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p><i>Expansion of student participation in academic activities via PBIS (Kickboard at RCA)</i></p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Expanding the Kickboard program activities and incentives • Expanding the Kickboard Store offerings • Continued recognition assemblies • Celebrate academic successes classroom by classroom and schoolwide <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p>	<p>Persons Responsible:</p> <p>School Leadership Team, Grade Level Leads, teachers, paraprofessionals & teacher assistants</p> <p>Timeline for</p>

	<p><u>Training:</u> How to effectively implement positive reinforcement through Kickboard</p> <p><u>Administration:</u> School Leadership will work together with Grade Level Leads to establish incentives and programs</p>	<p>Implementation:</p> <p>May 2020-ongoing</p>
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School Safety Practices, Policies and Procedures:

A. Bully Prevention:

"The Amethod Public Charter School Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm". No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

School administration at Richmond Charter Academy enforces this policy and will not tolerate bullying of any type.

B. Safe Ingress/Egress Procedures:

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

Superintendent or CEO Designee's Responsibilities:

1. Contact CEO, COO and School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
3. Receive permission from the affected family regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to

accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison

5. If necessary, contact elementary, middle, and high school schools
6. Allow one voice for the press (usually the COO, CEO or Superintendent under direction COO and CEO)

Superintendent or CEO Designee:

- Statements to the media should include the following: cause, time, event, current situation, care being given, etc. Convey that everything is going to be OK. Answer questions completely and truthfully. Avoid talking off the record, arguing, or using the phrase "No comment".
- Repeat what you want the press to hear.
- Remind staff and volunteers to refer all questions from media or waiting parents to the COO and CEO
- Ensure announcements and other information are translated into other languages as needed. d. Monitor new broadcasts about the incident; correct any misinformation heard.

Site Director's Responsibilities:

1. Inform staff that all press/news inquiries go to Home office, COO, CEO and Superintendent
2. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
3. Update staff.
4. Develop a fact sheet for office manager/secretary/clerk to use when responding to inquiries (see attached example).
5. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
6. Prepare a letter to go home to parents in English and Spanish (see attached example)
7. Make arrangements for staff to be relieved of duties to participate in counseling.
8. Debrief staff at end of school day (share stories)
9. Plan support for the next school day (counseling, food, etc.).
10. If any staff were involved in emergency procedures to save a life, have the Superintendent's Office contact Richmond Police or Richmond Fire Dept. to access their Critical Incident Stress Teams for debriefing of the school staff members involved.
11. Debrief support staff who helped at the school.
12. Take care of witnesses.

B. Responding to Inquiries – Site Director's/Site Director's Template:

Sample Script of RCA Office manager/Administrative Assistant

What has happened?

Share the information honestly:

e.g..."This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. "

What actions are being taken?

Security measures, emotional issues, correspondence:

e.g..."The Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents.

A written correspondence will be sent home sharing pertinent and resource information."

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. e.g..."Your son or daughter is not in immediate danger and therefore will be dismissed as usual."

What can the parent/community member do to help?

Immediate and long term:

e.g..."As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family

Be observant of your child's feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff."

C. Lockdown – Sample School Messenger Connect Message – English

Initial message:

Hello RCA families.

This is _____, the Site Director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Richmond Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Richmond Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Richmond Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go

ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the Site Director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Lockdown – Sample School Messenger Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Richmond está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Richmond ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Richmond nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinent details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, Richmond Charter Academy staff and students will follow protocol as dictated in the AMPS Emergency Handbook. Annually, before the first day of school, the Richmond Charter Academy Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in the AMPS Emergency Handbook. On the first day of school, during every period,

classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire(monthly), earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan. The AMPS Emergency Handbooks is updated annually, most recent revision- July 2020.

A. Emergency Contact Datasheet:

School/Site: Richmond Charter Academy

IC (Incident Commander): Anjelica Zermeno, Site Director

Command Center Location: Main Entrance of 1450 Marina Way S.

Release of Students Location: RCA - Basketball Courts

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency RPD - 510-233-1214

Public Utilities:

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Executive Office: Evelia Villa - 1-510- 452-7854

Executive Assistant: Mr. Luis Romo - 1-510-434-7017

Sr Operations Manager: Sylvia Flores - 1-510-436-0172

Hospitals:

Richmond Kaiser - (510) 307-1500

Staff w/WalkieTalkies:

- Site Directors

- Deans
- Physical Education Teachers
- Traffic Personnel
- ASES Coordinators
- ASES Staff
- Front Desk
- Registrar
- Teachers (classroom)
- Janitors

Site Director School Office: (510) 215 - 7009 x 503

- Anjelica Zermeno

Deans of Instruction: (510) 215 - 7009 x 504

- RCA: Kenny Kruse

Campus Security Coordinators:

- RCA: Gabriela Lopez

Physical Education Staff

- RCA: Mason Brown
- RCA: Alyssa Cruz

Special Education Staff

- RCA Ed. Specialist:
- RCA SPED Para:

Wellness Staff

- RCA School Counselor: Diana Correa

B. Communication Signals:

Evacuate: announce “this is not a drill please exit the teachers have your students leave all

items in the classroom. Teachers in the upper resource building please exit calmly through the back door and use the back staircase to bring students to the blacktop. Teachers in the lower resource building please exit students through the main entrance and calmly proceed to the blacktop for line up. Teachers in all other buildings please lock your doors and escort all students to the blacktop for line up.

Lockdown: announce “lockdown, this is not a drill, repeat, lockdown” All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

Duck, Cover, and Hold: teacher signals “Duck, cover, and hold”

All-Clear: Site Director to announce all clear and dismiss students to the next class as appropriate.

Persons responsible:

Parent Pick up:	Ms. Guiterrez, Ms. Guevera, Ms. Gorostieta, Ms. Duran
Student supervision:	All teachers, counselors, school staff and security staff overseen by administration
Persons responsible for rooms/all clear:	Ms. Zermeno, Ms. Lopez

C. Action Evacuate:

- Warning: The warning signal at the school for Action “Evacuate” or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Call 911.
- **Action “Evacuate” consists of:**
 - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
 - Removal of student/staff Emergency Data Cards from office to an outside area of safety
 - Teachers ensure Emergency Backpack is carried to the assembly site on the blacktop.
- **Action Evacuate is considered appropriate but not limited to:**
 - Fire
 - Bomb threat
 - Chemical accident
 - Gas leak
 - Explosion or threat of explosion
 - Post earthquake
 - Other occurrences which make the school building(s) uninhabitable

D. Action “Drop – Take Cover”:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- **Action “Drop – Take Cover” consists of:**
 - Command “Drop – Take Cover” is given
 - Move away from buildings, trees, fences and power lines
 - Drop to your knees
 - Clasp both hands behind your neck
 - Bury your face in your arms
 - Make your body as small as possible
 - Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action “Drop – Take Cover” is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion

E. Action Duck Cover and Hold:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- **Action “Duck, Cover, and Hold” consists of:**
 - Command “Duck, Cover, and Hold” is given.
 - Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
 - Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
 - Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
 - After all movement and noise stops, stay under the desk or table until a teacher gives you instructions. Listen carefully and follow instructions.
- **Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion
 - Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action “Lockdown”

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.
- **Action:**
 - Signal “Lockdown” – Announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
 - Call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
 - Contact the District Office to Initiate Phone Tree. If grounds or maintenance staff is

on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.

- Set up and man Command Center.
- Contact the Superintendent's Office to update status as soon as the situation is under control.
- Post sign on office door notifying public of lockdown.
- Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):**
 - Quickly scan the hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
 - Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
 - Teaching activities are to be stopped.
 - Silence all mobile telephones; keep the classroom computer turned on.
 - Continue to check email for updates.
 - Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
 - Lights should only be left on if it would help the police search, without compromising the safety of the students.
 - If gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
 - Take roll and prepare a list of missing students.
 - Call or email attendance information to the office, after the threat is contained.
 - If there are no problems, place a green sheet of paper on the front window of the classroom.
 - If there are problems, place a red sheet of paper on the window.
 - If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.
- **If students are not in classrooms:**
 - Go to the safest and closest area or room.
 - DO NOT try to go to your classroom. Instead enter any available room.
 - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
 - Follow steps “for students in classrooms” above

G. Action “Soft Lockdown” consists of:

- **Warning:** All procedures above from “Lockdown”
- **Action:**
 - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
 - Transition from a lockdown to a soft lock down must be authorized by the police.
 - During a soft lockdown if students need to leave, only for an urgent need, they

must be escorted by staff. **If lockdown is due to Active Assailant:**

- Do not use placards until the situation is resolved.
- If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).
- **Action “Directed Transportation”**
 - Warning: Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action “Directed Transportation” consists of:**
 - Transporting students to a safe area.
- **Action “Directed Transportation” is considered appropriate only when directed by a competent public safety authority.**
 - It may be appropriate for, but not limited to, movement away from:
 - Flood or tsunami,
 - Fire
 - Hazardous materials incident
 - Or Blast Area

H. Action “Student Release”:

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
 - “Student Release” will be considered by the Site Director or designee if directed by the Superintendent. Students will be held at school until released to an authorized adult.
- **Action “Student Release” consists of:**
 - Dismissal of all classes.
 - Release of students to their parents or guardian or other authorized adult at Site Director’s or designee’s judgment.
 - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**
 - Use signs to designate “Student pick-up area.”
 - Use signs to direct parents to line up (e.g. alpha, grade levels or room #'s).
 - Release younger students first.
 - Provide escort to parent/guardian if necessary

I. Action “Civil Disturbance”:

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a “Lockdown”.

- **Action:**

- Follow Site Director's or designee's direction for possible "Lockdown"
- Account for all students and staff
- Remain in classroom or designated areas until contacted
- Remain calm and reassuring

J. Action "Hazardous Material Incident"

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
 - Notify the office immediately.
 - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
 - Office will notify the fire/law enforcement agency and district office.
 - Determine the need to implement Action "Evacuate" (fire alarm).
 - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - Isolate, identify and get names of students and staff that could have been exposed or contaminated.
 - Account all students and staff.
 - Site Director will direct other action as required.
 - Remain in designated area until contacted

K. Action "Medical Emergency"

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**
- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished:**
 - Evaluate the scene of the injury or illness. isolate and secure the area.
 - Notify the school office.
 - Call (Access Code) 9-1-1, as appropriate.
 - If indoors, determine the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
 - Stabilize the victim, and administer first aid.
 - Use standard precautions as outlined in the District’s “Blood-borne Pathogens Exposure Control Plan.”
 - Rejoin students as soon as possible.
 - Account for all students and remain with them.
 - Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

L. Action “Fire”:

- **Actions:**
 - Signal “Evacuation” fire bell. Help Students with Disabilities. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
 - Site Director notifies (or assigns designee to notify) assistant Site Director, dean of instruction, campus supervisors, support staff
 - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
 - If students are in classrooms:
 - Evacuate. Close but do not lock doors.
 - Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
 - Teacher takes roll and alerts the command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
 - If students are not in classrooms:
 - Reunite with students in evacuation area
 - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
 - All Clear will be signaled by the Site Director or his/her designee.
 - Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
 - Follow Student Release Procedures (if directed by CEO or Superintendent)

M. Action “Active Assailant on Campus”:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action: In the event of a dangerous person on campus, do the following:**
 - Inside school building
 - Implement “Lockdown”, however do not post red or green placards
 - Construct barriers using furniture, desks, etc., as far from the door and windows as possible
 - Instruct students to lie down behind the barriers
 - Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity or you are absolutely sure of the identity of the person asking to open the door
 - Ask for identification, it can be slid under the door.
 - If the assailant enters an occupied room be ready with a Plan of Action:
 - If possible, **run away** from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
 - Outside
 - When law enforcement arrives, be quiet and compliant, do not look like a threat:
 - Keep hands empty and hold them up when law enforcement approaches
 - If known, tell where the assailant is located
 - Report status to command center and post placards as instructed

N. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse **Warning:** Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
 - Inside school building:
 - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
 - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
 - Special consideration should be given to exit routes as some exits have heavy roof

structures over the doorways.

- Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run!
- Take roll and maintain control of students.
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first aide if necessary.
- Take roll, issue student name tags, alert command center of any injured or missing student(s).
- If possible, the school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
- Do not return to the building for any reason until they have been declared safe by authorized official(s).
- The Site Director or designee will determine the advisability or necessity of Action "Student Release." Prior approval must be obtained by the CEO/ superintendent.
- On school grounds:
- The staff member in authority implements Action "Drop – Take Cover".
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
- Activate School Emergency System as/if necessary.

O. Action "Bomb Threat – Bomb or Suspicious Device":

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise.

Refer to References for Dept of Homeland Security Bomb Threat checklist.

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
 - Recipient of the threatening telephone call
 - Remain calm.
 - Keep the caller on the line as long as possible.
 - Do Not Hang Up, even if the caller does
 - Listen carefully. Be polite and show interest.
 - Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
 - Write down as much detail as can be remembered. Try to use exact words.
 - If the telephone has a display, copy the number and/or letters on the display window.
 - Attempt to get information on location of bomb, and any identification characteristics of caller.
 - Have them repeat the message
 - Immediately upon termination of the call, do not hang up, but from a different

telephone, call 911

- If a bomb threat is received by letter or handwritten note:
- Handle the letter or note as minimally as possible.
- Notify the office and call 911
- If a bomb threat is received by email:
- Do not delete the email message.
- Notify the office and call 911
- Bomb or Suspicious Device
- Do not touch or approach the device
- Notify the office immediately
- Get students out of the immediate areas and wait for directions from the office.
- Follow Site Director's or designee's instructions for appropriate emergency procedures

P. Pandemic Influenza:

P.1. General Overview

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director/Site Director or Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials

- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff, and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

“Parent Square” All call system will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meeting. For more information: <http://www.pandemicflu.gov/plan/>

P.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, Richmond Charter Academy was closed to in-person instruction beginning March 16th 2020. In the ensuing months, while schooling continued through distance learning, Richmond Charter Academy has been preparing for full, in-person instruction for the 2021-2022 school year.

Following guidance from the Center for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying Powerpoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows, with the full description in our [COVID-19 Prevention Plan](#) and our [Reopening Plans](#), with associated Health and Safety Plan.

- Cleaning, Disinfection

- Staff are expected to regularly clean high-touch areas
 - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
 - Disinfection produce is based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
 - Air filtration was upgraded through installing new MERV-13 air filters
 - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Physical Distancing
 - Both Students and Staff are expected to maintain distance at all times possible
- Face Coverings and Other Essential Protective Gear
 - Staff and students are expected to wear masks at all times while on school campus
 - Face shields and disposable gloves are also available for staff
 - Plexi-glass shields are used as an added protection at the front office and around each student desk in classrooms
- Health Screenings for Students and Staff
 - Symptom self-check forms are completed by all Staff and Families (on behalf of the student) prior to arrival on campus
 - All staff and students are all also screened for elevated temperature prior to admittance into the building
- Healthy Hygiene Practices
 - Staff and students are reminded to wash hands regularly
 - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
 - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
 - During Townhalls and Orientations, students invited to join cohorts in-person were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
 - Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Testing of Staff
 - Testing cadence for unvaccinated staff is weekly and a minimum of 10% of unvaccinated students weekly
 - Richmond Charter Academy, along with its 5 sister schools, have a signed MOU with HR Support Pros, Inc., which has a partnership with Avellino Labs in Menlo Park, to perform PCR-RT tests
- Triggers for Switching to Distance Learning

- The switch to distance learning, and the temporary closure of a school will be based on recommendation for the local health department, but will be necessitated if within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school, at least 3 cases have occurred within 14 days AND more than 5% of the school's population is affected
- Communication Plans
 - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March, AMPS has sent out regular updates to staff, students, and parents.
 - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
 - Our goal with these communications is to share timely, accurate, and comprehensive information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.
 - [Link to BJE COVID-19 Prevention Plan](#)

Q. Staff “Buddy” List:

When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Command duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

Evacuation Maps:



Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.
- Go to your designated area on the map and line up.
- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Anjelica Zermeno (Site Director)
Deputy Incident Commander	Dean Gabriela Lopez (Dean of Students-RCA)
Location of Command Center	Front Desk Area
Alternative Location on campus	BJE Playground near picnic tables
Alternative Location off campus	<p><u>Site 1:</u> Public Park (Lucretia Edwards Shoreline Park)(located south of campus)</p> <p><u>Site 2:</u> Rosie the Riveter WWII Home Front National Historical Park</p> <p><u>Site 3:</u> Marina Bay Yacht Harbor</p>
Emergency Operations Coordinator (Coordinates with Command Staff):	Gabriela Lopez (Dean of Students- Safety Coordinator)
Liaison to outside agencies:	Anjelica Zermeno (Site Director)
Training	Gabriela Lopez (Safety Coordinator)
PIO (Public Information Officer)	Angelica Zermeno (Site Director)

Crisis Response Leader	Anjelica (Site Director), Richmond Police Department
Plans Chief	Anjelica Zermeno (Site Director), Gabriela Lopez (Safety Coordinator)
Documentation	Maria Guevara (RCA Registrar)
Messages	Gabby Gutierrez (Community Outreach Coordinator - Richmond)
Search/Rescue	Gabriela Lopez (Safety Coordinator)
Procuring food & water	Gabriela Lopez (Safety Coordinator) Akash Singh (Admin Assistant)
Staff/student supplies	Gabriela Lopez (Safety Coordinator) Akash Singh (Admin Assistant)
Medical Supplies	Maria Guevara (Safety Coordinator) Akash Singh (Admin Assistant)
Medical First Aid	Maria Guevara (RCA Registrar) Akash Singh (Admin Assistant)
Damage Assessment	Gabriela Lopez (Safety Coordinator)
Disaster Plan Updates	Gabriela Lopez (Safety Coordinator)
Crisis Team	Rodrigo Peregrina (ASES Coordinator - RCA)
Parent Pick-up	Ruby Gorostieta (Admin Assistant) Maria Guevara (RCA Registrar)
Builders/Sanitations	Gabriela Lopez (Safety Coordinator)
Finance Chief	Mrs. Villa, Mr. Wang (Home Office)
Claims FEMA/State	Home Office Team

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command

Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ___ 1. Assume command
- ___ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ___ 3. Call 911
- ___ 4. Notify Assistant Site Directors, Campus Supervisors, Support Staff, and on-campus child care of the emergency
- ___ 5. Call ESC 933-8800 ext. 0. Switchboard will initiate the phone tree and contact Superintendent
- ___ 6. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ___ 7. Conduct initial briefing with the Command Staff
- ___ 8. Monitor local emergency radio stations for local news
- ___ 9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ___ 10. Create an action plan with specific objectives including strategies to review and evaluate
- ___ 11. Make provisions for language translators
- ___ 12. Release teachers, as appropriate
- ___ 13. Superintendent/Public Information Officer Review all incident information before release to the news media, parents or general public
- ___ 14. Signal all-clear (Police Only will signal; if present)
- ___ 15. Begin "Student Release Procedures" when appropriate. Only the Superintendent can direct that students be sent home before the end of the regular school day.
- ___ 16. Create an action plan with specific objectives for returning to normal operations
- ___ 17. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- ___ 1. Report to, attend briefings, and assist the IC (Site Director)
- ___ 2. Keep unauthorized people away from the IC (Site Director)
- ___ 3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ___ 1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ___ 2. Report to IC (Site Director) and attend briefings
- ___ 3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ___ 4. Indicate the process for emergency declarations
- ___ 5. Develop status boards
- ___ 6. Maintain a "position" log of staff
- ___ 7. Monitor Command Staff for signs of stress or under-performance
- ___ 8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ___ 1. Assist the Emergency Operations Coordinator and attend briefings
- ___ 2. Ensure proper flow of communication between assisting organizations and agencies outside the school district (Fire, Police, County, etc.)
- ___ 3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- ___ 3. Monitor stress levels of personnel involved in the response
- ___ 4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- ___ 5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Act as referral resource for students, staff and volunteers
- ___ 3. Obtain Santa Paula Unified School District's Crisis Response Manual for resources, materials, etc.
- ___ 4. Develop support systems as needed
- ___ 5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (Superintendent/Public Information Officer)

The Public Information Officer acts as the official spokesperson for the school/district site in an emergency situation. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ___ 1. Contact School Board, Assistant Superintendents, Risk Manager, Directors, and Public Information Officer as appropriate.
- ___ 2. Contact Assistant Superintendent of Educational Services/Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
- ___ 3. Attend briefings with IC (Site Director)
- ___ 4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ___ 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ___ 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- ___ 7. Convey that everything is going to be O.K., Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase "No comment." Repeat what you want the press to hear.
- ___ 8. Ensure announcements and other information are translated into other languages as needed.
- ___ 9. Assist with rumor control
- ___ 10. Keep all documentation to support the history of the event
- ___ 11. Remind staff and volunteers to refer all questions from the media or waiting parents to the Superintendent/PIO.
- ___ 12. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Documentation Team. Develop, distribute, and document all actions and site maps.
Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ___ 3. Message Team. Maintain a message board
- ___ 4. Communication Tea. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- ___ 5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- ___ 6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
- ___ 7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
- ___ 8. Web Page Update Team § Using the school's or district's web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Site Director)
 - Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

Richmond Charter Academy has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly

environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
 2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.
 3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
 4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.
- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
 - No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
 - To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Board of Education, other governmental agencies, and the media during the period of the incident.

- Following the incident, the Superintendent or designee shall provide crisis counseling for students and/or staff as needed.
- Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The RCA Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. RCA employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

Strategies for addressing bullying at RCA shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the CEO/ Site Director/ Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, RCA shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, RCA shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills,

character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

RCA staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the CEO/Site Director/Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director /Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director/Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, Site Director, or Site Director's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant Site Director whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director/ Superintendent or designee may file a request with the

networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/RCA policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

3. Campus Security:

Richmond Charter Academy is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. RCA also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The CEO/Site Director/Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

RCA School Leadership Team believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site/Director/CEO/Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director/CEO/Superintendent or designee shall ensure that the district's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

RCA is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The SiteDirector/Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The SiteDirector/Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

Richmond Charter Academy's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The RCA program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director/Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

5. Child Abuse Reporting:

At RCA and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reported who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324.

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any RCA/AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another

person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Contra Costa County Social Services Agency

1305 Macdonald Ave

Richmond, CA 94801

510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter

- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the Superintendent or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO/Superintendent or designee shall provide training on mandated reporting requirements to RCA employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691;

Penal Code 11165.7)

The AMPS Human Resources department Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director/Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Site Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their

primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The CEO/Site Director/Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The CMO also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department/Superintendent or designee. (Penal Code 11166.5)

The CEO/Site Director/Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the CMO for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 15-17.

6. Comprehensive School Safety Plan

RCA and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. RCA and AMPS are fully committed

to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at RCA shall develop a comprehensive school safety plan relevant to the needs and resources of RCA. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting.

The COO/CEO/Superintendent or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by CMO administrators in accordance with Education Code 32281.

In developing such strategies, CMO administrators shall consult with law enforcement officials and Site Directors/Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO/COO/Superintendent or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of the local school employee organization
2. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
3. A representative of each teacher organization at the school
4. A representative of the school's student body government
5. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in

Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations

4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. CMO policy related to possession of firearms and ammunition on school grounds
7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.

11. Strategies for suicide prevention and intervention.
12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.
14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at Richmond Charter Academy believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director/Site Director or designee shall ensure that RCA develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of CMO and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other CMO employee, and at any other time directed by a CMO employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

The CMO shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a CMO employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate CMO or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The Site Director/Site Director/Superintendent or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or CMO property, or substantially disrupts school activities.

8. Discipline

RCA and the AMPS Board of Education is committed to providing a safe, supportive, and positive

school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. RCA believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director/Superintendent or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The Superintendent or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at Richmond Charter Academy may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and CMO regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law. (Education Code 35291.5, 32282)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Site Director/Site Director/Superintendent or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all CMO schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

CMO goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in CMO schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS CMO policies and administrative regulations. In developing site level disciplinary rules, the Site Director/site director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
- 5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the CMO's local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
- 7.. Participation in a social and emotional learning program that teaches students the ability to

understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably

8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner

9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"

11. Community service as provided in the section below entitled "Community Service"

12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities

13. Reassignment to an alternative educational environment

14.. Suspension and expulsion in accordance with law, AMPS Board policy, and administrative regulation

When, by law or CMO policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

The Site Director/site director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director/Superintendent, Site Director, or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform

community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director/Site Director/Superintendent or designee shall notify parents/guardians, in writing, about the availability of CMO rules related to discipline. (Education Code 35291, 48980)

The Site Director/Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at RCA.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(b)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every Richmond Charter Academy student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are

not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel

- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Governance for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Our school's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult pages 30-33 in the Family Handbook 2021-2022 for BJE and RCA, and both are revised annually, with the most recent revision in August 2021.

9. Dress and Grooming

The School Leadership Team at RCA in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. RCA expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at RCAI have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been presented to the AMPS Board for approval. More information regarding the RCA Uniform Guidelines may be found in the BJE and RCA Family Handbook 2021-202220 page 19.

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the RCA uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to

be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director/Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director/Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director/Site Director or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In the lab, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Site Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

The CMO prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of CMO and community resources.

The CMO shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director/Site Director Upon receiving such a complaint, the Site Director/Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/Site Director/Superintendent or designee, and/or law enforcement, as appropriate. As necessary, the CMO shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at RCA desires to provide a safe school environment that allows all students equal access and opportunities in the CMO's academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any CMO school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a CMO school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The Superintendent or designee shall regularly review the implementation of the CMO's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the CMO's educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the CMO to monitor, address, and prevent repetitive prohibited behavior in CMO schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the CMO's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the CMO's web site and other prominent

locations and providing easy access to them through CMO-supported social media, when available.

2. Provide to students a handbook that contains age-appropriate information that clearly describes the CMO's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)

3. Annually notify all students and parents/guardians of the CMO's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the Regional Superintendent to determine how best to accommodate or resolve concerns that may arise from the CMO's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the CMO will address any individual student's interests and concerns in private.

4. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the CMO's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the CMO's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the CMO may use to provide a discrimination-free environment for all district students, including transgender and gender-nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of the CMO's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of CMO Policy:

The Superintendent or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti

2. Providing training to students, staff, and parents/guardians about how to recognize unlawful

discrimination, how to report it or file a complaint, and how to respond

3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination

4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community

5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of CMO policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in CMO policy is strongly encouraged to immediately contact the Site Director/pSite Director/Superintendent or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director/Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director/Site Director, within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director/Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director/Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director/Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Uniform Complaint Policies and Procedures approved by AMPS Board of Governance on February 19, 2020.

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's wilful misconduct that occurred on district or school property or during district or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO/Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director/Site Director immediately.
2. Immediately notify the Site Director/Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Superintendent/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the site director/Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit-ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the district's computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director/Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all

students who are in the halls to return to their classes immediately.

16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

Traffic personnel and the BJE and RCA School Leadership Team man and monitor crosswalks before and after school.

There are two speed bumps installed in between the two school crosswalks to protect students and discourage motorists from speeding on Coolidge Ave.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.

17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The CMO strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director/Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director/Site Director Once notified, the Site Director/Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law the AMPS Uniform Complaint Procedures. Site Directors/Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment

terminated in accordance with law.

Record Keeping:

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the CMO to monitor, address, and prevent repetitive harassing behavior in the CMO schools.

18. Visitors/Outsiders

The Site Director/Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the Site Director/Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director/Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director/Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director/Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director/Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director/Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on CMO property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director/Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to:: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately
2. Immediately notify the Site Director/Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director/Site Director

When informing the Site Director/Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director/Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Richmond Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

References

- A. Richmond Charter Academy Student and Family Handbook

A copy of the Richmond Charter Academy Student & Family Handbook is located in the school

office, 1450 Marina Way South, Richmond, CA 94804

B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 2101 Livingston Street, Oakland, CA 94606

C. Amethod Public Schools Board Policies

Copies of AMPS Board Policies - IRS Complaint Policy, Title IX: Harrassment, Intimidation, Discrimination, and Bullying Policy, Uniform Complaint Policies and Procedures, Employee Conduct and Student Abuse and Neglect Policy, Anti-Bullying Policy, Campus Search and Seizure, etc. are found on the school website at amethodschools.org

D. Department of Homeland Security Bomb Threat Checklist

Have Bomb Threat Checklist printed and posted at the front desk for quick reference.



Oakland Charter High School School Safety Plan

2433 Coolidge Ave.

Oakland, CA 94601

Amethod Public Schools

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The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the AMPS board of directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Miranda Bartolucci, Site Director/Site Director
Oakland Charter High School
2433 Coolidge Ave.
Oakland, CA 94601
510-436-0101 ext. 500
mbartolucci@amethodschools.org

Prepared by:
Miranda Bartolucci
Family Staff Team

Reviewed & Approved by:

Date Approved: DATE TBD

☐ FST Team

☐ Oakland Police Department
Officer

Oakland Fire Department Member

☐ AMPS Governing Board

General School Information :

A. School Profile:

Oakland Charter High School serves approximately 450 students from 9th through 12th grade. We provide our students with a rigorous academic program in order to maximize their opportunities for success in a college or four-year university. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

Our campus is located in an urban neighborhood that serves youth from the surrounding community and the larger City of Oakland. The student population mirrors the diverse community that we serve. The majority of our students qualify for the free or reduced lunch program. The demographics of our student

population are 56.6% Hispanic/Latino, 36.1% Asian, 5.3% African-American, 1.5% White, <1% Filipino, and other.

Oakland Charter High School is ranked in the top 1% of schools in California. In recent years, we have ranked as high as 4th in the state. Our approach is simple: rigorous academics and hard work. OCHS is committed to offering challenging courses that meet or exceed the state requirements for high school students in California and the A-G requirements for college admissions.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

Exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. There are five designated points of entry to the campus; entrances are supervised by a campus security team. During school hours, the parking lot entrance remains closed and locked. The campus is an open campus. However, all exterior building doors are locked. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed entry to the school grounds. Security staff monitor incoming visitors and direct them to the main entrance.

School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Fair
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Overall Rating	Satisfactory

Facilities:

OCHS facilities are in good shape. There have been four new portable buildings added to the campus to keep up with student enrollment needs. The building meets the "Good Repair" category in alignment with the California Facility Inspection Tool, and is clean, safe, and functional in all categories.

E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	33.9%
Hispanic	57.4%
White, not Hispanic	1.5%
African American	6.8%
Two more races	.51%
Special Education	8.7%
SES	68.1%
Staff Demographics by Ethnicity	%
Asian	14%
Hispanic	20%
White, not Hispanic	37%
African American	3%
Other	18%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan.

- FST
- Student Council President

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2021-2022 school year was shared with:

- Parents on the FST at our FST & Community Night meeting held on 10/19/2021
- All school staff will have access to the plan after it is shared with the AMPS governing board on 10/20/2021
- Communicated to the following entities:
 - Law Enforcement Agencies (by AMPS Operations and Compliance Manager)
 - Local Fire Stations (by AMPS Operations and Compliance Manager)

- Authorizing District

Assurances:

The Family Staff Team may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports :

A. School Crimes Status:

Oakland Charter High School rarely experiences incidents of crime on campus or during school-related functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and the rare student fight. The environment immediately surrounding the campus includes a church, a parochial school, single family homes, apartment buildings, and a small shopping mall.. The crime rate in the local neighborhoods is moderate to high.

Total Suspensions & Expulsions YTD	
Suspension	1
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the previous academic year who were subsequently suspended or expelled from school

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?	
Assure a Safe Physical Environment	
X = area of focus	
Improve safety of school grounds	Improve ingress/egress routes

Improve safety of buildings/classrooms	X Improve safety of yard (fix blacktop gate)
Improve internal security	X Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti
Improve dropping off/picking up students	Prevent weapons on campus
X Other: Addition of more security cameras	

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:	
X Community service opportunities	X Problem solving skills
X Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	X Sense of purpose and future
X Good Communication skills	X Participation in academic activities
X Character/value education	X High academic self-expectations
Social competence	Other

Assure a Safe, Respectful, Accepting, and Emotionally Nurturing Environment by promoting:	
X Positive structure in classroom	X Prevention and intervention strategies
Fair, consistent discipline and consequences	X Anti-bullying
Acceptance of diversity	Ongoing staff development
Drug-Free school	Student support
Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans
High behavior expectations	X Extra-curricular activities

X Conflict resolution skills	Student recognition
Anger Management	Supervision of students across all settings
X Personal and social responsibility	Gang suppression
X Participation in and collaboration of parents/students/community	

D. Conclusions of 2020-21 Safe Schools Assessment:

Areas of Pride and Strength:

- Social emotional support by Link program & Wellness Counselor
- Student involvement in extracurricular activities and sports by at least 1/4 of the student body
- Committed and caring teachers, staff, community
- College and career focus leading to steady increases in students applying to college & for financial aid
- Small school atmosphere
- Successful Distance Learning program supported by the new Matador Master Schedule block days and after school tutorials
- Parents and Students felt supported by the school, strong communication with the community.
- After school tutorials daily, lots of parent outreach by paraprofessionals and the team.

Areas to improve:

- Develop more after school programs
- Increase student sense of responsibility for self, future and education through the SEL advisory program and CRT.

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2021-2022:

- We strive to enhance the social emotional climate and have set goals that we believe can be achieved in the 2021-2022 school year.

Safe School Action Plans :

After analyzing data, resources, and desired areas of change, Oakland Charter High School has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs:

- Goal #1: Assure a safe physical environment.

- Goal #2 Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.

B. Component 2: Places:

- Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

	Component 1: People and Programs – Create a Caring and Connected School Climate	
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p>Improve external and internal security: <u>Related activities:</u></p> <ul style="list-style-type: none"> • Add automatic gate to parking lot • Add additional cameras to camera system • Increase safety at crosswalks at start and end of school by ensuring campus security personnel are available and present during welcome and dismissal and during all passing periods. • Develop a site emergency directory & directory by department • Set Up a phone relay sequence so that someone in the office is always available • Provide rooms without window coverings with tape and material to cover windows • Introduce security staff to students' class by class • Introduce students to custodial staff <p><u>Resources needed:</u> Funds to add automatic gate, cameras <u>Personnel:</u> Facilities under management of Sr Director of Operations <u>Training:</u> Training will be needed to operate gates and cameras <u>Administration:</u> This will be done by site administration working together with home office administration</p>	<p>Persons Responsible: Administration at site and home office, security officers</p> <p>Timeline for Implementation: May 2021-ongoing</p>
Objective 1.2	<p>Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others. <u>Related Activities:</u></p> <ul style="list-style-type: none"> • Strengthen Advisory Curriculum • Further develop peer mentoring program through Link Crew • Have a schoolwide character education curriculum • Expand Restorative Justice and CRT modules <p><u>Resources needed:</u> funding <u>Personnel:</u> School Administration, Teachers, Counselors and Staff <u>Training:</u> Training will be needed to support RJ, peer mentor trainers and students; Training will be needed on implementation of character education curriculum <u>Administration:</u> Site administration will coordinate and work with participating students and staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show	Persons Responsible:

	<p>acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> • Bring in outside facilitator to train teachers & staff • Build on the capacity of expert staff on site • Include regular and on going tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. <p><u>Resources needed:</u> Time and funding for outside facilitator</p> <p><u>Personnel:</u> Outside facilitator, counselor and wellness counselor, administrators</p> <p><u>Training:</u> Professional development, observation and debrief cycles.</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>
	<p>Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals</p>	
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p>Expansion of student participation in academic activities</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Expanding the Kickboard program • Expanding the Matador Store offerings • Continued recognition assemblies • Celebrate academic successes classroom by classroom and schoolwide <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p> <p><u>Training:</u> N/A</p> <p><u>Administration:</u> Administration will work together with staff to establish incentives and programs</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>

School Safety Practices, Policies and Procedures:

A. Bully Prevention:

See Title IX Board Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying Policy attached as an appendix.

School administration at Oakland Charter High School enforces this policy and will not tolerate bullying of any type.

B. Safe Ingress/Egress Procedures:

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day,

campus security officers and administrators ensure students either travel to afterschool activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

CEO or Designee's Responsibilities:

1. Contact School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site, including determining if bilingual services is needed.
3. Receive permission from the affected family regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison
5. If necessary, contact elementary, middle, and high schools
6. Designate one voice for the press (usually the CEO) and ensure other staff know to funnel requests for information through the designated speaker.

Site Director's Responsibilities:

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
2. Update staff.
3. Develop a fact sheet for Administrative Assistant/Registrar to use when responding to inquiries.
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English, Spanish, and Simplified Chinese.
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at end of school day (share stories)
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life, have the CEO's Office contact Oakland Police or Oakland Fire Dept. to access their Critical Incident Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to Home Office and CEO.

B. Responding to Inquiries – Site Director's Template:

Sample Script of OCHS Office manager/Administrative Assistant

What has happened?

Share the information honestly but ensure all privacy requirements:

E.g. "...This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. "

What actions are being taken?

Security measures, emotional issues, correspondence:

E.g. "...The Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents.

A written correspondence will be sent home sharing pertinent resources and information."

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. E.g. "...Your son or daughter is not in immediate danger and therefore will be dismissed as usual."

What can the parent/community member do to help?

Immediate and long term:

E.g. "...As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family.

Be observant of your child's feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff."

C. Lockdown – Sample School Messenger Connect Message – English

Initial message:

Hello OCHS families.

This is _____, the Site Director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Oakland Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Oakland Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Oakland Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the Site Director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one

priority.

Lockdown – Sample School Messenger Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Oakland está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Oakland ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Oakland nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinente details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, Oakland Charter High School staff and students will follow protocol as dictated in this school Safety Plan. Annually, before the first day of school, the Oakland Charter High School Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in this School Safety Plan. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire, earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan. The AMPS Emergency Handbooks is updated annually, most recent revision- July 2018.

A. Emergency Contact Datasheet:

School/Site: Oakland Charter High School

IC (Incident Commander): Miranda Bartolucci, Site Director

Command Center Location: Under shelter outside main cafeteria

Release of Students Location: Blacktop Gate 2433 Coolidge Ave.

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911
Non-Emergency OPD - (510) 777-3333

Public Utilities:

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000
Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000
Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Executive Office: Evelia Villa - 1-510-452-7854
Executive Assistant: Mr. Luis Romo - 1-510-434-7017
Senior Director of Operations: Sylvia Flores- 1-510-436-0172

Hospitals:

Highland Hospital - (510) 437-4800
Oakland Kaiser - (510) 752-1000
La Clinica - (510) 535-3500

Staff w/Walkie Talkies:

Site Director
School Office
Assistant Site Directors
Campus Security Officers
Athletic Staff
Special Education Staff
Wellness Staff

B. Communication Signals:

Evacuate: announce “This is not a drill. Please exit the building. Teachers, please have your students leave all items in the classroom. Teachers in the upper resource building please exit calmly through the back door and use the back staircase to bring students to the blacktop. Teachers in the lower resource building please exit students through the main entrance and calmly proceed to the blacktop for line up. Teachers in all other buildings please lock your doors and escort all students to the blacktop for line up.

Lockdown: announce “lockdown, this is not a drill, repeat, lockdown” All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

Duck, Cover, and Hold: teacher signals “Duck, cover, and hold”

All-Clear: Site Director to announce all clear and dismiss students to next class as appropriate.

Persons responsible:

Parent Pick up:	Ms. Eschen, Ms. M.Lopez and Ms. C.Perez
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Student supervision:	All teachers, counselors, school staff and security staff overseen by administration
Persons responsible for rooms/all clear:	Ms. Bartolucci and Mr. Scholz

C. Action Evacuate:

- **Warning:** The warning signal at the school for Action “Evacuate” or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Safety Coordinator (Aunya Ames) Call 911.
- **Action “Evacuate” consists of:**
 - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
 - Removal of student/staff Emergency Data Cards from office to an outside area of safety
 - Teachers ensure emergency backpack is carried to the assembly site on the blacktop.
- **Action Evacuate is considered appropriate but not limited to:**
 - Fire
 - Bomb threat
 - Chemical accident
 - Gas leak
 - Explosion or threat of explosion
 - Post-earthquake
 - Other occurrences which make the school building(s) uninhabitable

D. Action “Drop – Take Cover”:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- **Action “Drop – Take Cover” consists of:**
 - Command “Drop – Take Cover” is given
 - Move away from buildings, trees, fences and power lines
 - Drop to your knees
 - Clasp both hands behind your neck
 - Bury your face in your arms
 - Make your body as small as possible
 - Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action “Drop – Take Cover” is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion

E. Action Duck Cover and Hold:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- **Action “Duck, Cover, and Hold” consists of:**
 - Command “Duck, Cover, and Hold” is given.
 - Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
 - Students and staff immediately duck under a desk or table and, with both hands, hold onto

the desk leg or table leg.

- Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- After all movement and noise stops, stay under desk or table until a teacher gives you instructions. Listen carefully and following instructions.
- **Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion
 - Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action “Lockdown”

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.
- **Action:**
 - Safety Coordinator signal “Lockdown” – Announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
 - Safety Coordinator call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
 - Contact AMPS Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
 - Set up and man Command Center.
 - Contact CEO’s Office to update status as soon as the situation is under control.
 - Post sign on office door notifying public of lockdown.
 - Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):**
 - Quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
 - Once the Lockdown has started, teachers should not, under any circumstances open their doors until the end of the lockdown.
 - Teaching activities are to be stopped.
 - Silence all mobile telephones; keep the classroom computer turned on.
 - Continue to check email for updates.
 - Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
 - Lights should only be left on if it would help the police search, without compromising the safety of the students.
 - If gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
 - Take roll and prepare a list of missing students.
 - Call or email attendance information to the office, after the threat is contained.
 - If there are no problems, place a green sheet of paper on the front window of the classroom.
 - If there are problems, place a red sheet of paper on the window.
 - If evacuated, bring student roster sheets. Office staff bring emergency cards to the designated evacuation area.

- **If students are not in classrooms:**
 - Go to the safest and closest area or room.
 - DO NOT try to go to your classroom. Instead enter any available room.
 - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
 - Follow steps “for students in classrooms” above

G. Action “Soft Lockdown” consists of:

- **Warning:** All procedures above from “Lockdown”
- **Action:**
 - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
 - Transition from a lockdown to a soft lock down must be authorized by the police.
 - During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff. **If lockdown is due to Active Assailant:**
 - Do not use placards until the situation is resolved.
 - If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).
- **Action “Directed Transportation”**
 - **Warning:** Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action “Directed Transportation” consists of:**
 - Transporting students to a safe area.
- **Action “Directed Transportation” is considered appropriate only when directed by a competent public safety authority.**
 - It may be appropriate for, but not limited to, movement away from:
 - Flood or tsunami,
 - Fire
 - Hazardous materials incident
 - Or Blast Area

H. Action “Student Release”:

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
 - “Student Release” will be considered by the Site Director or designee if directed by the CEO. Students will be held at school until released to an authorized adult.
- **Action “Student Release” consists of:**
 - Dismissal of all classes.
 - Release of students to their parents or guardian or other authorized adult at Site Director’s or designee’s judgment.
 - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**

- Use signs to designate “Student pick-up area.”
- Use signs to direct parents to line up (e.g. alpha, grade levels or room #'s).
- Release younger students first.
- Provide escort to parent/guardian if necessary

I. Action “Civil Disturbance”:

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a “Lockdown”.
- **Action:**
 - Follow Site Director’s or designee’s direction for possible “Lockdown”
 - Account for all students and staff
 - Remain in classroom or designated areas until contacted
 - Remain calm and reassuring

J. Action “Hazardous Material Incident”

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
 - Classroom teacher notify the office immediately.
 - Evacuate all students from classroom
 - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
 - Office will notify the fire/law enforcement agency and AMPS Home Office.
 - Determine the need to implement Action “Evacuate” (fire alarm).
 - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - Isolate, identify and get names of students and staff that could have been exposed or contaminated.
 - Account for all students and staff.
 - Site Director will direct other action as required.
 - Remain in designated area until contacted

K. Action “Medical Emergency”

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**
- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished by the AMPS employee who is at the scene of the emergency**
 - Evaluate the scene of the injury or illness. Isolate and secure the area.
 - Notify the school office.
 - Call 9-1-1, as appropriate.
 - If indoors, determine the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
 - Stabilize the victim and administer first aid.
 - Rejoin students as soon as possible.
 - Account for all students and remain with them.
 - Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

L. Action “Fire”:

- **Actions:**
 - School Safety Coordinator signal “Evacuation” fire bell. Special Education paraprofessionals and college advisors help students with disabilities. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
 - Site Director notifies (or assigns designee to notify) assistant Site Director, dean of instruction, campus supervisors, support staff
 - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
 - If students are in classrooms:
 - Evacuate. Close but do not lock doors.
 - Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
 - Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
 - If students are not in classrooms:
 - Reunite with students in evacuation area
 - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
 - All Clear will be signaled by the Site Director or his/her designee.
 - Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
 - Follow Student Release Procedures (if directed by CEO)

M. Action “Active Assailant on Campus”:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action: In the event of a dangerous person on campus, do the following:**
 - Inside school building
 - Implement “Lockdown”, however do not post red or green placards
 - Construct barriers using furniture, desks, etc., to blockade door and windows
 - Instruct students to lie down behind the barriers
 - Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity of the person asking to open the door
 - Ask for identification, it can be slid under the door.
 - If the assailant enters an occupied room be ready with a Plan of Action:
 - If possible, **run away** from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
 - Outside
 - When law enforcement arrives, be quiet and compliant, do not look like a threat:
 - Keep hands empty and hold them up when law enforcement approaches
 - If known, tell where the assailant is located
 - Report status to command center and post placards as instructed

N. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse

Warning: Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
 - Inside school building:
 - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
 - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
 - Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
 - Follow the approved route to the assembly area, keep away from trees, power poles, etc.
 - Maintain control of students.
 - Avoid touching electrical wires and metal objects such as chain link fences.
 - Render first aid if necessary.
 - Once outside of school in designated location, take roll, issue student name tags, alert command center of any injured or missing student(s).
 - If possible, school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.

- Do not return to building for any reason until they have been declared safe by authorized official(s).
- The Site Director or designee will determine the advisability or necessity of Action "Student Release." Prior approval must be obtained by the CEO.
- On school grounds:
 - The staff member in authority implements Action "Drop – Take Cover".
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
- Activate School Emergency System as/if necessary.

O. Action "Bomb Threat – Bomb or Suspicious Device":

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. Refer to appendix for Dept of Homeland Security Bomb Threat checklist.

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
 - Recipient of the threatening telephone call
 - Remain calm.
 - Keep the caller on the line as long as possible.
 - Do Not Hang Up, even if the caller does.
 - Listen carefully. Be polite and show interest.
 - Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
 - Write down as much detail as can be remembered. Try to use exact words.
 - If the telephone has a display, copy the number and/or letters on the display window.
 - Attempt to get information on location of bomb, and any identification characteristics of caller.
 - Have them repeat the message.
 - Immediately upon termination of the call, do not hang up, but from a different telephone, call 911
 - If a bomb threat is received by letter or handwritten note:
 - Handle the letter or note as minimally as possible.
 - Notify the office and call 911.
 - If a bomb threat is received by email:
 - Do not delete the email message.
 - Notify the office and call 911.
 - Bomb or Suspicious Device
 - Do not touch or approach the device.
 - Notify the office immediately.
 - Get students out of the immediate areas and wait for directions from the office.
 - Follow Site Director's or designee's instructions for appropriate emergency procedures.

P. Pandemic Influenza:

P.1. General Overview

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza or other pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director/Site Director or Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom
-

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

“Paren Square” All call system will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meeting. For more information:

<http://www.pandemicflu.gov/plan/>

P.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, Oakland Charter High Schools has been closed to in-person instruction since March 16th 2020. In the ensuing months, while schooling continued through distance learning, Oakland Charter High School has been preparing for full, in-person instruction for the 2021-2022 school year.

