



# Amethod Public Schools

## Regular Meeting of the AMPS Board of Directors

Published on February 16, 2024 at 2:11 PM PST

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### Date and Time

Wednesday February 21, 2024 at 6:00 PM PST

### Location

1450 Marina Way South, Richmond, CA 94804

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The Board of Directors (Board) and employees of Amethod Public Schools will be holding this meeting in person at **1450 Marina Way South, Richmond, CA 94804**.

Members of the public who wish to attend in person can join us at Richmond Charter Academy (RCA) at 1450 Marina Way South, Richmond, CA 94804. Or members of the public may meet via the Zoom meeting platform at: <https://us02web.zoom.us/j/83187954557>

We also offer two-way teleconference locations for the public to attend in our Oakland school sites:

Oakland Charter High School- 2365 Coolidge Ave, Oakland, CA 94601

Downtown Charter Academy- 2000 Dennison St, Oakland, CA 94606

Oakland Charter Academy- 4215 Foothill Blvd, Oakland, CA 94601

**Participating by Telephone:** 669-900-9128 Meeting ID: 831 8795 4557

**Public Comment:** Members of the public attending in person who wish to comment on an agenda item please fill out a speaker card and submit it to a staff member. The Board Chair will call on you to enter the Boardroom. Members of the public who are join in via teleconference, please use raise hand tool in the reactions tab located at the bottom of the zoom screen 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.

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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.	5 m
B.	Record Attendance	Sally Li	2 m
	Pursuant to Govt. Code Session 54953(f)(2), Board member Fr. Andres Emmanuelli informed the Board that he must participate in the meeting remotely for just cause. Fr. Andres has recently undergone surgery and is unable to drive. The Brown Act, as recently amended, allows the participation of Board members under these circumstances. The record shall note his participation remotely pursuant to this section.		
C.	Announcements		2 m
D.	Public Comments on Non-Agenda Items		2 m
	Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.		
II.	Consent		6:11 PM



	Purpose	Presenter	Time
<b>A.</b> Approval of 01/17/2024 Regular Board Meeting Minutes	Approve Minutes		2 m
<b>B.</b> Approval of 01/31/2024 Special Board Meeting Minutes	Approve Minutes		2 m
<b>C.</b> Approval of AMPS Academic Calendar 2024-2025	Vote		2 m
<b>D.</b> Approval of School Safety Plans	Vote	Dave Pearson	2 m
<b>E.</b> Approval of Resolution for Notice of Intent to Withdraw from CharterSafe	Vote		2 m
<b>III. Business</b>			<b>6:21 PM</b>
<b>A.</b> Mid Year Local Control and Accountability Plan (LCAP) Update	Discuss		30 m
<b>IV. Discussion</b>			<b>6:51 PM</b>
<b>A.</b> TomoClub Presentation	FYI	Avinash Bansal and Manik Mehta	5 m
<b>V. Closed Session</b>			<b>6:56 PM</b>
<b>A.</b> Conference with Labor Negotiator Agency Designated Representative: Board Chair Unrepresented Employee: Interim Chief Executive Officer	Discuss		45 m
<b>VI. Open Session</b>			<b>7:41 PM</b>
<b>A.</b> Board Chair: Required Oral Report Regarding Interim Chief Executive Officer Employment Contract	FYI		5 m
<b>B.</b> Board Ratification/Approval of Interim Chief Executive Officer Employment Contract	Vote		5 m

	Purpose	Presenter	Time
<b>VII. Closing Items</b>			<b>7:51 PM</b>
<b>A. Adjourn Meeting</b>	FYI	Gilbert Lopez Jr.	1 m

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# Coversheet

## Approval of 01/17/2024 Regular Board Meeting Minutes

**Section:** II. Consent  
**Item:** A. Approval of 01/17/2024 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Regular Meeting of the AMPS Board of Directors on January 17, 2024

APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday January 17, 2024 at 6:00 PM

#### Location

1450 Marina Way South, Richmond CA 94804

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## ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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### Directors Present

E. Gallegos, E. Quiroz, G. Lopez Jr.

### Directors Absent

A. Emmanuelli

### Guests Present

J. Mata, S. Li

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## 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 Jan 17, 2024 at 6:01 PM.