Following guidance from the Centers for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying PowerPoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows, with the full description in our [COVID-19 Prevention Plan](#) and our [Student Health and Safety Plan](#).

- Cleaning, Disinfection
 - Staff are expected to regularly clean high-touch areas
 - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
 - Disinfection produce is based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
 - Air filtration was upgraded through installing new MERV-13 air filters
 - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Physical Distancing
 - Both Students and Staff are expected to maintain distance at all times possible
- Face Coverings and Other Essential Protective Gear
 - Staff and students are expected to wear masks at all times while on school campus
 - Face shields and disposable gloves are also available for staff
 - Plexi-glass shields are used as an added protection at the front office and around each student desk in classrooms
- Health Screenings for Students and Staff
 - Symptom self-check forms are completed by all Staff and Families (on behalf of the student) prior to arrival on campus
 - All staff and students are all also screened for elevated temperature prior to admittance into the building
- Healthy Hygiene Practices
 - Staff and students are reminded to wash hands regularly
 - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
 - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education

- During Townhalls and Orientations, students invited to join cohorts in-person were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
- Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Testing of Staff
 - Testing cadence for unvaccinated staff is weekly and a minimum of 10% of unvaccinated students weekly
 - Oakland Charter High School, along with its 5 sister schools, have a signed MOU with HR Support Pros, Inc., which has a partnership with Avellino Labs in Menlo Park, to perform PCR-RT tests
- Triggers for Switching to Distance Learning
 - The switch to distance learning, and the temporary closure of a school will be based on recommendation for the local health department, but will be necessitated if within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school, at least 3 cases have occurred within 14 days AND more than 5% of the school's population is affected
- Communication Plans
 - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March, AMPS has sent out regular updates to staff, students, and parents.
 - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
 - Our goal with these communications is to share timely, accurate, and comprehensive information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

Q. Staff “Buddy” List:

When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Command duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

R. Use of Facilities

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

Evacuation Maps:



Area 1					Area 2					
9A	10A	11D	12C	CAFE	11A	12A	LAB	SPED	Cottage	Cafeteria
9B	10B		12D		11B	12B				
9C	10C				11C					
9D	10D									

Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.
- Go to your designated area on the map and line up.
- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Miranda Bartolucci
Deputy Incident Commander	Paul Scholz
Location of Command Center	Under shelter outside the main cafeteria center of campus on Coolidge Ave.
Alternative Location on campus	Area in front of cottage outside.
Alternative Location off campus	<p><u>Site 1:</u> Walgreens Parking Lot 3232 Foothill Blvd, Oakland, CA 94601</p> <p><u>Site 2:</u> Peralta Hacienda Park 2465 34th Ave, Oakland, CA 94601</p>
Emergency Operations Coordinator (Coordinates with Command Staff):	Aunyia Ames
Liaison to outside agencies:	Miranda Bartolucci, Aunyia Ames
Training	Aunyia Ames
PIO (Public Information Officer)	Miranda Bartolucci
Crisis Response Leader	Miranda Bartolucci, Oakland Police Department
Plans Chief	Miranda Bartolucci, Aunyia Ames

Documentation	Ms. Eschen, Ms. P. Perez
Messages	Ms. P. Perez, Ms. M.Lopez
Search/Rescue	Mr. Scholz, Mr. Tsui
Procuring food & water	Ms. P.Perez and Mrs. Vega
Staff/student supplies	Mr. Scholz, Ms. Perez, Ms. M. Lopez
Medical Supplies	Ms. Eschen, Ms. Albor
Medical First Aid	Ms. Eschen, Ms. Albor
Damage Assessment	Mr. Scholz
Disaster Plan Updates	Miranda Bartolucci, Aunyah Ames
Crisis Team	Ms. Sidransky, Ms. Ochoa, Ms. Saroha
Parent Pick-up	Ms. Eschen, Ms. M. Lopez, Ms. C.Perez
Builders/Sanitations	Mr. Aguilar and Ms. Valladares
Finance Chief	Mrs. Villa
Claims FEMA/State	Andrew Wang

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ☐ 1. Assume command
- ☐ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ☐ 3. Call 911
- ☐ 4. Notify other School Administrators (Assistant Principal, Dean of Instruction, Dean of Students), Front Office and Support Staff
- ☐ 5.. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ☐ 7. Conduct initial briefing with the Command Staff
- ☐ 8. Monitor local emergency radio stations for local news
- ☐ 9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ☐ 10. Create an action plan with specific objectives including strategies to review and evaluate
- ☐ 11. Make provisions for language translators

- ___ 12. Release teachers, as appropriate
- ___ 13. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
- ___ 14. Signal all-clear (Police Only will signal; if present)
- ___ 15. Begin "Student Release Procedures" when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
- ___ 16. Create an action plan with specific objectives for returning to normal operations
- ___ 17. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- ___ 1. Report to, attend briefings, and assist the IC (Site Director)
- ___ 2. Keep unauthorized people away from the IC (Site Director)
- ___ 3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ___ 1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ___ 2. Report to IC (Site Director) and attend briefings
- ___ 3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ___ 4. Indicate the process for emergency declarations
- ___ 5. Develop status boards
- ___ 6. Maintain a "position" log of staff
- ___ 7. Monitor Command Staff for signs of stress or under-performance
- ___ 8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the organization (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ___ 1. Assist the Emergency Operations Coordinator and attend briefings
- ___ 2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
- ___ 3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has

the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- ☐ 3. Monitor stress levels of personnel involved in the response
- ☐ 4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- ☐ 5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Act as referral resource for students, staff and volunteers
- ☐ 3. Obtain Oakland Unified School District's Crisis Response Manual for resources, materials, etc.
- ☐ 4. Develop support systems as needed
- ☐ 5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (CEO/Public Information Officer)

The Public Information Officer acts as the official spokesperson for AMPS in an emergency situation. A school site-based PIO should only be used if the media is on campus and the AMPS PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ☐ 1. Contact Board of Directors, Sr Dir of Operations, Other Home Office Directors as appropriate.
- ☐ 2. Contact CEO to assign psychologists and counselors to the site and account for those needing bilingual assistance.
- ☐ 3. Attend briefings with IC (Site Director)
- ☐ 4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ☐ 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ☐ 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- ☐ 7. Ensure announcements and other information are translated into other languages as needed.

- ___ 8. Assist with rumor control
- ___ 9. Keep all documentation to support the history of the event
- ___ 10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.
- ___ 11. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ___ 3. Message Team. Maintain a message board
- ___ 4. Communication Team. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- ___ 5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- ___ 6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
- ___ 7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
- ___ 8. Web Page Update Team § Using the school's or AMP's web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Site Director)
 - Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

Oakland Charter High School has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that OCHS' emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.
3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.

- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
- No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
- To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Education, other governmental agencies, and the media during the period of the incident.
- Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
- Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The OCHS Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. OCHS employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

Strategies for addressing bullying at OCHS schools shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable AMPS and school plans.

As appropriate, the CEO/ Site Director/ CEO or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, OCHS shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, OCHS shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

OCHS staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. An anti-bullying module created by the California Department of Education ("CDE") will be made available annually to all certificated employees and other employees who regularly interact with students.

Based on an assessment of bullying incidents at school, the CEO/Site Director or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director, or Site Director's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant Site Director whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/OCHS policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

3. Campus Security:

Oakland Charter High School is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. OCHS also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The Site Director or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

OCHS Administration believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site Director/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director or designee shall ensure that the AMPS's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

OCHS is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The Site Director or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Site Director or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

Oakland Charter High School's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The OCHS program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be

excused from taking such instruction. (Education Code 51900.6)

The Site Director or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

5. Child Abuse Reporting:

At OCHS and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reporter who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510-577-3500

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child

abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any OCHS/AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (Oakland Police Department- (510) 238-3641) (excluding a school AMPS police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Alameda County Social Services Agency
2000 San Pablo Ave, Oakland, CA 94612
510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director, or the CEO or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the CEO or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO or designee shall provide training on mandated reporting requirements to OCHS employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The AMPS Human Resources department or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Site Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the CEO or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the CEO or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against an AMPS employee or other person suspected of child abuse or neglect at a

school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The CEO or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The Human Resources Department also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department/CEO or designee. (Penal Code 11166.5)

The CEO/Site Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) 3. No employee shall be subject to any sanction for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 23-24.

6. Comprehensive School Safety Plan

OCHS and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. OCHS and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at OCHS shall develop a comprehensive school safety plan relevant to the needs and resources of OCHS. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state

law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting. The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by AMPS administrators in accordance with Education Code 32281.

In developing such strategies, AMPS administrators shall consult with law enforcement officials and Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
2. A representative of each teacher organization at the school
3. A representative of the school's student body government
4. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. AMPS policy related to possession of firearms and ammunition on school grounds

7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.
11. Strategies for suicide prevention and intervention.
12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.
14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at Oakland Charter High School believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director/Site Director or designee shall ensure that OCHS develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption (Under California Penal Code Section 422, it is a crime to willfully communicate a threat to another person that would result in great bodily injury or death).
3. Conduct that disrupts the orderly classroom or school environment

4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or AMPS
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other AMPS staff, and at any other time directed by an employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on schoolwork or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor OCHS shall be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039 Campus Search & Seizure Policy.

When a student uses any prohibited device or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The CEO or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

8. Discipline

OCHS and the AMPS Board Directors is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. OCHS believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at Oakland Charter High School may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with AMPS nondiscrimination policies.

The Site Director or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be

included in AMPS local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director/site director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
- 5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in AMPS discipline policies or goals for school safety and climate as specified in the AMPS' local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
- 7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups

10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
- 14.. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director/site director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the CEO or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director/Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at OCHS.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every Oakland Charter High School student. Those who present an immediate threat to the health and safety of

others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and

community. Oakland Charter High School's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult [Oakland Charter High School Family Handbook 2021-2022](#) revised annually, with the most recent revision in August 2021.

9. Dress and Grooming

The Administration team at OCHS in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. OCHS expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at Oakland Charter High School have established a reasonable dress code requiring students to wear uniforms. Please refer to Board Policy: 5044 Dress Code and Uniform Policy

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the OCHS uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff

2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.

3. Protective measures to be taken before, during, and following an earthquake

4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director/Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director/Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director/Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.

2. In the lab, burners should be extinguished, if possible, before taking cover.

3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.

4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.

5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Site Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of AMPS and community resources.

The AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director/Site Director Upon receiving such a complaint, the Site Director/Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in the Uniform Complaint Policy.

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/Site Director/CEO or designee, and/or law enforcement, as appropriate. As necessary, the AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students

who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at OCHS desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS's academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a AMPS school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing the AMPS's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of the AMPS's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the AMPS's educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS schools or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize the AMPS's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS's web site and other prominent locations and providing easy access to them through AMPS-supported social media, when available.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the AMPS's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the Regional CEO to determine how best to accommodate or resolve concerns that may arise from the AMPS's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the AMPS will address any individual student's interests and concerns in private.
4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular AMPS school speak a single primary language other than English, the AMPS's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the AMPS's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the AMPS may use to provide a discrimination-free environment for all AMPS students, including transgender and gender nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a

student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of the AMPS's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the AMPS's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in AMPS policy is strongly encouraged to immediately contact the Site Director/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director/Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director/Site Director, within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director/Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director/Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director/Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Board Policy 5800: Title IX: Harassment, Intimidation, Discrimination, Bullying Policy

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO/CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director/Site Director immediately.
2. Immediately notify the Site Director/Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the site director/Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the AMPS's computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director/Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

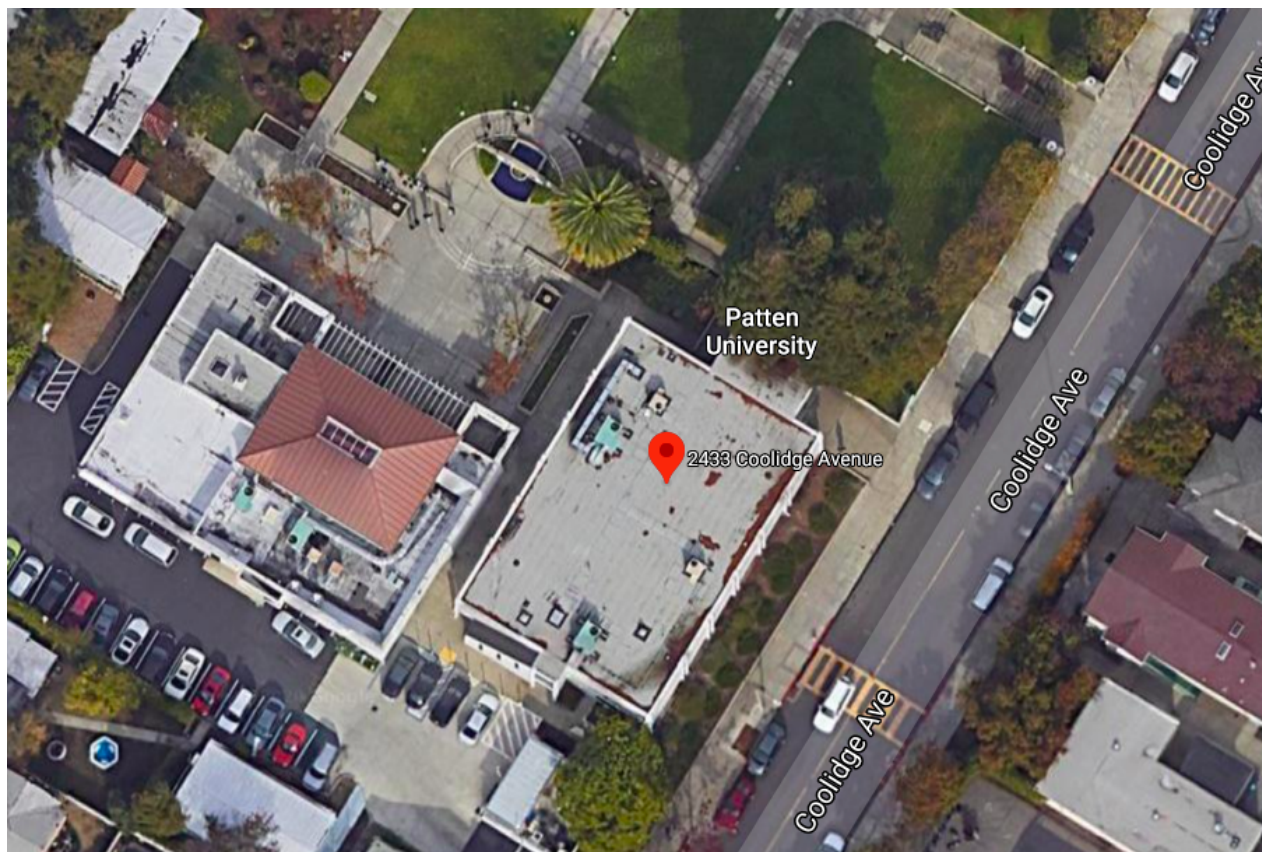
The drop-off and pick-up zone will have cones blocking the curbside on both the Patten University side and the Patten Academy side. There are two crosswalks located in front of both campuses where cones will be

extended to connect the two separate crosswalks that indicate where the drop-off and pickup zones are located. The first crosswalk is located in front of the basketball courts and the Resource Center. The second crosswalk is located in front of the Patten University stairs and Patten Academy parking lot. At both crosswalks, a staff member is present to help students cross the street and direct traffic accordingly. Parents are not permitted to park in the drop-off and pick up zones for an extended period of time as this can cause traffic flow problems for the entire street. Staff supervising traffic control work to prevent parents from idling and move promptly through the dropoff and pickup zone.

Security personnel and the OCHS Administration team man and monitor crosswalks before and after school. Security personnel monitor the crosswalks during passing periods throughout the school day.

There are two speed bumps installed in between the two school crosswalks to protect students and discourage motorists from speeding on Coolidge Ave.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in

alleging sexual harassment.

The AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director/Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director/Site Director. Once notified, the Site Director/Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law the AMPS Uniform Complaint Procedures. Site Directors/Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the AMPS to monitor, address, and prevent repetitive harassing behavior in the AMPS schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing sign-in requirements, school hours or hours during which sign-in is required, the sign-in location, the route to take to that location, and the penalties for violation of sign-in requirements.

Unless otherwise directed by the Site Director/Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director/Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director/Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director/Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to:: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 2 1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the AMPS. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately
2. Immediately notify the Site Director/Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director/Site Director

When informing the Site Director/Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director/Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Oakland Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

References

- A. Oakland Charter High School Student and Family Handbook

A copy of the Oakland Charter High School Student & Family Handbook is located in the school office, 2433 Coolidge Ave. Oakland CA 94610

B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 2101 Livingston Street, Oakland, CA 94606

C. Amethod Public Schools Board Policies

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy

Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

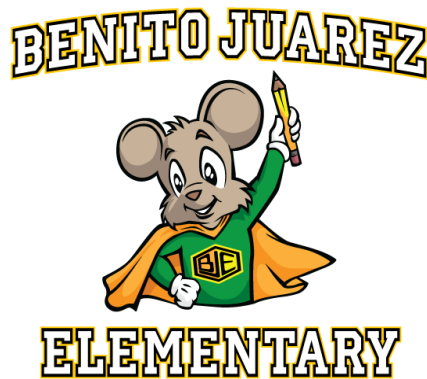
Board Policy 5039 Campus Search & Seizure Policy

Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

D. Department of Homeland Security Bomb Threat Checklist is printed and posted in the front office.

School Safety Plan



Benito Juarez Elementary School

1450 Marina Way S.
Richmond, CA 94804

Amethod Public Schools

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The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the School Site Council (or School Safety Planning Committee) as well as to the AMPS Board of Directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campuses and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Anjelica Zermeno
 BJE
 1450 Marina Way S. Richmond, CA 94804
 (510) 215-7009
 azermeno@amethodschools.org

Prepared by:
 Site Leader
 FST
 azermeno@amethodschools.org

Reviewed & Approved by	Date Approved
<input type="checkbox"/> FST Team	
<input type="checkbox"/> Richmond Police Department Officer:	
<input type="checkbox"/> AMPS Governing Board	

General School Information :

A. School Profile:

At AMPS Benito Juarez Elementary, we serve close to 500 students from kindergarten through fifth grade. We are committed to our students' academic success and developing a strong community of learners.

It is our mission to ensure that each child exceeds state standards. Through our interactive and rigorous curriculum, we instill a love of learning that carries our students throughout their life and helps them become socially and emotionally well-rounded. We believe through hard work, students can achieve any goal they set for themselves.

Benito Juarez Elementary seeks to provide students in grades K-5th with a strong educational foundation to become innovative individuals that take risks for the good of their academic progress. We believe in the development of the whole child by focusing on building character, community, and providing rigorous instruction in academics, arts, and 21st-century skills. If we explicitly teach necessary problem solving, communication, and social skills, our students will be able to thrive in middle school, high school, college, and beyond.

BJE is located at 1450 Marina Way S. in Richmond, CA.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The site director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and a respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

The exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. Our main office is also the main entrance for both BJE and RCA. BJE students, however, are dropped off and picked up on the south side of the campus. RCA students are dropped off and picked up at the main entrance of the school. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed to enter the school. Security staff monitor incoming visitors and direct them to the main office. All visitors are also required to wear a badge that provides information about their status as a visitor and that they have checked in with the front office.

School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Overall Rating	Good

Facilities:

Our facility at 1450 Marina Way S. is in good shape. We have converted two rooms into new classrooms in the building to keep up with student enrollment needs. The building meets the "Good Repair" category in alignment with the California Facility Inspection Tool, being clean, safe, and functional in all categories.

E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity	BJE
Asian	3%
Hispanic	90%
White, not Hispanic	1%
African American	4%
Two more races	2%
Special Education	8%
Socioeconomically Disadvantaged	80%
Staff Demographics by Ethnicity	BJE
Asian	10%
Hispanic	50%
White, not Hispanic	20%
African American	15%
Other	5%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan in accordance with the district's administrative regulations.

- FST (combined with BJE & RCA)

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2021-2022 school year was shared with:

- Parents on the FST on 10/13/2021
- All school staff will have access to the plan after it is shared with the AMPS governing board on 10/20/2021
- Communicated to the following entities:
 - Law Enforcement Agencies (by Site Director)
 - Local Fire Stations (by Site Director)

Assurances:

The school site council may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports :

A. School Crimes Status:

BJE rarely experiences incidents of crime on campus or during school-related functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and graffiti in the bathrooms, on student desks, and on other school property such as books. Student fights have been rare. The environment immediately surrounding the campus includes the Richmond Marina, WCCUSD administration offices, a cafe, and a public park. A few other businesses are also in the areas such as Comcast and Kaiser. There are two living complexes as well, a complex with lofts and the other are town homes. The crime rate in this part of Richmond is relatively low.

The public park, at the south end of campus and next to the BJE playground does pose a safety concern, especially during recess times. During recess times, BJE staff position themselves near the gate to supervise students and ensure our students do not interact with any one at the park. Students are also instructed to inform a BJE staff member if

they experience or see anyone or any activity that is suspicious. If a staff member witnesses anything suspicious that feels it is necessary, they are instructed to inform the school leadership team and the police.

The marina and public walk way may also pose a safety concern as it is open to the public. The entire campus is fenced in with locked gates as a measure to keep trespassers off of school grounds.

Total Suspensions & Expulsions YTD	BJE
Suspension	0
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?
Assure a Safe Physical Environment

XImprove safety of school grounds	XImprove ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of gates (update locks)
Improve internal security	X Prepare students and staff for crisis emergencies
XImprove exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti
XImprove dropping off/picking up students	Prevent weapons on campus
X Other: Addition of more security cameras & Vape detectors	

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:

X Community service opportunities	X Problem solving skills
X Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	X Sense of purpose and future
X Good Communication skills	X Participation in academic activities
X Character/value education	X High academic self-expectations
Social competence	Other: Bullying prevention & consequences

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:

X Positive structure in classroom	X Prevention and intervention
-----------------------------------	-------------------------------

	strategies
X Fair, consistent discipline and consequences	X Anti-bullying
Acceptance of diversity	X Ongoing staff development (classroom/ supervision management skills, de escalation techniques, trauma informed practices)
X Drug-Free school (Vaping)	X Student support (MTSS systems)
Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans
High behavior expectations	X Extra-curricular activities
X Conflict resolution skills	Student recognition
X Anger Management	Supervision of students across all settings
X Personal and social responsibility	Gang suppression
X Participation in and collaboration of parents/students/community	

D. Conclusions of 2019-20 Safe Schools Assessment:

Areas of Pride and Strength:

- Implementation of Restorative Justice practices
- Social emotional support by SEL curriculum (K-5)
- After school program (ASES), both at BJE & RCA
- Committed and caring teachers, staff, community
- Small school atmosphere
- School Counselor Groups
- Partnership with Mindful Life Project

Areas to change:

- Traffic Concerns (Pick up & drop off)
- Front office phone (need additional phone line)
- More Walkie Talkies (for each classroom)

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2021-2022:

- We strive to enhance the safety of students, staff, and community during traffic times (drop off and pick up procedures) and have set goals that we believe can be achieved in the 2021-2022 school year.

Safe School Action Plans :

At the start of the 2021-2022 school year, the front office located at BJE switched from the side entrance at 1450 to the front with RCA. The number of students at BJE also increased by about 60 families due to an added kindergarten class and an added Fifth-grade class. The traffic loop for drop off and pick up for RCA and BJE, however, did not change. We are still using the far gate for BJE and the first gate for RCA. The increase in traffic has caused a number of issues to arise one primarily being the safety of our staff, parents, and students. Throughout the 2021-22 school year, the school has issued a number of notices asking parents to slow down, both on the roadway and in the parking lot. We have also had to remind our community to not park in the neighboring businesses parking lots during pick up. It has been a difficult issue keeping families from speeding, making u-turns, and disrupting neighboring businesses. In response, BJE and RCA have worked with our neighboring business and blocked off entrances to their parking lot entrances as well as put up signs to slow down and for no u-turns. We have also put up additional cones to prevent parents from parking in the parking lot and to follow specific routes to enter and leave the parking lot to drop off and pick up our students. The dropping off process in the morning seems to have to work itself out, but it is during the afternoon pick up that has not been fully addressed to ensure safety for staff and students especially. Below are some of the objectives and action items we have for creating a safer process and situation during pick up at BJE and RCA

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p>Create a safer, more efficient environment during drop off and pick up times</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Create painted walkways going to/from school building to sidewalk • Teaching students & staff on where it is safe to walk • Explicitly teaching students the proper manner we expect them to walk during drop off and pick up • Introduce Traffic Personnel to students' class by class • Outline expectations around how to treat traffic personnel to students and community members • Create colored nameplates so traffic personnel knows if the person pick up student is legally allowed to • Reach out to city officials to create lights on street to help traffic slow down • Three - way stop sign for entrance • Establish area in RCA parking lot for parents to use when they are waiting for students in different grade levels. <p><u>Resources needed:</u> Funds needed to paint & perhaps professional help with painting the areas and walkways</p> <p><u>Personnel:</u> Traffic Personnel/ Community Outreach Coordinator/ Site Director</p> <p><u>Training:</u> PD for Staff- How to teach class about traffic/ parking lot expectations for teachers and instructional aides</p> <p><u>Administration:</u> This will be done by site administration</p>	<p>Persons Responsible:</p> <p>Administration at site and home office, Safety Coordinator, Traffic Personnel, Community Outreach Coordinator</p> <p>Timeline for Implementation:</p> <p>May 2020-ongoing</p>

	working together with home office administration	
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards each other, no matter our backgrounds</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> • Bring in outside facilitator to train teachers & staff • Build on the capacity of expert staff on site • Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. <p><u>Resources needed:</u> Time and funding for outside facilitator</p> <p><u>Personnel:</u> Outside facilitator, counselor and wellness counselor, administrators</p> <p><u>Training:</u> Professional development, observation and debrief cycles.</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Persons Responsible:</p> <p>School Leadership Team, teachers, school counselors.</p> <p>Timeline for Implementation:</p> <p>May 2020-ongoing</p>
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p><i>Expansion of student participation in academic activities via PBIS (Mighty Moolah at BJE)</i></p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Expanding the Kickboard program/Mighty Moolah activities and incentives • Expanding the Kickboard Store/ Mighty Moolah offerings • Continued recognition assemblies 	<p>Persons Responsible:</p> <p>School Leadership Team, Grade Level Leads, teachers, paraprofessionals & teacher assistants</p>

	<ul style="list-style-type: none"> • Celebrate academic successes classroom by classroom and schoolwide <p><u>Resources needed:</u> Funds to support incentives <u>Personnel:</u> Administration, staff and teachers <u>Training:</u> How to effectively implement positive reinforcement through Kickboard and Mighty Moolah <u>Administration:</u> School Leadership will work together with Grade Level Leads to establish incentives and programs</p>	<p>Timeline for Implementation:</p> <p>May 2020-ongoing</p>
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School Safety Practices, Policies and Procedures:

A. Bully Prevention:

“The Amethod Public Charter School Board of Education recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm”. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

School administration at BJE and RCA enforces this policy and will not tolerate bullying of any type.

B. Safe Ingress/Egress Procedures:

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and

attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

Drop Off/ Pick Up Procedures:

Bicycles: students who bike to school may safely store their bicycles in the bike-locks available adjacent to the school.

Walking: the Marina Bay trails are another healthy and scenic way to get to school, it leads directly to our school and to a nearby Rosie the Riveter Museum (a great community resource)

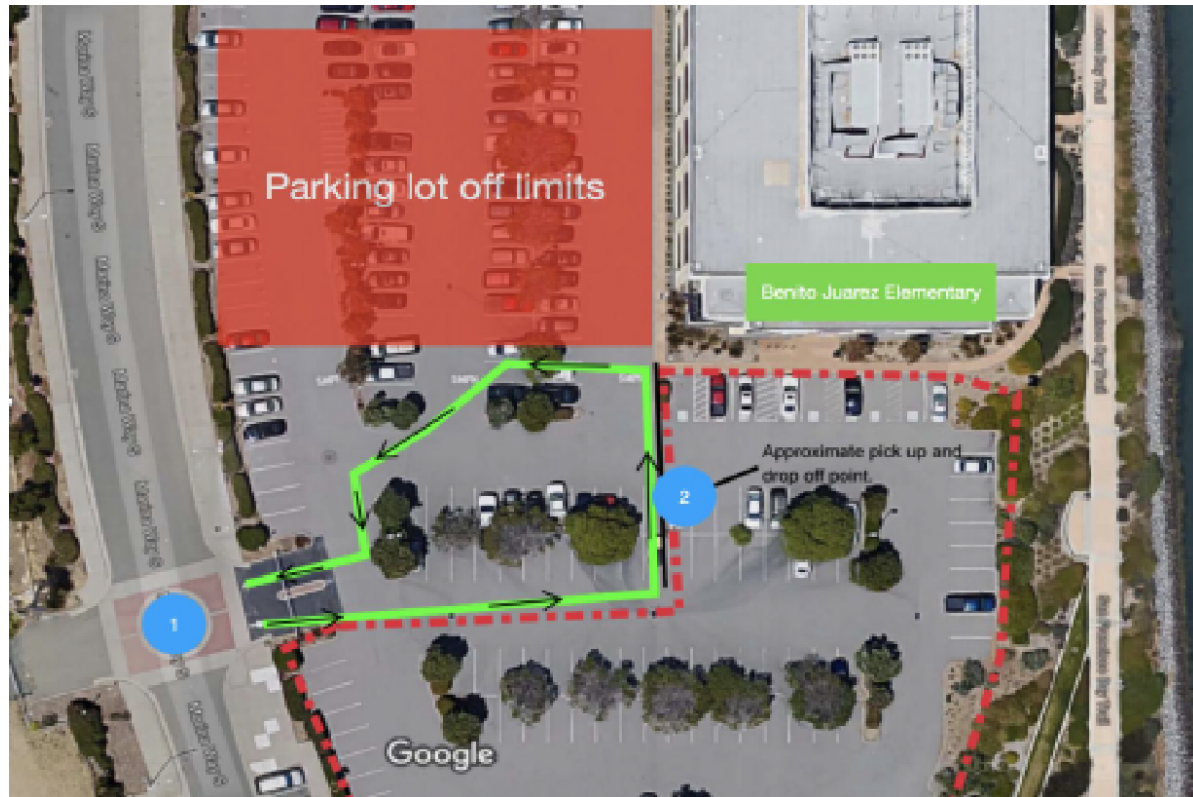
Morning Drop-Off Procedures: 7:45AM - 8:25AM (All Grades)

During morning drop off, parents may go through the gate off Marina Way South, drive through the loop and drop students off at the front entrance of the school. It is important that parents keep the line moving and do NOT park in the loop. If parents would like to walk their students into school, they may park on Marina Way South and walk their students down. If students arrive after 8:25am, they must go through the main office to sign in.

*please note, parents/guardians are not allowed to walk through the building after 8:00am for the safety of all students.

In the numbered spots please do the following (see map below):

1. Follow direction to enter the traffic loop
2. Drop students off through the passenger side of the car



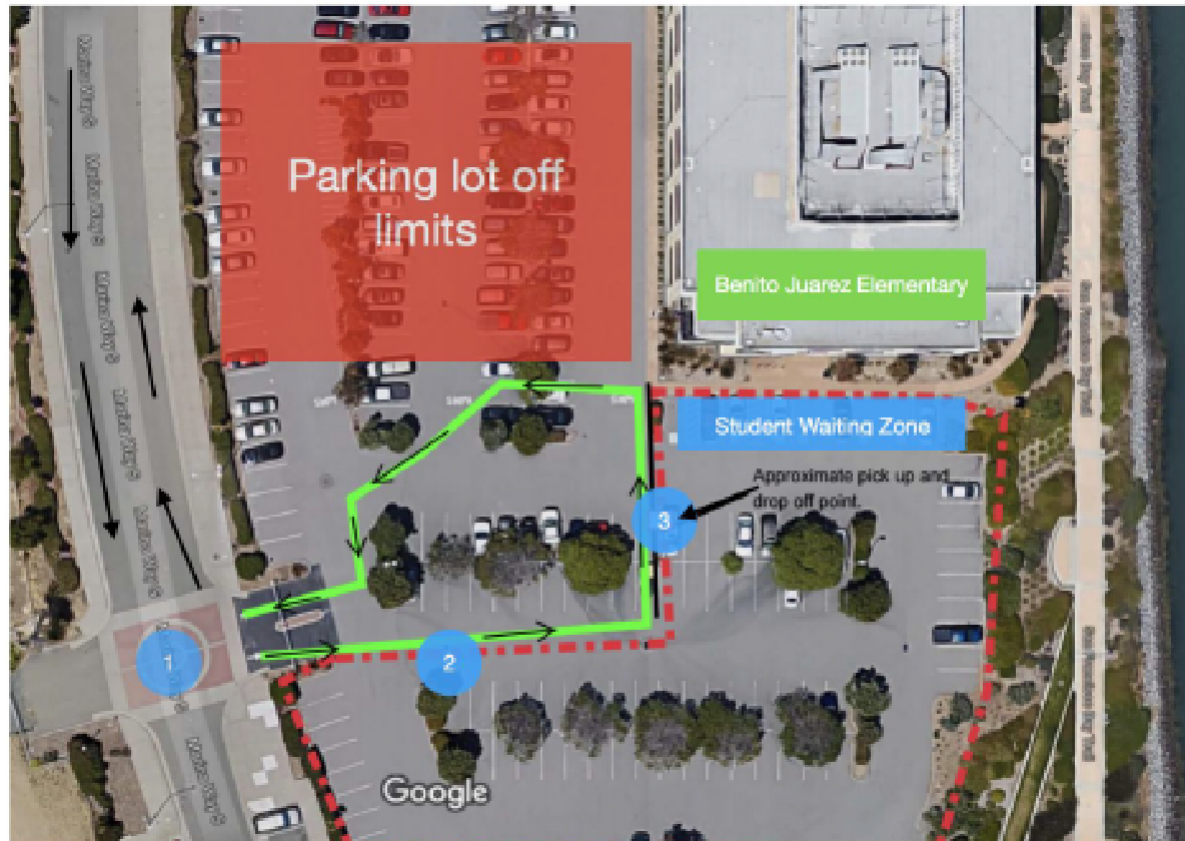
Afternoon Pick-Up Procedures

- K-2 students are released at 3:00 PM
- 3rd - 5th Grade Students are released at 3:30 PM

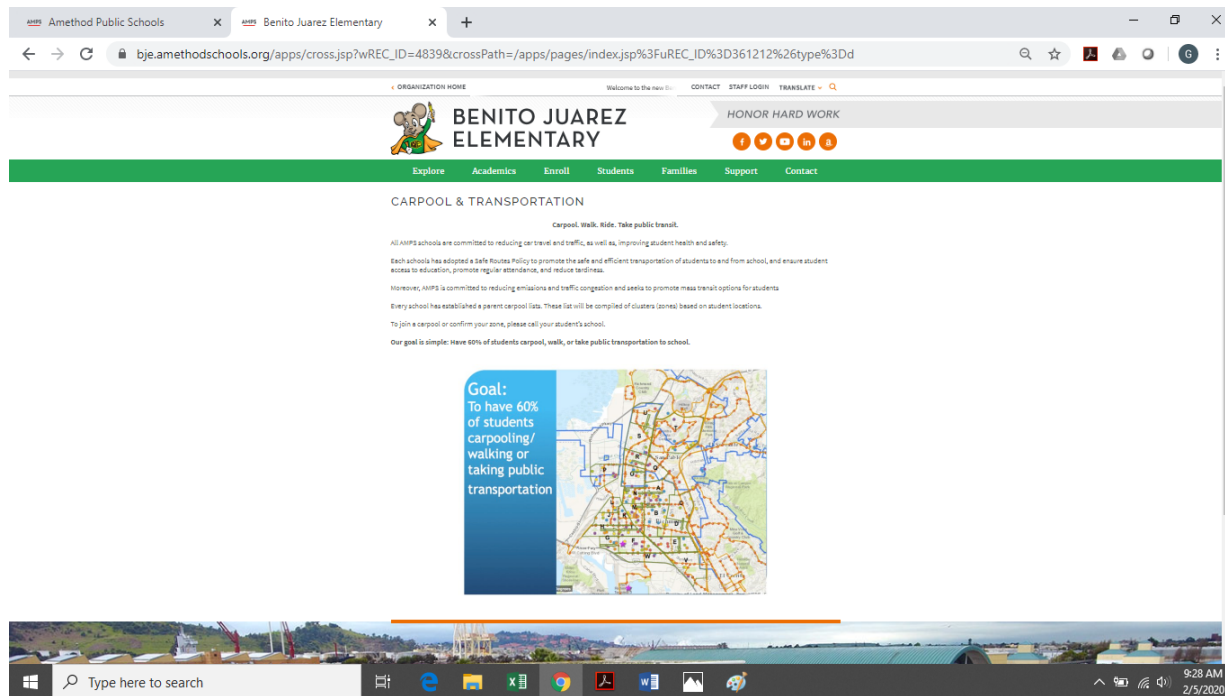
Their teacher will walk them to the designated area for each grade level in the parking lot. Parents may park on Marina Way South or drive through the loop. If an RCA or JHHS Sibling will be picking up your child, please inform their teacher ahead of time.

In the numbered spots please do the following (see map below):

1. Follow direction to enter the traffic loop
2. Give student (s) name to traffic assistant
3. Students will be picked up in designated area



The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



Child Abuse Reporting Procedures

The motto that we follow at AMPS when it comes to child abuse reporting is—"When in Doubt, Report it Out!" According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reported who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324. Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

More details on policy and procedures for child abuse reporting can be found on page 17 of the *AMPS Employee Handbook*, , edited annually, most recent revision- July 2020.

Suspension & Expulsion Policies and Procedures

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(b)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every Benito-Juarez Elementary School student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel

- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to: (1) while on school grounds; (2) while coming or going from school; (3) whether on or off the school campus; (4) during or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Governance for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Our school's policy will provide all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies will be reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult the BJE Family Handbooks are revised annually, and the most recent revision is from July2020.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

Superintendent or CEO Designee's Responsibilities:

1. Contact CEO, COO and School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
3. Receive permission from the affected family regarding information to be shared.

4. If appropriate, contact families before school resumes. May invite parents to accompany their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison
5. If necessary, contact elementary, middle, and high school schools
6. Allow one voice for the press (usually the CEO)

CEO or CEO Designee:

1. Statements to the media should include the following: cause, time, event, current situation, care being given, etc. Convey that everything is going to be OK. Answer questions completely and truthfully. Avoid talking off the record, arguing, or using the phrase "No comment".
2. Repeat what you want the press to hear.
3. Remind staff and volunteers to refer all questions from media or waiting parents to the CEO
4. Ensure announcements and other information are translated into other languages as needed.
5. Monitor new broadcasts about the incident; correct any misinformation heard.

Site Director's Responsibilities:

1. Inform staff that all press/news inquiries go to Home office and CEO
2. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
3. Update staff.
4. Develop a fact sheet for the office manager/secretary/clerk to use when responding to inquiries (see attached example).
5. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
6. Prepare a letter to go home to parents in English and Spanish (see attached example)
7. Make arrangements for staff to be relieved of duties to participate in counseling.
8. Debrief staff at end of school day (share stories)
9. Plan support for the next school day (counseling, food, etc.).
10. If any staff were involved in emergency procedures to save a life, have the CEO contact Richmond Police or Richmond Fire Dept. to access their Critical Incident Stress Teams for debriefing of the school staff members involved.
11. Debrief support staff who helped at the school.

12. Take care of witnesses.

B. Responding to Inquiries –Site Director’s Template:

Sample Script of BJE and RCA Office manager/Administrative Assistant

What has happened?

Share the information honestly:

e.g...“This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. ”

What actions are being taken?

Security measures, emotional issues, correspondence:

e.g...“The Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents.
A written correspondence will be sent home sharing pertinent and resource information.”

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve.
e.g...“Your son or daughter is not in immediate danger and therefore will be dismissed as usual.”

What can the parent/community member do to help?

Immediate and long term:

e.g...“As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family

Be observant of your child's feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff."

C. Lockdown – Sample School Messenger Connect Message – English

Initial message:

Hello BJE and RCA families.

This is _____, the site director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Richmond Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Richmond Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Richmond Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the site director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Lockdown – Sample School Messenger Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Richmond está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Richmond ha asegurado el perímetro de nuestra escuela para cerciorarse que

el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Richmond nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinent details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, BJE staff and students will follow protocol as dictated in the AMPS Emergency Handbook. Annually, before the first day of school, the BJE Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in the AMPS Emergency Handbook. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire (monthly), earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan.

The information below- labeled A through Q will be provided on printable index card sized paper and stored in Emergency Backpacks for easy access during emergencies. This is also available for download and storage on cell phones.

A. Emergency Contact Datasheet:

School/Site: BJE

IC (Incident Commander): Anjelica Zermeno, Site Director

Command Center Location: Main Entrance of 1450 Marina Way S.

Release of Students Location: BJE - Playground / RCA - Basketball Courts

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency RPD - (510) 233 - 1214

Public Utilities:

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Executive Officer: Evelia Villa - 1-510-452-7854

Executive Assistant: Mr. Luis Romo - 1-510-701-2415

Operations and Compliance Manager: Grace Borja- 1-510-501-4799

Hospitals:

Richmond Kaiser - (510) 307-1500

Staff w/WalkieTalkies (assigned by position at BJE)

- Site Directors
- Deans
- Physical Education Teachers
- Traffic Personnel
- ASES Coordinators
- ASES Staff
- Front Desk

- Registrar
- Teachers (classroom)
- Janitors

Site Director School Office: (510) 215 - 7009 x 503

- Anjelica Zermeno

B. Communication Signals:

Evacuate: announce "this is not a drill please exit the teachers have your students leave all items in the classroom. Teachers in the upper resource building please exit calmly through the back door and use the back staircase to bring students to the blacktop. Teachers in the lower resource building please exit students through the main entrance and calmly proceed to the blacktop for line up. Teachers in all other buildings please lock your doors and escort all students to the blacktop for line up.

Lockdown: announce "lockdown, this is not a drill, repeat, lockdown" All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.
Duck, Cover, and Hold: teacher signals "Duck, cover, and hold"

All-Clear: Site Director to announce all clear and dismiss students to next class as appropriate.

Persons responsible:

Parent Pick up:	Ms. Castillo, Ms. Guiterrez, Mr. Singh, Ms. Guevera, Ms. M. Flores, Ms. Duran
Student supervision:	All teachers, counselors, school staff and security staff overseen by administration
Persons responsible for rooms/all clear:	Ms. Zermeno, Ms. Lopez, Ms. Shepherd

C. Action Evacuate:

Warning: The warning signal at the school for Action "Evacuate" shall be the ringing of the usual fire alarm and/or announcement to evacuate.

- Call 911.

Action "Evacuate" consists of:

- Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
- Removal of student/staff Emergency Data Cards from office to an outside area of safety
- Teachers ensure an emergency backpack is carried to the assembly site on the blacktop.

Action Evacuate is considered appropriate but not limited to:

- Fire
- Bomb threat
- Chemical accident
- Gas leak
- Explosion or threat of explosion
- Post earthquake
- Other occurrences which make the school building(s) uninhabitable

D. Action "Drop – Take Cover":

Warning: The warning for this type of emergency is the beginning of the disaster itself.

Action "Drop – Take Cover" consists of:

- Command "Drop – Take Cover" is given
- Move away from buildings, trees, fences and power lines
- Drop to your knees
- Clasp both hands behind your neck
- Bury your face in your arms
- Make your body as small as possible
- Follow instructions and stay away from buildings, trees, and fences. Should

a power line fall on a fence, it will be electrified and very dangerous.

Action "Drop – Take Cover" is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:

- Earthquake: shaking of the earth
- Explosion

E. Action Duck Cover and Hold:

Warning: The warning for this type of emergency is the beginning of the disaster itself

Action "Duck, Cover, and Hold" consists of:

- Command "Duck, Cover, and Hold" is given.
- Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
- Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- After all movement and noise stops, stay under the desk or table until a teacher gives you instructions. Listen carefully and follow instructions.

Action "Duck, Cover, and Hold" is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:

- Earthquake: shaking of the earth
- Explosion
- Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action "Lockdown"

Types of Crisis: Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the neighborhood off site.

Action:

- Signal "Lockdown" – Announce "Lockdown", then use bells as appropriate. Move away from danger, help students with Disabilities
- Call 911 (used landline). Specify if "Intruder" or "Active Assailant."
- Contact the Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a "universal signal" for those who are far away or have earplugs: put wrists together and fists clenched.
- Set up and man Command Center.
- Contact the Superintendent's Office to update status as soon as the situation is under control.
- Post sign on office door notifying public of lockdown.
- Activate SEMS (Standardized Emergency Management System) as needed.

If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):

- Quickly scan the hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
- Once the Lockdown has started, teachers should not, under any circumstance, open their doors until the end of the lockdown.
- Teaching activities are to be stopped.
- Silence all mobile telephones; keep the classroom computer turned on.
- Continue to check email for updates.
- Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
- Lights should only be left on if it would help the police search, without compromising the safety of the students.
- If a gunshot(s) or an explosion is heard, begin action "Duck, Cover, and Hold."
- Take roll and prepare a list of missing students.
- Call or email attendance information to the office, after the threat is contained.
- If there are no problems, place a green sheet of paper on the front window of the classroom.
- If there are problems, place a red sheet of paper on the window.
- If evacuated, bring roll sheets. Office staff take emergency cards to the

designated evacuation area.

If students are not in classrooms:

- Go to the safest and closest area or room.
- DO NOT try to go to your classroom. Instead enter any available room.
- Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
- Follow steps "for students in classrooms" above

G. Action "Soft Lockdown" consists of:

Warning: All procedures above from "Lockdown"

Action:

- Lights can remain on, teachers may continue teaching, and students may remain in their seats.
- Transition from a lockdown to a soft lock down must be authorized by the police.
- During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff. If lockdown is due to Active Assailant:
- Do not use placards until the situation is resolved.
- If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).

Action "Directed Transportation"

- Warning: Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.

Action "Directed Transportation" consists of:

- Transporting students to a safe area.

Action "Directed Transportation" is considered appropriate only when directed by a competent public safety authority.

- It may be appropriate for, but not limited to, movement away from:
- Flood or tsunami,
- Fire
- Hazardous materials incident
- Or Blast Area

H. Action "Student Release":

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

Warning: Verbal communication by the site director or designee.

Action:

- "Student Release" will be considered by the site director or designee if directed by the Superintendent. Students will be held at school until released to an authorized adult.

Action "Student Release" consists of:

- Dismissal of all classes.
- Release of students to their parents or guardian or other authorized adult at Site Director's or designee's judgment.
- Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.

Student Release Procedures:

- Use signs to designate "Student pick-up area."
- Use signs to direct parents to line up (e.g. alpha, grade levels or room #'s).
- Release younger students first.
- Provide escort to parent/guardian if necessary

I. Action "Civil Disturbance":

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

Warning: The site director or designee will signal for a "Lockdown".

Action:

- Follow Site Director's or designee's direction for possible "Lockdown"
- Account for all students and staff
- Remain in classroom or designated areas until contacted
- Remain calm and reassuring

J. Action "Hazardous Material Incident"

A hazardous material spill may include one or more of the following:

- ☐ *Natural gas leak*
- ☐ *Science lab spill*
- ☐ *Chemical release from a nearby facility*
- ☐ *A collision or accident involving a tank truck or railroad car*
- ☐ *An unknown powder or substance received in a letter or package*

Warning: Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.

- First priority is students and staff safety, then the environment, and then property

Actions:

- Notify the office immediately.
- If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
- Office will notify the fire/law enforcement agency and district office.
- Determine the need to implement Action "Evacuate" (fire alarm).
- Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.