### B. Record Attendance

### C. Announcements

No announcements were made.

### D. Public Comments on Non-Agenda Items

Chris, senior from John Henry High School says he has been a student with Amethod Public Schools since the 8th grade. He shares gratitude to the administrators and teachers for their dedication to the students.

## II. Business

### A. Approval of Recommendation of the Nominating Committee to Appoint Gilbert Lopez Jr. for a Second Four Year Board Term

Board Chair Gilbert Lopez Jr. amends the agenda to bring Business item A before the Consent items.

E. Gallegos made a motion to approve the Recommendation of the Nominating Committee to Appoint Gilbert Lopez Jr. for a Second Four Year Board Term.

E. Quiroz seconded the motion.

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

#### Roll Call

A. Emmanuelli Absent

E. Quiroz Aye

E. Gallegos Aye

G. Lopez Jr. Aye

## III. Consent

### A. Approval of 12/13/2023 Regular Board Meeting Minutes

E. Quiroz made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 12-13-23.

E. Gallegos seconded the motion.

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

#### Roll Call

G. Lopez Jr. Aye

A. Emmanuelli Absent

E. Quiroz Aye

E. Gallegos Aye

### B. Approval of School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School

E. Gallegos made a motion to approve School Accountability Report Card (SARC): Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School.

E. Quiroz seconded the motion.

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

#### Roll Call

A. Emmanuelli Absent

E. Quiroz Aye

**Roll Call**

G. Lopez Jr.     Aye

E. Gallegos     Aye

**IV. Discussion**

**A. Instructional Update: Benito Juarez Elementary, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, and Oakland Charter High School**

Mrs. Coleman, Site Director from Richmond Charter Academy presents her ELA and math data with comparisons to West Contra Costa Unified School District and the State of California. She compares data for 2021-2022 and 2022-2023 school years. She shares iReady assessments for 2023-2024 throughout all grade levels in math and ELA. She is proud of how her data is trending and how well, especially her 8th grade students are improving.

Board Member Elisa Gallegos asks Mrs. Coleman how often Richmond Charter Academy is testing.

Mrs. Coleman says there are 3 tests a year.

Dr. Walker, Site Director from Benito Juarez Elementary presents her academic achievements, priorities, goals, and action plans. Dr. Walker shares her iReady 2022 assessments in ELA, math, and writing.

Board Member Elisa Gallegos asks if there is a guide that goes home with the students that can help the parents out.

Dr. Walker says the students go home with a letter weekly. The letter covers areas where the student need areas of improvement in.

Jaime Mata, CEO asks what does adaptive technology mean.

Dr. Walker says adaptive technology means, for an example, if a child is in 5th grade and tests in a 3rd grade level, there is no way for a teacher to know what area the student does not understand. iReady can pinpoint the area that needs improvement and can work on that over and over until the student excels.

Mrs. Crocker, Site Director from John Henry High School says she will present NWEA data at the next board meeting as the school is still testing. She shares the staff have been meeting with students to ensure they are on track to graduate and the school has resumed college tours for the students.

Osirus Polachart, college advisor at John Henry High School shares graduation data and 97% of students are on track to graduate. He shares that 450 students have applied for college and the types of colleges they applied to. He mentions that more than half of the seniors have received their early acceptance letters. He mentions aside from college tours, there have been a military recruit visit on campus, and there will be upcoming vocational school recruit visits.

Mrs. Nash, Site Director from Oakland Charter High School, shares her SBAC data on ELA and math for 2022-2023 school year and the data comparison to neighboring charter schools. She shares her goals and priorities that are set in place to improve student learning.