- Isolate, identify and get names of students and staff that could have been exposed or contaminated.
- Account all students and staff.
- Site director will direct other action as required.
- Remain in designated area until contacted

K. Action "Medical Emergency"

Medical emergencies including the following:

- ☐ *Heart attack*
- ☐ *Stopped breathing*
- ☐ *Severe bleeding*
- ☐ *Poisoning*
- ☐ *Diabetic emergencies*
- ☐ *Heat Stroke*

Warning: Medical emergencies usually occur without warning.

If a medical emergency occurs during school hours, the following emergency actions will be accomplished:

- Evaluate the scene of the injury or illness. isolate and secure the area.
- Notify the school office.
- Call (Access Code) 9-1-1, as appropriate.
- If indoors, determine the need to implement Action "Evacuate" (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
- Stabilize the victim, and administer first aid.
- Use standard precautions as outlined in the District's "Blood-borne Pathogens Exposure Control Plan."
- Rejoin students as soon as possible.
- Account for all students and remain with them.
- Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

L. Action "Fire":

Actions:

- Signal "Evacuation" fire bell. Help Students with Disabilities. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
- Site Director notifies (or assigns designee to notify) assistant Site Director, dean of instruction, campus supervisors, support staff
- Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
- If students are in classrooms:
- Evacuate. Close but do not lock doors.
- Teacher takes roll sheets and the office staff takes student emergency cards to the evacuation area.
- Teacher takes attendance and alerts the command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
- If students are not in classrooms:
- Reunite with students in evacuation area
- Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
- All Clear will be signaled by the Site Director or his/her designee.
- Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
- Follow Student Release Procedures (if directed by CEO or Superintendent)

M. Action "Active Assailant on Campus":

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

- ☐ Active assailant/armed suspect
- ☐ Trespasser
- ☐ Thief or vandal
- ☐ Registered sex offender

Warning: The site director or designee will signal for a "Lockdown"

Action: In the event of a dangerous person on campus, do the following:

- Inside school building
 - Implement “Lockdown”, however do not post red or green placards
 - Construct barriers using furniture, desks, etc., as far from the door and windows as possible
- Instruct students to lie down behind the barriers
- Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity or you are absolutely sure of the identity of the person asking to open the door
- Ask for identification, it can be slid under the door.
- If the assailant enters an occupied room be ready with a Plan of Action:
 - If possible, run away from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
- Outside
 - When law enforcement arrives, be quiet and compliant, do not look like a threat:
 - Keep hands empty and hold them up when law enforcement approaches
 - If known, tell where the assailant is located
 - Report status to command center and post placards as instructed

N. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse. Warning: Earthquakes usually strike without warning.

Actions: The following actions, as time permits, will be accomplished:

- Inside school building:
- The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
- Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
- Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
- Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.

- Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run!
- Take roll and maintain control of students.
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first aid if necessary.
- Take roll, issue student name tags, alert command center of any injured or missing student(s).
- If possible, the school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
- Do not return to the building for any reason until they have been declared safe by authorized official(s).
- The site director or designee will determine the advisability or necessity of Action "Student Release." Prior approval must be obtained by the CEO/superintendent.
- On school grounds:
- The staff member in authority implements Action "Drop – Take Cover".
- The safest place is in the open. Stay there until the earthquake is over.
- Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
- Activate School Emergency System as/if necessary.

O. Action "Bomb Threat – Bomb or Suspicious Device":

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. Refer to appendix for Dept of Homeland Security Bomb Threat checklist.

Warning: Bomb threats are usually received as an anonymous telephone call

- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.

Action:

- Recipient of the threatening telephone call
- Remain calm.
- Keep the caller on the line as long as possible.
- Do Not Hang Up, even if the caller does
- Listen carefully. Be polite and show interest.
- Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.

- Write down as much detail as can be remembered. Try to use exact words.
- If the telephone has a display, copy the number and/or letters on the display window.
- Attempt to get information on location of bomb, and any identification characteristics of caller.
- Have them repeat the message
- Immediately upon termination of the call, do not hang up, but from a different telephone, call 911
- If a bomb threat is received by letter or handwritten note:
- Handle the letter or note as minimally as possible.
- Notify the office and call 911
- If a bomb threat is received by email:
- Do not delete the email message.
- Notify the office and call 911
- Bomb or Suspicious Device
- Do not touch or approach the device
- Notify the office immediately
- Get students out of the immediate areas and wait for directions from the office.
- Follow Site Director's or designee's instructions for appropriate emergency procedures

P. Pandemic Influenza:

P.1. General Overview

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director or Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff, and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

"Parent Square" All call system will be used to communicate with parents as needed.

Staff communications will happen through email, google hangouts and Zoom meetings. For more information: <http://www.pandemicflu.gov/plan/>

P.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, Benito Juarez Elementary School was closed to in-person instruction beginning March 16th 2020. In the ensuing months, while schooling continued through distance learning, Benito Juarez Elementary School has been preparing for full, in-person instruction for the 2021-2022 school year.

Following guidance from the Center for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying Powerpoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows, with the full description in our [COVID-19 Prevention Plan](#) and our [Reopening Plans](#), with associated Health and Safety Plan.

- Cleaning, Disinfection
 - Staff are expected to regularly clean high-touch areas
 - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
 - Disinfection produce is based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
 - Air filtration was upgraded through installing new MERV-13 air filters
 - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Physical Distancing

- Both Students and Staff are expected to maintain distance at all times possible
- Face Coverings and Other Essential Protective Gear
 - Staff and students are expected to wear masks at all times while on school campus
 - Face shields and disposable gloves are also available for staff
 - Plexi-glass shields are used as an added protection at the front office and around each student desk in classrooms
- Health Screenings for Students and Staff
 - Symptom self-check forms are completed by all Staff and Families (on behalf of the student) prior to arrival on campus
 - All staff and students are all also screened for elevated temperature prior to admittance into the building
- Healthy Hygiene Practices
 - Staff and students are reminded to wash hands regularly
 - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
 - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
 - During Townhalls and Orientations, students invited to join cohorts in-person were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
 - Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Testing of Staff
 - Testing cadence for unvaccinated staff is weekly and a minimal of 10% of unvaccinated students weekly
 - Benito Juarez Elementary, along with its 5 sister schools, have a signed MOU with HR Support Pros, Inc., which has a partnership with Avellino Labs in Menlo Park, to perform PCR-RT tests
- Triggers for Switching to Distance Learning
 - The switch to distance learning, and the temporary closure of a school will be based on recommendation from the local health department
- Communication Plans
 - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March 2020,

AMPS has sent out regular updates to staff, students, and parents.

- Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
- Our goal with these communications is to share timely, accurate, and comprehensive
- information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

[Link to BJE COVID-19 Prevention Plan](#)

Q. Staff “Buddy” List:

When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Command duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

Evacuation Maps:



All classrooms (students, teachers, staff) go to Site #1: Lucretia Edwards Shoreline Park and line up for roll call

Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.
- Go to your designated area on the map and line up.
- Once you arrive in your area, take attendance (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Anjelica Zermeno (Site Director)
Deputy Incident Commander	Tamisha Shepherd (Dean of Students-BJE)
Location of Command Center	Front Desk Area
Alternative Location on campus	BJE Playground near picnic tables
Alternative Location off campus	<p><u>Site 1:</u> Public Park (Lucretia Edwards Shoreline Park)(located south of campus)</p> <p><u>Site 2:</u> Rosie the Riveter WWII Home Front National Historical Park</p> <p><u>Site 3:</u> Marina Bay Yacht Harbor</p>
Emergency Operations Coordinator	Irma Castillo (Registrar)

(Coordinates with Command Staff):	
Liaison to outside agencies:	Anjelica Zermeno (Site Director)
Training	Tamisha Shepherd (Dean of Students)
PIO (Public Information Officer)	Angelica Zermeno (Site Director)
Crisis Response Leader	Anjelica (Site Director), Richmond Police Department
Plans Chief	Anjelica Zermeno (Site Director), Tamisha Shepherd (Safety Coordinator)
Documentation	Irma Castillo (BJE Registrar)
Messages	Gabby Gutierrez (Community Outreach Coordinator - Richmond)
Search/Rescue	Amira Elmukhtar (Dean of Instruction - BJE)
Procuring food & water	Tamisha Shepherd (Safety Coordinator) Akash Singh (Admin Assistant)
Staff/student supplies	Tamisha Shepherd (Safety Coordinator) Akash Singh (Admin Assistant)
Medical Supplies	Irma Castillo (Registrar) Akash Singh, (Admin Assistant)
Medical First Aid	Irma Castillo (Registrar), Akash Singh (Admin Assistant)
Damage Assessment	Tamisha Shepherd (Safety Coordinator)
Disaster Plan Updates	Tamisha Shepherd (Safety Coordinator)
Crisis Team	Silbia Samperio (ASES Coordinator - BJE), TBD (ASES Coordinator - RCA)
Parent Pick-up	Akash Singh(BJE Admin Assistant) Jenefer Mendoza (Admin Assistant)
Builders/Sanitations	Tamishal Shepherd (Safety Coordinator)
Finance Chief	Mrs. Villa, Mr. Wang (Home Office)

Claims FEMA/State	Home Office Team
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B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ___ 1. Assume command
- ___ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ___ 3. Call 911
- ___ 4. Notify Assistant Site Directors, Campus Supervisors, Support Staff, and on-campus child care of the emergency
- ___ 5. Call ESC 933-8800 ext. 0. Switchboard will initiate the phone tree and contact Superintendent
- ___ 6. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ___ 7. Conduct initial briefing with the Command Staff
- ___ 8. Monitor local emergency radio stations for local news
- ___ 9. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ___ 10. Create an action plan with specific objectives including strategies to review and evaluate
- ___ 11. Make provisions for language translators
- ___ 12. Release teachers, as appropriate
- ___ 13. Superintendent/Public Information Officer Review all incident information before release to the news media, parents or general public
- ___ 14. Signal all-clear (Police Only will signal; if present)
- ___ 15. Begin "Student Release Procedures" when appropriate. Only the Superintendent can direct that students be sent home before the end of the regular school day.
- ___ 16. Create an action plan with specific objectives for returning to normal operations
- ___ 17. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- ___1. Report to, attend briefings, and assist the IC (Site Director)
- ___2. Keep unauthorized people away from the IC (Site Director)
- ___3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ___1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ___2. Report to IC (Site Director) and attend briefings
- ___3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ___4. Indicate the process for emergency declarations
- ___5. Develop status boards
- ___6. Maintain a "position" log of staff
- ___7. Monitor Command Staff for signs of stress or under-performance
- ___8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ___1. Assist the Emergency Operations Coordinator and attend briefings
- ___2. Ensure proper flow of communication between assisting organizations and agencies outside the school district (Fire, Police, County, etc.)
- ___3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as

possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Site Director)
- ___2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- ___3. Monitor stress levels of personnel involved in the response
- ___4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- ___5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Site Director)
- ___2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Site Director)
- ___2. Act as referral resource for students, staff and volunteers
- ___3. Obtain Santa Paula Unified School District's Crisis Response Manual for resources, materials, etc.
- ___4. Develop support systems as needed
- ___5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (Superintendent/Public Information Officer)

The Public Information Officer acts as the official spokesperson for the school/district site in an emergency situation. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ___1. Contact School Board, Assistant Superintendents, Risk Manager, Directors, and Public Information Officer as appropriate.
- ___2. Contact Assistant Superintendent of Educational Services/Special Education to assign psychologists and counselors to the site (do you need bilingual assistance?).
- ___3. Attend briefings with IC (Site Director)
- ___4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ___5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ___6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- ___7. Convey that everything is going to be O.K., Answer questions completely and truthfully. Avoid speculation, bluffing, lying, talking off the record, arguing and using the phrase "No comment." Repeat what you want the press to hear.
- ___8. Ensure announcements and other information are translated into other languages as needed.
- ___9. Assist with rumor control
- ___10. Keep all documentation to support the history of the event
- ___11. Remind staff and volunteers to refer all questions from the media or waiting parents to the Superintendent/PIO.
- ___12. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Site Director)
- ___2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ___3. Message Team. Maintain a message board
- ___4. Communication Team. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain

display boards for shelter status, transportation status, telephone numbers, school status, etc.

- ___5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- ___6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
- ___7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
- ___8. Web Page Update Team § Using the school's or district's web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Site Director)
- ___2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Site Director)
 - Make prior agreements with close stores (i.e. CVS, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

BJE has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the Superintendent or designee shall ensure that the district's emergency and disaster preparedness plan

and/or each school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats

Any staff member receiving a telephone bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the Superintendent or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
2. Any student or employee who sees a suspicious package shall promptly notify the Superintendent or designee.
3. The Superintendent or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
4. The Superintendent or designee shall turn off any two-way radio equipment which is located in a threatened building.
5. Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
6. No one shall reenter the threatened building(s) until the Superintendent or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
7. To the extent possible, the Superintendent or designee shall maintain communications with staff, parents/guardians, the Board of Education, other governmental agencies, and the media during the period of the incident.
8. Following the incident, the Superintendent or designee shall provide crisis

counseling for students and/or staff as needed.

9. Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The BJE Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. BJE employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

Strategies for addressing bullying at BJE shall be developed with involvement of key stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable district and school plans.

As appropriate, the CEO/ Site Director/ Superintendent or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, BJE shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, BJE shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

BJE staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response.

Based on an assessment of bullying incidents at school, the CEO/Site Director/Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director /Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director/Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The Superintendent, Site Director, or Site Director's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate. (Education Code 48900.9)

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of

receiving such a report, a staff member shall notify the site director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the site director or assistant site director whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director/ Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the site director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/ BJE policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

3. Campus Security:

Benito Juarez Elementary and Richmond Charter Academy is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. BJE also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The CEO/Site Director/Superintendent or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

The BJE School Leadership Team believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site/Director/CEO/Superintendent or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director/CEO/Superintendent or designee shall ensure that the district's campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

BJE is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The SiteDirector/Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The SiteDirector/Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

BJE has an instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe

situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The BJE program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director/Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

5. Child Abuse Reporting:

At BJE and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reported who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324. Report must be sent to:

https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any BJE and AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal

Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Contra Costa County Social Services Agency

1305 Macdonald Ave

Richmond, CA 94801

510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class

- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director, or the CEO or designee. (Penal Code 11166). However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the site director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the CEO or designee. The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the site director may assist in completing and filing the necessary forms. Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO/ or designee shall provide training on mandated reporting requirements to BJE employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7). The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)The AMPS Human Resources Department, CEO or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691). In addition, at least once every three years, school personnel may receive

training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the site director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or site director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The CEO or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The CMO also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department. (Penal Code 11166.5)

The CEO or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) 3. No employee shall be subject to any sanction by the CMO for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of

the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 15-17.

6. Comprehensive School Safety Plan

BJE and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. BJE and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at BJE shall develop a comprehensive school safety plan relevant to the needs and resources of BJE. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting.

The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by CMO administrators in accordance with Education Code 32281.

In developing such strategies, CMO administrators shall consult with law enforcement officials and Site Directors. When reviewing the tactical response plan, the Board may

meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282)
However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The site director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of the local school employee organization
2. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
3. A representative of each teacher organization at the school
4. A representative of the school's student body government

5. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral

- expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. CMO policy related to possession of firearms and ammunition on school grounds
7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time, including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.
11. Strategies for suicide prevention and intervention.
12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.
13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.
14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at Benito Juarez Elementary School & Richmond Charter Academy believe that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director or designee shall ensure that BJE develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of CMO and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate-motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or the district
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the site director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other CMO employee, and at any other time directed by a CMO employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an

electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

The CMO shall not be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with BP/AR 5145.12 Search and Seizure.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, a CMO employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate CMO or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The Site Director or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or CMO property, or substantially disrupts school activities.

8. Discipline

BJE and the AMPS Board of Education is committed to providing a safe, supportive, and

positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. BJE believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at BJE may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and CMO regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law. (Education Code 35291.5, 32282)

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the district's nondiscrimination policies.

The Site Director or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all CMO schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

CMO goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the district's local control and accountability plan, as required by law.

At the beginning of each school year, the Superintendent or designee shall report to the Board regarding disciplinary strategies used in CMO schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS CMO policies and administrative regulations. In developing site level disciplinary rules, the Site Director/site director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
5. Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the CMO's local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline. (Education Code 35291)

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians

2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
7. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
14. Suspension and expulsion in accordance with law, AMPS Board policy, and administrative regulation

When, by law or CMO policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records. (Education Code 48900.5)

Ed Center/Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day. (5 CCR 353)

The dean of instruction or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the site director or

designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director, or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs. (Education Code 48900.6)

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension. (Education Code 48900.6)

Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director or designee shall notify parents/guardians, in writing, about the availability of CMO rules related to discipline. (Education Code 35291, 48980)

The Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at BJE.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(b)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every BJE student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).

- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the site director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Governance for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. BJE's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult pages 30-33 in the Family Handbook 2021-2022 for BJE, revised annually, with the most recent revision in August 2021.

9. Dress and Grooming

The School Leadership Team at BJE in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. BJE expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at BJE have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been presented to the AMPS Board for approval. More information regarding the BJE Uniform Guidelines may be found in the BJE Family Handbook 2021-2022.

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.

2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the BJE uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
4. A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow

directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings, which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director or designee shall identify potential earthquake hazards in classrooms and other district facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In the lab, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the site director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the site director or designee to evacuate, or if classrooms or

other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
3. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the site director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
4. All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The site director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The site director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The site director or designee shall contact the Superintendent or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of district students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The site director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The site director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The site director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The site director or designee shall sound fire signals, unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The site director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

The CMO prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community

organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of CMO and community resources.

The CMO shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director. Upon receiving such a complaint, the Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director or designee, and/or law enforcement, as appropriate. As necessary, the CMO shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at BJE desires to provide a safe school environment that allows all students equal access and opportunities in the CMO's academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any CMO school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a CMO school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The Superintendent or designee shall regularly review the implementation of the CMO's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the CMO's educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The Superintendent or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable the CMO to monitor, address, and prevent repetitive prohibited behavior in CMO schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at district schools or in school activities and to ensure equal access of all students to the educational program, the Superintendent or designee shall implement the following measures:

1. Publicize the CMO's nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the CMO's web site and other prominent locations and providing easy access to them through CMO-supported social media, when available.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the CMO's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the CMO's nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the Regional Superintendent to determine how best to accommodate or resolve concerns that may arise from the CMO's implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, the CMO will address any individual student's interests and concerns in private.

4. The Superintendent or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the CMO's nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the district's policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, the district shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding the CMO's nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the CMO may use to provide a discrimination-free environment for all district students, including transgender and gendernonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each site director or designee of the CMO's responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of CMO Policy:

The Superintendent or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone

determined to have engaged in wrongdoing in violation of CMO policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in CMO policy is strongly encouraged to immediately contact the Site Director/pSite Director/Superintendent or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director/Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director, within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director/Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the Superintendent or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Uniform Complaint Policies and Procedures approved by AMPS Board of Governance on January 20, 2021.

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy "Notice to Employees of Potentially Dangerous Persons," the Amethod Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's wilful misconduct that occurred on district or school property or during district or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO/Superintendent or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the Superintendent or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a

school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director immediately.
2. Immediately notify the Site Director/Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the site director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Superintendent/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the site director/Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations

include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit ins or stand ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the district's computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption and refusing to disperse upon the direction of school personnel
4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

Traffic personnel and the BJE and RCA School Leadership Team man and monitor crosswalks before and after school.

There are two speed bumps installed in between the two school crosswalks to protect students and discourage motorists from speeding on Coolidge Ave.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.

17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The CMO strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director. Once notified, the Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law the AMPS Uniform Complaint Procedures. Site Directors/Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

Record Keeping:

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the CMO to monitor, address, and prevent repetitive harassing behavior in the CMO schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the site director or designee denies or revokes a visitor's registration privileges, the Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director/Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on CMO property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The Superintendent or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The Superintendent or designee also shall inform staff, students, and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to::
(Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the site director immediately
2. Immediately notify the Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director

When informing the Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Richmond Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

References

A. BJE Student and Family Handbook

A copy of the BJE Student & Family Handbook is located in the school office, 1450 Marina Way South, Richmond, CA 94804

B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 2101 Livingston Street, Oakland, CA 94606

C. Amethod Public Schools Board Policies

Copies of AMPS Board Policies - IRS Complaint Policy, Title IX: Harrassment, Intimidation, Discrimination, and Bullying Policy, Uniform Complaint Policies and Procedures, Employee Conduct and Student Abuse and Neglect Policy, Anti-Bullying Policy, Campus Search and Seizure, etc. are found on the school website at amethodschools.org

D. Department of Homeland Security Bomb Threat Checklist

Have Bomb Threat Checklist printed and posted in front office.



John Henry High School School Safety Plan

1402 Marina Way South
Richmond, CA 94804

Amethod Public Schools

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The Comprehensive School Safety Plan Overview:

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be annually reviewed and updated and subsequently submitted for approval to the Family Staff Team as well as to the AMPS Board of Directors. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campuses and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety. For additional information on school safety programs, policies, or procedures and how you may become involved locally, please contact:

Natalie Garcia or Allyson Schoolcraft, Co-Site Directors
 John Henry High School
 1402 Marina Way South,
 Richmond CA 94804
 (510) 235-2439
nagarcia@amethodschools.org
aschoolcraft@amethodschools.org

Prepared by:
 Co-Site Directors
 Family Staff Team

Reviewed & Approved by:

Date Approved:

- ☐ FST Team
- ☐ Richmond Police
- ☐ Richmond Fire Department member
- ☐ AMPS Governing Board

General School Information:

A. School Profile:

John Henry High School serves approximately 300 students from 9th through 12th grade. We provide our students with a rigorous academic program in order to maximize their opportunities for success in a college or four-year university. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

Our campus is located in an urban neighborhood that serves youth from the surrounding community and the larger City of Richmond and San Pablo. The student population mirrors the community that we serve. Over 92% qualify for free or reduced lunch and over 95% are first-generation college students. The demographics of our student population are 95% Hispanic, 1% Asian, 3% African American, and 1% Other.

John Henry High School ranks as one of the top performing high schools in West Contra Costa County. Our approach is simple: rigorous academics and hard work. JHHS is committed to offering challenging courses that meet or exceed the state requirements for high school students in California and the A-G requirements for college admissions.

B. Safe School Mission:

Students and staff will have a safe and secure campus where they are free from physical and psychological harm. The Site Director and staff are committed to maximizing school safety and to creating a positive learning environment that teaches strategies for violence prevention and emphasizes high expectations for student conduct, responsible behavior, and respect for others.

C. AMPS Mission & Motto

Honor Hard Work

Amethod Public Schools' Mission is to provide a rigorous college preparatory education and character development program that will prepare students from underserved communities to succeed in college and beyond.

D. Description of School Facilities:

Exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. There is one designated point of entry to the campus. During school hours, the main entrance is at the front of the school. The campus is a closed campus and all exterior building doors are locked. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign-in prior to being allowed entry to the school grounds. Staff monitor incoming visitors and direct them to the appropriate

office or location on campus.

School Facility Good Repair Status:

System Inspected	Rating
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Overall Rating	Good

JHHS facilities are in good shape. The campus was built and remodeled four years ago to keep up with student enrollment needs. The building meets the "Good Repair" category in alignment with the California Facility Inspection Tool, and is clean, safe, and functional in all categories.

E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	1%
Hispanic	95%
White, not Hispanic	1%
African American	3%
Special Education	6%
SED	92%
Staff Demographics by Ethnicity	%
Asian	13%

Hispanic	43%
White, not Hispanic	33%
African American	3%
Two or More Races, Other	8%

F. Notifications and Assurances:

The following persons and entities were notified of the public hearing concerning input on this Comprehensive School Safety Plan:

- FST
- Student Council President

Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2021-2022 school year was shared with:

- Parents on the FST on 10/14/2021
- All school staff will have access to the plan after it is shared with the AMPS governing board on 10/20/2021
- Communicated to the following entities:
 - Law Enforcement Agencies (by Operations and Compliance Manager)
 - Local Fire Stations (by Operations and Compliance Manager)
 - Charter Authorizer (by Operations and Compliance Manager)

Assurances:

The Family Staff Team may include the following three essential components and/or strategies into this plan:

- Assuring each student a safe physical environment
- Assuring each student a safe, respectful, accepting and emotionally nurturing environment
- Providing each student resiliency skills

Evidence of these assurances is embedded throughout this school safety plan.

Safe School Reports:**A. School Crimes Status:**

John Henry High School rarely experiences incidents of crime on campus or during school-related functions. To date, the only crimes committed on campus or during school-related functions have been limited to petty theft of student electronic devices and the rare student fight. The environment immediately surrounding the campus

includes a Yacht club, a business office, a restaurant, and apartment buildings. The crime rate in the local neighborhoods is moderate to low.

Total Suspensions & Expulsions YTD	
Suspension	5%
Expulsions	0

This chart provides an unduplicated count of students involved in one or more incidents during the academic year who were subsequently suspended or expelled from school.

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff, and visitors are provided a safe and secure environment.

- School Needs Assessment
- School Climate Data Summary
- Student Survey Results
- Suspension, Truancy, and Expulsion Data

C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?
Assure a Safe Physical Environment
<ul style="list-style-type: none"> • Improve dropping off/picking up students • Prevent and reduce vandalism and graffiti • Prepare students and staff for crisis emergencies

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:
<ul style="list-style-type: none"> • Community service opportunities • Problem solving skills • Parent involvement • Sense of purpose and future • Good Communication skills • Participation in academic activities • Character/value education • High academic self-expectations

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:
--

- Positive structure in classroom
- Prevention and intervention strategies
- Anti-bullying
- Effective teacher/student relationships
- Parent Involvement
- Extra-curricular activities
- Conflict resolution skills
- Personal and social responsibility
- Participation in and collaboration of parents/students/community

D. Conclusions of 2020-21 Safe Schools Assessment:

Areas of Pride and Strength:

- Pivot to online learning, with clubs, tutoring, and other engagement and support being provided virtually
- Development of Peer Mentoring Program
- Committed and caring teachers, staff, community
- College and career focus leading to steady increases in students applying to college & for financial aid
- Small school atmosphere

Areas to change:

- Develop more after school programs
- Increase student sense of responsibility for self, future and education through the SEL advisory program, Restorative Practices and CRT.

Analysis of how the data, needs, and perceptions about the school's safety determined the goals:

- The student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs identified.

Generalized statement of goals for 2021-2022

- We strive to re-engage students as Wildcats and as scholars as they return to on-campus learning and have set goals that we believe can be achieved in the 2021-2022 school year.

Safe School Action Plans:

After analyzing data, resources, and desired areas of change, John Henry High School has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs:

- Goal #1: Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.

B. Component 2: Places:

- Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> • Train staff on Culturally Responsive Teaching practice • Build on the capacity of expert staff on site • Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. <p><u>Resources needed:</u> Anchor texts</p> <p><u>Personnel:</u> Counselor and wellness counselor, administrators</p> <p><u>Training:</u> Professional development, observation and debrief cycles</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p>Expansion of student participation in academic activities & the college going culture of the the school</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> • Development of a structured Advisory program • Implementation of the Naviance SEL/College and Career prep program during Advisory • Expanding the Kickboard program • Expanding the Wildcat Store offerings • Continued recognition assemblies & earned privileges • Celebrate academic successes classroom by classroom and schoolwide <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2021-ongoing</p>

	<p><u>Training:</u> Naviance and Kickboard training for experienced and novice staff</p> <p><u>Administration:</u> Administration will work together with staff to establish incentives and programs</p>	
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School Safety Practices, Policies and Procedures:

A. Bullying Prevention:

See Title IX Board Policy: Title IX, Harassment, Intimidation, Discrimination and Bullying Policy attached as an appendix.

School administration at John Henry High School enforces this policy and will not tolerate bullying of any type.

B. Visitors:

Supervision of Students:

As students arrive on campus each morning, campus security officers and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus security officers and administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

Visitors:

Many individuals visit the campus to participate in conferences, meet with staff and attend school events. To maintain a safe and secure environment, all parents and visitors are required to check in and sign in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure to sign out.

Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

CEO or CEO Designee's Responsibilities:

1. Contact School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site, including determining if bilingual assistance is needed.
3. Receive permission from the affected family regarding information to be shared.
4. If appropriate, contact families before school resumes. May invite parents to accompany

their child(ren) to school the next day and provide counseling for parents. Assign a Parent Liaison.

5. If necessary, contact AMPS elementary and middle schools because AMPS Richmond is a tight-knit community.
6. Designate one voice for the press (usually the CEO) and ensure other staff know to funnel requests for information through the designated speaker.

Site Director's Responsibilities:

1. Identify three rooms/areas for student counseling with available paper, pencils, construction paper, etc.; if age appropriate; and 1 room for staff counseling.
2. Update staff.
3. Develop a fact sheet for office manager/secretary/clerk to use when responding to inquiries (see attached example).
4. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
5. Prepare a letter to go home to parents in English and Spanish (see attached example)
6. Make arrangements for staff to be relieved of duties to participate in counseling.
7. Debrief staff at end of school day (share stories)
8. Plan support for the next school day (counseling, food, etc.).
9. If any staff were involved in emergency procedures to save a life; have CEO's Office contact Richmond Police or Richmond Fire Dept. to access their Critical Incidence Stress Teams for debriefing of the school staff members involved.
10. Debrief support staff who helped at the school.
11. Take care of witnesses.
12. Inform staff that all press/news inquiries go to Home Office and CEO.

B. Responding to Inquiries – Site Director's Template:

Sample Script of JHHS Office manager/Administrative Assistant

What has happened?

Share the information honestly but ensure all privacy requirements:

e.g. "This morning one of our students, (NAME), was hit by a car outside of his home. According to the family (he/she) ran out into the street and was seriously injured. "

What actions are being taken?

Security measures, emotional issues, correspondence:

e.g. "The Standardized Emergency Management System was activated. School support staff including school wellness, counselor, and counseling staff have been and will continue to be available to students, teachers, and parents. A written correspondence will be sent home sharing pertinent and resource information."

When to retrieve students?

Explain that safety and welfare of students is of the foremost concern.

Be prepared for an influx of students wanting to go home or parents trying to retrieve. e.g. "Your son or

daughter is not in immediate danger and therefore will be dismissed as usual.”

What can the parent/community member do to help?

Immediate and long term:

e.g. "As per the request of the family, monetary donations can be sent to defray the cost of the hospitalization. If you wish for your son/daughter to visit parents/guardians are expected to visit with their child. Respect hospital visitation hours and respect the privacy of the family

Be observant of your child's feelings and listen to them. If you have concerns about how your child is coping, seek support from family members, clergy, doctor, or contact the school site support staff.”

C. Lockdown – Sample School Messenger Connect Message – English

Initial message:

Hello JHHS families.

This is _____, the Site Director of _____ School. This message is to inform/update you on an existing situation at our school this morning/afternoon. We are currently in a lockdown mode due to a suspect pursued by the Richmond Police Department near our school. All the children are safe in their classrooms with their teachers at this time. The Richmond Police have secured the perimeter of our school to ensure that our campus is safe. It is best for your children to remain in the safe surroundings of their locked classroom at this time. The Richmond Police Department has requested that no one approach the school at this time. Please do not come to _____ School. As soon as the Police give us the go ahead to open the school, we will contact you immediately. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

All clear message:

This is _____, the Site Director of _____ School and I am happy to report that the situation with the intruder on campus has been resolved safely and the school is no longer in lockdown. (Add any pertinent details.) Students will be released from school at the usual time. We appreciate your support and cooperation as we ensure the safety of your children as our number one priority.

Lockdown – Sample School Messenger Connect Message – Spanish

Initial message:

(Estimados padres de familia) Habla el/la directora/directora, _____ de la Escuela _____. Este mensaje es para informarle de un incidente en nuestra escuela esta mañana/tarde. En el momento nos encontramos en una situación de confinamiento debido a que el departamento de policía de Richmond está tras un sospechoso alrededor de nuestra escuela. Actualmente todos los niños se encuentran a salvo con sus maestros en sus salones de clases. El departamento de policía de Richmond ha asegurado el perímetro de nuestra escuela para cerciorarse que el campo escolar esté seguro. Actualmente lo mejor es que sus niños se mantengan protegidos en el salón de clases que está cerrado con llave. El departamento de policía de Richmond nos ha solicitado que nadie se acerque a la escuela por el momento. Por favor no venga a la Escuela _____. Tan pronto que la policía no dé el visto de bueno para abrir la escuela, no podremos en contacto con ustedes inmediatamente. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus

niños, que son nuestra mayor prioridad.

All clear message:

(Buenas padres de familia) Habla el/la director/directora, _____ de la Escuela _____; tengo el placer de reportarles que se ha resuelto el incidente con el intruso en el campo escolar y, ya la escuela no se encuentra en situación de confinamiento. (Add any pertinente details.) La salida de los estudiantes será a la hora de costumbre. Le agradecemos su apoyo y cooperación para garantizar la seguridad de sus niños, que son nuestra mayor prioridad.

Emergency Response Plan:

Disaster Procedures

In the instance of emergencies, John Henry High School staff and students will follow protocol as dictated in this school Safety Plan. Annually, before the first day of school, the John Henry High School Safety Coordinator, in tandem with guidance from AMPS Home Office staff will train staff on disaster procedures and the protocol to follow at their particular site. Evacuation routes, off-site evacuation locations, and detailed disaster response procedures are described in the AMPS Emergency Handbook. On the first day of school, during every period, classroom staff will review safety procedures, evacuation routes, and gathering locations with their students. Every semester, 3 emergency drills are practiced- fire, earthquake, and lockdown. Staff will have opportunities to discuss the outcomes of drills after the fact with fellow staff members and also with students. Classroom evacuation maps are included in this School Safety Plan.

A. Emergency Contact Datasheet:

School/Site: John Henry High School

IC (Incident Commander): Allyson Schoolcraft, Co-Site Director

Command Center Location: Marina Bay Yacht Parking Lot at Hall Ave and Marina Way South

Release of Students Location: Marina Bay Yacht Parking Lot

Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency RPD - (510) 233-1214

Public Utilities:

Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000

Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:

Chief Executive Officer: Evelia Villa - 1-510- 452-7854

Executive Assistant: Luis Romo - 1-510-434-7017

Sr Director of Operations: Sylvia Flores-

Hospitals:

Richmond Kaiser - (510) 307-1500

Staff with WalkieTalkies:

Site Directors

School Office

Dean of Students

Office Staff

Athletic Staff

Counseling Staff

B. Communication Signals:

Evacuate: announce "This is not a drill. Please exit the building. Teachers, please have your students leave all items in the classroom. Teachers in classrooms with exterior emergency exit doors will have students exit the building through these doors. Teachers in all other spaces will have students exit through the exterior doors on the water side of the first quad. All teachers will lead their classes to line up in the harbor master's parking lot. Teachers will stay away from the building, leading students by the wooden dock, rather than through the school parking lot, when possible.

Lockdown: announce "lockdown, this is not a drill, repeat, lockdown" All teachers turn off the lights and lock your doors immediately, make sure your windows are covered. Repeat this is not a drill, remain in the classroom until you hear the all clear.

Duck, Cover, and Hold: teacher signals "Duck, cover, and hold"

All-Clear: Site Director to announce all clear and dismiss students to the next class as appropriate.

Persons responsible:

Parent Pick up:	Ms. Gonzalez, Ms. Padilla and Mr. Romoero
Student supervision:	All teachers, counselors, school staff and other staff overseen by administration
Persons responsible for rooms/all clear:	Ms. Garcia, Ms. Schoolcraft

C. Action Evacuate:

- Warning: The warning signal at the school for Action "Evacuate" or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Front Desk Call 911 or staff member closest to incidence.
- Action "Evacuate" consists of:**
 - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.

- Removal of student/staff Emergency Data Cards from office to an outside area of safety
- Teachers ensure emergency backpack is carried to the assembly site on the blacktop.
- **Action Evacuate is considered appropriate but not limited to:**
 - Fire
 - Bomb threat
 - Chemical accident
 - Gas leak
 - Explosion or threat of explosion
 - Post-earthquake
 - Other occurrences which make the school building(s) uninhabitable

D. Action “Drop – Take Cover”:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself.
- **Action “Drop – Take Cover” consists of:**
 - Command “Drop – Take Cover” is given
 - Move away from buildings, trees, fences and power lines
 - Drop to your knees
 - Clasp both hands behind your neck
 - Bury your face in your arms
 - Make your body as small as possible
 - Follow instructions and stay away from buildings, trees, and fences. Should a power line fall on a fence, it will be electrified and very dangerous.
- **Action “Drop – Take Cover” is effective for students and staff who are outdoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion

E. Action Duck Cover and Hold:

- **Warning:** The warning for this type of emergency is the beginning of the disaster itself
- **Action “Duck, Cover, and Hold” consists of:**
 - Command “Duck, Cover, and Hold” is given.
 - Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
 - Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
 - Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
 - After all movement and noise stops, stay under the desk or table until a teacher gives you instructions. Listen carefully and follow instructions.
- **Action “Duck, Cover, and Hold” is effective for students and staff who are indoors, and is considered appropriate for, but not limited to, the following:**
 - Earthquake: shaking of the earth
 - Explosion
 - Surprise nuclear attack: a) Intense light b) Tremendous sound

F. Action “Lockdown”

- **Types of Crisis:** Dangerous Intruder, Drive-by Shooting, Riot, Unauthorized Weapons on Site, Assault, Battery, or Kidnapping on or near the school site or Crimes or Emergencies in the

neighborhood off site.

- **Action:**
 - Signal “Lockdown” – Staff member closest to crisis announce “Lockdown”, then use bells as appropriate. Move away from danger, help students
 - Staff member closest to the crisis call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
 - Site Director Contact AMPS Home Office to Initiate Phone Tree. If grounds or maintenance staff is on campus, use the following as a “universal signal” for those who are far away or have earplugs: put wrists together and fists clenched.
 - Set up and man Command Center.
 - Site Director contact CEO’s Office to update status as soon as the situation is under control.
 - Front Office Administrative Assistant post sign on office door notifying public of lockdown.
 - Activate SEMS (Standardized Emergency Management System) as needed.
- **If students are in classrooms (Office staff should lockdown in a safe area of office area with computer):**
 - Classroom teachers should quickly scan hallway for students walking by. Close and lock classroom doors, close and lock windows and close window treatments, if available.
 - Once the Lockdown has started, teachers should not, under any circumstance open their doors until the end of the lockdown.
 - Teaching activities are to be stopped.
 - Silence all mobile telephones; keep the classroom computer turned on.
 - Continue to check email for updates.
 - Assemble students in one area on the floor. Keep students quiet and away from doors and windows. Maintain a calm environment.
 - Lights should only be left on if it would help the police search, without compromising the safety of the students.
 - If gunshot(s) or an explosion is heard, begin action “Duck, Cover, and Hold.”
 - Take roll and prepare a list of missing students.
 - Call or email attendance information to the office, after the threat is contained.
 - If there are no problems, place a green sheet of paper on the front window of the classroom.
 - If there are problems, place a red sheet of paper on the window.
 - If evacuated, bring roll sheets. Office staff takes emergency cards to the designated evacuation area.
- **If students are not in classrooms:**
 - Go to the safest and closest area or room.
 - DO NOT try to go to your classroom. Instead enter any available room.
 - Physical Education students should be taken to the nearest room, and held there until the end of the lockdown.
 - Follow steps “for students in classrooms” above
- **If lockdown is due to Active Assailant:**
 - Do not use placards until the situation is resolved.
 - If Assailant enters an occupied Room: Have a Plan of Action (Run, Hide, Fight).

G. Action “Soft Lockdown” consists of:

- **Warning:** All procedures above from “Lockdown”

- **Action:**
 - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
 - Transition from a lockdown to a soft lock down must be authorized by the police.
 - During a soft lockdown if students need to leave, only for an urgent need, they must be escorted by staff.

H. Action “Directed Transportation”

- **Warning:** Under certain conditions, public safety officials may attempt to move people from an area of danger to an area of safety. Instructions from the authorities could come to the school via telephone, regular radio broadcast, or on the Emergency Alert System. The method of disseminating this warning at the school will, if at all possible, be by telephone message from the home office.
- **Action “Directed Transportation”** consists of:
 - Transporting students to a safe area.
- **Action “Directed Transportation” is considered appropriate only when directed by a competent public safety authority.**
 - It may be appropriate for, but not limited to, movement away from:
 - Flood or tsunami,
 - Fire
 - Hazardous materials incident
 - Or Blast Area

I. Action “Student Release”:

May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- **Warning:** Verbal communication by the Site Director or designee.
- **Action:**
 - “Student Release” will be considered by the Site Director or designee if directed by the CEO. Students will be held at school until released to an authorized adult.
- **Action “Student Release” consists of:**
 - Dismissal of all classes.
 - Release of students to their parents or guardian or other authorized adult at Site Director or designee’s judgment.
 - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- **Student Release Procedures:**
 - Use signs to designate “Student pick-up area.”
 - Use signs to direct parents to line up (e.g., alpha, grade levels or room #'s).
 - Release younger students first.
 - Provide escort to parent/guardian if necessary

J. Action “Civil Disturbance”:

A public or student demonstration or riot on or near school grounds that has the potential to disrupt school activities, cause injury to staff and students, and/or cause property damage.

- **Warning:** The Site Director or designee will signal for a “Lockdown”.
- **Action:**

- Follow Site Director's or designee's direction for possible "Lockdown"
- Account for all students and staff
- Remain in classroom or designated areas until contacted
- Remain calm and reassuring

K. Action "Hazardous Material Incident"

A hazardous material spill may include one or more of the following:

Natural gas leak

Science lab spill

Chemical release from a nearby facility

A collision or accident involving a tank truck or railroad car

An unknown powder or substance received in a letter or package

- **Warning:** Location, quantity, concentration, and other factors affect how a spill will be handled. Unless you are familiar with the material, risks and specific clean-up procedures, do not try to clean up the spill.
- First priority is students and staff safety, then the environment, and then property
- **Actions:**
 - Supervising staff notify the office immediately.
 - Evacuate all students from classroom.
 - All students and teacher leave room where incident occurred
 - If possible, close all doors and windows. Ensure that the heating, ventilation and air conditioning system is off.
 - Office will notify the fire/law enforcement agency and AMPS Home office.
 - Determine the need to implement Action "Evacuate" (fire alarm).
 - Check for adverse medical symptoms (loss of breath, fainting, etc.) and request immediate medical attention.
 - Isolate, identify and get names of students and staff that could have been exposed or contaminated.
 - Account for all students and staff.
 - Site Director will direct other actions as required.
 - Remain in designated area until contacted

L. Action "Medical Emergency"

Medical emergencies including the following:

Heart attack

Stopped breathing

Severe bleeding

Poisoning

Diabetic emergencies

Heat Stroke

- **Warning: Medical emergencies usually occur without warning.**
- **If a medical emergency occurs during school hours, the following emergency actions will be accomplished:**
 - Supervising staff member evaluates the scene of the injury or illness. isolate and secure the area.

- Notify the school office.
- Call 9-1-1, as appropriate.
- If indoors, determine the need to implement Action “Evacuate” (affected classroom only) so that students are not unnecessarily exposed to trauma or danger.
- Stabilize the victim and administer first aid.
- Use standard precautions as outlined in the AMPS “Blood-borne Pathogens Exposure Control Plan.”
- Rejoin students as soon as possible.
- Account for all students and remain with them.
- Remain calm and reassure students that all possible actions are being taken to care for the injured or ill person and to protect others.

M. Action “Fire”:

- **Actions:**
 - Supervising staff member signal “Evacuation” fire bell. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
 - Site Director notifies (or assigns designee to notify) dean of students, counselors, support staff
 - Site Director activates SEMS Plan (Standardized Emergency Management System) as needed.
 - If students are in classrooms:
 - Evacuate. Close but do not lock doors.
 - Teacher takes roll sheets and office staff takes student emergency cards to the evacuation area.
 - Teacher takes roll and alerts command center of any student not accounted for (telephone, intercom, walkie talkie, runner or email).
 - If students are not in classrooms, reunite with students in evacuation area
 - Follow the instructions of Law Enforcement and/or other competent authorities upon their arrival. Have extra school maps available for authorities.
 - All Clear will be signaled by the Site Director or his/her designee.
 - Site Director debriefs staff, parents/community (School Messenger, etc.) and students.
 - Follow Student Release Procedures (if directed by CEO)

N. Action “Active Assailant on Campus”:

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- **Warning:** The Site Director or designee will signal for a “Lockdown”
- **Action: In the event of a dangerous person on campus, do the following:**
 - Inside school building
 - Implement “Lockdown”, however do not post red or green placards
 - Construct barriers using furniture, desks, etc. to barricade entryway

- Instruct students to lie down behind the barriers
- Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity of the person asking to open the door
- Ask for identification, it can be slid under the door.
- If the assailant enters an occupied room be ready with a Plan of Action:
 - If possible, **run away** from the threat to a safe location
 - An open room or behind a block wall or building, or off campus
 - It is OK to leave campus if it leads to safety
- Outside
 - When law enforcement arrives, be quiet and compliant, do not look like a threat:
 - Keep hands empty and hold them up when law enforcement approaches
 - If known, tell where the assailant is located
 - Report status to command center and post placards as instructed

O. Action “Earthquake:

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse

Warning: Earthquakes usually strike without warning.

- **Actions: The following actions, as time permits, will be accomplished:**
 - Inside school building:
 - The teacher, or staff member in authority, will implement Action “Duck, Cover, and Hold”.
 - Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
 - Implement Action “Evacuate” when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
 - Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
 - Follow the approved route to the assembly area, keep away from trees, power poles, etc.
 - Maintain control of students.
 - Avoid touching electrical wires and metal objects such as chain link fences.
 - Render first aid if necessary.
 - Once outside of school in designated evacuation location, take roll, issue student name tags, alert command center of any injured or missing student(s).
 - If possible, school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
 - Do not return to building for any reason until they have been declared safe by authorized official(s).
 - The Site Director or designee will determine the advisability or necessity of Action “Student Release.” Prior approval must be obtained by the CEO.
 - On school grounds:
 - The staff member in authority implements Action “Drop – Take Cover”.
 - The safest place is in the open. Stay there until the earthquake is over.
 - Move away from buildings, playground equipment, utility poles, signs, trees, metal fences, exposed wires, and wet areas. Do not run!
 - Activate School Emergency System as/if necessary.

P. Action “Bomb Threat – Bomb or Suspicious Device”:

Bomb threats are usually received by telephone. Bomb threats are serious until proven otherwise. *Refer to References for Dept of Homeland Security Bomb Threat checklist.*

- **Warning:** Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.
- **Action:**
 - Recipient of the threatening telephone call
 - Remain calm.
 - Keep the caller on the line as long as possible.
 - Do Not Hang Up, even if the caller does.
 - Listen carefully. Be polite and show interest.
 - Notify a coworker via note or hand signals or if in a classroom, contact the office immediately.
 - Write down as much detail as can be remembered. Try to use exact words.
 - If the telephone has a display, copy the number and/or letters on the display window.
 - Attempt to get information on location of bomb, and any identification characteristics of caller.
 - Have them repeat the message.
 - Immediately upon termination of the call, do not hang up, but from a different telephone, call 911.
 - If a bomb threat is received by letter or handwritten note:
 - Handle the letter or note as minimally as possible.
 - Notify the office and call 911.
 - If a bomb threat is received by email:
 - Do not delete the email message.
 - Notify the office and call 911.
 - Bomb or Suspicious Device
 - Do not touch or approach the device.
 - Notify the office immediately.
 - Get students out of the immediate areas and wait for directions from the office.
 - Follow Site Director’s or designee’s instructions for appropriate emergency procedures.

Q. Pandemic Influenza:**Q.1. General Overview**

Pandemic flu is a worldwide outbreak of disease that occurs when a new flu virus appears that can spread from person to person. Because people have not been exposed to the new virus they have little or no immunity.