Mrs. Lee, Site Director from Downtown Charter Academy shares her presentation covering Fall NWEA data on english, math, and science. She shares that Downtown Charter Academy reviews SBAC, ELPAC, NWEA data with all staff and conduct teacher PD to align assessment with priority standards, support and monitor use of Lexia PowerUP and Lexia English. She shares the school is also doing school culture assemblies to ensure sense of safety and belonging. Mrs. Lee shares what the school have been implementing to improve areas for english learners, hispanic/ latin students, students with IEP/ 504, and tier 2 students.

## **B. Chief Executive Officer Report**

Mr. Mata, CEO shares that this is the first night he is reporting as the AMPS CEO. He is excited to be a part of a large network of charters. He presents enrollment data and ADA across all 6 school sites. He shares an overview of what he has been doing, such as listen and learning sessions with home office staff, 4 school site visits, and recruitment and hiring of CFO position. He shares staffing, budget preparation, upcoming LCAP update in February, leadership development, and Saturday school. There have been several leaders who are interested in Saturday school but there is still much to consider before a decision can be made. He says Saturday school can be beneficial for those who missed class, need more time to review subjects, and for us to recapture ADA. He gives a summary of the 2024-2025 state budget proposal that was given last week. He highlights the good news that the Governor shares, such as improving student supports. He says there is a concern that there is a 38 billion dollar shortfall but the Governor's budget does not declare a fiscal emergency or revenue deferrals. Community schools, universal meals, expanded learning opportunities, and educational workforces will still be maintained.

Board Member Elisa Gallegos asks if covid is still affecting attendance.

Maria Arechinga, Senior Director of Operations and Compliance says there has been a general sickness that has been contributing to attendance. During the holidays, there is



trend where attendance dips due to students traveling. She says reporting is done 3 times a year.

## V. Closed Session

### A. ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9: (3 Cases)

The Board of Directors reconvenes from closed session at 9:12pm and there were no reportable actions.

## VI. 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 9:13 PM.

Respectfully Submitted,  
G. Lopez Jr.

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# Coversheet

## Approval of 01/31/2024 Special Board Meeting Minutes

**Section:** II. Consent  
**Item:** B. Approval of 01/31/2024 Special Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Special Meeting of the AMPS Board of Directors on January 31, 2024

APPROVED



# Amethod Public Schools

## Minutes

### Special Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday January 31, 2024 at 5:00 PM

#### Location

1450 Marina Way South, Richmond, CA 94804

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ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

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**Directors Present**

A. Emmanuelli, E. Gallegos, E. Quiroz, G. Lopez Jr.

**Directors Absent**

*None*

**Guests Present**

S. Li

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**I. Opening Items**

**A. Call the Meeting to Order**

Board Chair Gilbert Lopez Jr. at 5:02pm announces that one board member is running 15-20 minutes late. The board meeting will start upon her arrival.

G. Lopez Jr. called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Jan 31, 2024 at 5:17 PM.

**B. Record Attendance**

Board Chair Gilbert Lopez Jr. announces, pursuant to Govt. Code Session 54953(f)(2), Board member Fr. Andres Emmanuelli informed the Board that he must participate in the meeting remotely for just cause. Fr. Andres has recently undergone surgery and is unable to drive. The Brown Act, as recently amended, allows the participation of Board members under these circumstances. The record shall note his participation remotely pursuant to this section.

**C.**

## Announcements

No announcements were made.

## D. Public Comments on Non-Agenda Items

No public comments were made.

## II. Open Session/ Action:

### A. Board Rotations

E. Quiroz made a motion to nominate Gilbert Lopez Jr. as the Board President.

E. Gallegos seconded the motion.

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

#### Roll Call

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

G. Lopez Jr. made a motion to nominate Edgar Quiroz as the Vice Chair.

A. Emmanuelli seconded the motion.

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

#### Roll Call

E. Gallegos Aye

A. Emmanuelli Aye

E. Quiroz Aye

G. Lopez Jr. Aye

G. Lopez Jr. made a motion to nominate Sally Li as the Board Secretary.

E. Quiroz seconded the motion.

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

#### Roll Call

E. Gallegos Aye

G. Lopez Jr. Aye

E. Quiroz Aye

A. Emmanuelli Aye

G. Lopez Jr. made a motion to nominate Elisa Gallegos as the Board Treasurer.

E. Quiroz seconded the motion.

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

#### Roll Call

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

A. Emmanuelli Aye

### B.

### **Approval of a Resolution Confirming the Board Composition**

E. Quiroz made a motion to approve of a Resolution Confirming the Board Composition.

E. Gallegos seconded the motion.

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

#### **Roll Call**

G. Lopez Jr. Aye

E. Gallegos Aye

E. Quiroz Aye

A. Emmanuelli Aye

### **III. Closed Session**

#### **A. Public Employee: Discipline/Dismissal/Release**

The Board reconvenes from closed session at 8:02pm.

The Board announces by unanimous vote to release the CFO from her at-will employment at Amethod Public Schools effective February 2, 2024.

The Board announces by unanimous vote to release the CEO from employment at Amethod Public Schools, pursuant to the employment agreement, Section 14(b) "Early Termination Without Cause," effective February 2, 2024. In exercising this option, in addition to receiving all pay for time worked or any vacation accrued, per the terms of the employment agreement, the CEO shall also receive the equivalent of six (6) weeks of salary as severance.

### **IV. Open Session/ Action:**

#### **A. Approval of Board Resolution and Other Documents Approving the Board Chair as a Signatory on Amethod Public School's Bank Accounts**

E. Gallegos made a motion to approve Board Resolution and Other Documents Approving the Board Chair as a Signatory on Amethod Public School's Bank Accounts.

E. Quiroz seconded the motion.

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

#### **Roll Call**

G. Lopez Jr. Aye

E. Quiroz Aye

E. Gallegos Aye

A. Emmanuelli Aye

### **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 8:05 PM.

Respectfully Submitted,  
G. Lopez Jr.

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# Coversheet

## Approval of AMPS Academic Calendar 2024-2025

<b>Section:</b>	II. Consent
<b>Item:</b>	C. Approval of AMPS Academic Calendar 2024-2025
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	AMPS Academic Calendar 2024-2025 Final.pdf





Amethod Public Schools | 2024-2025 Calendar

1450 Marina Way South, Richmond, CA 94804 510-436-0172 amethodschools.org

AUGUST/AGOSTO 2024						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

OCTOBER/OCTUBRE 2024						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

DECEMBER/DICIEMBRE 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER/SEPTIEMBRE 2024						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

NOVEMBER/NOVIEMBRE 2024						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JANUARY/ENERO 2025						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August (15)

8/1-2	AMPS Summit
8/5-9	Site Level PD Days
8/12	First Day of School

September (19)

9/2	Labor Day (No school)
9/20	Teacher PD Day (No School)

October (21)

10/11	End of 1st Quarter
10/14	Indigenous People Day (No School)
10/25	Teacher PD Day (No School)

November (15)

11/11	Veterans Day (No School)
11/25-29	Fall Break (No School)

December (13)

12/18	End of 2nd Quarter/ Semester 1
12/19-31	Winter Recess (No school)

January (18)

1/1-3	Winter Recess (No school)
1/6	Teacher PD Day (No School)
1/20	MLK Day (No School)

	First and Last Day of School Primer y Último Día de Clases
	No School No Hay Clases
	No School (Teacher PD Day) No Hay Clases
	Summer School Escuela de Verano
	End of Quarter/ Semester Fin de Trimestre/ Semestre
	(No School) Teacher Work Days No Hay Clases





Amethod Public Schools | 2024-2025 Calendar

1450 Marina Way South, Richmond, CA 94804

510-436-0172

amethodschools.org

FEBRUARY/FEBRERO 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

APRIL/ABRIL 2025						
S	M	T	W	T	F	S
30	31	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE/JUNIO 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MARCH/MARZO 2025						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MAY/MAYO 2025						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY/JULIO 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February (18)