Therefore, serious illness or death is more likely to result. The illness rates for both seasonal and pandemic flu are high among children.

Because schools are the most densely populated environments in society, they are likely to contribute significantly to the containment or to the spread of flu in the community. Therefore, school closures may result as a means of reducing the overall illness rates within communities.

GOAL

Plan and increase preparedness for the possibility of an influenza or other pandemic.

Stages of Preparation include planning for:

- Mitigation and Prevention - anticipating needs
- Preparedness - planning what to do and how to do it
- Response - implementing your plan
- Recovery - what to do to return to normal

Site Director Designee:

- Review instructions for staff and students
- Ensure distance learning plan is in place
- Ensure distribution plan for distribution of chromebooks and student materials
- Ensure support staff are adequately assigned to students who require further support
- Ensure weekly lesson plans are submitted
- Ensure system for tracking student attendance is in place through google classroom

Implement prevention policies and procedures including

- Posting of health education materials more frequently
- Education of staff/students on how to cover coughs and sneezes
- Education of staff/students on frequent hand washing
- Use of waterless hand sanitizers and wipes
- Develop a system for rotation of staff, and identify a priority list for staff release.
- Plan for possible use of facility by Public Health Officials.

Students will be dismissed according to standard student release procedures as outlined for any emergency.

“Parent Square” All call system will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meeting. For more information: <http://www.pandemicflu.gov/plan/>

Q.2. COVID-19 Pandemic

Coronavirus disease 2019 (COVID-19), also known as the coronavirus or COVID, is a contagious disease caused by severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2). As one of the results of this global pandemic, John Henry High Schools has been closed to in-person instruction from March 16th 2020. In the ensuing months, while schooling continued through distance learning, John Henry High School has been preparing for full, in-person instruction for the 2021-2022 school year.

Following guidance from the Centers for Disease Control and Prevention (CDC), California Department of Health (CDPH), both Alameda County Department of Public Health (ACDPH) and Contra Costa Health Services (CCHS), parent and staff surveys, staff meetings, in consultation with legal counsel and Human Resources consultant, HR Options, Inc, discussion with the AMPS Covid Task Force, a COVID-19 Prevention Plan, COVID-19 Family Handbook (with accompanying PowerPoint slides presented to parents and staff), and Reopening Plans have been crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies we have put into place are as follows, with the full description in our [COVID-19 Prevention Plan](#) and our [Student Health and Safety Plan](#).

- Cleaning, Disinfection
 - Staff are expected to regularly clean high-touch areas
 - The stress is placed on regular cleaning, and thorough disinfection is implemented only in the case of a suspected or confirmed positive COVID-19 case
 - Disinfection products are based on [EPA's N-list](#) of recommended disinfectants
- Ventilation
 - Air filtration was upgraded through installing new MERV-13 air filters
 - Air purifiers have been purchased for classrooms and offices to sanitize the air, which may include pollutants, allergens, and toxins.
- Physical Distancing
 - Both Students and Staff are expected to maintain distance at all times possible
- Entrance, Egress, and Movement Within the School
 - Entrances and Exits are clearly marked so that traffic flows one-way into and out of the school
- Face Coverings and Other Essential Protective Gear
 - Staff and students are expected to wear masks at all times while on school campus, except when eating, or when exempted under applicable law.
 - Face shields and disposable gloves are also available for staff
 - Plexi-glass shields are used as an added protection at the front office and around each student desk in classrooms
- Health Screenings for Students and Staff
 - Symptom self-check forms are completed by all Staff and Families (on behalf of the student) prior to arrival on campus
 - All staff and students are all also screened for elevated temperature prior to admittance into the building
- Healthy Hygiene Practices
 - Staff and students are reminded to wash hands regularly
 - Additional handwashing stations have been purchased and installed to increase accessibility and ease of handwashing
- Identification and Tracing of Contacts
 - COVID-19 School Safety Lead along with Home Office COVID-19 Liaison conduct tracing of contacts if there is a confirmed case of COVID-19
- Staff and Family Education
 - During Townhalls and Orientations, students invited to join cohorts in-person were trained in understanding COVID-19 guidance highlighted in the COVID-19 Family Handbook
 - Staff were trained in COVID safety and compliance through their Site Directors; training material was provided by HR Options, inc in tandem with the AMPS COVID Task Force
- Testing of Staff
 - Testing cadence for Staff and Students who come on campus is asymptomatic testing every 2 weeks until changed according to state guidance and direction of the Board
 - Oakland Charter High School, along with its 5 sister schools, have a signed MOU with HR Support Pros, Inc., which has a partnership with Avellino Labs in Menlo Park, to perform PCR-RT tests

- Triggers for Switching to Distance Learning
 - The switch to distance learning, and the temporary closure of a school will be based on recommendation for the local health department, but will be necessitated if within a 14-day period, an outbreak has occurred in 25% or more stable groups in the school, at least 3 cases have occurred within 14 days AND more than 5% of the school's population is affected
- Communication Plans
 - Our goal is to communicate with our stakeholder groups regularly, reliably, and comprehensively. Since the beginning of the pandemic in March, AMPS has sent out regular updates to staff, students, and parents.
 - Depending on the nature of the communication, the following types of communication are used: AMPS Website, Social Media, and Email.
 - Our goal with these communications is to share timely, accurate, and comprehensive information with our community. In doing so, we are required to adhere to privacy requirements, such as those mandated by FERPA and HIPAA. Accordingly, these types of communications may be targeted to the specific person or people involved. There may be other times when we will be able to share information on a school-wide basis.

R. Staff “Buddy” List:

When necessary, a “buddy” or buddy group will take charge of the students of other classes. Following the incident and a classroom status check; buddy teachers check with each other to determine: the health of each other, the need to assist with injuries, the need to stay with injured students, etc. Remember: the teacher’s responsibility is to do the greatest good for the greatest number. Students should practice exiting to the evacuation site without the teacher leading them. Teacher should stay back to check the classroom and close the door. IMMEDIATELY FOLLOWING STUDENT ACCOUNTING, IF MEMBER OF BUDDY TEAM HAS ACTIVATED Incident Command duty, they are to give their class to the buddy teacher and report for assignment at command. (If buddy is not available, give class to another teacher who is remaining on the field and tell Command and Parent Emergency Pick Up who has your class).

S. Use of Facilities

Education Code section 32282(a)(2)(B)(ii) requires that safety plans establish “a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. AMPS shall cooperate with the public agency in furnishing and maintaining the services as AMPS may deem necessary to meet the needs of the community.

Evacuation Maps:

John Henry High School Evacuation Area:
Marina Bay Yacht Club Parking Lot
1340 Marina Way S, Richmond, CA 94804



Evacuation Directions

Check

- Check that every student has safely exited the classroom.
- Administrators will check the restrooms, and classrooms to make sure all students have safely exited the building.

What to Take

- Emergency backpacks

Evacuate to the Designated Area

- Have students evacuate the building in an orderly and calm manner.

- Go to your designated area on the map and line up.
- Once you arrive to your area, take roll (rosters will be in the emergency backpacks).
- An administrator will collect the roll sheets.
- Wait for an all clear announcement. Once instructions are given, calmly walk your students back to class.

SEMS (Standardized Emergency Management System Plan)

A. Organization Chart:

Incident Commander:	Allyson Schoolcraft
Deputy Incident Commander	Natalie Garcia
Location of Command Center	Marina Bay Yacht Parking Lot (Hall Ave)
Alternative Location on campus	2nd Open Space
Alternative Location off campus	Craneway Pavilion (Harbor Way South)
Emergency Operations Coordinator (Coordinates with Command Staff):	Raul Romo
Liaison to outside agencies:	Allyson Schoolcraft
Training	Allyson Schoolcraft
PIO (Public Information Officer)	Allyson Schoolcraft/ Natalie Garcia
Crisis Response Leader	Allyson Schoolcraft, Richmond Police Department
Plans Chief	Allyson Schoolcraft/ Natalie Garcia
Documentation	Allyson Schoolcraft, Hozmar Fierro
Messages	Milli Gonzalez, Omar Padilla, Manny Romero
Search/Rescue	Raul Romo, Hozmar Fierro
Procuring food & water	Claudia Padilla, Raul Romo
Staff/student supplies	Raul Romo, Hozmar Fierro
Medical Supplies	Millie Gonzalez, Claudia Padilla
Medical First Aid	Claudia Padilla, Manny Romero

Damage Assessment	Allyson Schoolcraft
Disaster Plan Updates	Allyson Schoolcraft
Crisis Team	Allyson Schoolcraft, Natalie Garcia
Parent Pick-up	Millie Gonzalez, Claudia Padilla, Manny Romero
Builders/Sanitations	Raul Romo, Hozmar Fierro
Finance Chief	Andrew Wang
Claims FEMA/State	Home office team

B. Roles and Responsibilities:

1. Incident Commander (Site Director)

The Incident Commander (Site Director) is the decision maker for the impacted school. He/she is responsible for emergency operations to ensure safety of students, staff and others who are on campus. The Incident Commander (Site Director) shall remain at the Command Center to observe and direct all operations. Below is a checklist of responsibilities (can be delegated).

- ☐ 1. Assume command
- ☐ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ☐ 3. Call 911
- ☐ 4. Notify Assistant Principals, Campus Supervisors, Support Staff
- ☐ 5. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ☐ 6. Conduct initial briefing with the Command Staff
- ☐ 7. Monitor local emergency radio stations for local news
- ☐ 8. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)
- ☐ 9. Create an action plan with specific objectives including strategies to review and evaluate
- ☐ 10. Make provisions for language translators
- ☐ 11. Release teachers, as appropriate
- ☐ 12. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
- ☐ 13. Signal all-clear (Police Only will signal; if present)
- ☐ 14. Begin "Student Release Procedures" when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
- ☐ 15. Create an action plan with specific objectives for returning to normal operations
- ☐ 16. Debrief staff, parents/community, and students

2. Deputy IC (Deputy Incident Commander)

The Deputy Incident Commander assists the IC (Site Director) and takes over the duties of the IC (Site Director) if the IC (Site Director) is absent, has to leave or is unable to do his/her job. Below is a checklist of responsibilities.

- ___ 1. Report to, attend briefings, and assist the IC (Site Director)
- ___ 2. Keep unauthorized people away from the IC (Site Director)
- ___ 3. Responsible for "Plans" in SEMS

3. Command Staff - Emergency Operations Coordinator

The Emergency Operations Coordinator facilitates the overall functioning of the Command Staff. Below is a checklist of responsibilities.

- ___ 1. With the assistance of the Liaison Officer, coordinate outside agencies and define roles/responsibilities
- ___ 2. Report to IC (Site Director) and attend briefings
- ___ 3. Assist unit coordinators (Plans, Operations, Logistics and Finance), as needed
- ___ 4. Indicate the process for emergency declarations
- ___ 5. Develop status boards
- ___ 6. Maintain a "position" log of staff
- ___ 7. Monitor Command Staff for signs of stress or under-performance
- ___ 8. Fill any unstaffed positions

4. Command Staff - Liaison Officer

The role of the Liaison Officer is to serve as the point of contact for Agency Representatives from assisting organizations and agencies outside the organization (Fire, Police, County, etc.). Below is a checklist of responsibilities.

- ___ 1. Assist the Emergency Operations Coordinator and attend briefings
- ___ 2. Ensure proper flow of communication between assisting organizations and agencies outside AMPS (Fire, Police, County, etc.)
- ___ 3. Keep records of assisting organizations, agencies and departments

5. Command Staff - Safety Officer

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances. The Safety Officer is the only person other than the IC (Site Director) who has the authority to stop an authorized plan from being put into action. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Monitor, assess, and correct operational activities for dangerous and unsafe conditions
- ___ 3. Monitor stress levels of personnel involved in the response
- ___ 4. If directed by IC (Site Director), turn off gas supply, water supply and/or electricity
- ___ 5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Student Support Services

The Training Coordinator is responsible for all training prior to the incident. Below is a checklist of responsibilities.

- ___ 1. Attend briefings with IC (Site Director)
- ___ 2. Train staff prior to an emergency

7. Command Staff - Crisis Response Leader - Wellness Counselor

The Crisis Response Leader addresses the psychosocial needs of students/staff prior to, during and after an incident. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Act as referral resource for students, staff and volunteers
- ☐ 3. Obtain West Contra Costa School District's Crisis Response Manual for resources, materials, etc.
- ☐ 4. Develop support systems as needed
- ☐ 5. Conduct group meetings with parents or staff as needed

8. Command Staff - PIO (CEO/Public Information Officer)

The Public Information Officer acts as the official spokesperson for AMPS in an emergency situation. A school site-based PIO should only be used if the media is on campus and the AMPS PIO is not available or forthcoming. Below is a checklist of responsibilities.

- ☐ 1. Contact Board of Directors, Sr Director of Operations, Other Home Office, Directors
- ☐ 2. Contact CEO to assign psychologists and counselors to the site and provide bilingual assistance if needed.
- ☐ 3. Attend briefings with IC (Site Director)
- ☐ 4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ☐ 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ☐ 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- ☐ 7. Ensure announcements and other information are translated into other languages as needed.
- ☐ 8. Assist with rumor control
- ☐ 9. Keep all documentation to support the history of the event
- ☐ 10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.
- ☐ 11. Monitor new broadcasts about the incident; correct any misinformation heard.

9. Plans Chief

The Plans Chief oversees the function of the action plan by documenting, disseminating information, assessing the seriousness of the incident, demobilization, etc. Staff is assigned to assist with these jobs. Below is a checklist of responsibilities.

- ☐ 1. Attend briefings with IC (Site Director)
- ☐ 2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- ☐ 3. Message Team. Maintain a message board
- ☐ 4. Communication Team. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.

- ___5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- ___6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
- ___7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
- ___8. Web Page Update Team § Using the school's or AMPS' web page, communicate disaster updates to the community

10. Finance Chief (Office Manager/Secretary)

The Finance Chief is responsible for monitoring costs related to incident, procurements, claims and community helpers. Below is a checklist of responsibilities.

- ___1. Attend briefings with IC (Site Director)
- ___2. Claims/Procurements /Community Helpers Team
 - Track financial records, staff hours, purchasing, etc.
 - Complete state and federal claim forms for IC (Site Director)
 - Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
 - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
 - Do a cost analysis of incident/disaster

Policies and Regulations Related to Student Safety

John Henry High School has developed the following administrative regulations to provide guidance and procedures for students, staff, and parents in an effort to provide a safe and orderly environment during regular school hours and during the event of an emergency. Legal citations and references may be found by viewing the original board policies.

1. Bomb Threats:

To maintain a safe and secure environment for students and staff, the CEO or designee shall ensure that JHHS's emergency and disaster preparedness plan and/or the school's comprehensive safety plan includes procedures for dealing with bomb threats. He/she also shall provide training regarding the procedures to site administrators, safety personnel, and staff members who customarily handle mail, telephone calls, or email.

Receiving Threats Any staff member receiving a telephoned bomb threat shall try to keep the caller on the line in order to gather information about the location and timing of the bomb and the person(s) responsible. To the extent possible, the staff member should also take note of the caller's gender, age, any distinctive features of voice or speech, and any background noises such as music, traffic, machinery, or voices. If the bomb threat is received through the mail system or in writing, the staff member who

receives it should handle the letter, note, or package as minimally as possible. If the threat is received through electronic means, such as email or text messaging, the staff member should not delete the message.

Response Procedure

The following procedure shall be followed when a bomb threat is received:

1. Any employee who receives a bomb threat shall immediately call 911 and also report the threat to the CEO or designee. If the threat is in writing, the employee shall place the message in an envelope and take note of where and by whom it was found.
 2. Any student or employee who sees a suspicious package shall promptly notify the CEO or designee.
 3. The CEO or designee shall immediately use fire drill signals and initiate standard evacuation procedures as specified in the emergency plan.
 4. The CEO or designee shall turn off any two-way radio equipment which is located in a threatened building.
- Law enforcement and/or fire department staff shall conduct the bomb search. No school staff shall search for or handle any explosive or incendiary device.
 - No one shall reenter the threatened building(s) until the CEO or designee declares that reentry is safe based on law enforcement and/or fire department clearance.
 - To the extent possible, the CEO or designee shall maintain communications with staff, parents/guardians, the Board of Directors, other governmental agencies, and the media during the period of the incident.
 - Following the incident, the CEO or designee shall provide crisis counseling for students and/or staff as needed.
 - Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

2. Bullying:

The JHHS Staff recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. JHHS employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

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

Strategies for addressing bullying at JHHS schools shall be developed with involvement of key

stakeholders, including students, parents/guardians, and staff, and may be incorporated into the comprehensive safety plan, the local control and accountability plan, and other applicable AMPS and school plans.

As appropriate, the CEO, Site Director, or designee may collaborate with law enforcement, courts, social services, mental health services, other agencies, and community organizations in the development and implementation of joint strategies to promote safety in schools and the community and to provide services for alleged victims and perpetrators of bullying.

Bullying Prevention:

To the extent possible, JHHS shall focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

As appropriate, JHHS shall provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

JHHS staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective response. An anti-bullying module created by the California Department of Education ("CDE") will be made available annually to all certificated employees and other employees who regularly interact with students.

Based on an assessment of bullying incidents at school, the CEO, Site Director, or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, and cafeterias.

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Site Director or CEO or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness an act of bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

When appropriate based on the severity or pervasiveness of the bullying, the Site Director or CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director, or Site Director's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor or school wellness counselor, or other school support service personnel for case management, counseling, and/or participation in a restorative justice program as appropriate.

Reporting and Filing of Complaints

Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the Site Director, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director of the report, whether or not a uniform complaint is filed. In addition, any school employee who observes an incident of bullying involving a student shall, within one business day, report his/her observation to the Site Director or assistant principal whether or not the alleged victim files a complaint.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the Site Director, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the CEO/Site Director or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

Investigation and Resolution of Complaints Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the AMPS organization uniform complaint procedures.

If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the Site Director or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Discipline:

Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with AMPS/JHHS policies and regulations.

Any employee who permits or engages in bullying or retaliation related to bullying shall be subject to disciplinary action, up to and including dismissal.

Please refer to Board Policy 5800: Title IX Harassment, Intimidation, Discrimination, and Bullying Policy.

3. Campus Security:

John Henry High School is committed to providing a school environment that promotes the safety of students, employees, and visitors to school grounds. JHHS also recognizes the importance of protecting school property, facilities, and equipment from vandalism and theft.

The CEO/Site Director or designee shall develop campus security procedures which are consistent with the goals and objectives of the AMPS organization comprehensive safety plan and site-level safety plans. Such procedures shall be regularly reviewed to reflect changed circumstances and to assess their effectiveness in achieving safe school objectives.

Surveillance Systems:

JHHS Administration believes that reasonable use of surveillance cameras will help the school achieve its goals for campus security. In consultation with relevant staff, the Site Director/CEO or designee shall identify appropriate locations for the placement of surveillance cameras. Cameras shall not be placed in areas where students, staff, or community members have a reasonable expectation of privacy. Any audio capability on the school's surveillance equipment shall be disabled so that sounds are not recorded.

The Site Director/CEO or designee shall ensure that the AMPS campus security plan includes strategies to:

1. Secure the campus perimeter and school facilities in order to prevent criminal activity
2. Secure buildings from outsiders and discourage trespassing
3. Discourage vandalism and graffiti
4. Control access to keys and other school inventory
5. Detect and intervene with school crime

4. Child Abuse and Reporting:

JHHS is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The Site Director/CEO or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Site Director/CEO or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention:

John Henry High School's instructional program shall include age appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The JHHS program also may include age appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Site Director/CEO or designee shall, to the extent feasible, seek to incorporate community resources into the child abuse prevention program and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

5. Child Abuse Reporting:

At JHHS and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —“When in Doubt, Report it Out!” According to California Penal Code section 11165.7, a

mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reporter who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call:

Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324.

Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; security officers; and presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses:

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)

Any JHHS/AMPS employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 18 shall notify a peace officer. (Penal

Code 152.3, 288)

Responsibility for Reporting:

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures:

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Contra Costa County Social Services Agency

1305 Macdonald Ave

Richmond, CA 94801

510- 577-3500

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report:

Within 24 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Suspected Child Abuse Reporting Form (Penal Code 11166, 11168)

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class

- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting:

The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the Site Director as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director shall inform the CEO or designee.

The Site Director so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the Site Director may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

4. Training:

Within the first six weeks of each school year, the CEO or designee shall provide training on mandated reporting requirements to JHHS employees and persons working on their behalf who are mandated reporters. Any school personnel hired during the school year shall receive such training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The AMPS Human Resources department CEO or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

5. Victim Interviews by Social Services:

Whenever the Department of Social Services or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Site Director or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the Site Director or designee shall inform him/her of the following requirements: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer:

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the CEO or designee and/or Site Director shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints:

Upon request, the CEO or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against an AMPS employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications:

The Human Resource Manager/Site Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

The Human Resource Manager also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5) Before beginning employment, any person

who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the reporting obligations under Penal Code 11166 and will comply with those provisions. The signed statement shall be retained by the Human Resources Department. (Penal Code 11166.5)

The CEO/Site Director or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

For details on AMPS Child Abuse and Mandated Reporter Policies, please refer to AMPS Employee Handbook pp. 23-24.

6. Comprehensive School Safety Plan

JHHS and AMPS recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. JHHS and AMPS are fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others.

The family staff team at JHHS shall develop a comprehensive school safety plan relevant to the needs and resources of JHHS. The school safety plan shall take into account the school's staffing, available resources, and building design, as well as other factors unique to the site.

The AMPS Board shall review the comprehensive safety plan(s) in order to ensure compliance with state law, Board policy, and administrative regulation shall approve the plan(s) at a regularly scheduled meeting.

The CEO or designee shall notify the California Department of Education of any schools that have not complied with the requirements of Education Code 32281. (Education Code 32288)

The Comprehensive School Safety Plan:

The Comprehensive School Safety Plan is reviewed annually by the Family Staff Team. It is then approved by first responders and the AMPS Board of Governance.

Tactical Response Plan:

Notwithstanding the process described above, any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by AMPS administrators in accordance with Education Code 32281.

In developing such strategies, AMPS administrators shall consult with law enforcement officials and Site Directors. When reviewing the tactical response plan, the Board may meet in closed session to confer with law enforcement officials, provided that any vote to approve the tactical response plan is announced in open session following the closed session. (Education Code 32281)

Public Access to Safety Plan(s):

The CEO or designee shall ensure that an updated file of all safety-related plans and materials is readily available for inspection by the public. (Education Code 32282) However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed.

Development and Review of Comprehensive School Safety Plan:

The family staff team shall consult with local law enforcement in the writing and development of the comprehensive school safety plan. When practical, the FST also shall consult with other school site councils and safety committees. (Education Code 32281, 32282)

The Site Director may delegate the responsibility for developing a comprehensive safety plan to a school safety planning committee composed of the following members: (Education Code 32281)

1. The Site Director or designee
2. One teacher who is a representative of the recognized certificated employee organization
3. One parent/guardian whose child attends the school
4. One classified employee who is a representative of the recognized classified employee organization
5. Other members, if desired

Before adopting the comprehensive safety plan, the FST or school safety planning committee shall hold a public meeting at the school in order to allow members of the public the opportunity to express an opinion about the plan. (Education Code 32288)

The Site Director and FST or safety planning committee shall notify, in writing, the following persons and entities of the public meeting: (Education Code 32288)

1. A representative of the local school employee organization
2. A representative of each parent organization at the school, including the parent teacher association and parent teacher clubs
3. A representative of each teacher organization at the school
4. A representative of the school's student body government
5. All persons who have indicated that they want to be notified

In addition, the Site Director or safety planning committee may notify, in writing, the following entities of the public meeting: (Education Code 32288)

1. Representatives of local religious organizations
2. Local civic leaders
3. Local business organizations

Content of the Safety Plan:

Each comprehensive safety plan shall include an assessment of the current status of any crime committed on campus and at school-related functions. (Education Code 32282)

The assessment may include, but not be limited to, reports of crime, suspension and expulsion rates, and surveys of students, parents/guardians, and staff regarding their perceptions of school safety. The plan also shall identify appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, including all of the following: (Education Code 32282)

1. Child abuse reporting procedures consistent with Penal Code 11164
2. Routine and emergency disaster procedures.
3. Policies pursuant to Education Code 48915(d) for students who commit an act listed in Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
4. A policy consistent with the prohibition against discrimination, harassment, intimidation, and bullying pursuant to Education Code 200-262.4
5. If the school has adopted a dress code prohibiting students from wearing "gang-related apparel" pursuant to Education Code 35183, the provisions of that dress code and the definition of "gang-related apparel"
6. A safe and orderly school environment conducive to learning

Among the strategies for providing a safe environment, the school safety plan may also include:

1. Development of a positive school climate that promotes respect for diversity, personal and social responsibility, effective interpersonal and communication skills, self-esteem, anger management, and conflict resolution
2. Disciplinary policies and procedures that contain prevention strategies, such as strategies to prevent bullying, hazing, and cyberbullying, as well as behavioral expectations and consequences for violations
3. Curriculum that emphasizes prevention and alternatives to violence, such as multicultural education, character/values education, media analysis skills, conflict resolution, community service learning, and education related to the prevention of dating violence
4. Parent involvement strategies, including strategies to help ensure parent/guardian support and reinforcement of the school's rules and increase the number of adults on campus
5. Prevention and intervention strategies related to the sale or use of drugs and alcohol which shall reflect expectations for drug-free schools and support for recovering students
6. CMO policy related to possession of firearms and ammunition on school grounds
7. Measures to prevent or minimize the influence of gangs on campus
8. Procedures for receiving verification from law enforcement when a violent crime has occurred on school grounds and for promptly notifying parents/guardians and employees of that crime
9. Assessment of the school's physical environment, including a risk management analysis and development of ground security measures such as procedures for closing campuses to outsiders, installing surveillance systems, securing the campus perimeter, protecting buildings against vandalism.
10. Guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, and school personnel. Guidelines may include, but are not limited to, the following:
 - a. Strategies to create and maintain a positive school climate, promote school safety, and increase student achievement.
 - b. Strategies to prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.
 - c. Protocols to address the mental health care of students who have witnessed a violent act at any time,

including, but not limited to, while on school grounds, while coming or going from school, during a lunch period whether on or off campus, or during or while going to or coming from a school-sponsored activity.

11. Strategies for suicide prevention and intervention.

12. Procedures to implement when a person interferes with or disrupts a school activity, remains on campus after having been asked to leave, or creates a disruption with the intent to threaten the immediate physical safety of students or staff.

13. Staff development in violence prevention and intervention techniques, including preparation to implement the elements of the safety plan.

14. Environmental safety strategies, including, but not limited to, procedures for preventing and mitigating exposure to toxic pesticides, lead, asbestos, vehicle emissions, and other hazardous substances and contaminants.

7. Conduct:

The staff at John Henry High School believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, going to or coming from school, at school activities, or on transportation during field trips.

The Site Director or designee shall ensure that JHHS develops standards of conduct and discipline consistent with AMPS Board policies and administrative regulations. Students and parents/guardians shall be notified of AMPS and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats
2. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hate motivated behavior, cyberbullying, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption
3. Conduct that disrupts the orderly classroom or school environment
4. Willful defiance of staff's authority
5. Damage to or theft of property belonging to students, staff, or AMPS
6. Obscene acts or use of profane, vulgar, or abusive language
7. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
8. Possession or use of a laser pointer, unless for a valid instructional or other school related purpose (Penal Code 417.27)

Prior to bringing a laser pointer on school premises for a valid instructional or school related purpose, a student shall obtain permission from the Site Director or designee.

9. Use of a cellular/digital telephone, pager, or other mobile communications device during instructional time

Such devices shall be turned off in class, except when being used for a valid instructional or other school related purpose as determined by the teacher or other staff, and at any other time directed by an

employee. Any device with camera, video, or voice recording function shall not be used in any manner which infringes on the privacy rights of any other person. No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which is limited to purposes related to the student's health. (Education Code 48901.5)

10. Plagiarism or dishonesty on school work or tests
11. Inappropriate attire
12. Tardiness or unexcused absence from school
13. Failure to remain on school premises in accordance with school rules

Neither AMPS nor JHHS shall be responsible for students' personal belongings which are brought on campus or to a school activity and are lost, stolen, or damaged.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or his/her belongings will turn up evidence of the student's violation of the law or school rules, such a search shall be conducted in accordance with AMPS Board Policy 5039 Campus Search & Seizure Policy.

When a student uses any prohibited device, or uses a permitted device in any unethical or illegal activity, an employee may confiscate the device. The employee shall store the item in a secure manner until an appropriate time. Students who violate AMPS or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to alternative programs, referral to a student success team or counseling services, or denial of participation in extracurricular or co-curricular activities or other privileges in accordance with AMPS Board policy and administrative regulation.

The Site Director or designee shall notify local law enforcement as appropriate. Students also may be subject to discipline, in accordance with law, AMPS Board policy, or administrative regulation, for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or AMPS property, or substantially disrupts school activities.

8. Discipline

JHHS and the AMPS Board of Directors is committed to providing a safe, supportive, and positive school environment which is conducive to student learning and to preparing students for responsible citizenship by fostering self-discipline and personal responsibility. JHHS believes that high expectations for student behavior, use of effective school and classroom management strategies, provision of appropriate intervention and support, and parent involvement can minimize the need for disciplinary measures that exclude students from instruction as a means for correcting student misbehavior.

In addition, the Site Director/CEO or designee's strategies shall reflect the AMPS Board's preference for the use of positive interventions and alternative disciplinary measures over exclusionary discipline measures as a means for correcting student misbehavior.

Disciplinary measures that may result in loss of instructional time or cause students to be disengaged from school, such as detention, suspension, and expulsion, shall be imposed only when required by law or when other means of correction have been documented to have failed. (Education Code 48900.5)

The CEO or designee shall create a model discipline matrix that lists violations and the consequences for each as allowed by law.

The administrative staff at John Henry High School may develop disciplinary rules to meet the school's particular needs consistent with law, AMPS Board policy, and AMPS regulations. The AMPS Board, at an open meeting, shall review the approved school discipline rules for consistency with AMPS Board policy and state law.

At all times, the safety of students and staff and the maintenance of an orderly school environment shall be priorities in determining appropriate discipline. When misconduct occurs, staff shall attempt to identify the causes of the student's behavior and implement appropriate discipline. When choosing between different disciplinary strategies, staff shall consider the effect of each option on the student's health, wellbeing, and opportunity to learn.

Staff shall enforce disciplinary rules fairly, consistently, and in accordance with the AMPS' nondiscrimination policies.

The Site Director or designee shall provide professional development as necessary to assist staff in developing the skills needed to effectively implement the disciplinary strategies adopted for all AMPS schools, including, but not limited to, consistent school and classroom management skills, effective accountability and positive intervention techniques, and development of strong, cooperative relationships with parents/guardians.

AMPS' goals for improving school climate, based on suspension and expulsion rates, surveys of students, staff, and parents/guardians regarding their sense of school safety, and other local measures, shall be included in the AMPS' local control and accountability plan, as required by law.

At the beginning of each school year, the CEO or designee shall report to the Board regarding disciplinary strategies used in AMPS schools in the immediately preceding school year and their effect on student learning.

Site Level Rules:

Site level rules shall be consistent with AMPS policies and administrative regulations. In developing site level disciplinary rules, the Site Director or designee shall solicit the participation, views, and advice of one representative selected by each of the following groups: (Education Code 35291.5)

1. Parents/guardians
2. Teachers
3. School administrators
4. School security personnel, if any
- 5 Students enrolled in the school

Annually, site level discipline rules shall be reviewed and, if necessary, updated to align with any changes in district discipline policies or goals for school safety and climate as specified in the AMPS' local control and accountability plan.

School rules shall be communicated to students clearly and in an age appropriate manner. It shall be the duty of each employee of the school to enforce the school rules on student discipline.

Disciplinary Strategies:

To the extent possible, staff shall use disciplinary strategies that keep students in school and participating in the instructional program. Except when a student's presence causes a danger to himself/herself or others or he/she commits a single act of a grave nature or an offense for which suspension or expulsion is required by law, suspension or expulsion shall be used only when other means of correction have failed to bring about proper conduct. Disciplinary strategies may include, but are not limited to:

1. Discussion or conference between school staff and the student and his/her parents/guardians
2. Referral of the student to the school counselor or other school support service personnel for case management and counseling
3. Convening of a study team, guidance team, resource panel, or other intervention related team to assess the behavior and develop and implement an individual plan to address the behavior in partnership with the student and his/her parents/guardians
4. When applicable, referral for a comprehensive psychosocial or psychoeducational assessment, including for purposes of creating an individualized education program or a Section 504 plan
5. Enrollment in a program for teaching prosocial behavior or anger management
6. A positive behavior support approach with tiered interventions that occur during the school day on campus
- 7.. Participation in a social and emotional learning program that teaches students the ability to understand and manage emotions, develop caring and concern for others, make responsible decisions, establish positive relationships, and handle challenging situations capably
8. Participation in a program that is sensitive to the traumas experienced by students, focuses on students' behavioral health needs, and addresses those needs in a proactive manner
9. Afterschool programs that address specific behavioral issues or expose students to positive activities and behaviors, including, but not limited to, those operated in collaboration with local parent and community groups
10. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time"
11. Community service as provided in the section below entitled "Community Service"
12. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
13. Reassignment to an alternative educational environment
14. Suspension and expulsion in accordance with law and AMPS Board policy.

When, by law or AMPS policy, other means of correction are required to be implemented before a student could be suspended or expelled, any other means of correction implemented shall be documented and retained in the student's records.

Character Reflection Time After School:

Students may be detained for restorative practices reflection or disciplinary reasons up to one hour after the close of the maximum school day.

The Site Director or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Site Director or designee notifies the parent/guardian.

Students shall remain under the supervision of a certificated employee during the period of restorative character time hour.

Community Service:

As part of or instead of disciplinary action, the Site Director or Site Director's designee may, at his/her discretion, require a student to perform community service during non-school hours on school grounds or, with written permission of the student's parent/guardian, off school grounds.

Such service may include, but is not limited to, community or school outdoor beautification, campus betterment, and teacher, peer, or youth assistance programs.

This community service option is not available for a student who has been suspended, pending expulsion, pursuant to Education Code 48915. However, if the recommended expulsion is not implemented or the expulsion itself is suspended, then the student may be required to perform community service for the resulting suspension.

Notice to Parents/Guardians and Students:

At the beginning of the school year, the Site Director or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.

The Site Director or designee shall also provide written notice of disciplinary rules to transfer students at the time of their enrollment at JHHS.

Suspension & Expulsion Policies and Procedures:

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(c)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every John Henry High School student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior

- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to:

1. While on school grounds
2. While coming or going from school
3. Whether on or off the school campus
4. During or while going or coming from a school sponsored activity.

Expulsion is an action taken by the AMPS Board of Directors for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. John Henry High School's policy provides all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies are reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult the John Henry High School Family Handbook 2021-2022 revised annually, with the most recent revision in June 2021.

9. Dress and Grooming

The Administration team at JHHS in alignment with the AMPS Board believes that appropriate dress and grooming contribute to a productive learning environment. JHHS expects students to give proper attention to personal cleanliness and to wear the school uniform daily. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians are to be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at John Henry High School have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been approved by the AMPS Board. More information regarding the JHHS Uniform Guidelines may be found in the John Henry High School Family Handbook 2020-2021. Please also refer to Board Policy 5044: Dress Code and Uniform Policy

In addition, the following guidelines shall apply to all regular school activities:

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the JHHS uniform policy, clothes shall be sufficient to conceal undergarments at all times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Hair shall be clean and neatly groomed.

10. Earthquake Emergency Procedures System

Earthquake Preparedness:

Earthquake emergency procedures shall be established in every school building having an occupant capacity of 50 or more students, or more than one classroom, and shall be incorporated into the comprehensive safety plan. (Education Code 32282)

Earthquake emergency procedures shall be aligned with the Standardized Emergency Management System and the National Incident Management System. (Government Code 8607; 19 CCR 2400-2450)

Earthquake emergency procedures shall outline the roles and responsibilities of students and staff during and after an earthquake. Earthquake emergency procedures shall include, but not be limited to, all of the following: (Education Code 32282)

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

Staff and students shall be informed of the dangers to expect in an earthquake and procedures to be followed. Students shall be instructed to remain silent and follow directions given by staff in such an emergency. Staff and students also shall be taught safety precautions to take if they are in the open or on the way to or from school when an earthquake occurs.

Earthquake emergency procedures shall designate primary and alternative locations outside of buildings,

which may include areas off campus if necessary, where individuals on a school site will assemble following evacuation. In designating such areas, the Site Director or designee shall consider potential post-earthquake hazards outside school buildings including, but not limited to, power lines, trees, covered walkways, chain link fences that may be an electric shock hazard, and areas near buildings that may have debris.

Earthquake emergency procedures also shall outline primary and alternative evacuation routes that avoid areas with potential hazards to the extent possible. The needs of students with disabilities shall be considered when planning evacuation routes.

The Site Director or designee shall identify at least one individual within each building to determine if an evacuation is necessary, the best evacuation location, and the best route to that location when an earthquake occurs.

The Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

Earthquake While Indoors at School:

When an earthquake occurs, the following actions shall be taken inside buildings and classrooms:

1. Staff shall have students perform the drop procedure. Students should stay in the drop position until the emergency is over or until further instructions are given.
2. In the lab, burners should be extinguished, if possible, before taking cover.
3. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
4. After the earthquake, the Site Director or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
5. When directed by the Site Director or designee to evacuate, or if classrooms or other facilities present dangerous hazards that require immediate evacuation, staff shall account for all students under their supervision and shall evacuate the building in an orderly manner.

Earthquake While Outdoors on School Grounds

When an earthquake occurs, the following actions shall be taken by staff or other persons in authority who are outdoors on school grounds:

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

Subsequent Emergency Procedures:

After an earthquake episode has subsided, the following actions shall be taken:

1. Staff shall extinguish small fires if safe.

2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth slippage affecting buildings.
5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

11. Fire Drills and Fires

Fire Drills:

The Site Director shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)

1. The Site Director shall notify staff as to the schedule for fire drills.
2. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
3. Teachers shall ascertain that no student remains in the building.
4. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked.
5. The Site Director or designee shall keep a record of each fire drill conducted

Fires:

When a fire is discovered in any part of the school, the following actions shall be taken:

1. The Site Director or designee shall sound fire signals unless the school and/or building is equipped with an automatic fire detection and alarm system. (Education Code 32001)
2. The Site Director or designee shall call 911.
3. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
4. Staff shall give students clear direction and supervision and help maintain a calm and orderly response.
5. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to any injured students.
6. In outside assembly areas, the Site Director, designee and/or each department head shall account for their staff, report missing staff, and provide assistance to any injured staff.
7. If the fire is extensive, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

12. Hate Motivated Behavior

In order to create a safe learning environment for all students, the AMPS Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

AMPS prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of AMPS and community resources.

AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Site Director/CEO or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures:

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Site Director. Upon receiving such a complaint, the Site Director or designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AMPS Uniform and Complaint Policy.

Sexual Harassment:

A student who has been found to have demonstrated hate motivated behavior shall be subject to discipline in accordance with law, AMPS Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Site Director/CEO or designee, and/or law enforcement, as appropriate. As necessary, AMPS shall provide counseling, guidance, and support to students who are victims of hate motivated behavior and to students who exhibit such behavior.

13. Nondiscrimination/Harassment

The AMPS Board and Administrative team at JHHS desires to provide a safe school environment that allows all students equal access and opportunities in the AMPS' academic, extracurricular, and other educational support programs, services, and activities.

The AMPS Board prohibits, at any AMPS school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the actual or perceived characteristics of mental or physical disability, sex (including pregnancy and related conditions, and parental status), sexual orientation, gender, gender identity, gender expression, immigration status, nationality (including national origin, country of origin, and citizenship), race or ethnicity (including ancestry, color, ethnic group identification, ethnic background, and traits historically associated with race, including, but not limited to, hair texture and protective hairstyles such as braids, locks, and twist), religion (including agnosticism and atheism), religious affiliation, medical condition,

genetic information, marital status, age or association with a person or group with one or more of these actual or perceived characteristics or based on any other characteristic protected under applicable state or federal law or local ordinance.

This policy shall apply to all acts related to school activity or to school attendance occurring within an AMPS school, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

Unlawful discrimination, including discriminatory harassment, intimidation, or bullying, may result from physical, verbal, nonverbal, or written conduct based on any of the categories listed above. Unlawful discrimination also includes the creation of a hostile environment through prohibited conduct that is so severe, persistent, or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

Unlawful discrimination also includes disparate treatment of students based on one of the categories above with respect to the provision of opportunities to participate in school programs or activities or the provision or receipt of educational benefits or services.

The Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

The CEO or designee shall facilitate students' access to the educational program by publicizing AMPS' nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination.

The CEO or designee shall regularly review the implementation of AMPS' nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in AMPS' educational program. He/she shall report his/her findings and recommendations to the Board after each review. Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

Students who engage in unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, in violation of law, Board policy, or administrative regulation shall be subject to appropriate consequence or discipline, which may include suspension or expulsion when the behavior is severe or pervasive as defined in Education Code 48900.4.

Any employee who permits or engages in prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall be subject to disciplinary action, up to and including dismissal.

Record-Keeping:

The CEO or designee shall maintain a record of all reported cases of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, to enable AMPS to monitor, address, and prevent repetitive prohibited behavior in AMPS schools.

Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and bullying, of students at AMPS schools or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

1. Publicize AMPS' nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS' web site and other prominent locations and providing easy access to them through AMPS-supported social media, when available.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS' nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of AMPS' nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians that they may request to meet with the CEO to determine how best to accommodate or resolve concerns that may arise from AMPS implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, AMPS will address any individual student's interests and concerns in private.
4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular AMPS school speak a single primary language other than English, the AMPS policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.
5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding AMPS nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines the CMO may use to provide a discrimination-free environment for all AMPS students, including transgender and gender nonconforming students.
6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)
7. At the beginning of each school year, inform each Site Director or designee of AMPS' responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

Enforcement of AMPS Policy:

The CEO or designee shall take appropriate actions to reinforce AMPS Nondiscrimination/Harassment Policies as needed, these actions may include any of the following:

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing AMPS policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

Any student who feels that he/she has been subjected to unlawful discrimination described above or in AMPS policy is strongly encouraged to immediately contact the Site Director/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director, whether or not the alleged victim files a complaint.

Any school employee who observes an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, or to whom such an incident is reported shall report the incident to the Site Director within a school day, whether or not the alleged victim files a complaint.

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so.

When a verbal report of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, is made to or received by the Site Director, he/she shall make a note of the report and encourage the student or parent/guardian to file the complaint in writing, pursuant to the provisions in the AMPS Uniform Complaint Procedures. Once notified verbally or in writing, the Site Director or designee shall begin the investigation and shall implement immediate measures necessary to stop the discrimination and ensure that all students have access to the educational program and a safe school environment.

Any interim measures adopted to address unlawful discrimination shall, to the extent possible, not disadvantage the complainant or a student who is the victim of the alleged unlawful discrimination. Any report or complaint alleging unlawful discrimination by the Site Director or any other person to whom a report would ordinarily be made or complaint filed shall instead be made to or filed with the CEO or designee who shall determine how the complaint will be investigated.

Please refer to AMPS Board Policy 5800: Title IX: Harassment, Intimidation, Discrimination, Bullying Policy

14. Notification of Dangerous Pupils

The AMPS Board desires to provide a safe, orderly working environment for all employees.

In accordance with the AMPS Personnel Policy “Notice to Employees of Potentially Dangerous Persons,” the Amethood Public Schools Governing Board will ensure a safe and orderly work environment for all employees. This includes the following procedures:

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student’s willful misconduct that occurred on AMPS or school property or during AMPS or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.

The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the Site Director immediately.
2. Immediately notify the Site Director, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director. When informing the Site Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

15. Student Disturbances

The AMPS Board desires to provide orderly campuses that create a positive school environment and are conducive to learning. When students initiate or are involved in a campus disturbance that has the potential to threaten the safety of students or staff, the CEO/Site Director or designee may request law enforcement assistance.

Staff are encouraged to be alert to conditions at school that may lead to a disturbance, such as racial or cultural conflict, student protests, or gang intimidation and confrontations. Staff who believe that a disturbance is imminent, or who see a disturbance occurring, shall immediately contact the Site Director. Students who participate in a campus disturbance shall be subject to disciplinary action in accordance with administrative regulations.

Prohibited Activities:

A student involved or attempting to be involved in any of the following prohibited activities shall be subject to discipline:

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.
2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

Other examples of activities that may be considered disrupting school operations include, but are not limited to:

- a. Organizing or participating in unauthorized assemblies on school premises
 - b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises
 - c. Interfering with or unauthorized use of the AMPS' computer system
3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption to school operations and refusing to disperse upon the direction of school personnel
 4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure that all students in their charge remain in one location under their supervision and shall ask all students who are in the halls to return to their classes immediately.

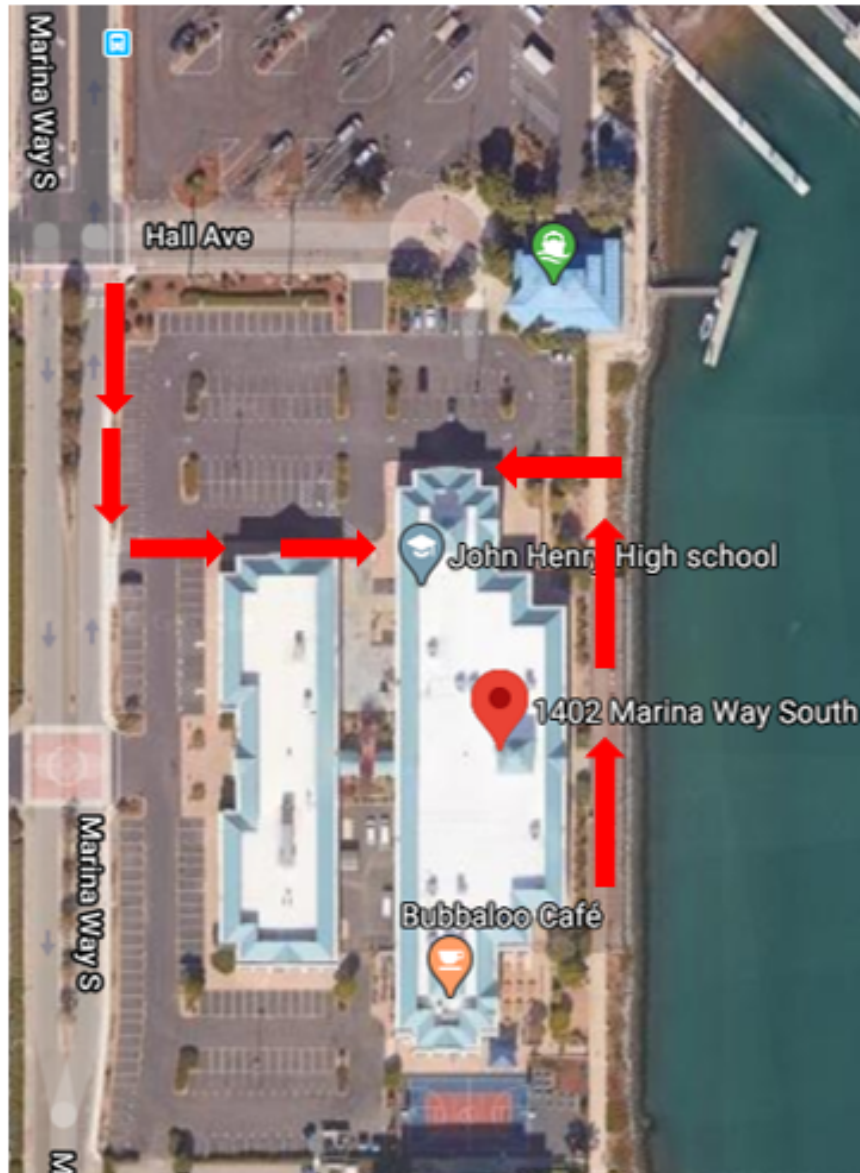
16. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

The drop-off and pick-up zone will have cones to help direct traffic. A staff member is present to help students cross the street and direct traffic accordingly. Parents are not permitted to park in the drop-off and pick up zones for an extended period of time as this can cause traffic flow problems for the entire street. Staff supervising traffic control work to prevent parents from idling and move promptly through the dropoff and pickup zone.