2/14-17 Presidents' Day (No School)

March (19)

3/14 End of 3rd Quarter  
3/21 Teacher PD Day (No School)

April (17)

3/31-4/4 Spring Break (No School)  
4/25 Teacher PD Day (No School)

May (21)

5/26 Memorial Day (No School)

June (4)

6/5 Last Day of School  
6/9-10 Teacher Work Days  
6/16-30 Summer School  
6/19 Juneteenth (No Summer School)

July (0)

7/1-3 Summer School  
7/4 Fourth of July

Total School Days: 180

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# Coversheet

## Approval of School Safety Plans

<b>Section:</b>	II. Consent
<b>Item:</b>	D. Approval of School Safety Plans
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Briefing Sheet - Comprehensive School Safety Plan(s).pdf 24-25 Benito Juarez Safety Plan Rev 2 19 24.docx.pdf 24-25 Richmond Charter Academy Safety Plan- Richmond .docx.pdf 24-25 JHHS Draft Safety Plan Revised.docx.pdf 24-25 Downtown Charter Academy Safety Plan Rev 2 19 2024.docx.pdf 24-25 Oakland Charter Academy Safety Plan Rev 2 19 24.docx.pdf OCHS - School Safety Plan 2024-2025 Rev 2 19 2024.docx.pdf

**AMPS**

HONOR HARD WORK

**Amethod Public Schools  
Board Item Overview****Date: 02/17/24****Subject:****Approval for Comprehensive School Safety Plan(s) Revisions according to 2024 Department of Education mandates effective March 1, 2024.****Action:**☒**Information:**☐**Committee:**☐**RECOMMENDATIONS:**

The staff recommends that the Board approve the addition of three (3) new state-mandated safety components to the AMPS School Safety Plan. These components must be integrated and approved by the Board before the Plan is submitted to the Department of Education for each school. The submission deadline for final review and approval is March 1, 2024.

**SUMMARY OF PREVIOUS  
BOARD DISCUSSION AND  
ACTION:**

During previous sessions, the Board took significant actions regarding the safety plans for AMPS. Specifically, they approved the California School Safety Plans for three consecutive academic years: 2021-2022, 2022-2023, and 2023-2024. These approvals underscore the Board's ongoing commitment to ensuring a secure and safe educational environment within the AMPS community.

**SUMMARY OF KEYS  
ISSUES:**

AMPS is committed to aligning with the Department of Education's 2024 mandates and incorporating the latest updates in K-12 public school safety plans. These plans are comprehensive, covering various critical areas such as earthquake emergency protocols, active shooter response strategies, and secure campus access. The Board is presented with the following key components for approval, as detailed in the accompanying document:

**Adaptations for Students with Disabilities:** This component, mandated by SB 323, focuses on tailoring disaster response procedures to accommodate the unique needs of students with disabilities, ensuring their safety and well-being during emergencies.

**Threat Assessment and Response Procedures:** In accordance with SB 671, this measure aims to enhance the assessment and response to reports of dangerous or unlawful activities within school premises. It emphasizes improved

	<p>communication and cross-reporting between local education agencies (LEAs) and law enforcement to proactively address threats of serious school crimes.</p> <p>Opioid Overdose Protocol: Targeting schools that cater to students in grades 7-12, this protocol, mandated by SB 10, outlines steps to be taken in the event of a suspected opioid overdose among students. This component is a response to the increasing concern over opioid-related overdoses, particularly those linked to fentanyl, and aims to equip schools with the knowledge and tools to effectively respond to such incidents.</p> <p>These proposed components represent a strategic enhancement of the AMPS School Safety Plan, addressing emergent challenges and ensuring a comprehensive approach to student safety.</p>
<b>FISCAL ANALYSIS :</b>	<ul style="list-style-type: none"> <li>• Funding to purchase materials and supplies to facilitate the above mandates.</li> </ul>
<b>ATTACHMENT(S):</b>	Draft comprehensive protocols to address the various critical areas addressed in the December 2023 mandates for fiscal year 2024-2025.