Security personnel and the JHHS Administration team man and monitor crosswalks before and after school.

The school goal is to encourage 60% of the student body to carpool, walk, ride, or take public transit to school.



17. Sexual Harassment

The AMPS Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual

harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director. Once notified, the Site Director or designee shall take the steps to investigate and address the allegation.

Complaint Process and Disciplinary Actions:

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and the AMPS Uniform Complaint Procedures or Title IX policy, as appropriate. Site Directors are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law.

Record Keeping:

The CEO or designee shall maintain a record of all reported cases of sexual harassment to enable the CMO to monitor, address, and prevent repetitive harassing behavior in AMPS schools.

18. Visitors/Outsiders

The Site Director or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements.

Unless otherwise directed by the Site Director or designee, a staff member shall accompany visitors while they are on school grounds.

Registration Procedure

In order to register, a visitor shall, upon request, furnish the Site Director or designee with the following information:

1. His/her name, address, and occupation
2. His/her age, if less than 21
3. His/her purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Site Director's Registration Authority:

The Site Director or designee may refuse to register any visitor if he/she reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance.

The Site Director or designee or school security officer may revoke any visitor's registration if he/she has a reasonable basis for concluding that the individual's presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff.

When a visitor fails to register, or when the Site Director or designee denies or revokes a visitor's registration privileges, the Site Director or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director or designee shall inform him/her that if he/she reenters the school within seven days he/she may be guilty of a misdemeanor subject to a fine and/or imprisonment.

19. Weapons and Dangerous Instruments

The AMS Board recognizes that students and staff have the right to a safe and secure campus free from physical and psychological harm and desires to protect them from the dangers presented by firearms and other weapons.

Possession of Weapons:

The Board prohibits any student from possessing weapons, imitation firearms, or other dangerous instruments, as defined in law and administrative regulation, in school buildings, on school grounds or buses, at school related or school-sponsored activities away from school, or while going to or coming from school. Under the power granted to the Board to protect the safety of students, staff, and others on AMPS property and to maintain order and discipline in the schools, any school employee is authorized to confiscate any prohibited weapon, imitation firearm, or dangerous instrument from any student on school grounds.

A student possessing or threatening others with any weapon, dangerous instrument, or imitation firearm shall be subject to suspension and/or expulsion in accordance with law, Board policy, and administrative regulations. The Site Director or designee shall notify law enforcement authorities when any student possesses a firearm, explosive, or other prohibited weapon or dangerous instrument, sells or furnishes a firearm, or commits any act of assault with a firearm or other weapon. (Education Code 48902; Penal Code 245, 626.9, 626.10; 20 USC 7151)

Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects, or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The CEO or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession.

The CEO or designee also shall inform staff, students, and parents/guardians that students who report

the presence of injurious objects on school campuses are to be protected and their identity shielded.

Prohibited weapons and dangerous instruments include, but are not limited to:: (Education Code 48915, 49330; Penal Code 626.10, 1610017350, 30310)

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion
2. Ammunition or reloaded ammunition
3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of AMPS.

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall take one of the following actions:

1. Confiscate the object and deliver it to the Site Director immediately
2. Immediately notify the Site Director, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director

When informing the Site Director about the possession of a weapon or dangerous instrument, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of the possession.

The Site Director shall report any possession of a weapon or dangerous instrument to the student's parents/guardians by telephone or in person, and shall follow this notification with a letter.

The employee shall retain possession of the instrument until the risk of its use as a weapon has dissipated or, if the Richmond Police determine it is not a dangerous weapon upon the request of the student's parent/guardian, until the parent/guardian appears and personally takes possession. (Education Code 49331, 49332)

References

A. John Henry High School Student and Family Handbook

A copy of the John Henry High School Student & Family Handbook is located in the school office, 1402 Marina Way South, Richmond CA 94804

B. Amethod Public Schools Employee Handbook

A copy of the AMPS Employee Handbook is located at the Human Resources Department, 1450 Marina Way South, Richmond, CA 94804

C. Amethod Public Schools Board Policies referenced:

Title IX, Harassment, Intimidation, Discrimination and Bullying Policy

Board Policy: 5033 Human Trafficking Prevention Policy

Board Policy: 5041 Comprehensive Sexual Health Policy

Mandated Reporter Policy- AMPS Employee Handbook pp. 23-24

Board Policy 5039 Campus Search & Seizure Policy

Board Policy 5044 Dress Code and Uniform Policy

Personnel Policy- Employee Safety – Notice to Employees of Potentially Dangerous Persons

D. Department of Homeland Security Bomb Threat and Checklist is printed and posted in the front office.

Coversheet

Approval of Elementary and Secondary School Relief (ESSER) III Expenditure Plan

Section:	IV. Business II
Item:	C. Approval of Elementary and Secondary School Relief (ESSER) III
Expenditure Plan	
Purpose:	Vote
Submitted by:	
Related Material:	BJE ESSER III Expenditure Plan.pdf DCA ESSER III Expenditure Plan.pdf JHHS ESSER III Expenditure Plan.pdf OCA ESSER III Expenditure Plan.pdf OCHS ESSER III Expenditure Plan.pdf RCA ESSER III Expenditure Plan.pdf Briefing Sheet ESSER Expenditure Plans.docx.pdf

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Elementary-Benito Juarez	Sylvia Flores, Sr. Director of Operations	sflores@amethodschools.org 510-436-0172

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://amethodschools.org/apps/publications/index.jsp?parentREC_ID=2383
Expanded Learning Opportunities Grant Plan (ELOGP)	https://www.amethodschools.org/apps/pages/?type=d&uREC_ID=376642&pREC_ID=978290

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,174,309.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$700,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$474,309.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$1,174,309.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback, and input since our transition to Distance Learning in March 2020. In order to inform this plan, we have used the input from the development of our Expanded Learning Opportunities Grant Plan and the Local Control Accountability Plan to design learning plans that will address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need.

The efforts to solicit stakeholder feedback began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The school has held multiple meetings via ZOOM. A survey was also administered to parents, students, and staff to seek their feedback on their distance learning experience and what they hoped to see as we returned to in-person instruction.

Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported final refinement of the plan leading toward the Board approval date.

A description of how the development of the plan was influenced by community input.

Our school has an overwhelming number of families that are first- and second-generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include a lack of internet, a lack of connectivity to wireless capabilities, and a lack of devices to be used at home and in the classroom. The parent survey and the student survey revealed a significant level of concern with learning loss, and they expressed a need for tutoring, small group instruction, and one-on-one support. Comments left by parents also indicated a concern for the social and emotional supports of their children. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents also indicated a clear priority for additional resources to support technology use and student learning. The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year.

Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from a return to in-person instruction.
- Guidance/support for how they can support their students through the return to in-person instruction.
- Wellbeing and social emotional resources links in the community.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online was difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction.
- Student engagement is essential.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue and be robust.
- Students need a quiet place to study and a quiet place to reduce anxiety.
- Increase SEL services to support mental wellness.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- Teachers need to be available for parents and students and have office hours where they can be contacted.
- Teachers need more professional development to support subgroups and ALL students.
- Teachers need more planning time to share and develop lessons.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$700,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #4 Action #4 and ESSER III	Classroom Technology Equipment	Install equipment that promotes technology usage in all the classroom and at home (for students who need to be quarantined). This includes equipment that will facilitate interaction between teacher and students and students to students. Purchasing technology for students to aid in regular educational interactions between students and teachers.	\$450,000.00
ESSER III	COVID Safety Liaison and Additional Staff	Hire additional staff to ensure COVID safety during in-person instruction, after-school programs, and to ensure that COVID cases are mitigated and ensure continuous instruction is provided for any student who needs to be quarantined.	\$90,000.00
ESSER III	Supplies, Repairs, and Maintenance	Purchase supplies to mitigate COVID infections, repair HVAC units or other existing devices that are needed for safe in-person learning and increase facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of units to improve indoor air qualify as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure.	\$160,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$474,309.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP and ESSER III	Additional Academic Services to Students	Provide targeted supports for struggling learners to mitigate learning loss. Services may include hiring additional Paraprofessionals or tutors, Special Education staff, and providing one-on-one or small group supports.	\$250,000.00
ELOGP, LCAP Goal #2 Action #6 and #10, and ESSER III	Increasing Mental Health Supports and Social- Emotional Learning	Increase supports for students, families, and staff's mental health and social emotional well-being as well create a positive school climate that is safe, inclusive, and welcoming. These supports could include hiring counseling staff, partnering with community programs, and purchasing curriculum or programs that address mental health and social emotional well-being.	\$165,000.00
ELOGP and ESSER III	Summer School and Extended Day	Purchase curriculum, offer training opportunities and professional development to staff, and purchase engaging materials for students to mitigate learning loss and promote academic achievement during summer school and extended day activities.	\$59,309.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom Technology Equipment	Training will be provided to all teachers and identified staff at the beginning of each year. Afterwards, if technology is not functioning properly or the need for additional technology is needed, a ticketing system will be used to monitor needs as well as resolve issues. There will also be quarterly walkthroughs at each site to test equipment and ensure that appropriate steps are taken to verify that each student has the appropriate technology they need to thrive. The ticketing system will track days to completion of technology related issues.	Quarterly
COVID Safety Liaison and Additional Staff	Monthly safety walkthroughs will be conducted monthly to ensure that all COVID protocols are being followed and that staff are meeting goals and expectations. We will be using the checklist included in our COVID Prevention Plan.	Monthly
Supplies, Repairs, and Maintenance	An assessment of supplies needed will be done on a weekly basis by our custodial staff and approved by the Site Director. Repairs and maintenance will be monitored through a ticketing system. There will also be monthly walkthroughs and repairs, maintenance, and supplies will be noted as needed. The ticketing system will track days to completion of maintenance related issues.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Additional Academic Services to Students	A site administrator will check-in with paraprofessionals, tutors, and additional staff monthly to ensure that academic goals and services are being met. Student achievement data will be monitored through Otus and a data tracking spreadsheet.	Monthly
Increasing Mental Health Supports and Social-Emotional Learning	A site administrator will meet and check-in with counseling staff and additional mental health support staff to ensure that mental health, climate, and social emotional support goals are being met. Student wellness data will be tracked using our PBIS system; number of positive interactions between staff and students, number of negative interactions, and number of referrals.	Monthly
Summer School and Extended Day	Data tracker, Otus, and NWEA data will be used to track student achievement and learning loss. Staff survey data and observation cycles will be used to decide on professional learning opportunities and curriculum or academic material purchases. Each student who participates in summer school or extended day will have a plan and goals for ELA and math. These goals will be tracked throughout the year.	Weekly during summer months and monthly during the school year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Downtown Charter Academy	Sylvia Flores, Sr. Director of Operations	sflores@amethodschools.org 510-436-0172

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://amethodschools.org/apps/publications/index.jsp?parentREC_ID=1698
Expanded Learning Opportunities Grant Plan (ELOGP)	https://www.amethodschools.org/apps/pages/?type=d&uREC_ID=376642&pREC_ID=978290

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$709,185.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$525,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$184,185.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$709,185.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback, and input since our transition to Distance Learning in March 2020. In order to inform this plan, we have used the input from the development of our Expanded Learning Opportunities Grant Plan and the Local Control Accountability Plan to design learning plans that will address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need.

The efforts to solicit stakeholder feedback began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The school has held multiple meetings via ZOOM. A survey was also administered to parents, students, and staff to seek their feedback on their distance learning experience and what they hoped to see as we returned to in-person instruction.

Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported final refinement of the plan leading toward the Board approval date.

A description of how the development of the plan was influenced by community input.

Our school has an overwhelming number of families that are first- and second-generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include a lack of internet, a lack of connectivity to wireless capabilities, and a lack of devices to be used at home and in the classroom. The parent survey and the student survey revealed a significant level of concern with learning loss, and they expressed a need for tutoring, small group instruction, and one-on-one support. Comments left by parents also indicated a concern for the social and emotional supports of their children. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents also indicated a clear priority for additional resources to support technology use and student learning. The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year.

Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from a return to in-person instruction.
- Guidance/support for how they can support their students through the return to in-person instruction.
- Wellbeing and social emotional resources links in the community.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online was difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction.
- Student engagement is essential.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue and be robust.
- Students need a quiet place to study and a quiet place to reduce anxiety.
- Increase SEL services to support mental wellness.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- Teachers need to be available for parents and students and have office hours where they can be contacted.
- Teachers need more professional development to support subgroups and ALL students.
- Teachers need more planning time to share and develop lessons.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$525,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Classroom Technology Equipment	Install equipment that promotes technology usage in all the classroom and at home (for students who need to be quarantined). This includes equipment that will facilitate interaction between teacher and students and students to students. Purchasing technology for students to aid in regular educational interactions between students and teachers.	\$425,000.00
ESSER III	COVID Safety Liaison and Additional Staff	Hire additional staff to ensure COVID safety during in-person instruction, after-school programs, and to ensure that COVID cases are mitigated and ensure continuous instruction is provided for any student who needs to be quarantined.	\$60,000.00
ESSER III	Supplies, Repairs, and Maintenance	Purchase supplies to mitigate COVID infections, repair HVAC units or other existing devices that are needed for safe in-person learning and increase facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of units to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure.	\$40,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$184,185.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP and ESSER III	Additional Academic Services to Students	Provide targeted supports for struggling learners to mitigate learning loss. Services may include hiring additional Paraprofessionals or tutors, Special Education staff, and providing one-on-one or small group supports.	\$130,000.00
ELOGP and ESSER III	Summer School and Extended Day	Purchase curriculum, offer training opportunities and professional development to staff, and purchase engaging materials for students to mitigate learning loss and promote academic achievement during summer school and extended day activities.	\$54,185.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom Technology Equipment	Training will be provided to all teachers and identified staff at the beginning of each year. Afterwards, if technology is not functioning properly or the need for additional technology is needed, a ticketing system will be used to monitor needs as well as resolve issues. There will also be quarterly walkthroughs at each site to test equipment and ensure that appropriate steps are taken to verify that each student has the appropriate technology they need to thrive. The ticketing system will track days to completion of technology related issues.	Quarterly
COVID Safety Liaison and Additional Staff	Monthly safety walkthroughs will be conducted monthly to ensure that all COVID protocols are being followed and that staff are meeting goals and expectations. We will be using the checklist included in our COVID Prevention Plan.	Monthly
Supplies, Repairs, and Maintenance	An assessment of supplies needed will be done on a weekly basis by our custodial staff and approved by the Site Director. Repairs and maintenance will be monitored through a ticketing system. There will also be monthly walkthroughs and repairs, maintenance, and supplies will be noted as needed. The ticketing system will track days to completion of maintenance related issues.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Additional Academic Services to Students	A site administrator will check-in with paraprofessionals, tutors, and additional staff monthly to ensure that academic goals and services are being met. Student achievement data will be monitored through Otus and a data tracking spreadsheet.	Monthly
Summer School and Extended Day	Data tracker, Otus, and NWEA data will be used to track student achievement and learning loss. Staff survey data and observation cycles will be used to decide on professional learning opportunities and curriculum or academic material purchases. Each student who participates in summer school or extended day will have a plan and goals for ELA and math. These goals will be tracked throughout the year.	Weekly during summer months and monthly during the school year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
John Henry High	Sylvia Flores, Sr. Director of Operations	sflores@amethodschools.org 510-436-0172

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://amethodschools.org/apps/publications/index.jsp?parentREC_ID=2384
Expanded Learning Opportunities Grant Plan (ELOGP)	https://www.amethodschools.org/apps/pages/?type=d&uREC_ID=376642&pREC_ID=978290

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$804,538.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$450,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$354,538.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$804,538.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback, and input since our transition to Distance Learning in March 2020. In order to inform this plan, we have used the input from the development of our Expanded Learning Opportunities Grant Plan and the Local Control Accountability Plan to design learning plans that will address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need.

The efforts to solicit stakeholder feedback began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The school has held multiple meetings via ZOOM. A survey was also administered to parents, students, and staff to seek their feedback on their distance learning experience and what they hoped to see as we returned to in-person instruction.

Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported final refinement of the plan leading toward the Board approval date.

A description of how the development of the plan was influenced by community input.

Our school has an overwhelming number of families that are first- and second-generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include a lack of internet, a lack of connectivity to wireless capabilities, and a lack of devices to be used at home and in the classroom. The parent survey and the student survey revealed a significant level of concern with learning loss, and they expressed a need for tutoring, small group instruction, and one-on-one support. Comments left by parents also indicated a concern for the social and emotional supports of their children. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents also indicated a clear priority for additional resources to support technology use and student learning. The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year.

Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from a return to in-person instruction.
- Guidance/support for how they can support their students through the return to in-person instruction.
- Wellbeing and social emotional resources links in the community.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online was difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction.
- Student engagement is essential.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue and be robust.
- Students need a quiet place to study and a quiet place to reduce anxiety.
- Increase SEL services to support mental wellness.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- Teachers need to be available for parents and students and have office hours where they can be contacted.
- Teachers need more professional development to support subgroups and ALL students.
- Teachers need more planning time to share and develop lessons.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$450,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Classroom Technology Equipment	Install equipment that promotes technology usage in all the classroom and at home (for students who need to be quarantined). This includes equipment that will facilitate interaction between teacher and students and students to students. Purchasing technology for students to aid in regular educational interactions between students and teachers.	\$300,000.00
ESSER III	COVID Safety Liaison and Additional Staff	Hire additional staff to ensure COVID safety during in-person instruction, after-school programs, and to ensure that COVID cases are mitigated and ensure continuous instruction is provided for any student who needs to be quarantined.	\$90,000.00
ESSER III	Supplies, Repairs, and Maintenance	Purchase supplies to mitigate COVID infections, repair HVAC units or other existing devices that are needed for safe in-person learning and increase facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of units to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure.	\$60,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$354,538.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP and ESSER III	Additional Academic Services to Students	Provide targeted supports for struggling learners to mitigate learning loss. Services may include hiring additional Paraprofessionals or tutors, Special Education staff, and providing one-on-one or small group supports.	\$200,000.00
ELOGP, LCAP Goal #4 Action #1 and #6, and ESSER III	Increasing Mental Health Supports and Social- Emotional Learning	Increase supports for students, families, and staff's mental health and social emotional well-being as well create a positive school climate that is safe, inclusive, and welcoming. These supports could include hiring counseling staff, partnering with community programs, and purchasing curriculum or programs that address mental health and social emotional well-being.	\$100,000.00
ELOGP and ESSER III	Summer School and Extended Day	Purchase curriculum, offer training opportunities and professional development to staff, and purchase engaging materials for students to mitigate learning loss and promote academic achievement during summer school and extended day activities.	\$54,538.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom Technology Equipment	Training will be provided to all teachers and identified staff at the beginning of each year. Afterwards, if technology is not functioning properly or the need for additional technology is needed, a ticketing system will be used to monitor needs as well as resolve issues. There will also be quarterly walkthroughs at each site to test equipment and ensure that appropriate steps are taken to verify that each student has the appropriate technology they need to thrive. The ticketing system will track days to completion of technology related issues.	Quarterly
COVID Safety Liaison and Additional Staff	Monthly safety walkthroughs will be conducted monthly to ensure that all COVID protocols are being followed and that staff are meeting goals and expectations. We will be using the checklist included in our COVID Prevention Plan.	Monthly
Supplies, Repairs, and Maintenance	An assessment of supplies needed will be done on a weekly basis by our custodial staff and approved by the Site Director. Repairs and maintenance will be monitored through a ticketing system. There will also be monthly walkthroughs and repairs, maintenance, and supplies will be noted as needed. The ticketing system will track days to completion of maintenance related issues.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Additional Academic Services to Students	A site administrator will check-in with paraprofessionals, tutors, and additional staff monthly to ensure that academic goals and services are being met. Student achievement data will be monitored through Otus and a data tracking spreadsheet.	Monthly
Increasing Mental Health Supports and Social-Emotional Learning	A site administrator will meet and check-in with counseling staff and additional mental health support staff to ensure that mental health, climate, and social emotional support goals are being met. Student wellness data will be tracked using our PBIS system; number of positive interactions between staff and students, number of negative interactions, and number of referrals.	Monthly
Summer School and Extended Day	Data tracker, Otus, and NWEA data will be used to track student achievement and learning loss. Staff survey data and observation cycles will be used to decide on professional learning opportunities and curriculum or academic material purchases. Each student who participates in summer school or extended day will have a plan and goals for ELA and math. These goals will be tracked throughout the year.	Weekly during summer months and monthly during the school year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter Academy	Sylvia Flores, Sr. Director of Operations	sflores@amethodschools.org 510-436-0172

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://amethodschools.org/apps/publications/index.jsp?parentREC_ID=2387
Expanded Learning Opportunities Grant Plan (ELOGP)	https://www.amethodschools.org/apps/pages/?type=d&uREC_ID=376642&pREC_ID=978290

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$880,606.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$530,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$350,606.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$880,606.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback, and input since our transition to Distance Learning in March 2020. In order to inform this plan, we have used the input from the development of our Expanded Learning Opportunities Grant Plan and the Local Control Accountability Plan to design learning plans that will address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need.

The efforts to solicit stakeholder feedback began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The school has held multiple meetings via ZOOM. A survey was also administered to parents, students, and staff to seek their feedback on their distance learning experience and what they hoped to see as we returned to in-person instruction.

Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported final refinement of the plan leading toward the Board approval date.

A description of how the development of the plan was influenced by community input.

Our school has an overwhelming number of families that are first- and second-generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include a lack of internet, a lack of connectivity to wireless capabilities, and a lack of devices to be used at home and in the classroom. The parent survey and the student survey revealed a significant level of concern with learning loss, and they expressed a need for tutoring, small group instruction, and one-on-one support. Comments left by parents also indicated a concern for the social and emotional supports of their children. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents also indicated a clear priority for additional resources to support technology use and student learning. The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year.

Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from a return to in-person instruction.
- Guidance/support for how they can support their students through the return to in-person instruction.
- Wellbeing and social emotional resources links in the community.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online was difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction.
- Student engagement is essential.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue and be robust.
- Students need a quiet place to study and a quiet place to reduce anxiety.
- Increase SEL services to support mental wellness.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- Teachers need to be available for parents and students and have office hours where they can be contacted.
- Teachers need more professional development to support subgroups and ALL students.
- Teachers need more planning time to share and develop lessons.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$530,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #4 Action #4 and ESSER III	Classroom Technology Equipment	Install equipment that promotes technology usage in all the classroom and at home (for students who need to be quarantined). This includes equipment that will facilitate interaction between teacher and students and students to students. Purchasing technology for students to aid in regular educational interactions between students and teachers.	\$330,000.00
ESSER III	COVID Safety Liaison and Additional Staff	Hire additional staff to ensure COVID safety during in-person instruction, after-school programs, and to ensure that COVID cases are mitigated and ensure continuous instruction is provided for any student who needs to be quarantined.	\$100,000.00
ESSER III	Supplies, Repairs, and Maintenance	Purchase supplies to mitigate COVID infections, repair HVAC units or other existing devices that are needed for safe in-person learning and increase facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of units to improve indoor air qualify as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure.	\$100,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$350,606.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP and ESSER III	Additional Academic Services to Students	Provide targeted supports for struggling learners to mitigate learning loss. Services may include hiring additional Paraprofessionals or tutors, Special Education staff, and providing one-on-one or small group supports.	\$200,000.00
ELOGP, LCAP Goal #2 Action #6 and #10, and ESSER III	Increasing Mental Health Supports and Social- Emotional Learning	Increase supports for students, families, and staff's mental health and social emotional well-being as well create a positive school climate that is safe, inclusive, and welcoming. These supports could include hiring counseling staff, partnering with community programs, and purchasing curriculum or programs that address mental health and social emotional well-being.	\$100,000.00
ELOGP and ESSER III	Summer School and Extended Day	Purchase curriculum, offer training opportunities and professional development to staff, and purchase engaging materials for students to mitigate learning loss and promote academic achievement during summer school and extended day activities.	\$50,606.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom Technology Equipment	Training will be provided to all teachers and identified staff at the beginning of each year. Afterwards, if technology is not functioning properly or the need for additional technology is needed, a ticketing system will be used to monitor needs as well as resolve issues. There will also be quarterly walkthroughs at each site to test equipment and ensure that appropriate steps are taken to verify that each student has the appropriate technology they need to thrive. The ticketing system will track days to completion of technology related issues.	Quarterly
COVID Safety Liaison and Additional Staff	Monthly safety walkthroughs will be conducted monthly to ensure that all COVID protocols are being followed and that staff are meeting goals and expectations. We will be using the checklist included in our COVID Prevention Plan.	Monthly
Supplies, Repairs, and Maintenance	An assessment of supplies needed will be done on a weekly basis by our custodial staff and approved by the Site Director. Repairs and maintenance will be monitored through a ticketing system. There will also be monthly walkthroughs and repairs, maintenance, and supplies will be noted as needed. The ticketing system will track days to completion of maintenance related issues.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Additional Academic Services to Students	A site administrator will check-in with paraprofessionals, tutors, and additional staff monthly to ensure that academic goals and services are being met. Student achievement data will be monitored through Otus and a data tracking spreadsheet.	Monthly
Increasing Mental Health Supports and Social-Emotional Learning	A site administrator will meet and check-in with counseling staff and additional mental health support staff to ensure that mental health, climate, and social emotional support goals are being met. Student wellness data will be tracked using our PBIS system; number of positive interactions between staff and students, number of negative interactions, and number of referrals.	Monthly
Summer School and Extended Day	Data tracker, Otus, and NWEA data will be used to track student achievement and learning loss. Staff survey data and observation cycles will be used to decide on professional learning opportunities and curriculum or academic material purchases. Each student who participates in summer school or extended day will have a plan and goals for ELA and math. These goals will be tracked throughout the year.	Weekly during summer months and monthly during the school year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oakland Charter High School	Sylvia Flores, Sr. Director of Operations	sflores@amethodschools.org 510-436-0172

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://amethodschools.org/apps/publications/index.jsp?parentREC_ID=2386
Expanded Learning Opportunities Grant Plan (ELOGP)	https://www.amethodschools.org/apps/pages/?type=d&uREC_ID=376642&pREC_ID=978290

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,049,529.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$630,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$419,529.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$1,049,529.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback, and input since our transition to Distance Learning in March 2020. In order to inform this plan, we have used the input from the development of our Expanded Learning Opportunities Grant Plan and the Local Control Accountability Plan to design learning plans that will address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need.

The efforts to solicit stakeholder feedback began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The school has held multiple meetings via ZOOM. A survey was also administered to parents, students, and staff to seek their feedback on their distance learning experience and what they hoped to see as we returned to in-person instruction.

Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported final refinement of the plan leading toward the Board approval date.

A description of how the development of the plan was influenced by community input.

Our school has an overwhelming number of families that are first- and second-generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include a lack of internet, a lack of connectivity to wireless capabilities, and a lack of devices to be used at home and in the classroom. The parent survey and the student survey revealed a significant level of concern with learning loss, and they expressed a need for tutoring, small group instruction, and one-on-one support. Comments left by parents also indicated a concern for the social and emotional supports of their children. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents also indicated a clear priority for additional resources to support technology use and student learning. The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year.

Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from a return to in-person instruction.
- Guidance/support for how they can support their students through the return to in-person instruction.
- Wellbeing and social emotional resources links in the community.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online was difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction.
- Student engagement is essential.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue and be robust.
- Students need a quiet place to study and a quiet place to reduce anxiety.
- Increase SEL services to support mental wellness.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- Teachers need to be available for parents and students and have office hours where they can be contacted.
- Teachers need more professional development to support subgroups and ALL students.
- Teachers need more planning time to share and develop lessons.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$630,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ESSER III	Classroom Technology Equipment	Install equipment that promotes technology usage in all the classroom and at home (for students who need to be quarantined). This includes equipment that will facilitate interaction between teacher and students and students to students. Purchasing technology for students to aid in regular educational interactions between students and teachers.	\$430,000.00
ESSER III	COVID Safety Liaison and Additional Staff	Hire additional staff to ensure COVID safety during in-person instruction, after-school programs, and to ensure that COVID cases are mitigated and ensure continuous instruction is provided for any student who needs to be quarantined.	\$100,000.00
ESSER III	Supplies, Repairs, and Maintenance	Purchase supplies to mitigate COVID infections, repair HVAC units or other existing devices that are needed for safe in-person learning and increase facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of units to improve indoor air qualify as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure.	\$100,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$419,529.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP and ESSER III	Additional Academic Services to Students	Provide targeted supports for struggling learners to mitigate learning loss. Services may include hiring additional Paraprofessionals or tutors, Special Education staff, and providing one-on-one or small group supports.	\$250,000.00
ELOGP, LCAP Goal #4 Action #1, and ESSER III	Increasing Mental Health Supports and Social-Emotional Learning	Increase supports for students, families, and staff's mental health and social emotional well-being as well create a positive school climate that is safe, inclusive, and welcoming. These supports could include hiring counseling staff, partnering with community programs, and purchasing curriculum or programs that address mental health and social emotional well-being.	\$100,000.00
ELOGP and ESSER III	Summer School and Extended Day	Purchase curriculum, offer training opportunities and professional development to staff, and purchase engaging materials for students to mitigate learning loss and promote academic achievement during summer school and extended day activities.	\$69,529.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom Technology Equipment	Training will be provided to all teachers and identified staff at the beginning of each year. Afterwards, if technology is not functioning properly or the need for additional technology is needed, a ticketing system will be used to monitor needs as well as resolve issues. There will also be quarterly walkthroughs at each site to test equipment and ensure that appropriate steps are taken to verify that each student has the appropriate technology they need to thrive. The ticketing system will track days to completion of technology related issues.	Quarterly
COVID Safety Liaison and Additional Staff	Monthly safety walkthroughs will be conducted monthly to ensure that all COVID protocols are being followed and that staff are meeting goals and expectations. We will be using the checklist included in our COVID Prevention Plan.	Monthly
Supplies, Repairs, and Maintenance	An assessment of supplies needed will be done on a weekly basis by our custodial staff and approved by the Site Director. Repairs and maintenance will be monitored through a ticketing system. There will also be monthly walkthroughs and repairs, maintenance, and supplies will be noted as needed. The ticketing system will track days to completion of maintenance related issues.	Weekly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Additional Academic Services to Students	A site administrator will check-in with paraprofessionals, tutors, and additional staff monthly to ensure that academic goals and services are being met. Student achievement data will be monitored through Otus and a data tracking spreadsheet.	Monthly
Increasing Mental Health Supports and Social-Emotional Learning	A site administrator will meet and check-in with counseling staff and additional mental health support staff to ensure that mental health, climate, and social emotional support goals are being met. Student wellness data will be tracked using our PBIS system; number of positive interactions between staff and students, number of negative interactions, and number of referrals.	Monthly
Summer School and Extended Day	Data tracker, Otus, and NWEA data will be used to track student achievement and learning loss. Staff survey data and observation cycles will be used to decide on professional learning opportunities and curriculum or academic material purchases. Each student who participates in summer school or extended day will have a plan and goals for ELA and math. These goals will be tracked throughout the year.	Weekly during summer months and monthly during the school year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

California Department of Education
June 2021

ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richmond Charter Academy	Sylvia Flores, Sr. Director of Operations	sflores@amethodschools.org 510-436-0172

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Local Control and Accountability Plan (LCAP)	https://amethodschools.org/apps/publications/index.jsp?parentREC_ID=2382
Expanded Learning Opportunities Grant Plan (ELOGP)	https://www.amethodschools.org/apps/pages/?type=d&uREC_ID=376642&pREC_ID=978290

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$712,914.00

Plan Section	Total Planned ESSER III Expenditures
Strategies for Continuous and Safe In-Person Learning	\$430,000.00
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$282,914.00
Use of Any Remaining Funds	\$ 0.00

Total ESSER III funds included in this plan

\$712,914.00

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder engagement is a vital component of our plans. We are fortunate to have an engaged community that precedes the COVID Pandemic. We have hosted ZOOM meetings with families and they have provided questions, feedback, and input since our transition to Distance Learning in March 2020. In order to inform this plan, we have used the input from the development of our Expanded Learning Opportunities Grant Plan and the Local Control Accountability Plan to design learning plans that will address learning loss, accelerate learning progress for pupils as we move through the 2021-2022 school year, and return to in-person instruction safely and with the supports that students, staff, and families need.

The efforts to solicit stakeholder feedback began in the summer and have continued throughout the development process. Engaging in outreach and surveying stakeholders has provided and continues to provide valuable input to inform our planning in Academics, Attendance & Engagement, Culture & Climate, Nutrition Services, and Public Health. The school has held multiple meetings via ZOOM. A survey was also administered to parents, students, and staff to seek their feedback on their distance learning experience and what they hoped to see as we returned to in-person instruction.

Since June, Home office and Site Directors held multiple information sessions with key stakeholder groups to seek additional feedback regarding the return to in-person learning for the 2021-2022 school year. These sessions included brief overviews of the vision for reopening schools, guiding principles informing planning, and potential distance learning frameworks if students had to be quarantined. We also posted COVID resources and plans on our website and solicited feedback with the use of our social media accounts. Materials were translated into multiple languages to reach stakeholders that speak languages other than English. Additional input received during the start of the school year, through Family Staff Team (FST) meetings, staff meetings, and student input also supported final refinement of the plan leading toward the Board approval date.

A description of how the development of the plan was influenced by community input.

Our school has an overwhelming number of families that are first- and second-generation immigrants from a wide variety of countries. There are many obstacles that have been exposed in the rush to digital learning. Those include a lack of internet, a lack of connectivity to wireless capabilities, and a lack of devices to be used at home and in the classroom. The parent survey and the student survey revealed a significant level of concern with learning loss, and they expressed a need for tutoring, small group instruction, and one-on-one support. Comments left by parents also indicated a concern for the social and emotional supports of their children. The survey input also speaks to a need for specific strategies that can increase student and family sense of connectedness/belonging including the facilitation of student connections to peers and staff. Parents also indicated a clear priority for additional resources to support technology use and student learning. The ZOOM sessions conducted by school leaders with parent/guardian groups provided a rich source of feedback on the overall distance learning experience, specifically in the form of recommendations for improving in the 2021-2022 school year.

Key themes that emerged across the various sessions included:

- Parents/Guardians need a clear understanding of what they should expect from a return to in-person instruction.
- Guidance/support for how they can support their students through the return to in-person instruction.
- Wellbeing and social emotional resources links in the community.
- The need to focus on our most vulnerable students in our planning and implementation.
- Relationship building and mental health need to be prioritized alongside physical health/safety.
- Access to counselors is important.

Sessions with staff pointed out:

- Learning online was difficult for some students due to specific learning needs, a difficult home environment, or other factors. Student specific supports are needed.
- School culture is important and needs to be maintained. We need to find ways to facilitate social interaction.
- Student engagement is essential.
- Mental health, emotional support, and social wellbeing all need to be priorities.
- Consistency in education is needed
- Accountability needs to be called out in our planning.

Input from specific parent/guardian groups that reflects the feedback provided during listening sessions and August meetings is summarized by group below:

- Multi-tiered support needs to continue and be robust.
- Students need a quiet place to study and a quiet place to reduce anxiety.
- Increase SEL services to support mental wellness.
- Parents indicate the need for more tutoring and support services for their students and themselves.
- Teachers need to be available for parents and students and have office hours where they can be contacted.
- Teachers need more professional development to support subgroups and ALL students.
- Teachers need more planning time to share and develop lessons.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$430,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal #4 Action #4 and ESSER III	Classroom Technology Equipment	Install equipment that promotes technology usage in all the classroom and at home (for students who need to be quarantined). This includes equipment that will facilitate interaction between teacher and students and students to students. Purchasing technology for students to aid in regular educational interactions between students and teachers.	\$395,000.00
ESSER III	Supplies, Repairs, and Maintenance	Purchase supplies to mitigate COVID infections, repair HVAC units or other existing devices that are needed for safe in-person learning and increase facility maintenance to ensure that all spaces are safe to operate as we return to in-person instruction. This includes inspection, testing, repair, and replacement of units to improve indoor air quality as well as facility repairs and improvements to enable the operation of school to reduce COVID transmission and exposure.	\$35,000.00

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$282,914.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELOGP and ESSER III	Additional Academic Services to Students	Provide targeted supports for struggling learners to mitigate learning loss. Services may include hiring	\$130,000.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
		additional Paraprofessionals or tutors, Special Education staff, and providing one-on-one or small group supports.	
ELOGP, LCAP Goal #2 Action #6 and #10, and ESSER III	Increasing Mental Health Supports and Social-Emotional Learning	Increase supports for students, families, and staff's mental health and social emotional well-being as well create a positive school climate that is safe, inclusive, and welcoming. These supports could include hiring counseling staff, partnering with community programs, and purchasing curriculum or programs that address mental health and social emotional well-being.	\$100,000.00
ELOGP and ESSER III	Summer School and Extended Day	Purchase curriculum, offer training opportunities and professional development to staff, and purchase engaging materials for students to mitigate learning loss and promote academic achievement during summer school and extended day activities.	\$52,914.00

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$ 0.00

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Not Applicable	Not Applicable	Not Applicable	Not Applicable

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Classroom Technology Equipment	Training will be provided to all teachers and identified staff at the beginning of each year. Afterwards, if technology is not functioning properly or the need for additional technology is needed, a ticketing system will be used to monitor needs as well as resolve issues. There will also be quarterly walkthroughs at each site to test equipment and ensure that appropriate steps are taken to verify that each student has the appropriate technology they need to thrive. The ticketing system will track days to completion of technology related issues.	Quarterly
Supplies, Repairs, and Maintenance	An assessment of supplies needed will be done on a weekly basis by our custodial staff and approved by the Site Director. Repairs and maintenance will be monitored through a ticketing system. There will also be monthly walkthroughs and repairs, maintenance, and supplies will be noted as needed. The ticketing system will track days to completion of maintenance related issues.	Weekly
Additional Academic Services to Students	A site administrator will check-in with paraprofessionals, tutors, and additional staff monthly to ensure that academic goals and services are being met. Student achievement data will be monitored through Otus and a data tracking spreadsheet.	Monthly

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Increasing Mental Health Supports and Social-Emotional Learning	A site administrator will meet and check-in with counseling staff and additional mental health support staff to ensure that mental health, climate, and social emotional support goals are being met. Student wellness data will be tracked using our PBIS system; number of positive interactions between staff and students, number of negative interactions, and number of referrals.	Monthly
Summer School and Extended Day	Data tracker, Otus, and NWEA data will be used to track student achievement and learning loss. Staff survey data and observation cycles will be used to decide on professional learning opportunities and curriculum or academic material purchases. Each student who participates in summer school or extended day will have a plan and goals for ELA and math. These goals will be tracked throughout the year.	Weekly during summer months and monthly during the school year

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before September 30, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fq/cr/arpact.asp>.

For technical assistance related to the ESSER III Expenditure Plan template and instructions, please contact LCFF@cde.ca.gov. For all other questions related to ESSER III, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.

- For purposes of this requirement, “evidence-based interventions” include practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:
 - **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under

IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;

- Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
- Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
- Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;
- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;

- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;
 - Students who are English learners;
 - Students of color;
 - Students who are foster youth;
 - Homeless students;
 - Students with disabilities; and
 - Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of "meaningful consultation" with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA's plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, "aspects" may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;
 - Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
 - Any other strategies or activities implemented with the LEA's ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
 - Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education's Roadmap to Reopening Safely and Meeting All Students' Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".

- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write "N/A".
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students' academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate "\$0".

Ensuring Interventions are Addressing Student Needs


The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

 <p>AMPS</p> <p>HONOR HARD WORK</p>	<p align="center">Amethod Public Schools</p> <p align="center">Board Item Overview</p> <p><i>Date: 10/20/21</i></p>	
<p>Subject:</p>	<p><u>ESSER III Expenditure Plans</u></p>	
<p>Action:</p>		
<p>Information:</p>		
<p>Committee:</p>		
<p>RECOMMENDATIONS:</p>	<p>Approval</p>	
<p>SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:</p>	<p>None</p>	
<p>SUMMARY OF KEYS ISSUES:</p>	<p>Schools are receiving ESSER III funds to mitigate COVID, learning loss, and a return to in-person instruction. For our schools to receive ESSER III monies, we need to create and approve expenditure plans for each of our school sites. ESSER monies will be used to pay for technology upgrades, hiring of staff who will support with COVID safety at the school sites, extended day and summer school programming, hiring of staff who can support with academic gains by offering one-on-one or small group tutoring, professional development, and maintenance and repairs of school buildings to ensure a safe return to in-person instruction.</p>	
<p>FISCAL ANALYSIS:</p>	<p>Each school was allocated a funding amount based on enrollment:</p> <p>OCA \$880,606 DCA \$709,185 OCHS \$1,049,529 BJE \$1,174,309 RCA \$712,914 JHHS \$804,538</p> <p>This amount will come as a reimbursement to the school site on a quarterly basis, based on expenditures submitted to the Department of Ed.</p>	
<p>ATTACHMENT (s):</p>	<p>ESSER III Expenditure Plans per school site</p>	

Coversheet

Amended Employee Handbook 2021-2022

Section:	IV. Business II
Item:	D. Amended Employee Handbook 2021-2022
Purpose:	Vote
Submitted by:	
Related Material:	AMPS Employee Handbook - 2021-22.pdf Briefing Sheet - 2021-22 Employee Manual.pdf

AMPS



HONOR HARD WORK

AMETHOD PUBLIC SCHOOLS

EMPLOYEE HANDBOOK

Revised October 2021

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INTRODUCTION TO HANDBOOK

This Handbook is designed to help employees get acquainted with Amethod Public Schools (“AMPS”). It explains some of our philosophies and beliefs, and describes in general terms, some of our employment guidelines. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at AMPS. It is not intended to create any expectations of continued employment, or an employment contract, express or implied. In no way does the Handbook replace or modify any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts.

This Handbook supersedes any previously issued handbooks and any policies or other written or verbal statements that are inconsistent with the policies described herein. Employees must sign the acknowledgment form at the end of this Handbook and return it to Human Resources. It is important that all employees read, understand, and follow the provisions of the Handbook. If you need further information, or if you wish to discuss any policy in this Handbook, please feel free to contact your supervisor, Human Resources or the CEO.

AMPS reserves full discretion to add, change, amend, supplement, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. No one other than the CEO or the Board of Directors has the authority to enter into any employment agreement or other agreement that modifies AMPS policy, the arbitration agreement, or the employee’s at-will employment with AMPS, and any such modification *must* be in writing and approved by the Board of Directors in writing.

The failure to comply with this handbook may results in disciplinary action, up to and including termination.

DIVERSITY AND INCLUSION

We believe diverse perspectives lead to stronger ideas, striking innovation, and effective practices, accelerating our progress toward our mission. AMPS prioritizes building diverse teams that reflect the experiences of our employees to ensure everyone shapes our approach. Additionally, we cultivate an inclusive environment and culture of belonging for our employees—a critical step in our pursuit of equity.

AMPS welcomes and reveres the spectrum of human diversity, and stands against bigotry, racism, sexism, heteronormativity, and other biases that seek to undermine the dignity of all people. The barriers our employees face are deeply entrenched in our society. Therefore, we regularly examine the impact of our policies, processes, and procedures and refine them to build a more equitable workplace.

How We Define Diversity: A wide range of intersecting identities, including people with different perspectives, abilities, and lived experiences. At AMPS, we value and seek the perspectives of people with proximity to our employees’ identities and lived experiences.

How We Define Inclusion: A continuous effort to create an environment that reveres the spectrum of human diversity, where all employees feel a sense of belonging. At AMPS, we stand against all forms of bigotry—including racism, sexism, heteronormativity, and other biases that undermine human dignity.

How We Define Equity: A state wherein we disrupt the ways of bigotry, historic injustice, and systemic oppression manifest in our systems. At AMPS, we work to tailor our approach to achieve equity.

GENERAL POLICIES

A. *Equal Employment Opportunity (Discrimination)*

Covered Individuals

This policy protects all employees of AMPS as well as interns, volunteers, and potential employees (applicants). All employees of AMPS are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.

Discrimination

As used in this policy, “discrimination” means taking any adverse employment action against an employee or applicant in any aspect of employment, solely or in part based on the individual’s protected category. Discrimination may include, but is not necessarily limited to, factoring an individual’s protected category in hiring, promotion, compensation, or other terms and conditions of employment unless otherwise permitted by law.

Adverse Employment Action

As used in this policy, “adverse employment action” may include, but is not necessarily limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusal to promote or consider for promotion; denial of employment opportunities; change of an employee’s work assignments; failure to provide a workplace accommodation when required (i.e., disability, pregnancy, religion, transgender); failure to provide a leave of absence when required (i.e., medical, pregnancy, workers’ compensation, military, domestic violence); or any other unequal treatment based on the individual’s protected category resulting in an adverse employment action.

Protected Categories

AMPS’ policy prohibits discrimination based on race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics.

For purposes of this policy, discrimination on the basis of “national origin” also includes discrimination against an individual because that person holds or presents the California driver’s license issued to those who cannot document their lawful presence in the United States, as well

as discrimination based upon any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national origin group. An employee's or applicant for employment's immigration status will not be considered for any employment purpose except as necessary to comply with federal, state or local law.

AMPS allows employees to self-identify their gender, name and/or pronoun, including gender-neutral pronouns. AMPS will use an employee's gender or legal name as indicated on a government-issued identification document, only as necessary to meet an obligation mandated by law. Otherwise, AMPS will identify the employee in accordance with the employee's current gender identity and preferred name.

AMPS will not tolerate discrimination or harassment based upon these characteristics or any other characteristic protected by applicable federal, state or local law. AMPS also does not retaliate or otherwise discriminate against applicants or employees who request a reasonable accommodation for reasons related to disability or religion. Our commitment to equal opportunity employment applies to all persons involved in our operations and prohibits unlawful discrimination and harassment by any employee, including supervisors and co-workers.

Scope of Policy

AMPS is an equal employment opportunity employer and is committed to complying with all applicable laws providing equal employment opportunities. As such, AMPS makes employment decisions, including, but not limited to, hiring, recruiting, firing, promotion, demotion, training, compensation, qualifications/job requirements, on the basis of merit and/or business necessity. Employment decisions are based on an individual's qualifications as they relate to the job under consideration pursuant to legitimate business purposes.

If you believe you have been subjected to, witnessed, or have knowledge about discrimination, please follow the complaint procedure outlined below in Section D.

B. Unlawful Harassment

Covered Individuals

This policy protects all employees of AMPS as well as interns, volunteers, and potential employees (applicants). All employees of AMPS are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers. In addition, this policy prohibits unlawful harassment by any third parties. AMPS will take all reasonable steps to prevent or eliminate unlawful harassment by non-employees, including students, parents, and anyone else who has workplace contact with our employees.