## Department of Education's 2024 mandates and incorporating the latest updates in K-12 public school safety plans.

### 20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

#### Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

#### Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRP, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

## **Adaptations for Students with Disabilities During Disaster Procedures Monitoring Tool**

**Purpose:** This tool is designed to monitor and evaluate the implementation of adaptations for students with disabilities during disaster procedures, ensuring that AMPS schools comply with SB 323 requirements and best practices for emergency preparedness and response.

### **Section 1: Policy and Planning**

- **Policy Review Checklist:**

☐ The school's emergency preparedness policy includes specific adaptations for students with disabilities.

☐ Procedures are in place for identifying and assessing the individual needs of students with disabilities in the context of disaster preparedness.

☐ Plans include detailed evacuation, shelter-in-place, and lockdown procedures adapted for students with disabilities.

☐ Communication plans address the needs of students with varying disabilities, ensuring accessibility and comprehension.

- **Planning Documentation:**

☐ Individualized Education Programs (IEPs) or 504 plans include personalized disaster preparedness and response strategies.

☐ Emergency response teams have access to and training on the specific needs and adaptations required for students with disabilities.

☐ Coordination with local emergency services includes discussions and planning for students with disabilities.

### **Section 2: Training and Drills**

- **Staff Training Records:**

☐ Records of training sessions provided to staff on the adaptations for students with disabilities during emergencies.

☐ Documentation of specialized training for staff members directly responsible for students with disabilities.

- **Drill Logs and Evaluations:**

☐ Scheduled drills include specific scenarios addressing the needs of students with disabilities.

- Post-drill evaluations assess the effectiveness of adaptations and accommodations, with feedback from staff and students.

### Section 3: Communication Systems

- **Accessibility Audit:**

- Evaluation of the accessibility and effectiveness of emergency communication systems for students with disabilities.
- Mechanisms for students with disabilities to request help and communicate their needs during a disaster.

- **Parent/Guardian Communication Plan:**

- Procedures for promptly informing parents/guardians of students with disabilities about emergencies and the school's response.

### Section 4: Physical Environment and Equipment

- **Accessibility and Safety Inspection:**

- Regular inspections of school facilities to ensure accessibility and safety for students with disabilities during an emergency.
- Availability and maintenance of specialized equipment and aids required for emergency evacuations and sheltering.

### Section 5: Response and Recovery

- **Incident Reports and Analysis:**

- Documentation of incidents involving students with disabilities during drills or actual emergencies.
- Analysis of the response, focusing on the effectiveness of adaptations and accommodations, and identifying areas for improvement.

- **Recovery Support Services:**

- Plans for providing continuous support and necessary services to students with disabilities post-disaster.

### Section 6: Review and Update

- **Policy and Plan Review Schedule:**



Ø Annual review and update of disaster procedures and adaptations for students with disabilities, incorporating feedback and lessons learned.

- **Stakeholder Feedback Mechanism:**

Ø Processes for gathering feedback from students, parents, and staff on the effectiveness of adaptations and accommodations during emergencies.

**Monitoring and Reporting:** The Site Director or designated emergency preparedness coordinator is responsible for completing this monitoring tool, reviewing each section semi-annually, and after any drill or actual emergency event. The findings should be reported to the AMPS Board and used to update training, resources, and plans as needed.

**Documentation and Compliance:** All documentation related to the monitoring tool, including checklists, training records, drill logs, and incident reports, should be maintained securely by the school administration. This documentation will serve as evidence of compliance with SB 323 and will be critical for ongoing improvement of emergency preparedness for students with disabilities.