Protected Categories

AMPS' policy prohibits harassment based on race (which includes historically associated traits, such as hair styles and protective hair styles, e.g., braids, locks, and twists), religious creed (which includes religious dress and grooming practices), color, national origin (which includes, but is not limited to, national origin groups and aspects of national origin, such as height, weight, accent, or language proficiency), ancestry, physical disability, mental disability, medical condition, genetic information, marital status (including registered domestic partnership status), sex and gender (which includes pregnancy, childbirth, breastfeeding, and related medical conditions), gender

identity and gender expression (including transgender individuals who are transitioning, have transitioned, or are perceived to be transitioning to the gender with which they identify), age, sexual orientation, military or veteran status (including state and federal active and reserve members as well as those ordered to duty or training), immigration/citizenship status or related protected activities (which includes undocumented individuals and human trafficking), protected medical leaves, domestic violence victim status, political affiliation, or any other consideration made unlawful by federal, state, or local laws, ordinances, or regulations. These categories include a perception that the individual has any of these characteristics or is associated with a person who has (or is perceived to have) any of these characteristics. For purposes of this policy, discrimination on the basis of "national origin" also includes harassment against an individual because that person holds or presents the California driver's license issued to those who cannot document their lawful presence in the United States and based on any of the following: an individual's or individual's ancestors' actual or perceived physical, cultural or linguistic characteristics associated with a national origin group; marriage to or association with individuals of a national origin group; tribal affiliation; membership in or association with an organization identified with or seeking to promote the interests of a national origin group; attendance or participation in schools, churches, temples, mosques or other religious institutions generally used by persons of a national origin group; or a name that is associated with a national origin group. All such harassment is prohibited.

Unlawful Harassment

Prohibited unlawful harassment may include, but is not necessarily limited to, the following behavior pertaining to **any of the above protected categories**:

- **Verbal conduct** such as flirting, epithets, derogatory jokes or comments, voicemails, slurs or unwanted sexual advances, sexually suggestive innuendos, conversations regarding sexual activities, invitations, or comments (including, but not limited to, threats of deportation against applicants and employees and family members of applicants and employees, derogatory comments about immigration status or disability, or mockery of an accent or a language or its speakers) ("hostile work environment" harassment).
- Disrespectful or unprofessional conduct based on any of the protected categories listed above ("hostile work environment" harassment).
- Comments or conduct that consistently target one gender, even if the content is not sexual ("hostile work environment" harassment).
- **Visual conduct** such as derogatory and/or sexually oriented posters, photography, cartoons, drawings, gestures, text messages, social media, instant messages, e-mails, letters, pictures, or gifts ("hostile work environment" harassment).
- **Physical conduct** such as assault, unwanted touching, blocking normal movement, or interfering with work because of any protected basis ("hostile work environment" harassment).
- Threats and demands to submit to sexual requests as a condition of continued employment or to avoid some other loss and offers of employment benefits in return for sexual favors ("quid pro quo" harassment).

- Sexually harassing conduct does need not to be motivated by sexual desire and may include situations that began as reciprocal relationships but later ceased to be reciprocal.

Abusive Conduct Prevention

It is expected that AMPS and persons in the workplace perform their jobs productively as assigned, and in a manner that meets all of management's expectations, during working times, and that they refrain from any malicious, patently offensive or abusive conduct including but not limited to conduct that a reasonable person would find offensive based on any of the protected characteristics described above. Examples of abusive conduct include repeated infliction of verbal abuse, such as the use of malicious, derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the intentional sabotage or undermining of a person's work performance.

Scope of Policy

AMPS is committed to providing a work environment free of unlawful harassment. This policy applies to all phases of employment, including, but not limited to, recruiting, testing, hiring, upgrading, promotion, demotion, transfer, layoff, termination, rates of pay, benefits, and selection for training. In addition, this policy extends to conduct with a connection to an employee's work, even when the conduct takes place away from AMPS' premises, such as a business trip, School-related social function, or social media activity (depending on the circumstances).

If you believe you have been subjected to, witnessed, or have knowledge about unlawful harassment, please follow the complaint procedure outlined below.

Retaliation

Covered Individuals

This policy protects all employees of AMPS as well as interns, volunteers, and potential employees (applicants). All employees of AMPS are required to abide by this policy, regardless of position or status, including supervisors, management, and co-workers.

As used in this policy, "retaliation" means taking any adverse employment action against an employee because he or she engaged in protected activity pursuant to this policy. Protected activity may include, but is not necessarily limited to, the following: opposing a practice or conduct the employee reasonably believes to be unlawful; reporting or assisting in reporting suspected violations of AMPS' anti-discrimination, harassment, or retaliation policies; cooperating or participating in investigations or proceedings arising out of a violation of these policies; or engaging in any other activity protected by applicable law.

Adverse Employment Action

As used in this policy, "adverse employment action" means conduct or an action that materially affects the terms and conditions of the employee's employment status or is reasonably likely to deter the employee from engaging in further protected activity. Adverse employment actions may include, but are not limited to, the following: demotion; suspension; reduction in pay; denial of a merit salary increase; failure to hire or consider for hire; refusing to promote or consider for promotion because of reporting a violation of this policy; harassing another employee for filing a complaint; denying employment opportunities because of making a complaint or for cooperating in an investigation; changing an employee's work assignments for identifying harassment or other forms of discrimination in the workplace; treating an employee differently such as denying an accommodation; not talking to an employee (the "cold shoulder") when otherwise required by job

duties; or otherwise excluding the employee from job-related activities because of engagement in activities protected under this policy.

Any retaliatory adverse action because of protected activity may be unlawful and will not be tolerated. If you believe you have been subjected to, witnessed, or have knowledge about retaliation, please follow the complaint procedure outlined below.

Complaint Procedure—Discrimination, Unlawful Harassment, Retaliation

Duty to Report

All employees who believe they have been subjected to discrimination, unlawful harassment, and/or retaliation are strongly encouraged to promptly report the alleged violation(s) in accordance with the procedures set forth below. All employees (particularly supervisors) who believe they have witnessed or have knowledge of discrimination, unlawful harassment, and/or retaliation are required to immediately report the alleged violation(s) in accordance with the procedures set forth below. Immediate reporting allows AMPS to quickly and fairly resolve any complaints in the workplace.

In addition to reporting, any employee who experiences or witnesses conduct that the individual believes is unlawful is encouraged to tell the offending individual that the behavior is inappropriate and must be stopped, if the employee is comfortable doing so.

Where to Report Complaint to AMPS

Submit a complaint to your supervisor, Human Resources (hrsupport@amethodschools.org), any other supervisor within AMPS, or the Board of Directors. There is no requirement to report your complaint to any designated supervisor within AMPS. Select the individual with whom you feel the most comfortable discussing your complaint. Do not report your complaint to any individual who has allegedly engaged in the inappropriate behavior that is the subject of your complaint.

Supervisors must report any and all conduct of which they are made aware, which violates, or may violate, policies regarding discrimination, unlawful harassment, or retaliation to the CEO, Talent and Human Resources Manager, Board of Directors, or other upper-level administrators, as appropriate. Supervisors who fail to report alleged violations may be subject to disciplinary action, up to and including termination.

Contents of Complaint

All complaints submitted pursuant to this policy can be done in writing or verbally. Your complaint should be specific and should include the names of the individuals involved, the names of any witnesses, and any supporting documentation. Employees may choose to submit their complaints anonymously.

Response to Complaint (Investigation)

Upon notice of conduct requiring an investigation, AMPS will look into the facts and circumstances of the alleged violation, as appropriate. AMPS will attempt to resolve the situation by promptly undertaking an effective, thorough, and objective investigation through the use of “qualified personnel” and using methods that provide all parties with “appropriate due process.” AMPS’ investigation methods will vary depending on the nature of the complaint, the allegations, the witnesses, and other factors. All complaints will be handled as confidentially as possible and information will be disclosed only as it is necessary to complete the investigation and resolve the matter.

AMPS may investigate conduct in the absence of a formal complaint if AMPS has reason to believe that an individual has engaged in conduct that violates School policies or applicable law. Further, AMPS may continue its investigation even if the original complainant withdraws his or her complaint during the course of the investigation.

All employees are required to fully cooperate with AMPS' investigation, which includes, but is not limited to, providing all pertinent information in a truthful manner, submitting pertinent documents in their possession, not interfering with the investigation in any manner, and maintaining an appropriate level of discretion regarding the investigation. Failure to do so may result in disciplinary action, up to and including termination.

During the investigation, AMPS will provide regular progress updates, as appropriate, to those directly involved. AMPS will strive to complete its investigation as efficiently as possible in light of the allegations and will reach any conclusions based on the evidence collected and credibility of the witnesses. At the completion of its investigation, AMPS will inform the complainant(s) and the accused of its findings and decisions to the extent permitted by applicable law.

Corrective Action

If AMPS determines that violations have occurred, AMPS will take appropriate corrective action in accordance with the circumstances involved, including appropriate action to deter future conduct. Examples of potential corrective action include, but are not limited to, written or verbal disciplinary action, suspension, reassignment, demotion, or termination, among others. In addition, the offending individual may be legally liable for his or her conduct, depending on the circumstances. Due to privacy protections, AMPS is not able to fully disclose its entire decision regarding corrective action to the complainant.

No Retaliation

There will be no retaliation against any employee who brings a complaint in good faith or who honestly assists in investigating such a complaint, even if the investigation produces insufficient evidence that there has been a violation, or if the charges cannot be proven. Please refer to AMPS' Retaliation Policy above for further information.

How to Report Complaint to Government Agencies

Employees who believe that they have experienced unlawful conduct under these policies may also file a complaint with the local office of the California Department of Fair Employment and Housing ("DFEH") or the Equal Employment Opportunity Commission ("EEOC"). The DFEH and the California Fair Employment and Housing Council ("FEHC") as well as the EEOC can also order an employer to hire, reinstate, or promote a victim of discrimination, unlawful harassment, and/or retaliation or make other changes in School policies. The address and phone number of the local DFEH and EEOC offices can be found online or dialing 800-FREE-411.

Sexual Harassment Training Requirements

AMPS requires all employees to abide by California's sexual harassment training requirements, which includes training within six months of hire and retraining every two years thereafter. Employees who fail to complete this required training will be subject to disciplinary action, up to and including termination.

C. Disability and Accommodations

To comply with applicable laws ensuring equal employment opportunities for individuals with disabilities, AMPS will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee,

unless undue hardship and/or a direct threat to the health and/or safety of the individual or others would result. Any employee who requires an accommodation in order to perform the essential functions of their job, enjoy an equal employment opportunity, and/or obtain equal job benefits should contact Human Resources to request such an accommodation. Human Resources will communicate with the employee and engage in an interactive process to determine the nature of the issue and what, if any, reasonable accommodation(s) may be appropriate. In some cases, this interactive process may be triggered without a request from the employee, such as when AMPS receives notice from its own observation or another source that a medical impairment may be impacting the employee's ability to perform essential job functions.

Employees who believe they need an accommodation must specify, preferably in writing, what barriers or limitations prompted the request. AMPS will evaluate information obtained from the employee, and possibly the employee's health care provider or another appropriate health care provider, regarding any reported or apparent barriers or limitations, and will then work with the employee to identify possible accommodations, if any, that will help to eliminate or otherwise address the barrier(s) or limitation(s). If an identified accommodation is reasonable and will not impose an undue hardship on AMPS and/or a direct threat to the health and/or safety of the individual or others, AMPS will generally make the accommodation, or it may propose another reasonable accommodation which may also be effective. Employees are required to cooperate with this process by providing all necessary documentation supporting the need for accommodation, and being willing to consider alternative accommodations when applicable.

AMPS will also consider requests for reasonable accommodations for medical conditions related to pregnancy, childbirth and lactation where supported by medical documentation and/or as required by applicable federal, state or local law.

Employees who wish to request unpaid time away from work to accommodate a disability should speak to Human Resources.

D. AMPS Religious Accommodation

AMPS will provide reasonable accommodation for employees' religious beliefs, observances, and practices when a need for such accommodation is identified and reasonable accommodation is possible. A reasonable accommodation is one that eliminates the conflict between an employee's religious beliefs, observances, or practices and the employee's job requirements, without causing undue hardship to AMPS.

AMPS has developed an accommodation process to assist employees, management, and Human Resources. Through this process, AMPS establishes a system of open communication between employees and AMPS to discuss conflicts between religion and work and to take action to provide reasonable accommodation for employees' needs. The intent of this process is to ensure a consistent approach when addressing religious accommodation requests. Any employee who perceives a conflict between job requirements and religious belief, observance, or practice should bring the conflict and request for accommodation to the attention of Human Resources to initiate the accommodation process. AMPS requests that accommodation requests be made in writing, and in the case of schedule adjustments, as far in advance as possible.

E. Employment – "At-Will"

It is the policy of AMPS that all employees are considered "at-will" employees of AMPS. Accordingly, either AMPS or the employee can terminate this employment relationship at any

time, for any reason or no reason at all, with or without cause, and with or without advance notice. Similarly, your status (for example, position, duties, salary, promotions, demotions, etc.) may be changed at-will, with or without cause, and with or without notice at any time.

Nothing contained in this Handbook, employment applications, AMPS memoranda or other materials provided to employees in connection with their employment shall require AMPS to have "cause" to terminate an employee or otherwise restrict AMPS' right to terminate an employee from his or her at-will employment with AMPS. Statements of specific grounds for termination set forth in this Handbook or elsewhere are not all-inclusive and are not intended to restrict AMPS' right to terminate at-will.

No representative of AMPS, other than the Board of Directors, is authorized to modify this at-will employment policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with AMPS that are not consistent with AMPS' policy regarding "at-will" employment. Any agreement that alters the "at-will" nature of employment must be approved by the Board of Directors and must be in writing and signed by the Board of Directors, and the affected employee. This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda or other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices shall create neither an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

F. Eligibility for Employment

Immigration Compliance

AMPS will only employ individuals who are authorized to work in the United States. All new hires must provide proof of identity and work eligibility in accordance with applicable laws. Employees must complete and sign a Form I-9 and produce valid documents which establish both identity and employment eligibility within three (3) working days of hire. Failure to comply may result in termination from employment.

Certification

AMPS' teachers are required to hold a current California Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in public schools would be required to hold by law. If you are a credentialed staff member, you must provide copies of your credential, certificate of clearance, transcripts, and test scores prior to your first day of actual work and if already employed, prior to the start of the academic year if applicable. Failure to provide these documents may delay your ability to begin or continuation of work. Tuberculosis Testing

No person shall be employed by AMPS unless he or she provides proof of having submitted to a tuberculosis (TB) risk assessment within the past 60 days and that no risk factors have been identified. If TB risk factors are identified, or as an alternative to the assessment, the applicant must submit proof that a qualified professional has determined he or she is free of infectious TB following testing and examination. The examination, if required, shall consist of an approved intra-dermal tuberculin test that, if positive, shall be followed by an X-ray of the lungs. Each employee shall cause to be on file with AMPS a certificate from a qualified professional showing the employee was assessed or examined and found free of risk factors or of infectious TB (as applicable). A person who transfers employment from another school can meet these requirements by providing a certificate from a qualified professional, or a verification form from

the prior school employer, that shows he or she was found to be free of infectious TB within 60 days of initial hire.

An employee who has no identified risk factors or who tests negative for TB shall undergo the TB risk assessment and, if risk factors are identified, the examination, at least once every four years or more often if recommended by the local health officer.

The risk assessment, and examination if necessary, is a condition of initial employment, and the expense incident thereto shall be borne by the applicant. AMPS shall reimburse current employees for the cost, if any, of the tuberculosis risk assessment and the examination.

Criminal Background Checks

It is the policy of AMPS to require fingerprinting and background checks for its employees consistent with legal requirements. AMPS may determine, on a case-by-case basis whether a volunteer will have more than limited contact with pupils or consider other factors requiring a criminal background check for such a volunteer.

G. Employment Classifications

For purposes of salary administration and eligibility for overtime payments and employee benefits, AMPS classifies its employees as defined below. Please direct any questions you may have regarding your employment classification or status to Human Resources or your direct supervisor.

Nonexempt Employees

Non-exempt employees are entitled to overtime pay for all hours worked in excess of 40 hours per week, in excess of 8 hours in a day, and for the first 8 hours worked on the seventh consecutive workday. Overtime compensation will be paid in accordance with federal and state wage and labor law. Non-exempt employees are required to take meal periods and are authorized and permitted to take rest periods in the manner described in this Handbook. Non-exempt employees may be scheduled for full-time or part-time shifts, as assigned by his or her supervisor or the CEO.

Employees who are classified as nonexempt must accurately record the time they work each day, including arrival, departure and meal break times.

When employees receive their paychecks, they should verify immediately that their working time was recorded accurately and that they were paid correctly for all hours worked.

Nonexempt employees must report all time worked and not work any time that is not authorized by their supervisors. This means nonexempt employees must not start work early, finish work late, work during a meal break, or perform any other extra or overtime work unless directed to do so. Employees who have questions about when or how many hours they are expected to work should contact their supervisor or Human Resources.

It is a violation of AMPS' policy for anyone to instruct or encourage another employee to work "off the clock," to incorrectly report hours worked, or to alter another employee's time records. If any employee is directed or encouraged to incorrectly report hours worked, or to alter another employee's time records, they should report the incident immediately to a supervisor.

Exempt Employees

AMPS may choose to designate as exempt an employee whose job duties and salary qualify for exemption under applicable law. Exempt employees are not eligible to receive overtime pay.

Employees who are classified as exempt must record absences from work for reasons such as leaves of absence, sick leave or vacation.

Exempt employees are paid on a salary basis. This means the employee regularly receives a predetermined amount of compensation each pay period, which cannot be reduced because of variations in the quality or quantity of the employee's work. In general, an exempt employee will receive their salary for any week in which the employee performs any work, regardless of the number of days or hours worked. However, an exempt employee will not be paid for days not worked in the following circumstances:

- When an exempt employee takes one or more full days off for personal reasons other than sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available vacation to make up for the reduction in salary;
- When an exempt employee takes one or more full days off from work due to sickness or disability, the employee will not be paid for such day(s) of absence, but the employee may use available sick time to make up for the reduction in salary;
- When an exempt employee works only part of the week during their first and last week with AMPS, the employee will be paid only for the days actually worked; and
- When an exempt employee takes unpaid leave under the Family and Medical Leave Act or corresponding laws, AMPS will not pay for such days/hours of absence.

AMPS may require an exempt employee to use available vacation or sick time, as a replacement for salary, when the employee takes less than a full-day off from work.

An exempt employee's salary will not be reduced when the employee works part of a week and misses part of a week due to service as a juror, witness or in the military or for lack of work, though deductions may be made to offset amounts an employee receives as jury or witness fees, or for military pay.

It is company policy to comply with the salary basis requirements of the Fair Labor Standards Act (FLSA) and applicable state law. AMPS prohibits any deductions from pay that violate the FLSA or applicable state law.

If an exempt employee believes that an improper deduction has been made to their salary, the employee should immediately report this information to Human Resources or a supervisor. Reports of improper deductions will be promptly investigated. If it is determined that an improper deduction has occurred, the employee will be promptly reimbursed for any improper deduction made.

H. **Employment Status**

Regular Full-time Employees

Employees who work 40 hours or more per workweek on a regular basis. Such employees may be “exempt” or “nonexempt” and are eligible for employee benefits as described in this Handbook as well as those benefits required by law.

Regular Part-time Employees

Employees who work fewer than 40 hours per workweek on a regular basis. Part-time employees may be assigned a work schedule in advance or may work on an as-needed basis. Such employees may be “exempt” or “nonexempt”. Part-time employees are not eligible for benefits except as required by law.

Temporary/Seasonal/Intern Employees

Temporary employees are those employed on a temporary basis for short-term assignments. Short-term assignments will generally be periods of three months or less; however, such assignments may be extended. Temporary employees are not eligible for any benefits except where mandated by law. A temporary employee may be offered and may accept a new temporary assignment with AMPS and still retain temporary status.

Individuals assigned by temporary employment agencies are employees of the agency and not of AMPS.

AMPS has defined the work year calendar for school year staff positions as shown in the table below:

Role	Days with Students	Pre-School Opening Days	Professional Development Days	Post-School Closing Days	Site-Based Summit	Total Work Days
Teachers	180	0	3	2	5	190
Paraprofessionals	180	0	3	2	5	190
Teacher Assistants	180	0	3	2	5	190
College Advisors	180	5	3	5	5	198
School Counselors	180	5	3	5	5	198
ASES Coordinators	180	5	3	5	5	198

Additional work done beyond the work year calendar shown above must be pre-approved by your Site Director and will earn additional compensation. This includes work to conduct or support Summer School.

AMPS has defined the work year calendar for year-round staff positions as shown in the table below:

Role	Total Possible Work Days in a Year*	Less: AMPS Holidays	Less: Thanks-giving Break	Less: Winter Break	Less: Spring Break	Less: Summer Break	Less: Vacation Days	Total Work Days
School Admin Staff	260	(15)	0	0	0	(4)	(10)	231
Custodial Staff	260	(15)	0	0	0	(4)	(10)	231
Registrars	260	(15)	0	0	0	(4)	(10)	231
Lunch Support Staff	260	(15)	0	0	0	(4)	(10)	231
Site Directors	260	(15)	(3)	(6)	(4)	(4)	(10)	218
Vice Principals	260	(15)	(3)	(6)	(4)	(4)	(10)	218
Deans	260	(15)	(3)	(6)	(4)	(4)	(10)	218
Home Office Staff	260	(15)	0	0	0	0	(10)	235

*52 weeks @ 5 days per week

I. Job Duties

Your supervisor(s) will explain your job responsibilities. Be aware that your job responsibilities may change at any time during your employment. From time to time, you may be asked to work on special projects or to assist with other work necessary or important to the operation of your department or AMPS. Your cooperation and assistance in performing such additional work is expected. AMPS reserves the right, at any time, with or without notice, to alter or change job responsibilities, reassign or transfer job positions or assign additional job responsibilities.

J. Work Location

At the time an employee is hired, the employee is usually assigned to a work location. Some employees may be assigned to permanent remote work. However, even employees who are permanently remote do have a location that is their home base. Employees, including those assigned to a permanent location as well as those working remotely, are not permitted to complete their job duties outside of the state, or country, where they are assigned to work, without prior management authorization. AMPS reserves the right in its sole discretion to prohibit out of state work due to business necessity or for any other business reason. Work outside the state where an employee is hired to work has payroll tax, business license, benefit and legal compliance implications. Failure to receive advanced permission to work from another state, or country, may lead to disciplinary action, up to and including termination.

K. Open Door Policy

At some time or another, you may have a suggestion, complaint, or question about AMPS, your job, your working conditions, or the treatment you are receiving. We welcome your suggestions,

complaints, or questions. For issues other than prohibited harassment, discrimination, or retaliation, we ask that you take your concerns first to your supervisor, who will investigate and provide a solution or explanation. If the problem is still not resolved, you may present it to Human Resources, preferably in writing, who will address your concerns.

L. Workplace Anti-Violence Policy

AMPS recognizes that violence in the workplace is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of employees and students is paramount. Therefore, AMPS has adopted this Zero Tolerance Policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect AMPS, occur on School property, or occur in the conduct of School business off property will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in School operations, including, but not limited to, School students, parents, employees, independent contractors, temporary employees, vendors and anyone else on School property or conducting School business off property. Violations of this policy, by any individual, may result in disciplinary action, up to and including termination and/or legal action as appropriate.

Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor tags/badges. Suspicious persons or activities should be reported to Human Resources. Secure your desk or office at the end of the day.

Workplace Violence Defined

Workplace violence includes, but is not limited to, threats of any kind; threatening, physically aggressive, or violent behavior, such as intimidation or attempts to instill fear in others; other behavior that suggests a propensity toward violence, including belligerent speech, excessive arguing or swearing, sabotage, threats of sabotage of School property; defacing School property or causing physical damage to the facilities; and bringing weapons or firearms of any kind on School premises or while conducting School business.

Weapons Prohibited in the Workplace

AMPS strictly prohibits employees or any person providing services to AMPS, visiting AMPS, or located on AMPS' premises from possessing weapons of any kind at the workplace. The workplace includes any property owned or leased by AMPS or occupied by groups of Company employees or persons providing services to AMPS. Unless such prohibition is contrary to local law, this specifically includes Company parking areas and Company vehicles. Employees are not permitted to transport or store weapons in vehicles owned or leased by AMPS and used by the employee for work purposes, unless the employee is required to transport or store a weapon as part of the employee's duties and s/he has written permission from AMPS' CEO. This policy prohibits the possession of concealed weapons as well as weapons carried openly, regardless of whether the person has a legal permit to carry a weapon.

The prohibition explicitly includes guns, rifles and firearms of any type, including those for which the holder has a legal permit. Other examples of prohibited weapons include, but are not limited to, knives, ammunition, bombs, bows and arrows, clubs, slingshot, black jack, metal knuckles and similar devices that by their design or intended use are capable of inflicting serious bodily injury or lethal force.

Former Employees Prohibited on Premises

Due to safety concerns, an employee who is no longer employed by AMPS may not enter the workplace or be on Company premises at any time. Therefore, no employee should hold doors open for former employees, or otherwise admit former employees into the workplace. Further, if an employee sees a former employee on Company premises or is contacted by a former employee seeking access to AMPS' premises, the employee should immediately alert Human Resources, the CEO, or any other member of AMPS' management team.

If an employee who no longer is employed by AMPS would like to visit, that person must first contact the Human Resources Department and request written permission to visit. A visit can be scheduled only if advance written permission is obtained. If written permission is granted, the former employee must, upon arrival to AMPS' premises on the scheduled date/time, report to the reception area, be greeted by the current employee s/he is visiting, and be escorted at all times while on Company premises.

Searches and Inspections

An investigation into a report or threat of workplace violence may require, with or without notice, an inspection of an employee's work area and/or personal property located in the workplace, including without limitation a vehicle. As a condition of continued employment, all employees are expected to fully cooperate in any lawful inspection required as a result of a report or threat of workplace violence. Failure to cooperate with AMPS' investigation of a report or threat of workplace violence may result in disciplinary action, up to and including termination of employment.

Enforcement/Complaint Procedure

Any person who violates this policy on School property may be removed from the premises as quickly and safely as possible, at AMPS' discretion, and may be required to remain off School premises pending the outcome of an investigation of the incident.

If any employee observes or becomes aware of any of the above-listed actions or behavior by an employee, student, parent, visitor, or anyone else, he or she must immediately notify his or her supervisor, Human Resources, or the Site Director. Furthermore, employees should notify Human Resources or the Site Director if any restraining order is in effect or if a potentially violent non-work-related situation exists that could result in violence in the workplace.

All reports of workplace violence will be taken seriously and will be investigated promptly and thoroughly. In appropriate circumstances, AMPS will inform the reporting individual of the results of the investigation. To the extent feasible, AMPS will maintain the confidentiality of the reporting employee. However, AMPS may need to disclose information in appropriate circumstances (for example, in order to protect individual safety). AMPS will not tolerate retaliation against any employee who in good faith reports workplace violence.

If AMPS determines that workplace violence has occurred, AMPS will take appropriate corrective action and may impose disciplinary action, up to and including termination.

In certain circumstances, AMPS may seek a workplace violence restraining order on behalf of one or more employees in furtherance of its commitment to providing a workplace that is free from acts of violence or threats of violence.

WAGES, ATTENDANCE, TIMEKEEPING AND RELATED PRACTICES

A. *Payment of Wages*

Employees are paid on an established payroll schedule that will be provided by AMPS. If a regular payday falls on a Saturday, Sunday, or holiday, employees will generally be paid on the previous business day and if not, then the following business day. Paychecks are normally available by 12:00 p.m. and must be picked up from your supervisor or designee, unless you have authorized direct payroll deposit. If you observe an error on your check, please report it immediately to Human Resources.

AMPS will make authorized withholdings and deductions from each employee's pay. Every deduction from your paycheck is identified on your check voucher. If you do not understand the deductions, or to change the number of withholding allowances you wish to claim, consult with Human Resources.

B. *Overtime Pay*

When operating requirements or other needs cannot be met during regular working hours, nonexempt employees may be required to work overtime. Overtime compensation is paid to all nonexempt employees in accordance with federal and state wage and hour law. Overtime pay is based on actual hours worked. AMPS provides compensation for all overtime worked by non-exempt employees in accordance with applicable law. All overtime work must be authorized in advance by the Site Director or immediate supervisor. Failure to obtain such approval may subject an employee to discipline, up to and including termination. No overtime compensation will be paid to exempt employees. Failure to work scheduled overtime, or working overtime without prior authorization from management may result in disciplinary action, up to and including termination of employment. The Company will never ask an employee to work off the clock. All nonexempt employees are to be paid for all hours worked. If you are asked to work off the clock, or if you are asked by anyone not to record your time working, you must notify Human Resources immediately.

C. *Expense Reimbursement*

Employees will be reimbursed for reasonable business expenses incurred while performing their duties or attending pre-approved workshops or other employment-related functions in accordance with AMPS' policy on expense reimbursements. Please follow the procedure set forth in the Finance and Operations Manual to submit expense requests for approval.

D. *Attendance and Tardiness*

All employees, whether exempt or non-exempt, are expected to arrive at work consistently, on time and prepared to start work. Absenteeism and tardiness negatively affects AMPS' ability to implement its educational program and disrupts consistency in students' learning.

If you will be absent or late, you are expected to telephone the Site Director or your direct supervisor as soon as possible but no later than two (2) hours before the start of your workday. Because voice mail messages may go unheard for significant periods of time, leaving a voice mail message is not a sufficient method of notification—you must personally contact your supervisor or the Site Director in a timely manner. If you are unable to reach your supervisor or the Site Director by phone, you may send an email, but you must attempt to reach the appropriate parties by phone first. If you are required to leave work early, you must also personally contact your

supervisor or the Site Director and obtain his or her permission. Employees are not allowed to relay messages to the direct supervisor or the Site Director through co-workers that they will be absent or tardy. If you are absent from work longer than one day, you are expected to keep your supervisor sufficiently informed of your situation and when you will return to work. You must get approval from your direct supervisor for any absence. Under certain circumstances, AMPS may require documentation from a healthcare provider verifying your need to be absent from work due to illness or other medical reasons if such absence lasts three or more consecutive work days. ***The Site Director will arrange for and make the final decision on whether to retain a substitute teacher for the day.***

Employees also are expected to remain at work for their entire work schedule, except for meal and rest periods when appropriate, when required to leave on authorized School business, or when otherwise permitted by AMPS. Late arrival, early departure, or other absences from scheduled hours are disruptive and must be avoided. Employees also must inform their supervisor of the expected duration of any absence. Excessive or unexcused absences or tardiness may result in disciplinary action up to and including termination from employment with AMPS to the extent authorized by law.

Absences protected by local, state and federal law, including paid sick time, do not count as a violation of the punctuality and attendance policy. Except as otherwise provided by law, if you fail to report for work without any notification to your supervisor and your absence continues for a period of three consecutively scheduled workdays, AMPS will, in most cases, consider that you have abandoned your employment and have voluntarily resigned.

E. School Social Activities

Employees may attend school-sponsored events not required by their job duties on a voluntary basis unless otherwise directed by AMPS. An employee's attendance at such social and recreational activities is completely voluntary and at the employee's own risk and AMPS disclaims any and all liability arising out of the employee's participation in these activities. Because an employee who chooses to attend school events is doing so on a voluntary basis, such participation will not be compensated by AMPS.

F. Timekeeping Requirements

It is AMPS' policy to pay its employees for all time worked. Accordingly, it is every nonexempt employee's responsibility to accurately record time worked, and to examine his or her paycheck and wage statement to ensure that he or she is being properly paid for all work time and that the paycheck and wage statement are accurate. If an employee believes he or she is not being properly paid for all of his or her work, the employee must immediately inform Human Resources.

Federal and state laws require the Company to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties. To ensure compliance with all applicable laws, non-exempt employees must accurately record all hours worked using AMPS' timekeeping system. This means they must clock in and out whenever they begin, cease, or resume working during the course of a workday. Employees must clock out and in for their meal periods, but are not required to clock out and in for rest periods. Under no circumstances may one employee clock in or out for another employee. Exempt employees may also be expected to record their total time worked and report absences from work due to personal needs or illness.

Employees are prohibited from doing the following:

- Recording inaccurate hours worked.
- Recording hours worked on behalf of another employee.
- Working “off the clock.” This includes, but is not limited to, working before or after a shift without recording that time or conducting School business on personal cell phones after hours. Employees are prohibited from using their personal cell phones to conduct School business.
- Failing to record all hours worked.
- Falsifying any time record.

Violations of this policy may result in disciplinary action, up to and including termination.

G. Work Schedules

Your work schedule depends, first, on AMPS site where you are located. AMPS Schools are generally open for business between the hours of 7:00 a.m. and 6:00 p.m., Monday through Friday. Your supervisor will assign your individual work schedule. All employees are expected to be at their classrooms or workstations at the start of their scheduled shifts, ready to work. For purposes of calculating overtime, the workweek begins at 12:01 a.m. Monday and ends at midnight on Sunday. AMPS’ standard workday is 12:01 a.m. to 12:00 a.m. (midnight) each day. AMPS reserves the right to change work schedules and assign employees to special schedules as deemed necessary for effective operations. When a change in work schedule is necessary, every effort will be made to provide reasonable advance notice to the employees. Any request to change work hours must be approved in advance by the employee’s supervisor.

H. Rest Breaks and Meal Breaks

AMPS provides all non-exempt employees with an opportunity to take an off-duty meal break as allowed by law and authorizes and permits non-exempt employees to take rest breaks in accordance with the law.

Rest Breaks

All non-exempt employees are required to take an uninterrupted duty-free ten (10) minute rest break for every four hours of work or major fraction thereof. Rest breaks should be taken as close as possible to the middle of each four hour period of work. Non-exempt employees are required to take one uninterrupted ten (10) minute rest break if they work three and one-half hours in a day but less than six hours, two ten minute rest breaks if they work more than six hours up to ten hours, three ten minute rest breaks if they work more than ten hours up to fourteen hours, and four ten minute rest breaks if they work more than fourteen hours up to eighteen hours. Employees cannot combine rest breaks with meal breaks or other rest breaks. Employees may not perform work during rest breaks and are free to leave the premises provided they can return to the site in order to timely resume work. If an employee is asked to work during a rest break, the employee should report the incident to Human Resources. A rest break is non-work time and cannot be used to come to work late, to extend a meal break, or to leave early. Employees must resume work promptly after the end of the rest break.

You should check with your immediate supervisor to schedule your rest breaks. You do not need to record the beginning and end of rest breaks on your timesheet, unlike meal breaks. If you have any questions about taking your rest break(s), or if you are prevented or discouraged from taking

a rest break, you should contact your direct supervisor, the Site Director, or Human Resources Department. Failure to take rest breaks may be grounds for discipline up to and including termination.

Meal Breaks

All non-exempt employees are provided and required to take an unpaid, uninterrupted duty-free meal break of thirty (30) minutes for every five hours of work. During the meal break, you are relieved of all duty and free to leave the premises, and go off-site. You may not perform work during your meal break. If someone asks you to work during your meal break, please report the incident to Human Resources. You should let your supervisor know when you will be leaving to take your meal break. Meal breaks should be taken as close to the midpoint of your workday as reasonably practical, but must not start later than the end of your fifth hour of work. In other words, you must start your meal break before the end of your fifth hour of work. Further, all non-exempt employees must take a second uninterrupted meal period of at least 30 minutes for each work period in excess of 10 hours in accordance with this policy. Meal breaks are not paid time, so you will need to record the beginning and end time of your meal break on your timesheet each workday.

An employee whose work period is 5 to 6 hours may waive, in writing, his or her right to a first meal period. Further, an employee may waive his or her right to a second meal period for a work period as long as the employee does not work more than 12 hours and did not waive his or her first meal period for that work period. AMPS offers written Meal Period Waiver Agreements that govern an employee's entire employment, which are voluntary and may be revoked at any time, to document the employee's waiver of first and second meal periods.

You should check with your immediate supervisor to schedule your meal breaks. If you have any questions about taking your meal breaks, you should contact your direct supervisor, the Site Director, or Human Resources Department. If you are prevented or discouraged from taking a meal break, you **must** inform your direct supervisor as soon as possible on the same workday. Failure to take meal breaks may be grounds for discipline up to and including termination.

It is mandatory that non-exempt employees take all required breaks. It is very important that your timesheets have an accurate record of when you took your meal break.

Any employee who misses a meal or rest period or who experiences a late, short, or interrupted meal period—for any reason—must immediately report this issue to his or her supervisor and complete a Daily Meal Period and Rest Period Reporting Form. The employee must fill out all fields on the form, including providing a thorough explanation for the non-compliant meal or rest period. The employee must complete and turn in this form to his or her supervisor and Human Resources on the same workday that he or she experienced the non-compliant meal or rest period. Any supervisor who knows or should reasonably know that a meal or rest period was not provided in accordance with this Policy should arrange for a premium to issue to the employee.

If an employee voluntarily chooses to miss a meal or rest period or take a late, short, or interrupted meal period (e.g., I chose to take my lunch later in the day or I chose to refuse an "authorized" meal period at the time provided by AMPS), the employee is not entitled to premium pay (one additional hour of pay). If an employee involuntarily experiences a missed meal or rest period or a late, short, or interrupted meal period (e.g., my supervisor asked me to handle a client call or meeting that caused me to miss or take a late meal period), the employee is entitled to premium pay. Employees must report the reason for the non-compliant meal or rest period on the Daily Meal Period and Rest Period Form.

Responsibilities

Non-exempt employees are required to take their meal and rest periods in accordance with this policy. If you encounter any challenges with taking meal or rest periods in accordance with this policy, please immediately contact your supervisor or the Human Resources.

Discipline

Failure to comply with AMPS' policy regarding meal and/or rest periods can lead to discipline, up to and including termination.

I. California Day of Rest

In each workweek, AMPS will provide employees with at least one day of rest for every seven days within the workweek unless their total hours worked are 30 hours or less in the workweek and six hours or fewer every day of the workweek. If the nature of the employee's work reasonably requires that the employee work seven or more consecutive days, the day of rest requirement may be met by providing an average of one day's rest for every seven days on a monthly basis (e.g., four days of rest per calendar month). An employee may also independently and voluntarily choose and confirm in writing not to take a day of rest.

This policy does not apply in cases of emergency or to work performed in the protection of life or property from loss or destruction.

AMPS will reasonably accommodate the observance of a Sabbath or other religious holy day by employees, unless doing so would result in undue hardship to the conduct of Company business.

Employees will be paid for all hours worked in compliance with federal, state and local law.

J. Lactation Breaks

AMPS supports the needs of nursing mothers in the workplace and will comply with applicable law. AMPS encourages employees and management to have a positive, accepting attitude toward working women and breastfeeding. AMPS supports breastfeeding and the expression of breast milk by employees who are breastfeeding when they return to work.

AMPS will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's infant child each time the employee has need to express milk. If possible, the lactation break time should run concurrently with scheduled meal and rest breaks already provided to the employee. If the lactation break time cannot run concurrently with meal and rest breaks already provided or additional time is needed, the lactation break time will be unpaid for nonexempt employees.

A private location to express breast milk will be provided in close proximity to the employee's work area. The employee's normal work area may be used if it allows the employee to express milk in private. In certain circumstances, a temporary location, multipurpose room, or shared space may be provided in accordance with applicable law. The location will also meet the following requirements: not be a bathroom; be free from intrusion; be shielded from view; be safe, clean, and free of hazardous materials; contain a surface to place a breast pump and personal items; contain a place to sit; and have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump. In addition, AMPS shall provide access to a sink with running water and a

refrigerator suitable for storing milk in close proximity to the employee's work area. If a refrigerator cannot be provided, AMPS may provide another cooling device suitable for storing milk, such as a School-provided cooler.

To request the above, please contact Human Resources. AMPS will respond accordingly, generally within two business days.

If any employee believes that he or she has experienced retaliation or discrimination as a result of conduct protected by this policy, the employee may file a complaint with his or her supervisor and/or the Labor Commissioner's Office. For more information, contact the Labor Commissioner's Office or visit a local office by finding the nearest one on our website: www.dir.ca.gov/dlse/DistrictOffices.htm. The Labor Commissioner's Office provides an interpreter at no cost to the employee, if needed.

STANDARDS OF CONDUCT

A. *Employee-Student Relations Policy*

Boundaries Defined

For the purposes of this policy, the term "Boundaries" is defined as acceptable professional behavior by employees while interacting with a student. Trespassing beyond the Boundaries of a student/teacher or student/educator relationship is deemed an abuse of power and a betrayal of public trust.

Unacceptable and Acceptable Behavior

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

Employees 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. Although sincere, professional interaction with students fosters the charter mission of academic excellence, employee-student interaction has Boundaries regarding the activities, locations, and intentions.

The following is an illustrative list of unacceptable behavior, which includes, but is not limited to:

- Giving gifts to an individual student that are of a personal and intimate nature
- Kissing of any kind
- Massage (Note: massages are prohibited in athletics unless provided by massage therapist or other certified professional in an open public location. Coaches may not perform massage or rub-down. Massages are permitted in special education only as instructed under an IEP or 504 plan.)
- Full frontal or rear hugs and lengthy embraces
- Sitting students on one's lap (grades 3 and above)
- Touching buttocks, thighs, chest or genital area
- Wrestling with students or other staff member except in the context of a formal wrestling program

- Tickling or piggyback rides
- Any form of sexual contact
- Any type of unnecessary physical contact with a student in a private situation
- Intentionally being alone with a student away from AMPS
- Making, or participating in, sexually inappropriate comments
- Sexual jokes or jokes/comments with sexual double entendre
- 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
- Furnishing alcohol, tobacco products, or drugs or failing to report knowledge of such
- “Dating” or “going out with” a student
- Making remarks about physical attributes or physiological development of anyone. This includes comments such as “Looking fine!” or “Check out that [body part].”
- 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 parental permission
- Being alone in a room with a student at AMPS with the door closed
- Taking photographs or videos of students for personal use or posting online
- Undressing in front of a student
- Leaving campus alone with a student for lunch
- Sharing a bed, mat, or sleeping bag with a student
- Allowing students in your home without signed parent permission for a preplanned and precommunicated educational activity that must include the presence of another educator, parent, or other responsible adult
- Excessive attention toward a particular student
- Sending e-mails, text messages, instant messages, social media messages, or letters to students if the content is not about School activities and not in accordance with applicable School policies or in violation of AMPS’ Social Media Policy
- Being “friends” with a student on any personal or non-School social media website
- Communicating with students or parents/guardians in violation of AMPS’ Social Media Policy
- Engaging in inappropriate and/or unprofessional communications with students on School social media
- Using profanity with or to a student
- Involving students in non-educational or non-school related issues, including, but not limited to, the employee’s employment issues

The following is an illustrative list of acceptable and recommended behavior, which includes, but is not limited to:

- Obtaining parents’ written consent for any after-school activity on or off campus (exclusive of tutorials)
- Obtaining formal approval (School and parental) to take students off School property for activities such as field trips or competitions
- E-mails, text messages, phone conversations, and other communications to and with students must be professional and pertain to School activities or classes, and communication should be initiated via School-based technology and equipment
- Keeping the door open when alone with a student
- Keeping reasonable space between you and students

- 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 administrators (such as Human Resources or the CEO) if you find yourself in a difficult situation related to Boundaries
- Involving your supervisor if conflict arises with a student
- Informing Human Resources or the CEO 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 coworkers
- Asking another employee to be present if you will be alone with any student who may have severe social or emotional challenges
- Asking another employee to be present, or within close supervisory distance, when you must be alone with a student after regular School hours
- Giving students praise and recognition without touching them in questionable areas; giving appropriate pats on the back, high five's, and handshakes
- Keeping your professional conduct a high priority during all moments of student contact
- Asking yourself if any of your actions that go contrary to these provisions are worth sacrificing your job, your career, and the reputation of AMPS

This policy does not prevent: 1) touching a student for the purpose of guiding them along a physical path; 2) helping them up after a fall; or 3) engaging in a rescue or the application of Cardio Pulmonary Resuscitation (CPR) or other emergency first-aid. Nor does it prohibit the use of reasonable force and touching in self-defense or in the defense of another. Restraining a child who is trying to engage in violent or inappropriate behavior is also allowed. Only such force as necessary to defend one's self, another person, or the child or to protect property is legally permitted. Excessive force is prohibited.

Reporting Violations

When an employee becomes aware of another employee having crossed the Boundaries specified in this policy, he or she must promptly report the suspicion to Human Resources or the Chief Academic Officer. All reports shall be kept as confidential as possible. Prompt reporting is essential to protect students, the suspected employee, any witnesses, and AMPS 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.

Child Abuse & Neglect Reporting

California Penal Code section 11166 requires any mandated reporter (including teachers, instructional aides and "classified" employees of a public school) who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse or neglect to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Employees may, but are not required to report such incidents to Human Resources and the CEO. Reporting such incidents to Human Resources and the CEO does not relieve the employee of responsibility to also immediately report such incidents to the appropriate child protective agency

by telephone and to send a written report thereof within thirty-six (36) hours. However, employees may work cooperatively to report the incidents and to file one written report. Employees who have any questions about these reporting requirements should contact Human Resources.

“Child” is defined as a person under the age of 18 years. The term “child abuse or neglect” includes sexual abuse; neglect defined as the negligent treatment or the maltreatment of a child by a person responsible for the child’s welfare under circumstances indicating harm or threatened harm to the child’s health or welfare including both acts and omissions on the part of the responsible person; willful cruelty or unjustifiable pain or suffering; unlawful corporal punishment or injury; and abuse or neglect in out-of-home care. Child abuse or neglect does not include a mutual affray between minors or an injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment as a peace officer.

Employees shall not contact the child’s family or any other persons to determine or investigate the cause of the suspected abuse or neglect.

Investigating

AMPS will investigate any allegation of a violation of the Employee-Student Relations Policy, using such support staff or outside assistance as he or she deems necessary and appropriate under the circumstances, unless the allegation also constitutes a reportable allegation under California Penal Code section 11166. In the event the allegation also constitutes such a reportable allegation, AMPS shall comply with the legal requirements of immediately reporting the allegation to a child protective agency and shall follow up such report with a written report with thirty-six (36) hours.

If the allegation is only a violation of the Employee-Student Relations Policy, but not a violation of California Penal Code section 11166, AMPS shall conduct an investigation as set forth above. Throughout this fact-finding process, the investigating administrator, and all others privy to the investigation, will protect the privacy interests of any affected student(s) and/or employee(s), including any potential witnesses, to the fullest extent possible.

Violations

Violations of this policy may result in disciplinary action, up to and including termination. When appropriate, violations of this policy may also be reported to authorities for potential legal action.

B. Confidential Information

All information relating to students, including personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files.

It is important to AMPS to protect and preserve its trade secrets and confidential information. Confidential information includes, but is not limited to, parent and student lists, lesson plans, techniques and concepts, marketing plans, strategies, forecasts, bid plans, bid strategies, bid information, contract prices, new products, software, computer programs, writings, and all know-how and show-how whether or not protected by patent, copyright, or trade secret law. Personal, private information about other employees and personnel matters are also confidential, if learned as a part of the employee’s job performance. AMPS devotes significant time, energy, and expense to develop and acquire its trade secrets and confidential information. As an employee of AMPS you will, during the course of your employment, have access to and become familiar with various trade secrets and confidential information that are owned by AMPS. An employee

shall not, directly or indirectly, disclose or use any of the foregoing information other than for the sole benefit of AMPS, either during the term of your employment or at any other time thereafter. This information shall not be disclosed except through normal channels and with authorization. Any and all trade secrets or confidential information shall be returned to AMPS during extended leaves of absence or upon termination of employment.

AMPS prohibits audio or video recordings in the workplace, during working hours, without authorization of AMPS due to privacy and confidentiality concerns and protections.

Failure to maintain confidentiality consistent with this policy may result in disciplinary action, up to and including termination.

C. Rules of Conduct

The following conduct is prohibited and will not be tolerated by AMPS. This list of prohibited conduct is illustrative only and applies to all employees of AMPS; other types of conduct that threaten security, student safety, personal safety, employee welfare and AMPS' operations are also prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of AMPS. If an employee is working under a contract with AMPS which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

This list of prohibited conduct is illustrative only and not meant to be exhaustive:

- *Insubordination* - refusing to perform a task or duty assigned or act in accordance with instructions and / or policies provided by an employee's supervisor, AMPS' policies, or proper authority.
- *Inefficiency* - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
- *Unauthorized soliciting*: collecting of contributions, distribution of literature, or written or printed material that is not directly related to AMPS is strictly prohibited in work areas during work times (see Solicitation and Distribution Policy, below) by both non-employees and by employees. However, nothing in this provision is intended to limit the rights of employees to organize, or otherwise engage in conduct expressly permitted under the National Labor Relations Act.
- Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of AMPS property.
- Fighting or instigating a fight on AMPS premises.
- Violations of the drug and alcohol policy.
- Using or possessing firearms, weapons or explosives of any kind on AMPS premises.
- Gambling on AMPS premises.
- Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, applications for employment, payroll information, timesheets, and time cards.
- Recording the timesheets of another employee or permitting or arranging for another employee to record your timesheet.
- Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
- Excessive absenteeism or tardiness excused or unexcused except to the extent permitted by law.
- Posting any notices on AMPS premises without prior written approval of management, unless posting is on an AMPS bulletin board designated for such employee postings.

- Engaging in sabotage or espionage (industrial or otherwise)
- Violations of the discrimination, harassment and retaliation prevention policy.
- Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
- Sleeping during work hours.
- Release of confidential information without authorization.
- Refusal to speak to supervisors or other employees.
- Unauthorized use of cameras or other recording devices on School premises.
- Intentionally supplying false information in order to obtain a leave of absence or other benefits from AMPS.
- Poor attendance, including, but not limited to, habitual tardiness and/or absenteeism, leaving early without permission, absence from work without permission, and abuse of time during work hours, to the extent permitted by law.
- Unsatisfactory work performance.

This statement of prohibited conduct does not alter AMPS' policy of at-will employment. AMPS and you retain the right to terminate the employment relationship at any time, with or without reason or advance notice.

D. Employment References

All requests for references must be directed to Human Resources. No other manager, supervisor, or employee is authorized to release references for current or former employees. AMPS' policy as to references for employees who have left AMPS is to disclose only the dates of employment and the title of the last position held. If you authorize disclosure in writing, AMPS will also provide a prospective employer with the information on the amount of salary or wage you last earned.

OPERATIONAL CONSIDERATIONS

A. Computer Usage and Privacy

Every user who is provided access to AMPS' Communications Systems is responsible for using the Communications Systems in accordance with this policy. Any questions about this policy should be addressed to Human Resources.

Definitions

AMPS' electronic communications systems ("Communications Systems") includes, but is not limited to, computers, laptops, e-mail, telephones, cellular phones, tablets, PDAs, text messaging, instant messaging, video conferencing, voice mail, facsimiles, and connections to the Internet and other internal or external networks.

Ownership and Conditions of Use

The Communications Systems is the property of AMPS. It has been provided by AMPS for the sole purpose of conducting School-related business as well as other business that is approved by the CEO of AMPS. All communications and information transmitted by, received from, or stored in these systems are School records and the property of AMPS.

Electronic communications are a means of business communication. AMPS requires all users to conduct themselves in a professional manner. Users should conduct all electronic communications with the same care, judgment, and responsibility that they would use when sending letters or memoranda written on School letterhead. Special care must be taken when

posting any information on the Internet because of the potentially broad distribution of and access to such information.

To protect the integrity of AMPS' Communications Systems and the users thereof against unauthorized or improper use of these systems, AMPS reserves the right, without notice, to limit or restrict any individual's use, and to inspect, copy, remove, or delete any unauthorized use of its Communications Systems upon authorization of the CEO or his or her designee. AMPS also reserves the right periodically to monitor the use of its Communications Systems and to access users' voice mail, Internet access, and e-mail for that purpose or any other business related purpose upon authorization of the CEO or his or her designee.

Erasing an e-mail message from a mailbox does not necessarily erase all copies of the message on the network. Archived copies may be stored for substantial periods of time and are subject to the provisions of this policy regarding content, review, access, and disclosure.

Users are required to comply with AMPS' Computer Usage and Privacy Policy and agree to be bound by this policy by using AMPS' Communications Systems.

Confidentiality and Privileges

Information stored on the Communications Systems is intended to be kept confidential within AMPS. AMPS has taken all reasonable steps to assure confidentiality and security. Like other means of communication, however, it is not possible to guarantee complete security of electronic communications either within or outside AMPS, and care should be exercised when sending or receiving sensitive, privileged, or confidential information electronically. For example, information sent through the Internet can be monitored by external systems en route to its final destination. All users must keep this in mind when forwarding sensitive, confidential, and/or privileged information. Where appropriate, this fact should be disclosed to outside contacts.

Prohibited Use

Users are prohibited from using the Communications Systems for any unauthorized or unlawful purpose, including, but not limited to, the following:

- Users of the Communications Systems are strictly prohibited from using the Communications Systems to deliver a message that is harassing or offensive on the basis of any characteristic protected by law as set forth in AMPS' policies against discrimination, harassment, and retaliation. Those policies apply to all aspects of employment, including the use of the Communications Systems.
- Users are prohibited from using the Communications Systems for transmitting or making accessible annoying, offensive, defamatory, or harassing material or intentionally damaging or violating the privacy of information of others.
- Users are prohibited from using the Communications Systems to transmit, display, store, publish, or purposely receive any pornographic, obscene, or sexually explicit material.
- Users must respect all copyrights and licenses to software and other online information, and may not upload, download, or copy software or other material through the Communications Systems without the prior written authorization of the CEO of AMPS.
- Users must not alter, copy, transmit, or remove School information, proprietary software, or other files without proper authorization from AMPS.
- Users are prohibited from reading, copying, recording, or listening to messages and information delivered to another person's e-mail and voice mail mailboxes without

proper authorization, based on legitimate business reasons, from the Board or CEO or his/her/its designee. Anyone who receives an electronic communication for which he or she is not the intended recipient must immediately inform the sender that the message was sent improperly and must delete the message from their e-mail and voice mail mailboxes.

Access and Disclosure

The Communications Systems is provided solely for the purpose of conducting AMPS business. Incidental and occasional personal use of the Communications Systems is permitted, but such communications must not disrupt School business, and users do not have any expectation of personal privacy in any matters stored in, created, received, or sent over the Communications Systems.

AMPS, as owner of the Communications Systems, to protect the integrity of its systems from unauthorized or improper use, reserves the right for legitimate business reasons, upon authorization of the Board or CEO or his/her/its designee, to monitor, access, retrieve, download, copy, listen to, or delete anything stored in, created, received, or sent over its Communications Systems without the permission of or prior notice to any user.

Although AMPS entrusts you with the use of voice mail, e-mail, computer files, software, or similar School property, you should keep in mind that these items have been installed and maintained at great expense to AMPS and are only intended for business purposes. At all times, they remain School property. Likewise, all records, files, software, and electronic communications contained in these systems also are School property. You are advised that electronic files, records, and communications on School computer systems, electronic communication systems, or through the use of School telecommunications equipment are not private. Although they are a confidential part of School property, you should not use this equipment or these systems for confidential messages. The use of passwords to limit access to these systems is only intended to prevent unauthorized access to voice mail, e-mail, and computer systems, files, and records. Additionally, these systems are subject to inspection, search, and/or monitoring by School personnel for any number of business reasons. As a result, employees do not have an expectation of privacy in this regard. Accordingly, these systems and equipment should not be used to transmit personal messages, except in necessary situations or when exceptions are specifically sanctioned by management. Voice mail messages and e-mail messages should be routinely deleted when no longer needed. AMPS is not responsible for costs incurred when employees use School telephones or e-mail systems for personal matters.

You should be advised to use voice mail and e-mail as cautiously as you would use any more permanent communication medium such as a memorandum or letter. You should realize that e-mail messages:

- May be saved and read by third parties.
- May be retrieved even after "deletion."
- May be accessed by authorized service personnel.
- May be examined by management without notice for business purposes.

There will be times when AMPS, in order to conduct business, will utilize its ability to access your e-mail, voice mail, computer files, software, or other School property. AMPS also may inspect the contents of your voice mail, e-mail, computers, computer files, or software to monitor job performance, for training or quality control purposes, or when AMPS suspects that School property is being used in an unauthorized manner.

AMPS reserves the right to use and disclose any electronic non-privileged communication on its Communications Systems without the permission of or any prior notice to any user, including disclosure to law enforcement officials.

Retention in the Event of Litigation, Subpoena, or Regulatory Inquiry

In the event of any subpoena, regulatory inquiry, or litigation, employees are prohibited from deleting, discarding, or destroying any emails or other Communications Systems relating in any way to the subpoena, regulatory inquiry, or litigation. Employees will be notified if this occurs.

Discipline for Violations of Policy

Any person who discovers misuse of the Internet access or any of AMPS' Communications Systems should immediately contact Human Resources or the CEO of AMPS. Any user who violates any part of this policy will be subject to discipline, up to and including immediate termination.

Policy May Be Amended at Any Time

The pace of technological change and growth in electronic communications is rapid. This policy applies to all present and future electronic communications systems and devices and to improvements and innovations to existing systems and devices and to completely new technologies, devices, and systems. AMPS reserves the right to amend this policy at any time through an authorized writing from an authorized School representative.

B. Social Media Policy

In light of the explosive growth and popularity of social media technology in today's society, AMPS has developed the following policy to establish rules and guidelines regarding the appropriate use of social media by employees. This policy applies to situations when you: (1) make a post to a social media platform that is related to AMPS; (2) engage in social media activities during working hours; (3) use School equipment or resources while engaging in social media activities; (4) use your School e-mail address to make a post to a social media platform; (5) post in a manner that reveals your affiliation with AMPS; or (6) interact with School students or parents/guardians of School students (regarding School-related business) on the Internet and on social media sites.

For the purposes of this policy, the phrase "social media" refers to the use of a website or other electronic application to connect with other people, including, but not limited to, Facebook, Instagram, Twitter, Pinterest, LinkedIn and YouTube, as well as related web-based media, such as blogs, wikis, and any other form of user-generated media or web-based discussion forums. Social media may be accessed through a variety of electronic devices, including computers, cell phones, smart phones, PDAs, tablets, and other similar devices.

This policy is intended to supplement, not replace, AMPS' other policies, rules, and standards of conduct. For example, School policies on confidentiality, use of School equipment, professionalism, employee references and background checks, workplace violence, unlawful harassment, and other rules of conduct are not affected by this policy.

You are required to comply with all School policies whenever your social media activities may involve or implicate AMPS in any way, including, but not limited to, the policies contained in this Handbook.

Standards of Conduct

You are required to comply with the following rules and guidelines when participating in social media activities that are governed by this policy:

- Comply with the law at all times. Do not post any information or engage in any social media activity that may violate applicable local, state, or federal laws or regulations.
- Do not engage in any discriminatory, harassing, or retaliatory behavior in violation of School policy.
- Respect copyright, fair use, and financial disclosure rules and regulations. Identify all copyrighted or borrowed material with proper citations and/or links.
- Maintain the confidentiality of AMPS' trade secrets and private or confidential information. Trade secrets may include information regarding the development of systems, processes, products, know-how, and technology. Do not post internal reports, policies, procedures, or other internal business-related confidential communications. This prohibition applies both during and after your employment with AMPS.
- Do not post confidential information (as defined in this Handbook) about AMPS, its employees, or its students. Remember that most student information is protected by the Family Educational Rights and Privacy Act, including any and all information that might identify the student. Publicizing student work and accomplishments is permitted only if appropriate consents are obtained.
- While it is acceptable to engage in limited and incidental social media activities at work, such social media activities may not interfere with your job duties or responsibilities. Do not use your School-authorized e-mail address to register on social media websites, blogs, or other online tools utilized for personal use.
- Be knowledgeable about and comply with AMPS' background check procedures. Do not "research" job candidates on the Internet or social media websites without prior approval from Human Resources.
- Be knowledgeable about and comply with AMPS' reference policy. Do not provide employment references for current or former employees, regardless of the substance of such comments, without prior approval from Human Resources.
- We encourage you to be fair and courteous to fellow employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of AMPS. We also encourage you to avoid posting statements, photographs, video, or audio that could be reasonably viewed as malicious, obscene, threatening, or intimidating, that disparage employees, students, parents, vendors, customers, suppliers, or other people who work on behalf of AMPS, or that might constitute harassment or bullying.
- Make sure you always try to be honest and accurate when posting information or news, and if you make a mistake, correct it quickly. Please do not post any information or rumors that you know to be false about AMPS, fellow employees, students, parents, vendors, customers, suppliers, people working on behalf of AMPS, or competitors.
- Express only your personal opinions. Never represent yourself as a spokesperson for AMPS unless authorized to do so. If you publish social media content that may be related to your work or subjects associated with AMPS, make it clear that you are not speaking on behalf of AMPS and that your views do not represent those of AMPS,

fellow employees, students, parents, vendors, customers, suppliers, or other people working on behalf of AMPS. It is best to use a disclaimer such as “The postings on this site are my own and do not necessarily reflect the views of AMPS.”

- Never be false or misleading with respect to your professional credentials.

Creating and Using School Social Media

Employees are only permitted to communicate and connect with students on social media that is owned and operated by AMPS. Employees are only permitted to communicate and connect with students' parents or guardians regarding School-related matters on social media that is owned and operated by AMPS. All communications with parents or guardians regarding School-related matters on non-School or personal social media may result in disciplinary action, up to and including termination. Any communication whatsoever with students on non-School or personal social media may result in disciplinary action, up to and including termination.

The COO and IT Department, in addition to Human Resources and members of AMPS' administration, are responsible for approving requests for School social media, monitoring School social media for inappropriate and unprofessional content, and maintaining the social media account information (including, but not limited to, username and password). AMPS has final approval over all content and reserves the right to close the social media at any time, with or without notice. Any inappropriate or unprofessional communications may result in disciplinary action, up to and including termination.

To set up social media that is owned and operated by AMPS in compliance with this policy, employees must adhere to the following procedures:

- Request and obtain permission to create School social media from the COO.
- Contact the COO to set up the social media. Provide the COO with the username and password that you would like assigned to the account. If you change the username and/or password, you must immediately update this information with the COO and the IT Department. Failure to do so may result in disciplinary action, up to and including termination.

Any social media created and/or used in violation of this policy may result in disciplinary action, up to and including termination.

Access

Employees are reminded that AMPS' various electronic communications systems, including, but not limited to, its electronic devices, computers, telephones, e-mail accounts, video conferencing, voice mail, facsimiles, internal and external networks, computers, cell phones, smart phones, PDAs, tablets, and other similar devices, are the property of AMPS. All communications and information transmitted by, received from, or stored in these systems are School records.

As a result, AMPS may, and does, monitor its employees' use of these electronic communication systems, including for social media activities, from time to time. AMPS may monitor such activities randomly, periodically, and/or in situations when there is reason to believe that someone associated with AMPS has engaged in a violation of this, or any other, School policy. As a result, employees do not have a reasonable expectation of privacy in their use of or access to AMPS' various electronic communications systems.

Discipline

Any violation of this Social Media Policy may result in disciplinary action, up to and including immediate termination.

Retaliation Is Prohibited

AMPS prohibits retaliation against any employee for reporting a possible violation of this policy or for cooperating in an investigation of a potential violation of this policy. Any employee who retaliates against another employee for reporting a possible violation of this policy or for cooperating in an investigation will be subject to disciplinary action, up to and including termination.

Questions

In the event you have any questions about whether a particular social media activity may involve or implicate AMPS, or may violate this policy, please contact Human Resources.

Social media is in a state of constant evolution, and AMPS recognizes that there will likely be events or issues that are not addressed in these guidelines. Thus, each School employee is responsible for using good judgment and seeking guidance, clarification, or authorization *before* engaging in social media activities that may implicate this policy.

C. Personal Business

Amethod Public School facilities for handling mail and telephone calls are designed to accommodate School business. Please have your personal mail directed to your home address and limit personal telephone calls to an absolute minimum. Personal calls that would result in additional fees to AMPS are not permitted. **Do not use School material, time or equipment for personal projects.**

D. News Media Contacts

Employees occasionally may be approached for interviews or comments by the news media. Only employees designated by the CEO, who is the identified principal point of contact, may comment to news reporters on behalf of AMPS.

E. Notice Posting

AMPS notices and notices required by law will be regularly posted on our bulletin board(s) or designated area(s). Employees should make it a practice to review them frequently so that they can keep current regarding news about AMPS. Employees may not post or remove items on the bulletin board(s) or designated area(s) without approval by their supervisor. The same restrictions apply to bulletin boards located in employee break areas. Employees who wish to post on the bulletin board should obtain approval from their supervisor.

F. Conflict of Interest

While employed by AMPS, all employees owe a duty of loyalty to AMPS and must avoid situations involving an actual or potential conflict of interest. An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of AMPS' business dealings. For purposes of this policy, "relatives" are defined to include spouses, registered domestic partners, children, siblings, parents, in-laws, and step-relatives. Instances where an actual or potential conflict of interest may arise include, but are not limited to, the acceptance of gifts, engaging in outside activities, and personal and familial relationships.

An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to his or her immediate supervisor, Human Resources or the CEO or designee, who will attempt to determine whether a potential or actual conflict exists. If an actual or potential conflict is determined, AMPS may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts may constitute grounds for disciplinary action.

Notwithstanding this policy, if an employee is a “designated employee” under the AMPS’ Conflicts of Interest Code (adopted pursuant to the Political Reform Act), then the employee must comply with those provisions in addition to this policy.

Personal and Familial Relationships With Co-Workers

Relatives of employees may be eligible for employment with AMPS only if the individuals involved do not work in a direct supervisory relationship or in job positions in which an actual or potential conflict of interest could arise. Current employees who marry will be permitted to continue working in the same job positions held only if they do not work in direct supervisory relationship with one another or in job positions involving conflicts of interest.

Gifts

Improper personal gain may result not only where an employee or relative has a significant ownership interest in a company with which AMPS does business but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving AMPS. The receipt of occasional flowers, candy or gifts worth less than \$100.00 from clients, customers, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from the CEO before accepting any item worth in excess of \$100.00 from clients, customers, or vendors. Under no circumstances shall a School employee accept monetary gifts consisting of, but not limited to, gift certificates, coupons, entertainment tickets etc.

Gifts that an employee may receive from donors or donor websites i.e. (Donors Choose, etc.) for use by AMPS, its students or at a specific Amethod School Site will be considered property of the Amethod Public School. Such donations will remain with the Amethod Public School upon termination of the employment relationship to continue to benefit the intended student population.

Outside Activities

AMPS recognizes the right of employees to engage in activities outside of their employment that are of a private nature and unrelated to AMPS’ business. However, employees may not engage in any outside activity, including outside employment, which presents an actual or potential conflict of interest. Such outside activities must not affect the employee’s work hours, interfere or conflict with the employee’s job duties, raise any ethical or conflict of interest concerns, or create any conditions that may impact the employee’s job performance. Each employee must disclose any outside employment that may create an actual or potential conflict of interest to the supervisor and Human Resources in writing.

Employees also may not use AMPS’ name, logo, supplies, equipment, or other property in connection with any outside activities.

G. *Cameras and Video Surveillance*

For purposes of workplace safety and security and to prevent theft and other misconduct AMPS has installed video surveillance cameras in and around work areas.

If there is any reported incident of theft, trespass, workplace violence, employee misconduct or any type of safety violation (hereafter collectively referred to as "security incidents"), AMPS will utilize its surveillance equipment as an investigatory tool. AMPS will also make use of its surveillance equipment to deter any future security incidents.

AMPS also reserves the right to actively monitor, through its surveillance cameras, any areas for safety reasons (to protect against equipment failure, breakage, or accident) or confidentiality reasons (to protect documents or other proprietary information).

Although the video surveillance described in this policy is intended to monitor for security incidents and other safety reasons at AMPS, it is possible that such surveillance may monitor activities not related to AMPS' business.

AMPS respects the privacy of its employees. Accordingly, no video cameras will be installed in AMPS' restrooms or in any lactation or changing areas.

The surveillance video cameras and any video footage from the surveillance are to be used solely for the purposes of this video surveillance policy. Any unauthorized use of these video cameras and/or videotapes is strictly forbidden and may result in discipline, up to and including termination of employment.

H. Employer Property

Lockers, computers, desks, bookshelves, and other employer-owned property are AMPS property and must be maintained according to AMPS rules and regulations. They must be kept clean and are to be used only for work-related purposes. AMPS reserves the right to inspect all AMPS property to ensure compliance with its rules and regulations, without notice to the employee and at any time, not necessarily in the employee's presence. Prior authorization must be obtained before any School property may be removed from the premises. Materials developed by an employee for purposes of his or her employment with AMPS are considered School property. All School property must be immediately returned upon termination of the employment relationship.

Employees are prohibited from deliberately performing acts that waste any of the resources of AMPS or unfairly monopolize any of the resources to the exclusion of others. These acts include, but are not limited to, using the e-mail system for other than business-related communications, sending multiple pictures using the e-mail system (unless specifically authorized to do so and business-related), sending mass mailings or chain letters, spending excessive amounts of time on the Internet, playing games, engaging in on-line chat groups, printing multiple copies of large documents, wasting paper frivolously, undertaking excessively large OCR scanning projects, or otherwise creating unnecessary network traffic.

I. Employee Property

For security reasons, employees should not leave personal belongings of value in the workplace, (i.e. desks, bookshelves, counter, etc.). Terminated employees should remove as many personal items as time permits at the time they leave AMPS. Personal items left in the workplace are subject to storage, and eventually disposal if not claimed at the time of an employee's termination.

J. Dress Code and Other Personal Standards

Amethod Public School employees and volunteers serve as role models for the students and as representatives of AMPS. Consistent with these roles, all employees and volunteers shall dress

professionally and appropriately relative to their specific job duties and responsibilities and shall adhere to standards of dress and appearance that are compatible with an effective learning environment. Wearing clothing which is sexually provocative or unduly revealing, which contains profane, vulgar, offensive or obscene statements or images, or which may disrupt the orderly operation of AMPS is prohibited.

Administrators and administrative support employees are expected to project a professional image and should dress appropriately for an office/business environment. Teachers and staff serve as role models, and they should maintain professional standards of dress and grooming. Physical education teachers, coaches and athletic volunteers should wear the appropriate athletic attire necessary to meet the requirements of their job responsibilities and a sweat or warm-up suit when not actively teaching physical education classes or coaching. Site Directors and the CEO may also determine different or more specific dress standards from time to time.

Specific examples of attire, or lack of attire, considered inappropriate and prohibited under this policy include but are not limited to:

- Excessively tight clothing;
- Clothing which promotes alcoholic beverages, tobacco, or the use of controlled substances by words or symbols;
- Tube tops;
- Plain white or tank top T-shirts;
- Clothing with slurs, political statements, slogans, etc., other than AMPS' logo and or School motto;
- Shorts or skirts that end more than 2 inches above the knee;
- Exposed body areas usually concealed by clothing such as torso, chest, back, stomach, etc.;
- Bright colored hair dye (unless as excused for school spirit functions or discussed with Site leaders);
- Clothing which contains profanity, nudity, depicts violence, or is sexual in nature by words or symbols;
- Open toed shoes, sandals, or flip flops;
- Tank tops or spaghetti strap tops;
- Undergarments worn as an outer garment or any see-through clothing that reveals an undergarment;
- Hats, visors, sunglasses, sweatbands, and bandanas (may be worn outside but must be removed when inside the workplace);
- Jeans (except as described in Friday Business Casual Dress Policy below).

AMPS does not discriminate against employees on the basis of race, which includes traits historically associated with race, including hair texture and protective hairstyles such as braids, locks and twists. Reasonable accommodations shall be made where appropriate and as approved in writing by the supervisor for those employees or volunteers who, because of a sincerely held religious belief, cultural heritage, or medical reason, request a waiver of a particular part of this policy. Accommodations due to a disability or for religious grooming or dress will be made unless such accommodation poses an undue hardship.

Piercings and Tattoos

Body piercings (e.g. jewelry affixed to a nose, tongue, cheek, lip or eyebrow), other than appropriate earrings are prohibited. Tattoos should not be exposed and should be covered as best as possible.

Friday Business Casual Dress Policy

The normal dress code will be relaxed on Fridays to provide a more comfortable clothing standard and foster school/collegiate spirit. Fridays throughout the year will be designated as Business Casual Dress Day. It is the intent that each employee may choose to wear less formal attire as long as clothing is in good taste and will not negatively affect the Site's image. Casual dress is outlined as follows:

- Casual shirts: AMPS or site branded polo shirts. All shirts with collars, business casual crewneck or V-neck shirts, blouses, golf and polo shirts in school colors. College-branded shirts are acceptable. Examples of inappropriate shirts include; shirts with inappropriate slogans, tank tops, muscle shirts, camouflage and crop tops. In specified circumstances, T-shirts may be approved and provided for specific events only.
- Pants: Casual slacks and trousers and jeans without holes, frays, etc. Examples of inappropriate pants include shorts (except for walking-length shorts), camouflage and pants worn below the waist or hip line.
- Footwear: Casual slip-on or tie shoes, dress sandals with heel straps and athletic shoes if approved by the department. Examples of inappropriate footwear include floppy sandals, flip-flops and construction or hunting boots.

K. Parking

Employees may park their vehicles in any AMPS marked space, if space permits. If space is unavailable, employees must park in permissible public areas on the streets in the vicinity of AMPS property. AMPS is not responsible for any loss or damage to employee vehicles or contents while parked on or off of AMPS property.

L. Solicitation and Distribution of Literature

In order to maintain and promote efficient operations, discipline, and security, AMPS maintains rules applicable to all employees that govern solicitation, distribution of written material, and entry onto the premises and work areas. All employees are expected to comply with these rules, which will be strictly enforced. Any employee who is in doubt concerning the application of these rules should immediately consult with his or her supervisor. These rules are:

1. No employee shall sell merchandise or solicit or promote support for any cause or organization during his or her working time or during the working time of the employee(s) at whom such activity is directed. As used in these rules, working time excludes meal and break periods.
2. No employee shall distribute or circulate any written or printed material, other than those approved by management for business purposes, in work areas at any time or during his or her working time or during the working time of the employee(s) at whom such activity is directed.
3. No employee shall enter or remain in School work areas for any purpose except to report for, be present during, and conclude a work period. Non-exempt employees must not begin work and clock in at his or her working area more than 10 minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than 10 minutes after their work scheduled for

the day is completed, unless they are approved by their supervisor to do so. Work area does not include School parking lots, break rooms, gates, or other similar outside areas unless an employee is assigned to work in such areas.

4. Under no circumstances will non-employees be permitted to solicit or distribute written material for any purpose on School property.
5. Non-employees must sign in at the front office before entering School property.

Violations of this policy may result in disciplinary action, up to and including termination.

M. Health and Safety Policy

AMPS is committed to providing and maintaining a healthy and safe work environment for all employees.

- You are required to know and comply with AMPS' Safety Manual and to follow safe and healthy work practices at all times.
- You are required to report immediately to AMPS' Site Director any potential health or safety hazards, and all injuries or accidents.

N. Communicable Diseases

Introduction

Employees must stay away from the office if they have symptoms of or have been diagnosed with a communicable illness in order to reduce the possibility that it will spread to others.

AMPS does not discriminate against any job applicant or employee based on the individual having a communicable illness or being associated with someone who does. AMPS will not retaliate against an applicant or employee for providing this information to AMPS.

General Guidelines

Decisions involving persons who have or may have a communicable illness shall be based on current and well-informed medical judgments concerning the disease, as well as the following factors:

1. Whether the individual has been diagnosed with the illness;
2. Whether the individual has been exposed to an individual with the illness;
3. Whether the individual has symptoms that are similar to those associated with the illness;
4. Whether the individual has been exposed to an individual who has symptoms that are similar to those associated with the illness;
5. Whether the individual has traveled to locations or been exposed to others who have traveled to locations where there is a high population of individuals with the illness;
6. The risks of transmitting the illness to others;
7. The symptoms and any other special circumstances of each individual who has or may have the illness;
8. Any factor used by a government agency, including but not limited to, the United States Center for Disease Control (CDC), for the purpose of maintaining the safety and security of our citizens.

Other factors could be considered as well.

As a manager or supervisor, you're responsible for:

- Consulting with Human Resources for guidance regarding employees who report symptoms and/or diagnosis of a communicable disease
- Preventing discrimination against any job applicant or employee based on the individual having a communicable disease

Communicable Illness Defined

A communicable illness is a serious illness or disease that can be directly or indirectly transferred from an infected individual to another person, including, but not limited to measles, mumps, chickenpox, coronavirus, influenza (certain types including H1N1), viral Hepatitis-A (infectious Hepatitis), viral Hepatitis-B (serum Hepatitis), leprosy, SARS (Severe Acute Respiratory Syndrome), TB (Tuberculosis - infectious), plague, yellow fever, viral hemorrhagic fevers, meningitis, and encephalitis. The definition of communicable illness may be revised in accordance with information received from the CDC or other public health officials.

Reporting Procedure

To help keep all employees safe, please follow these procedures. You must inform Human Resources if you are: (a) diagnosed with a communicable illness; or (b) if you believe you may have been exposed to a person so diagnosed; (c) if you have recently visited a location in which there has been a high population of individuals diagnosed with an illness; (d) you do not feel well or are exhibiting any symptoms associated with the illness in question. This information will be kept confidential to the extent reasonably possible. AMPS will not reveal any information other than as required to meet business necessities.

Work Restrictions

For safety and security purposes, as well as to comply with all applicable law, AMPS reserves the right to request that any individual who has or may have a communicable illness, or who has had contact with anyone who has or may have a communicable illness, not enter the workplace or attend any work-related function outside the premises.

Certain employees who can complete job duties remotely may have the option to work from home. Additionally, leaves of absence, use of vacation or other arrangements may be an option. Depending on the circumstances, AMPS may offer other options.

Duty to Maintain Privacy

AMPS will administer this policy in accordance with applicable laws and regulations, including but not limited to the Americans with Disabilities Act and its amendments, the Genetic Information Non-Discrimination Act, the Health Insurance Portability and Accountability Act of 1996, the Occupational Safety and Health Act, other related federal law, and state law related to the same or similar issues, including but not limited to mandatory paid sick and safe time laws. AMPS aims to treat any medical information obtained under this policy as confidential to the extent possible in accordance with applicable law. In the event any provision of this policy conflicts with applicable federal, state or local law, AMPS will follow the law. AMPS will strive to maintain any information about an employee's medical condition, or that of a family member, in the strictest of confidence and to see that this information is shared only on a "need to know" basis.

All managers and supervisors, you're responsible for:

- Consulting with Human Resources for guidance regarding employees who report symptoms and/or diagnosis of a communicable disease
- Maintaining the privacy of all information about an employee's medical condition with anyone other than Human Resources or any government agency that requires reporting.
- Preventing discrimination against any job applicant or employee based on the individual having a communicable disease.

O. *Drug and Alcohol Abuse Policy*

It is the intent of AMPS to promote a safe, healthy and productive work environment for all employees. We believe our employees have the right to work in an alcohol and drug-free environment and to work with persons free from the effects of alcohol and drugs. Employees who abuse alcohol or drugs are a danger to themselves and to other employees. We are therefore committed to maintaining a safe and healthy workplace free from the influence of alcohol and drugs. We hope all employees will join with us in achieving our goal of a safe and productive drug-free workplace.

For purposes of this policy, "illegal drugs" includes, but is not limited to, substances that are prohibited by law (such as cocaine, heroin, etc.), controlled substances, marijuana (including medicinal marijuana and marijuana vaping or other recreational marijuana use), and prescription drugs (if they are not prescribed for the person using them and/or not being used as prescribed). While the use of marijuana has been legalized under California law for medicinal and recreational uses, it remains an illegal drug under federal law and its use as it impacts the workplace is prohibited by AMPS. "Drug paraphernalia" means any accessory for the use, possession, manufacture, distribution, dispensation, purchase, or sale of illegal drugs. "Under the influence" means that the employee is affected by alcohol, prescription medication that impairs cognitive or physical functions, and/or illegal drugs in any detectable manner.

AMPS complies with all Federal and State regulations regarding drug use while on the job. This policy prohibits the following:

- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia or alcohol during working hours, including meal and break periods, or in the presence of pupils;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol on School property at any time;
- Use, possession, purchase, or offer for sale of illegal drugs, drug paraphernalia, or alcohol while attending a School function or event;
- Storing alcohol (if unauthorized), illegal drugs, or drug paraphernalia in a locker, desk, automobile, or other repository on AMPS' premises;
- Refusing to submit to an inspection or testing when requested by AMPS;
- Being under the influence of illegal drugs, prescription medication that impairs cognitive or physical functions and/or alcohol during working hours, while on AMPS' premises and/or attending a School function or event;

- Conviction under any criminal drug statute for a violation occurring in the workplace; or
- Failure to keep all prescribed medicine in its original container.

In addition, if you are required to take any kind of prescription or nonprescription medication that will affect your ability to perform your job, you are required to report this to Human Resources. Human Resources will determine if it is necessary to temporarily place you on another assignment or take other action as appropriate to protect your safety and the safety of other employees and students.

This policy will not be construed to prohibit the use of alcohol at social or business functions sponsored by AMPS where alcohol is served or while entertaining actual or prospective donors to AMPS. However, employees must remember their obligation to conduct themselves appropriately at all times while at School-sponsored functions or while representing AMPS.

Searches

AMPS may at times conduct unannounced searches of School property for alcohol, illegal drugs, drug paraphernalia, and/or unauthorized controlled substances or to ensure compliance with any other School-related policy. This may include desks, storage areas and rooms normally used to store employees' personal property. As a result, employees do not have an expectation of privacy in this regard.

Testing

AMPS may require a test by intoxilator, blood test, urinalysis, medical examination, or other drug/alcohol screening of those persons whom AMPS reasonably suspects of using, possessing, or being under the influence of a drug or alcohol. Such testing will be conducted if two or more employees observe an employee acting in such a manner to raise suspicion that the employee is under the influence of an illegal drug or alcohol or is acting in such manner that they may harm themselves or another employee.

Any refusal to submit to such testing will be considered a positive screen. An employee's consent to submit to such a test is required as a condition of employment, and an employee's refusal to consent may result in disciplinary action, including termination for a first refusal or any subsequent refusal. AMPS shall determine the manner in which such testing is conducted with the goal being to ensure that the test results are accurate.

Such a test may be required of employees involved in any work-related accident or unsafe practice where the safety of the employee or other employees was jeopardized. Periodic retesting may also be required following positive test results or after any violation of this policy or rehabilitation.

Violations

Compliance with this policy is a condition of employment at AMPS. Failure or refusal of an employee to cooperate fully, sign any required document, or submit to any inspection or testing will result in discipline, up to and including termination. Furthermore, any violations of this policy may result in disciplinary action, up to and including termination, at AMPS' sole discretion.

Employees should be aware that participation in a rehabilitation program will not necessarily prevent the imposition of disciplinary action, including termination, for violation of this policy.

Employees who undergo voluntary counseling or treatment and who continue to work, if any, must meet all established standards of conduct and job performance.

Because the use, sale, purchase, possession, or furnishing of an illegally obtained substance is a violation of the law, School may report such illegal drug activities to an appropriate law enforcement agency.

P. Smoking

AMPS sites are all non-smoking facilities. Smoking is prohibited on AMPS property and campuses.

Q. Security Protocols

The security of facilities as well as the welfare of our employees depends upon the alertness and sensitivity of every individual to potential security risks. To help maintain a secure workplace, be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the Site Director or your supervisor immediately.

Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuable or personal articles around your work station that may be accessible. You should immediately notify Human Resources when keys are missing or if security access codes or passes have been breached.

R. Safety and Incident Reporting

AMPS is committed to providing a safe working environment and accident prevention is of primary importance in all phases of operation and administration. If an employee is ever in doubt how to perform a job or task safely, he or she should request assistance. All employees must report unsafe conditions to management immediately and remedy them to the extent possible. Employees must also report fires or other emergencies by calling 911. Employee must immediately, or as soon as is practical, report any accident or injury occurring during work or on School premises to management, to allow AMPS to appropriately respond.

Failure to comply with or enforce School's Safety Manual or safety and health rules, practices and procedures could result in disciplinary action up to and including termination.

S. Driving on AMPS Business

Employees who are required to drive their own vehicle on approved School business will be required to show proof of a current, valid driver's license and proof of effective auto liability insurance coverage. Employees whose job duties include driving must follow all traffic laws at all times and practice safe driving.

Pursuant to applicable law and safety standards, employees whose job responsibilities include regular or occasional driving and who are issued a cell phone for business use must refrain from using their phone while driving unless they are using a hands-free device. Safety must come before all other concerns. Thus, unless an employee is using a hands-free device in a safe-manner, he or she must safely pull off to the side of the road and safely stop the vehicle before placing, accepting, or continuing a call. Sending or reviewing text messages while driving is also prohibited.

Employees whose job responsibilities do not specifically include driving as an essential function, but who use a cell phone for business purposes, whether issued by AMPS or not, are also expected to abide by the provisions above. Under no circumstances are employees allowed to place themselves or others at risk to fulfill business needs.

Any employee who fails to comply with this policy will be deemed to have engaged in grossly negligent conduct beyond the course and scope of his or her employment. As a result, any employee who is charged with a traffic violation or incurs any other form of liability resulting from a violation of this policy will, to the extent allowed by applicable law, be solely responsible for any such liability. Any employee who has an accident while driving on AMPS business must report that accident immediately to his or her supervisor.

AMPS will reimburse employees using a personal vehicle for mileage when on AMPS business at a reimbursement rate set by AMPS. Employees are required to keep a record of the number of miles driven to perform their job duties.

EMPLOYEE LEAVES AND BENEFITS

A. *Holidays*

AMPS calendar reflects any and all holidays observed by AMPS. School classes are not in session on holidays observed by AMPS. When a holiday falls on a workday, that workday is the holiday. When a holiday falls on a Saturday, the preceding Friday is treated as the holiday. When a holiday falls on a Sunday, the subsequent Monday is treated as the holiday.

The following days are observed as paid holidays by AMPS:

1. New Year's Day
2. Martin Luther King Jr. Day
3. President's Day
4. Friday of Spring Break Week
5. Memorial Day
6. Juneteenth
7. Independence Day
8. Labor Day
9. Indigenous Peoples' Day
10. Veteran's Day
11. Thanksgiving Day
12. Friday after Thanksgiving
13. Christmas Eve
14. Christmas Day
15. New Year's Eve

To be eligible for holiday pay, an employee must either be a non-exempt employee who works on average at least thirty (30) hours per workweek, and who would normally be scheduled to work on the day on which the holiday falls. Holiday pay will be based on each employee's work schedule; in other words, an employee who normally works 4 hours per day will receive 4 hours of holiday pay, and an employee who works 8 hours per day will receive 8 hours of holiday pay. Holiday hours do not count as hours worked for purposes of calculating overtime.

B. *Vacation Policy*

Teachers, Paraprofessionals, Teacher Assistants, , College Advisors, Schools Counselors, ASES Coordinators and other certificated staff do not accrue vacation days. All other regular full-time employees (as defined in this Handbook) begin to earn and accrue vacation starting on the first day of employment at a rate of 6.67 hours per month up to 80 hours of vacation time per year. Vacation time can accrue up to a maximum cap of 1.5 times the annual accrual maximum, which is 120 hours of vacation time. Once the 120 hour cap is reached, employees will cease to accrue further vacation time until the employee's accrued vacation time falls below that cap. When vacation time falls below the cap of 120 hours, then vacation will begin to accrue again. Vacation accrues on an as-worked basis. Vacation will not accrue during any unpaid leave of absence, inactive time, unpaid time, or non-working time or during any period when the employee's vacation time was at the maximum cap.

All employees must have supervisory approval before taking vacation, by submitting a form available from Human Resources to their direct supervisor at least two weeks prior to the day requested. Failure to submit this request with at least two weeks in advance may result in denial of the request. Vacations shall be scheduled in such a way as to provide adequate coverage of job responsibilities and staffing requirements. Although AMPS will attempt to accommodate vacation request to the greatest extent possible, there is no guarantee that any given vacation request will be granted, and AMPS reserves the right to deny a vacation request based on operational needs of AMPS. AMPS reserves the right to schedule vacation time for employees or to compensate employees for accrued, unused vacation time at any time in its sole discretion. If a holiday occurs during your vacation period, you will receive holiday compensation for that day.

Employees who terminate their employment for any reason will be paid for any accrued but unused vacation time in accordance with this policy. Vacation time is paid at the employee's final rate of pay at the time of the employee's separation.

As with all of its policies and procedures, AMPS reserves the right to modify, alter, or otherwise amend this policy at its sole and absolute discretion to the extent allowed by law.

C. *Paid Sick Leave*

At the beginning of each fiscal year, all AMPS employees will be granted 10 days of Paid Sick Leave for use during that fiscal year. Mid-year hires will receive a prorated allowance of Paid Sick Leave based on their start date, rounded to the nearest whole day.

AMPS will not compensate an employee for unused paid sick days upon termination, resignation, retirement, or other separation from employment. However, if an employee separates from AMPS and is rehired by AMPS within one year from the date of separation, any previously accrued and unused paid sick leave shall be reinstated. The employee shall be entitled to use that previously accrued and unused paid sick leave and to accrue additional paid sick leave upon rehiring, subject to this policy.

An employee may use paid sick leave not only when he or she is ill or injured or for the purpose of the employee's receiving medical care, treatment, or diagnosis, but also to aid or care for the following persons when they are ill or injured or receiving medical care, treatment, or diagnosis: the employee's child; parent; legal guardian or ward; sibling; grandparent; grandchild; and spouse, registered domestic partner under any state or local law, or designated person. The employee may use all or any percentage of his or her paid sick leave to aid or care for the aforementioned persons. The aforementioned child, parent, sibling, grandparent, and grandchild

relationships include not only biological relationships but also relationships resulting from adoption; step-relationships; and foster care relationships. "Child" as used herein includes a child of a domestic partner and a child of a person standing in loco parentis.

If the employee has no spouse or registered domestic partner, the employee may designate one person as to whom the employee may use paid sick leave to aid or care for that person in lieu of a spouse or registered domestic partner. AMPS will give employee the opportunity to make such designation as is required by applicable sick leave laws.

AMPS will not require, as a condition of an employee's taking paid sick leave, that the employee search for or find a replacement worker to cover the hours during which the employee is on paid sick leave. Employees who wish to use paid sick leave can do so upon a verbal or written request. When possible, employees must give reasonable advance notification of an absence from work for which paid sick leave will be used. If the need for paid sick leave is unforeseeable, the employee shall provide notice of the need for the leave as soon as practicable. When an employee is out due to illness for three (3) or more workdays, a doctor's note certifying the need for the absence and the employee's fitness to return to duty may be required. Employees out on sick leave for more than five (5) consecutive work days will be required to discuss leave of absence options with Human Resources.

AMPS will not retaliate or discriminate against an employee for using accrued sick leave, attempting to exercise the right to use accrued sick leave, or cooperating in an investigation of an alleged violation of this policy.

D. Unpaid Leave of Absence (Medical)

On occasion, an employee may need a medical leave of absence that extends beyond limits under any state or federal mandatory leave law. In addition, there may be circumstances when an employee needs a medical leave allowed under disability laws and in accordance with this policy. In these situations, a medical leave of absence may be granted for disabilities based upon a health care provider's written certification of a qualifying disability, unless such leave would cause an undue hardship. Such disability leaves will be considered on a case-by-case basis, consistent with the Company's obligations under federal and state disability laws. Employees should request any leave in writing as far in advance as possible. Approved absences of less than two weeks are not treated as medical leaves of absences but rather as excused absences without pay.

Benefit accrual, such as vacation, sick leave, and holiday benefits, will be suspended during an unpaid medical leave period and will resume upon return to active employment. Unless otherwise required by law, AMPS does not continue to pay premiums for health insurance coverage for employees on unpaid medical leave. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

A medical leave begins on the first day your doctor certifies that you are unable to work. AMPS will require medical documentation from your healthcare provider showing the date you became disabled and the anticipated date you will be able to return to work. An employee returning from a medical disability leave must present a doctor's certificate declaring fitness to return to work.

Upon return from medical leave, you will be offered the same position you held at the time your leave began, if available and/or as required by law. If your former position is not available, a comparable position will be offered. If neither the same nor a comparable position is available,

your return to work will depend on job openings existing at the time of your scheduled return. AMPS will comply with any reinstatement obligations under state or federal law.

California workers' compensation laws govern work-related injuries and illnesses. California pregnancy disability laws govern leaves taken because of pregnancy, childbirth, and related medical conditions.

Disability leaves under this section are unpaid. Employees on leave due to a medical condition or disability may be eligible to receive state disability compensation through State Disability Insurance (SDI) or Paid Family Leave (PFL). In both instances, employees must directly contact the California Employment Development Department (EDD).

E. Discretionary Unpaid Leave of Absence (Non-Medical)

AMPS may grant a discretionary leave of absence to employees in certain unusual circumstances when requested by the employee. There is no guaranteed right to take a discretionary unpaid leave of absence and if such a leave is granted, there is not guaranteed right to reinstatement.

It is important to request any leave in writing as far in advance as possible, to keep in touch with your supervisor and Human Resources during your leave, and to give prompt notice if there is any change in your return date. If your leave expires and you have not contacted your supervisor and Human Resources, AMPS will assume that you do not plan to return and that you have voluntarily terminated your employment. Employees do not continue to accrue vacation, PSL, or holiday benefits while they are on unpaid discretionary leaves of absence.

Employees will be required to use any accrued vacation before taking an unpaid discretionary leave of absence. Unless otherwise required by law, AMPS does not continue to pay premiums for health insurance coverage for employees on discretionary unpaid leaves of absence. However, if eligible, you may self-pay the premiums under the provisions of COBRA.

F. Family and Medical Leave Act (FMLA)

AMPS provides leave pursuant to the federal Family and Medical Leave Act ("FMLA"), which provides for unpaid, job-protected leave to covered employees in certain circumstances. This policy provides employees with information concerning FMLA entitlements and obligations employees may have during such leaves. Whenever permitted by law, the Company will run FMLA leave concurrently with leave under the California Family Rights Act ("CFRA") and any other leave provided under applicable law. Please see the policy on CFRA Leave in this handbook for additional information.

Eligibility Conditions

To be eligible for leave under this policy, you must: (1) have been employed by the Company for a total of at least 12 months at any time prior to the commencement of a qualifying leave (which need not be consecutive); (2) have worked for the Company for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave; and (3) be employed at a worksite where 50 or more employees are located within 75 miles of the worksite.

For employees with no fixed worksite, the worksite is the site to which they are assigned as their home base, from which their work is assigned, or to which they report.

Leave Entitlement

The FMLA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period.

Leave will be granted to eligible employees for any of the following purposes:

- the birth of the employee's child, or placement of a child with the employee for adoption or foster care, and in order to care for that child;
- to care for a spouse, parent, son or daughter* with a serious health condition
- to care for your own serious health condition, which renders you unable to perform any of the essential functions of your position; or
- a qualifying exigency of a spouse, son, daughter, or parent who is a military member on covered active duty or called to covered active duty status (or has been notified of an impending call or order to covered active duty).

*The term "son or daughter" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is either (1) under 18 years of age, or (2) 18 years of age or older and incapable of self-care because of a mental or physical disability.

You may take up to 26 weeks of unpaid FMLA leave in a single 12-month period, beginning on the first day that you take FMLA leave to care for a spouse, son, daughter, or next of kin who is a covered service member and who has a serious injury or illness related to active duty service, as defined by the FMLA's regulations (known as military caregiver leave).

Calculating the 12-Month Period

For purposes of calculating the 12-month period during which 12 weeks of family and medical leave or qualifying exigency leaves may be taken, the Company uses a rolling 12-month period measured backward from the date an employee uses his or her FMLA leave.

For leave to care for a covered servicemember, the 12-month period begins on the first day of the leave, regardless of how the 12-month period is calculated for other leaves.

Intermittent Leave and Reduced Leave Schedules

You may take FMLA leave intermittently (in blocks of time, or by reducing your normal weekly or daily work schedule) if the leave is for your own serious health condition or a qualifying family member and the reduced leave schedule is medically necessary as determined by the health care

provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is one hour.

AMPS will reduce an exempt employee's salary based on the amount of time actually worked. In addition, while you are on an intermittent or reduced leave schedule, AMPS may temporarily transfer you to an available alternative position that better accommodates your leave schedule and has equivalent pay and benefits.

Pregnancy, Childbirth or Related Conditions and Baby Bonding

Leave because of a disability for pregnancy, childbirth or related medical condition is not counted as time used under the CFRA. However, time off because of pregnancy disability, childbirth or related medical condition does count as family and medical leave under the FMLA. Employees who take time off for pregnancy disability and who are eligible for FMLA will be placed on FMLA that runs at the same time as their pregnancy disability leave.

Once the pregnant employee is no longer disabled, or once the employee has exhausted pregnancy disability leave and has given birth, the employee may apply for leave under the CFRA for purposes of baby bonding.

Please see the policies on CFRA Leave and Pregnancy Disability Leave in this handbook for additional information.

Duty to Provide Advance Notice of the Need for Leave

Employees are required to give advance notice of their need for a leave whenever such need is foreseeable. The notice should describe the reason for the requested leave, the anticipated duration of the leave, and the anticipated date the leave will begin. Employees ordinarily must provide at least 30 days advance notice in writing to Human Resources. If the leave is not foreseeable at least 30 days in advance, the employee must give as much advance notice as is practicable. Calling out "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for FMLA leave under this policy. Employees must respond to the Company's lawful questions to determine if absences are potentially FMLA-qualifying. If employees fail to explain the reasons for FMLA leave, the leave may be denied.

Notice of Eligibility for, and Designation of, FMLA Leave

Please contact Human Resources as soon as you realize the need for FMLA leave. Employees requesting FMLA leave are entitled to receive written notice from the Company telling them whether they are eligible for FMLA leave and, if not eligible, the reasons why they are not eligible. When eligible for FMLA leave, employees are entitled to receive written notice of: (1) their rights and responsibilities in connection with such leave; (2) the Company's designation of leave as FMLA-qualifying or non-qualifying, and if not FMLA-qualifying, the reasons why; and (3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The Company may retroactively designate leave as FMLA leave with appropriate written notice to employees. In other cases, the Company and employee can mutually agree that leave be retroactively designated as FMLA leave.

Medical Certifications

AMPS requires employees to provide certification of their need for leave. You will have 15 calendar days from the Company's request for certification to provide it to the Company, unless

it is not practicable to do so. The Company may require recertification from the health care provider if you request additional leave upon expiration of the time period in the original certification. (For example, if you need two weeks of family and medical leave, but following the two weeks you need intermittent leave, a new medical certification will be requested and required.) If the employee does not provide medical certification in a timely manner to substantiate the need for family and medical leave, the Company may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered FMLA leave.

If the leave is needed to care for a sick child, spouse, or parent, you must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimation of the frequency and duration of the leave required to care for the family member; and
- Confirmation that the serious health condition warrants your participation.

If your own serious health condition is the reason for leave, you must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition; and
- Your inability to work at all or to perform any one or more of the essential functions of your position because of the serious health condition.

If you are absent because of your own serious health condition, the Company will also require a medical release to return to work form or certification from your health care provider that you are able to resume work. Failure to provide a release to return to work certificate from your health care provider will result in denial of reinstatement until the certificate is obtained.

A leave taken due to a “qualifying exigency” related to military service must be supported by a certification of its necessity. A leave taken due to the need to care for a servicemember must be supported by a certification by the servicemember’s health care provider or other certification allowed by law. Special certification requirements apply to leaves related to military service.

Health and Benefits Plans

If you are taking FMLA leave, you will be allowed to continue participating in any health and welfare benefit plans in which you were enrolled in before the first day of the leave (for a maximum of 12 workweeks, or 26 workweeks if the leave is to care for a covered servicemember) at the level and under the conditions of coverage as if you had continued in employment for the duration of such leave. The Company will continue to make the same premium contribution as if you had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the Company may recover premiums paid to maintain health coverage if you fail to return to work following FMLA leave.

Substitution of Paid Leave

Generally, FMLA leave is unpaid. The Company may require, or you may choose, to use accrued paid leave while taking FMLA leave.

No Work While on Leave

The taking of another job while on FMLA leave may be grounds for immediate discharge, to the extent permitted by applicable law.

Reporting Changes to Anticipated Return Date

If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the Company with reasonable notice of the employee's changed circumstances and new return to work date. If employees give the Company unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the Company's obligation to maintain health benefits (subject to COBRA requirements) and to restore their positions will cease.

Reinstatement

Under most circumstances, upon return from FMLA leave you will be reinstated to your original job or to an equivalent position with equivalent pay, benefits, and other employment terms and conditions. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. For example, if an employee on FMLA leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.

Any request for additional leave for an employee's own serious health condition after the leave period provided by law has ended will be treated as a request for disability accommodation.

Administration of Policy

The Company intends to administer this policy in accordance with the requirements of the state and federal laws regulating family and medical leaves. The Company is committed to complying with the FMLA and CFRA and, whenever necessary, shall interpret and apply this policy in a manner consistent with the FMLA and CFRA. Whenever permissible by law, the Company will run FMLA leave concurrently with the CFRA and any other leave provided under state or local law.

If employees believe their FMLA rights have been violated, they should contact Human Resources. The Company will investigate any such complaints and take prompt and appropriate remedial action to address and/or remedy any violation.

G. *California Family Rights Act (CFRA)*

AMPS provides leave pursuant to the California Family Rights Act ("CFRA"), which provides for unpaid, job-protected leave to covered employees in certain circumstances. This policy provides employees with information concerning CFRA entitlements and obligations employees may have during such leaves. Whenever permitted by law, the Company will run CFRA leave concurrently

with leave under the federal Family and Medical Leave Act ("FMLA"). Please see the policy on FMLA Leave in this handbook for additional information.

Eligibility Conditions

To be eligible for leave under this policy, you must: (1) have been employed by the Company for a total of at least 12 months at any time prior to the commencement of a qualifying leave (which need not be consecutive); and (2) have worked for the Company for at least 1,250 hours during the 12-month period immediately preceding the commencement of the leave.

Leave Entitlement

The CFRA provides eligible employees up to 12 workweeks of unpaid leave for certain family and medical reasons during a 12-month period.

Leave will be granted to eligible employees for any of the following purposes:

- the birth of the employee's child, or placement of a child with the employee for adoption or foster care;
- to care for a child of any age, parent, grandparent, grandchild, sibling, spouse or domestic partner with a serious health condition;
- to care for your own serious health condition, which renders you unable to perform any of the functions of your position, except for leave taken for disability on account of pregnancy, childbirth, or related medical conditions (which is covered by Pregnancy Disability Leave); or
- a qualifying exigency of a spouse, domestic partner, child or parent in the Armed Forces of the United States.

Calculating the 12-Month Period

For purposes of calculating the 12-month period during which 12 weeks of family and medical leave or qualifying exigency leaves may be taken, the Company uses a rolling 12-month period measured backward from the date an employee uses his or her CFRA leave.

Intermittent Leave and Reduced Leave Schedules

You may take CFRA leave intermittently (in blocks of time, or by reducing your normal weekly or daily work schedule) if the leave is for your own serious health condition or a qualifying family member and the reduced leave schedule is medically necessary as determined by the health care provider of the person with the serious health condition. The smallest increment of time that can be used for such leave is one hour.

AMPS will reduce an exempt employee's salary based on the amount of time actually worked.

Pregnancy, Childbirth or Related Conditions and Baby Bonding

Leave because of a disability for pregnancy, childbirth or related medical condition is not counted as CFRA leave. However, time off because of pregnancy disability, childbirth or related medical condition does count as family and medical leave under the FMLA. Employees who take time off for pregnancy disability and who are eligible for FMLA leave will be placed on FMLA leave that runs at the same time as their pregnancy disability leave.

Once the pregnant employee is no longer disabled, or once the employee has exhausted pregnancy disability leave and has given birth, the employee may apply for leave under the CFRA for purposes of baby bonding.

Any leave taken for the birth, adoption, or foster care placement of a child does not have to be taken in one continuous period of time. CFRA leave taken for the birth or placement of a child will be granted in minimum amounts of two weeks. However, the Company will grant a request for a CFRA leave (for birth/placement of a child) of less than two weeks' duration on any two occasions. The Company may also grant additional requests for leave lasting less than two weeks at its discretion. Any leave taken must be concluded within one year of the birth or placement of the child with the employee.

Duty to Provide Advance Notice of the Need for Leave

Employees are required to give reasonable advance notice of their need for a leave whenever such need is foreseeable. The notice should describe the reason for the requested leave, the anticipated duration of the leave, and the anticipated date the leave will begin. Employees ordinarily must provide at least 30 days advance notice in writing to Human Resources. If the leave is not foreseeable at least 30 days in advance, the employee must give as much advance notice as is practicable. Calling out "sick," without providing the reasons for the needed leave, will not be considered sufficient notice for CFRA leave under this policy. Employees must respond to the Company's lawful questions to determine if absences are potentially CFRA-qualifying. If employees fail to explain the reasons for CFRA leave, the leave may be denied.

Notice of Eligibility for, and Designation of, CFRA Leave

Please contact Human Resources as soon as you realize the need for CFRA leave. Employees requesting CFRA leave are entitled to receive written notice from the Company telling them whether they are eligible for CFRA leave and, if not eligible, the reasons why they are not eligible. When eligible for CFRA leave, employees are entitled to receive written notice of: (1) their rights and responsibilities in connection with such leave; (2) the Company's designation of leave as CFRA-qualifying or non-qualifying, and if not CFRA-qualifying, the reasons why; and (3) the amount of leave, if known, that will be counted against the employee's leave entitlement.

The Company may retroactively designate leave as CFRA leave with appropriate written notice to employees. In other cases, the Company and employee can mutually agree that leave be retroactively designated as CFRA leave.

Medical Certifications

AMPS requires employees to provide certification of their need for leave. You will have 15 calendar days from the Company's request for certification to provide it to the Company, unless it is not practicable to do so. The Company may require recertification from the health care provider if you request additional leave upon expiration of the time period in the original certification. (For example, if you need two weeks of family and medical leave, but following the two weeks you need intermittent leave, a new medical certification will be requested and required.) If the employee does not provide medical certification in a timely manner to substantiate the need for family and medical leave, the Company may delay approval of the leave, or continuation thereof, until certification is received. If certification is never received, the leave may not be considered CFRA leave.

If the leave is needed to care for a covered family member, you must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition;
- Estimation of the amount of time the health care provider believes you need to care for the family member; and
- Confirmation that the serious health condition warrants the participation of a family member to provide care during a period of the treatment or supervision of the individual requiring care.

If your own serious health condition is the reason for leave, you must provide a certification from the health care provider stating:

- Date of commencement of the serious health condition;
- Probable duration of the condition; and
- Statement that due to the serious health condition, you are unable to perform the functions of your position.

If you are absent because of your own serious health condition, the Company will also require a medical release to return to work form or certification from your health care provider that you are able to resume work. Failure to provide a release to return to work certificate from your health care provider will result in denial of reinstatement until the certificate is obtained.

Health and Benefits Plans

If you are taking CFRA leave, you will be allowed to continue participating in any health and welfare benefit plans in which you were enrolled in before the first day of the leave (for a maximum of 12 workweeks) at the level and under the conditions of coverage as if you had continued in employment for the duration of such leave. The Company will continue to make the same premium contribution as if you had continued working. The continued participation in health benefits begins on the date leave first begins. In some instances, the Company may recover premiums paid to maintain health coverage if you fail to return to work following CFRA leave.

Substitution of Paid Leave

Generally, CFRA leave is unpaid. If you take time off for your own serious health condition, you may choose, or the Company may require, you to use accrued paid leave while taking CFRA leave. However, you will not be required to use sick leave during a period of leave in connection with the birth, adoption, or foster care of a child, or to care for a child, parent, grandparent, grandchild, sibling, spouse, or domestic partner with a serious health condition. Rather, in that instance, you and the Company may mutually agree for you to use sick leave.

No Work While on Leave

The taking of another job while on CFRA leave may be grounds for immediate discharge, to the extent permitted by applicable law.

Reporting Changes to Anticipated Return Date

If an employee's anticipated return to work date changes and it becomes necessary for the employee to take more or less leave than originally anticipated, the employee must provide the Company with reasonable notice of the employee's changed circumstances and new return to work date. If employees give the Company unequivocal notice of their intent not to return to work, they will be considered to have voluntarily resigned and the Company's obligation to restore their positions will cease.

Reinstatement

Under most circumstances, upon return from CFRA leave you will be reinstated to your original job or to a comparable position. However, an employee has no greater right to reinstatement than if he or she had been continuously employed rather than on leave. For example, if an employee on CFRA leave would have been laid off had he or she not gone on leave, or if the employee's job is eliminated during the leave and no equivalent or comparable job is available, then the employee would not be entitled to reinstatement.

Any request for additional leave for an employee's own serious health condition after the leave period provided by law has ended will be treated as a request for disability accommodation.

Administration of Policy

The Company is committed to complying with the CFRA and shall interpret and apply this policy in a manner consistent with the CFRA. Whenever permissible by law, the Company will run CFRA leave concurrently with any other leave provided under federal, state or local law, including leave under the federal Family and Medical Leave Act (FMLA). See the FMLA Leave policy in this handbook for additional information.

If you believe your CFRA rights have been violated, you should contact Human Resources. The Company will investigate any such complaints and take prompt and appropriate remedial action to address and/or remedy any violation.

H. Pregnancy Disability Leave

Any employee who is disabled by pregnancy, childbirth, or a related medical condition is eligible for a Pregnancy Disability Leave of Absence. There is no length of service requirement.

For purposes of this policy, you are disabled when, in the opinion of your healthcare provider, you cannot work at all or are unable to perform any one or more of the essential functions of your job or to perform them without undue risk to yourself, the successful completion of your pregnancy, or to other persons as determined by a healthcare provider. This term also applies to certain pregnancy-related conditions, such as severe morning sickness or if you need to take time off for prenatal or postnatal care, bed rest, postpartum depression, and the loss or end of pregnancy (among other pregnancy-related conditions that are considered to be disabling).

Reasonable Accommodation for Pregnancy-Related Disabilities

Any employee who is affected by pregnancy may also be eligible for a temporary transfer or another accommodation. There is no length of service requirement. You are affected by pregnancy if you are pregnant or have a related medical condition, and because of pregnancy, your health care provider has certified that it is medically advisable for you to temporarily transfer or to receive some other accommodation.

AMPS will provide a temporary transfer to a less strenuous or hazardous position or duties or other accommodation to an employee affected by pregnancy if:

- She requests a transfer or other accommodation;
- The request is based upon the certification of her health care provider as "medically advisable"; and
- The transfer or other requested accommodation can be reasonably accommodated pursuant to applicable law.

As part of this accommodation process, no additional position will be created and AMPS will not discharge another employee, transfer another employee with more seniority, or promote or transfer any employee who is not qualified to perform the new job.

Advance Notice and Medical Certification

To be approved for a pregnancy disability leave of absence, a temporary transfer or other reasonable accommodation, you must:

- Provide 30 days' advance notice before the leave of absence, transfer or reasonable accommodation is to begin, if the need is foreseeable;
- Provide as much notice as is practicable before the leave, transfer or reasonable accommodation when 30 days' notice is not foreseeable; and
- Provide a signed medical certification from your healthcare provider that states that you are disabled due to pregnancy or that it is medically advisable for you to be temporarily transferred or to receive some other requested accommodation.
- AMPS may require you to provide a new certification if you request an extension of time for your leave, transfer or other requested accommodation.

Duration

AMPS will provide you with a Pregnancy Disability Leave of Absence for the duration of your pregnancy-related disability for up to four (4) months. This leave may be taken intermittently or on a continuous basis, as certified by your healthcare provider. The four months of leave available to an employee due to her pregnancy related disability is defined as the number of days (and hours) the employee would normally work within four calendar months or 17.33 workweeks.

Any temporary transfer or other reasonable accommodation provided to an employee affected by pregnancy will not reduce the amount of Pregnancy Disability Leave time the employee has available to her unless the temporary transfer or other reasonable accommodation involves a reduced work schedule or intermittent absences from work.

Reinstatement

If you and AMPS have agreed upon a definite date of return from your leave of absence or transfer, you will be reinstated on that date if you notify AMPS that you are able to return on that date. If the length of the leave of absence or transfer has not been established, or if it differs from the original agreement, you will be returned to work within two (2) business days, where feasible, after you notify AMPS of your readiness to return.

Before you will be allowed to return to work in your regular job following a leave of absence or transfer, you must provide Human Resources with a certification from your healthcare provider that you can perform safely all of the essential duties of your position, with or without reasonable accommodation. If you do not provide such a release prior to or upon reporting for work, you will be sent home until a release is provided. Any time you are not allowed to work due to not having provided the required release will be unpaid.

You will be returned to the same or a comparable position upon the conclusion of your leave of absence or transfer. If the same position is not available on your scheduled return date, AMPS will provide you a comparable position on your scheduled return date or within 60 calendar days of that return date. However, you will not be entitled to any greater right to reinstatement than if you had not taken the leave. For example, you would have been laid off regardless of the leave, or you would not have been offered a comparable position, then the employee will not be entitled to reinstatement.

Failure to return to work at the conclusion of the leave of absence may result in termination of employment, unless you are taking additional leave provided by law or AMPS policy or AMPS has otherwise approved you to take additional time off.

Integration with Other Benefits

Pregnancy Disability Leaves of Absence and accommodations that require you to work a reduced work schedule or to take time off from work intermittently are unpaid. You may elect to use accrued sick leave and/or accrued vacation benefits during the unpaid leave of absence as regulations allow. However, use of paid time off will not extend the available leave of absence time. Vacation and sick leave hours will not accrue during any unpaid portion of the leave of absence, and you will not receive pay for official holidays that are observed during your leave of absence except during those periods when you are substituting vacation or sick leave for unpaid leave.

Employees should apply for California State Disability insurance ("SDI") benefits. SDI forms are available from AMPS or your healthcare provider. Any SDI for which you are eligible will be integrated with accrued vacation, sick leave, or other paid time off benefits so that you do not receive more than 100% of your regular pay.

AMPS will maintain an employee's health insurance benefits during an employee's Pregnancy Disability Leave for a period of up to four months, as defined above, on the same terms as they were provided prior to the leave time. If you take additional time off following a Pregnancy Disability Leave that qualifies as California Family Rights Act ("CFRA") leave, AMPS will continue your health insurance benefits for up to a maximum of 12 workweeks in a 12-month period.

EXAMPLE: You take 17.33 workweeks off due to a pregnancy disability. Assuming you are eligible for FMLA and CFRA leave, your Pregnancy Disability Leave will also be concurrently covered by FMLA and your group health insurance coverage would continue for the entire 17.33 workweek period. If, after your pregnancy disability leave and FMLA Leave, has been completed, you wish to take 12 additional weeks off from work to bond with a new baby under CFRA, COMPANY will continue your health insurance benefits for the 12 workweek period.

In some instances, AMPS may recover premiums it paid to maintain health insurance benefits if you fail to return to work following your pregnancy disability leave for reasons other than taking additional leave afforded by law or AMPS policy or not returning due to circumstances beyond your control.

I. Military and Military Spousal Leave of Absence

Both state and federal law provide employees with the right to take leave in order to serve in the military. At the federal level, military leave rights are governed by the Uniformed Services Employment and Reemployment Rights Act, commonly referred to as USERRA. This policy discusses military leave under USERRA. Further, if you are a spouse or registered domestic

partner of a member of the military, you may be entitled to an unpaid leave during a period of military conflict. For information on military leave, contact Human Resources.

Eligibility for Military Leave

AMPS provides unpaid military leaves of absence to employees who serve in the uniformed services as required by USERRA and applicable state laws. The uniformed services include the Army, Navy, Marine Corps, Air Force, Coast Guard, Army National Guard, Air National Guard, Commissioned Corps of the Public Health Service and any other category of persons designated by the President of the United States in time of war or emergency.

Service consists of the performance of any of the following on a voluntary or involuntary basis: active duty, active duty for training, initial active duty, inactive duty training, full-time National Guard duty and absence from work for an examination to determine fitness for such duty. Total military leave time may not exceed five years during employment, except in special circumstances.

Notice of Military Leave

When an employee receives orders for any active military duty (including any call to active duty), the employee must advise his or her manager or Human Resources immediately of the pending absence, unless military necessity requires otherwise or if providing notification would be impossible or unreasonable. In such an event, the employee must advise his/her/their manager or Human Resources of the need for military leave as soon as possible after becoming aware of the need for the leave.

Accrued vacation time will be paid during military leave at your request. Employees on military leave may elect to continue their health plan coverage at their own expense for up to 24 months or during the period of service, whichever is shorter.

Reinstatement from Military Leave

In order to be eligible for reinstatement, the employee must have provided advance notice of the military obligation and have completed his or her service honorably. Employees who are absent from work 30 days or less or who are absent to take a fitness exam must report to work at the beginning of the first regularly scheduled work day falling 8 hours or more after the employee returns home. If the employee serves 31 to 180 days, he or she must apply for reemployment within 14 days after completing service. If the employee has served 181 days or more, he or she must apply for reemployment within 90 days after completing service.

As with other leaves of absence, failure to return to work or to reapply within applicable time limits may result in loss of reemployment rights. Temporary employees may not be eligible for reinstatement following military leave and reinstatement may not be required for other employees in some circumstances. Full details regarding reinstatement are available from Human Resources.

In general, an employee returning from military leave will be reemployed in the position and seniority level that the employee would have attained had there been no military leave of absence. If necessary, AMPS will provide training to assist the employee in the transition back to the workforce.

An employee returning from military leave is entitled to any unused, accrued vacation benefits the employee had at the time the military leave began. Upon reinstatement, the employee will accrue vacation benefits at the rate he or she would have attained if no military leave had been taken.

USERRA supersedes state laws that limit or condition its rights or benefits; however, it does not displace state laws that provide greater rights. Please contact Human Resources for further details.

Employees in California who serve in the military are entitled to the rights and protections set forth in the California Military and Veteran's Code. Among other things, the Code prohibits discrimination against members of the military or naval services of the state or the United States, and grants members of the National Guard or U.S. Reserve a temporary leave of absence while engaged in military duty ordered for purposes of military training, drills, encampment, naval cruises, and special exercises or like activities. This leave is not to exceed 17 calendar days annually.

Family Military Leave California – 25+ Employees

Employees who are spouses/registered domestic partners of certain military personnel may receive up to ten (10) days of unpaid leave during a qualified leave period. For purposes of this policy, a "qualified leave period" means the period during which the individual is on leave from deployment during a period of military conflict. An employee is eligible for leave under this policy if he or she:

- Is the spouse/ registered domestic partner of a person who: (a) is a member of the Armed Forces of the United States who has been deployed during a period of military conflict to an area designated as a combat theater or combat zone by the President of the United States, or (b) is a member of the National Guard or of the Reserves who has been deployed during a period of military conflict;
- Provides notice of his or her intention to take leave within two business days of receiving notice that his or her spouse will be on leave from deployment; and
- Submits written documentation certifying that their spouse will be on leave from deployment during the time the leave is requested.
- Military conflict means either a period of war declared by the United States Congress, or a period of deployment for which a member of a reserve component is ordered to active duty either by the Governor or the President of the United States.
- Leave taken under this policy will not affect an employee's right to any other benefits. AMPS will not discriminate against, or tolerate discrimination against, any employee who requests and/or takes leave under this policy. For more information, please contact your supervisor or the Human Resources Department.

J. Jury Duty/Witness Duty

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either AMPS or the employee may request an excuse from jury/witness duty if, in AMPS' judgment, the employee's absence would create serious operational difficulties.

Non-exempt employees who are called for jury/witness duty will be provided time off without pay. Exempt employees will receive their regular salary unless they do not work any hours during the course of a workweek. Employees may elect to use any accrued vacation during jury/witness duty leave.

In the event that the employee must serve as a witness within the course and scope of his or her employment with AMPS, AMPS will provide time off with pay.

K. Time-Off for Voting

AMPS encourages its employees to fulfill their civic responsibilities by participating in elections. Because polls are open from 7:00 a.m. until 8:00 p.m., employees generally are able to find time to vote either before or after their regular work schedule. If employees are unable to vote in an election during their non-working hours and have not requested an absentee ballot, then AMPS will grant up to two hours of paid time off to vote.

Employees must request time off to vote from their supervisor at least two working days prior to the election day. Advance notice is required so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to the normal work schedule.

Employees must submit a voter's receipt on the first working day following the election to qualify for paid time off.

Nothing in this policy requires the employee to bring his or her mail (absentee) ballot to work, including mailing such absentee ballot from work.

L. Emergency Duty/Training Leave

In California, no employee shall receive discipline for taking time off to perform emergency duty/training as a volunteer firefighter, reserve peace officer, or emergency rescue personnel. If you are participating in this kind of emergency duty/training, please alert your supervisor so that he or she may be aware of the fact that you may have to take unpaid time off for emergency duty/training. In the event that you need to take time off for emergency duty/training, please alert your supervisor before doing so whenever possible. Time off for emergency training may not exceed 14 days per calendar year.

Emergency Duty/Training Leave is unpaid. You may choose to use your accrued vacation if you wish to receive compensation for this time off, but you are not required to do so.

If you feel you have been treated unfairly as a result of taking or requesting Emergency Duty/Training Leave, you should contact your supervisor or any other manager, as appropriate.

M. Suspended Pupil/Child Leave

California law requires employers to provide time off for parents required to visit a child's school when the child has served a period of suspension from school. To be eligible for time off to attend a child's school, the employee must be the parent of a child in kindergarten or in grades 1-12 and must present AMPS' letter, which requests the employee's appearance at AMPS, to his or her supervisor at least two days before the requested time off. Employees may use accrued vacation while attending a child's school under these circumstances. If not, suspended pupil/child leave will be unpaid.

N. Leave for Victims of Crime and Abuse

AMPS will not discharge or in any manner discriminate or retaliate against an employee who is a victim of crime or abuse. For purposes of this policy, "victim of crime or abuse" refers to (A) a victim of stalking, domestic violence, or sexual assault; (B) a victim of a crime (regardless of

whether any person is arrested for, prosecuted for, or convicted of, committing the crime) that caused physical injury or that caused mental injury and a threat of physical injury; and (C) a person whose immediate family member is deceased as the direct result of a crime.

The Company will permit a victim of crime or abuse to take time off from work to obtain any relief, including, but not limited to, a temporary restraining order, restraining order, or other injunctive relief to help ensure the health, safety, or welfare of the victim or his or her child. Additionally, the Company will permit a victim of crime or abuse to take time off work for the following purposes:

- (1) To seek medical attention for injuries related to the crime or abuse.
- (2) To obtain services from a domestic violence shelter, program, rape crisis center, or victim services organization or agency as a result of the crime or abuse.
- (3) To obtain psychological counseling or mental health services related to an experience of crime or abuse.
- (4) To participate in safety planning and take other actions to increase safety from future crime or abuse, including temporary or permanent relocation.

In order to take time off, the employee must provide reasonable advance notice unless doing so is not feasible. When an unscheduled absence occurs, the Company will not take any action against the employee if the employee provides proof explaining the reason for his or her absence within a reasonable time. Proof can be a police report, court order, doctor's or counselor's note or similar document, or any other form of documentation that reasonably verifies that the crime or abuse occurred, including but not limited to, a written statement signed by the employee, or an individual acting on the employee's behalf, certifying that the absence is for a purpose authorized by applicable law.

Additionally, employees who have been victims of serious or violent felonies, or felonies relating to theft or embezzlement, may take time off work to attend judicial proceedings related to the crime. Employees also may take time off if an immediate family member has been a victim of such crimes and the employee needs to attend judicial proceedings related to the crime. Employees must provide a copy of the court notice given to the victim of each scheduled proceeding before taking time off, unless advance notice to the Company of the need for time off is not feasible. When advance notice is not feasible, the employee must provide the Company with documentation evidencing the judicial proceeding within a reasonable time after the absence. The documentation may be from the court or government agency setting the hearing, the district attorney or prosecuting attorney's office, or the victim/witness office that is advocating on behalf of the victim.

Employees may choose to use paid sick leave that is otherwise available to the employee when taking time off under this policy.

A victim of crime or abuse may also request a reasonable accommodation for his or her safety while at work. AMPS will then engage in a timely, good faith, interactive process with the employee to determine effective reasonable accommodations. The Company will consider any exigent circumstance or danger facing the employee to determine whether an accommodation is reasonable. If the accommodation is reasonable and will not impose an undue hardship, the Company will make the accommodation. Reasonable accommodations may include putting in locks, changing the employee's shift or phone number, transferring or reassigning the employee, helping the employee to document instances of crime or abuse, implementing a safety procedure

or another adjustment to a job structure, workplace facility, or work requirement, or referral to a victim assistance organization.

The Company will maintain as confidential any verbal or written statement, police or court record, or other documentation provided to the Company identifying an employee as a victim of crime or abuse. Such information will not be disclosed by the Company except as required by state or federal law or as necessary to protect the employee's safety in the workplace

O. School and Daycare Leave

If you are the parent or guardian of a child who is in school up to grade 12, or who attends a licensed day care facility, you may take up to 40 hours of unpaid leave per year to participate in the activities of AMPS or day care facility, to find, enroll or reenroll your child in a school or with a licensed child care provider and/or to address a child care provider or school emergency. You may take no more than eight hours off for this purpose in any one calendar month. Unless it is to address an emergency, you should schedule this time off with your supervisor in advance. You may be asked to provide documentation from AMPS or day care facility to confirm your attendance at its facility for reasons covered under this policy on the specific date and time that you took the leave. This time off is unpaid. You may choose to use your accrued vacation, but this is not required.

If both parents or guardians of a child work for AMPS, only one parent – the first to provide notice – may take the time off, unless AMPS approves both parents taking time off simultaneously.

An employee who is a parent or guardian of a child who has been suspended from school is allowed time off if he/she/they is requested to appear at AMPS in connection with that suspension. Employees are required to provide reasonable notice of the requested appearance to Human Resources. Employees wishing to take such leave may utilize accrued vacation or take the time unpaid.

P. Adult Literacy Leave

AMPS will make reasonable accommodations for any employee who reveals a literacy problem and requests that AMPS assist him in enrolling in an adult literacy program, unless it would create a hardship for AMPS.

AMPS will also assist employees who wish to seek literacy education training by providing employees with the location of local literacy programs.

AMPS will take reasonable steps to safeguard the privacy of any employee who identifies him or herself as an individual with a literacy problem. The employee can contact Human Resources.

An employee who is performing satisfactorily will not be subject to termination of employment because they have disclosed literacy problems.

While AMPS encourages employees to improve their literacy skills, AMPS will not reimburse employees for the costs incurred in attending a literacy program.

Q. *Alcohol and Drug Rehabilitation Leave*

AMPS encourages employees with drug or alcohol abuse problems to seek needed counseling and treatment. Employees who are unable to find assistance may contact Human Resources to receive information about finding help. Any communications initiated by an employee and not as a result of a violation of this policy will be treated as confidentially as is possible.

AMPS will reasonably accommodate any employee who wishes to voluntarily enter and participate in an alcohol or drug rehabilitation program, provided that this reasonable accommodation will not impose an undue hardship for AMPS. Any such leave shall be unpaid except that, to the extent that employees have accrued sick or vacation they must use it. Sick or vacation will not accrue while an employee is on Rehabilitation leave, nor will the employee receive holiday pay.

Requesting assistance for substance abuse does not relieve the employee of his/her/their responsibility to meet performance, safety and attendance expectations. Rehabilitation expenses will be paid by the employee unless coverage is provided under a health insurance policy. Satisfactory participation in and completion of a rehabilitation program approved by AMPS is a condition of continuing employment.

R. *Civil Air Patrol Leave*

Pursuant to California law, AMPS will provide unpaid leave to employees who are volunteer members of the California Wing of the Civil Air Patrol and who have been duly directed and authorized to respond to an emergency operational mission of the California Wing of the Civil Air Patrol. Employees must be employed for at least 90 days immediately preceding the commencement of leave in order to be eligible.

Employees are required to give AMPS as much notice as possible of the intended dates upon which the leave would begin and end. AMPS will restore the employee to the position he or she held when the leave began or to a position with equivalent seniority status, employee benefits, pay, and other terms and conditions of employment, unless the employee is not restored because of conditions unrelated to the exercise of the leave rights by the employee. The time off is unpaid. However, an employee may utilize accrued vacation.

S. *Leave for Bone Marrow and Organ Donors*

Pursuant to California law, AMPS will provide up to five business days of paid leave within a one-year period to an employee who donates bone marrow to another person. In addition, AMPS will provide up to 30 business days of paid leave within a one-year period and up to another 30 business days of *unpaid* leave within a one-year period to an employee who donates an organ to another person. The one-year period is measured from the date the employee's leave begins and shall consist of 12 consecutive months.

To qualify for this leave, an employee must have been employed for at least 90 days prior to the commencement of the leave and must provide AMPS with written verification of his or her status as an organ or bone marrow donor and the medical necessity for the donation. During such leave, AMPS will continue coverage under its group medical insurance plan, if applicable. However, employees must continue to pay their portion of the applicable premiums. Employees should give AMPS as much notice as possible of the intended dates upon which the leave would begin and end.

T. Bereavement Leave

Full-time employees are entitled to a leave of up to three (3) work days without loss of pay due to a death in the immediate family (parent, spouse, domestic partner, son/daughter, sister/brother, parents-in-law, son/daughter-in-law, grandparents, and grandchild). Full-time employees are eligible for an additional two (2) work days without loss of pay if out-of-state travel is required. Bereavement pay will not be used in computing overtime pay. Any scheduled days off (including weekends, holidays and vacations) falling during the absence will be counted as bereavement leave. Bereavement leave as stated above must be approved by the employee's direct supervisor in advance and will not be charged to vacation. AMPS may request documentation (i.e., copy of the death certificate) to certify the need for such leave.

INSURANCE BENEFITS

U. Health Benefits

AMPS offers a comprehensive health insurance plan for eligible employees.

Regular full-time and part-time employees, who work on average at least thirty (30) hours per workweek, are eligible for health insurance on the first day of the month following their hire date in the following manners:

- Employees that work less than an average of 30 hours per workweek are not eligible for any Health Benefits.
- Full-time employees that work an average of 30 hours or more per workweek will receive 100% health benefits coverage and AMPS will pay premiums up to a designated amount.

AMPS pays the premium for eligible employees up to a designated amount. Any remaining costs associated with the Employee's plan shall be paid by the employee as a pre-tax payroll deduction. Employees will be notified of their contribution amount, should there be one, at the time they sign up for the specific benefit. AMPS pays a portion of the premiums for health insurance or any other benefits for family members or dependents; that portion is currently 40% of the total cost, but is subject to change based on health care costs and the financial condition of AMPS. Eligible employees are responsible for their portion of the monthly premium costs for their dependents' coverage.

Subject to applicable law, there is no guarantee that AMPS will continue to maintain a medical insurance plan or that the terms and conditions of any such plan will not be changed at any time. Further, in order to continue participation in any such plan, employees may be required to pay a part of the premium.

When Coverage Starts

Your coverage will begin on the first day of the calendar month following the employee's first day of employment. Your enrollment form must be submitted to the Human Resources Department as soon as possible. This enrollment form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage. By delaying the submission of the health benefits enrollment package, an employee's enrollment and health coverage may result in lack of coverage until the designated open enrollment period.

Flexible Spending Plans

AMPS provides, at no cost to employees a Flexible Spending Plan which allows employees to pay for monthly health premiums, and commuter benefits with pre-tax dollars. This means your health premiums are subtracted from your gross pay before federal, state and social security (FICA) taxes are applied. The Flexible Spending Plan Document is in all cases controlling and supersedes any inconsistent terms in this manual. From time to time, we may also offer employees' access to a Medical Reimbursement and Dependent Care option within this program that is funded 100% by the employee. These options, if available, will be explained to you during open enrollment once established.

Stipend

Employees who are covered under a spouse's health plan, and not AMPS' plan, may qualify to be paid a predetermined monthly stipend. The rate at which the stipend is calculated is subject to annual change based on the annual health insurance rates. Please talk with the Human Resources Department if you believe you qualify.

COBRA

If for some reason your coverage under AMPS' health insurance ends, you and your dependents may be eligible to continue coverage for a specified term under COBRA. In this event, AMPS will provide additional information on COBRA coverage.

V. State Disability Insurance (Wage Supplement)

AMPS contributes to the State of California to provide you with disability insurance pursuant to the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when you cannot work because of illness or injury not caused by employment with AMPS or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit amount.

Disability insurance is a wage supplement provided concurrently while an employee takes an eligible leave of absence under School policy and applicable law. The program will be administered in a manner consistent with California law. For more information regarding this program, you may contact the California Employment Development Department.

W. Paid Family Leave Insurance Benefits (Wage Supplement)

Under California law, eligible employees may participate in the paid family leave ("PFL") program, which is part of the state's unemployment compensation disability insurance program. The PFL program provides up to eight weeks of partial wage replacement benefits to employees who take time off to (1) care for a seriously ill child, parent, parent-in-law, grandparent, grandchild, sibling, spouse, or registered domestic partner; (2) bond with a new child entering the family by birth, adoption, or foster care placement; and (3) participate in a qualifying exigency related to the covered active duty or call to covered active duty of an employee's spouse, domestic partner, child, or parent in the Armed Forces of the United States. The PFL program does not provide job protection or reinstatement rights

The program will be administered by the California Employment Development Department ("EDD"). For more information regarding this program, you may contact the EDD directly.

X. *Unemployment Compensation*

AMPS contributes a significant amount of money each year to the California Unemployment Insurance Fund on behalf of its employees. Under certain circumstances, you may be eligible for unemployment insurance benefits.

Y. *Social Security*

Social Security is an important part of every employee's retirement benefit. AMPS pays a matching contribution to each employee's Social Security taxes.

Z. *Workers' Compensation Insurance*

Employee Eligibility

AMPS will grant you a workers' compensation disability leave in accordance with state law if you incur an occupational illness or injury. As an alternative, AMPS may offer you modified work. Leave taken under the workers' compensation disability policy runs concurrently with family and medical leave under both federal and state law.

Notice & Certification Requirements

You must report all accidents, injuries, and illnesses, no matter how minor, to your immediate Supervisor. You must also provide AMPS with a health care provider's statement certifying your work-related illness or injury, your inability to work, and the expected duration of your leave.

Compensation During Leave

Workers' compensation disability leaves are without pay. However, you may utilize accrued vacation time and any other accrued paid time off during the leave. All of those payments will be coordinated with any state disability, workers' compensation, or other wage reimbursement benefits for which you may be eligible. At no time will you receive a greater total payment than your regular compensation.

Benefits During Leave

If you are eligible for family and medical leave under the federal or state family and medical leave laws, AMPS will maintain, for up to a maximum of 12 workweeks, or up to 26 workweeks in the case of an employee caring for a covered service member, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, AMPS may recover premiums it paid to maintain health coverage if you do not return to work following your workers' compensation disability leave. If you are not eligible for family and medical leave, you will receive continued coverage on the same basis as Employees taking other leaves.

If you are not entitled to continued paid coverage, you may continue your group health insurance coverage through AMPS in conjunction with COBRA guidelines by making monthly payments to AMPS for the amount of the relevant premium. You should contact your Supervisor for further information.

Reinstatement

Upon the submission of a medical certification that you are able to return to work, you will be reinstated in accordance with applicable law. If you are disabled due to an industrial injury, the AMPS will attempt to accommodate you. If you are returning from a workers' compensation disability leave that runs concurrently with a family and medical leave, then the provisions of the family and medical leave policy will also apply.

If, after returning from a workers' compensation leave, an employee is unable to perform one or more of the essential functions of his/her/their job because he/she/they is a qualified individual with a physical or mental disability, AMPS will engage in the interactive process to determine whether reasonable accommodation can be made consistent with state and federal disability laws.

PERSONNEL EVALUATION AND RECORD KEEPING

A. *Performance Evaluations*

AMPS strives to conduct formal performance reviews for all of its employees. Teacher and Site Directors will generally be formally reviewed once each school year. However, informal observations will be conducted throughout the year. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, performance problems or operational requirements.

Performance reviews may cover factors such as job criteria, instructional practice, data reviews, critical duties and tasks of a job, attainment of goals, and adherence to the AMPS core values. The performance evaluations are intended to make you aware of your progress, areas for improvement and objectives or goals for future work performance. Favorable performance reviews do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of AMPS and depend upon many factors in addition to performance, including availability of funds. After the review, you will be required to sign the evaluation report to acknowledge that it has been presented to you, that you have discussed it with your supervisor and that you are aware of its contents. You may add a rebuttal statement to your review within 10 days of your review that will be maintained in your personnel file.

Nothing in this policy shall limit the right to terminate employment at-will or limit AMPS' right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. Failure by AMPS to evaluate the employee will not prevent AMPS from transferring, demoting, disciplining, or terminating an employee. Employment is at the mutual consent of the employee and AMPS. Accordingly, either the employee or AMPS can terminate the employment relationship at-will, at any time, with or without reason and with or without notice.

B. *Personnel Files*

The information recorded in your personnel file is extremely important. It is your responsibility to make sure that the personal data in the file is accurate and up to date. Report any change of address, phone number, etc. to AMPS immediately.

Employees, former employees, or employee representatives may submit a request to inspect their personnel file in the presence of a representative of AMPS. All requests must be in writing. Current and former employees, or employee representatives, may also request inspection through the use of a AMPS -provided request form. Please contact your supervisor to schedule a convenient time. You may request copies from your file of all documents. AMPS may charge the requesting employee or employee representative for the actual cost of reproduction of personnel file documents. If you desire, you may add a written statement to your file explaining any disputed item.

Employees also may inspect their payroll records upon request, and may obtain a copy of these records at their own expense. AMPS will comply with all inspection requests within 30 calendar days, unless it is impossible to do so.

Access to information in personnel files is restricted. Only authorized managers and management personnel will have access to your personnel file. However, AMPS will cooperate with-and provide access to your personnel file to-law enforcement officials or local, state or federal agencies in accordance with applicable law.

Health/medical records are not included in your personnel file. These records are confidential. AMPS will safeguard them from disclosure and will divulge such information only: 1) as allowed by law; or 2) to the employee's personal physician upon written request or permission of the employee.

AMPS EMPLOYEE HANDBOOK ACKNOWLEDGMENT AND AT-WILL AGREEMENT

ALL EMPLOYEES MUST READ THIS EMPLOYEE HANDBOOK AND FILL OUT AND RETURN THIS PORTION TO HUMAN RESOURCES WITHIN ONE WEEK OF RECEIPT.

I acknowledge that I have received and read a copy of the AMPS Employee Handbook. I understand that the Handbook set forth the terms and conditions of my employment with AMPS as well as the duties, responsibilities and obligations of employment with AMPS. I understand that AMPS has provided me various alternative channels [including anonymous and confidential channels,] to raise concerns of violations of this handbook and company policies and encourages me to do so promptly so that AMPS may effectively address such situations, and I understand that nothing herein interferes with any right to report concerns, make lawful disclosures, or communicate with any governmental authority regarding potential violations of laws or regulations. I agree to abide by and be bound by the rules, policies and standards set forth in the Employee Handbook.


Unless specified otherwise in an agreement between me and AMPS, I agree that AMPS and I both have the right to terminate my employment at any time, with or without notice, and with or without cause. I further understand that transfers, demotions, suspensions, employee discipline, and changes in the terms and conditions of employment may be administered at the sole and absolute discretion of AMPS. Unless specified otherwise in an agreement between me and AMPS, I understand that I am an at-will employee. I understand that the at-will nature of my employment may not be modified orally and may only be modified in a writing signed by the CEO of AMPS and me, and approved in writing by AMPS' Board of Directors.

I understand that nothing in the Handbook is intended, nor should be construed, as a limitation of my right and AMPS' right to terminate the employment relationship at any time, with or without notice, and with or without cause, or AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that nothing in the Handbook is intended, nor should be construed, to create an implied or express contract of employment contrary to this express at-will agreement or to AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion. I understand that AMPS reserves the right to depart from and modify the policies stated in the Handbook at its sole discretion, with the exception of my at-will status and AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment. I also understand and acknowledge that nothing about the policies and procedures set forth in this Handbook should be construed to interfere with any employee rights provided under state or federal law, including Section 7 of the National Labor Relations Act. The foregoing constitutes the entire terms of the agreement between me and AMPS regarding the duration and at-will nature of my employment and AMPS' absolute right to transfer, demote, suspend, administer discipline, and change the terms and conditions of employment at its sole discretion.

Employee Printed Name: _____

Employee Signature: _____

Date: _____ Site: _____

 AMPS <hr style="border: 2px solid red;"/> HONOR HARD WORK	Amethod Public Schools Board Item Overview Date: 10/20/21
Subject:	Item IV.E Amended Employee Handbook 2021-22
Action: <input checked="" type="checkbox"/> Information: <input type="checkbox"/> Committee: <input type="checkbox"/>	
RECOMMENDATIONS:	Approval
SUMMARY OF PREVIOUS BOARD DISCUSSION AND ACTION:	The board approved our revised Employee Handbook on 9/15/21, but we are bringing this back with one small modification regarding Sick Leave as described on page 43.
SUMMARY OF KEYS ISSUES:	<p><u>After further discussions with counsel, we are replacing the language shown below:</u></p> <p><i>At the beginning of each school year, all AMPS employees who do not accrue vacation (as described above) will be granted 10 days of Paid Sick Leave for using during that school year. Of those 10 days, up to 5 can be used as Personal Necessity Days. Personal Necessity Days can be used however the employee sees fit. Mid-year hires will receive a prorated allowance of Paid Sick Leave based on their start date, rounded to the nearest whole day.</i></p> <p><i>At the beginning of each fiscal year, all AMPS employees who accrue vacation (as described above) will be granted 10 days of Paid Sick Leave for use during that fiscal year. Mid-year hires will receive a prorated allowance of Paid Sick Leave based on their start date, rounded to the nearest whole day.</i></p> <p><u>With the language shown here:</u></p> <p><i>At the beginning of each fiscal year, all AMPS employees will be granted 10 days of Paid Sick Leave for use during that fiscal year. Mid-year hires will receive a prorated allowance of Paid Sick Leave based on their start date, rounded to the nearest whole day.</i></p> <p>The previous language could have led to us having to accrue and pay out unused balances of Personal Necessity Days, which was not our intent.</p>
FISCAL ANALYSIS:	None
ATTACHMENT (S):	AMPS Employee Handbook – 2021-22.pdf