This monitoring tool is designed to be a living document, adaptable to the changing needs of the student population and evolving best practices in disaster preparedness and response. Regular updates and reviews are essential to ensure that the adaptations for students with disabilities remain effective and comprehensive.

## **21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)**

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

### **Policy Overview:**

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

### **Reporting Mechanism:**

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

### **Assessment Procedures:**

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

### **Response Strategies:**

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

#### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

#### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

### Monitoring Tool for "Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)"

#### Purpose

This tool is designed to monitor and evaluate the implementation and effectiveness of the Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity within AMPS schools, as outlined in SB 671.

#### Monitoring Components

##### 1. Incident Reporting Tracking

- **Data Collected:** Number of reports received, nature of the incidents (dangerous, violent, unlawful), source of reports (students, staff, parents).
- **Frequency:** Continuously updated as reports are received.
- **Responsible Party:** School Safety Officer or designated staff.

##### 2. Response Time Analysis

- **Data Collected:** Time taken from report receipt to initial response, and from initial response to resolution.
- **Frequency:** Analyzed for each reported incident.
- **Responsible Party:** School Administration.

##### 3. Risk Assessment Accuracy

- **Data Collected:** Outcomes of risk assessments compared to the actual developments of the incidents.
- **Frequency:** Post-incident analysis for each report.
- **Responsible Party:** Risk Assessment Team.

##### 4. Intervention Effectiveness

- **Data Collected:** Types of interventions used (e.g., counseling, disciplinary action), follow-up outcomes, recurrence of similar incidents.
- **Frequency:** Evaluated at 1 month, 3 months, and 6 months post-intervention.

- **Responsible Party:** School Counselors and Disciplinary Committee.

## 5. Training and Awareness Program Efficacy

- **Data Collected:** Attendance records, pre- and post-training assessments, feedback from participants.
- **Frequency:** After each training or awareness session.
- **Responsible Party:** Training Coordinators.

## 6. Communication and Notification Efficiency

- **Data Collected:** Timeliness and clarity of communications to staff, parents, and authorities; feedback from stakeholders.
- **Frequency:** Evaluated after each incident.
- **Responsible Party:** Communication Office.

## 7. Compliance and Policy Adherence

- **Data Collected:** Instances of non-compliance or deviations from the established protocols.
- **Frequency:** Ongoing with formal reviews annually.
- **Responsible Party:** Compliance Officer.

### Reporting and Review

- **Reporting Format:** Quarterly reports summarizing data, trends, and key insights, along with recommendations for improvements.
- **Annual Review:** Comprehensive annual review to assess overall effectiveness, identify areas for improvement, and adjust protocols as necessary.
- **Review Board:** Comprised of school administrators, safety officers, counselors, and a representative from the Board of Directors.

### Tools and Technology

- Utilize data management software to track and analyze reports and responses.
- Implement survey tools for gathering feedback from staff, students, and parents.

### Implementation and Oversight

- **Initial Setup:** Training for relevant staff on using the monitoring tool and understanding their responsibilities.
- **Ongoing Oversight:** Assigned to a Monitoring and Evaluation Committee to ensure continuous and effective use of the tool.

---

This monitoring tool provides a structured approach to overseeing the implementation of SB 671 protocols, ensuring accountability, effectiveness, and continuous improvement in handling reports of dangerous, violent, or unlawful activities within AMPS schools.

## 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

#### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

#### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

#### Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

#### Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

#### **AMPS Monitoring Tool for Opioid Overdose Response Protocol**

##### Purpose:

This tool is designed to monitor the implementation and efficacy of the Opioid Overdose Response Protocol at AMPS schools, ensuring compliance with health and safety standards and readiness to respond effectively to opioid overdose incidents.

## Section 1: Protocol and Policy Compliance

- **Protocol Review Checklist:**

☐ The school's opioid overdose response protocol is aligned with current health guidelines and legal requirements.

☐ The protocol includes clear steps for identifying and responding to opioid overdose.

☐ Contact information for local emergency services and procedures for their involvement is up-to-date and accessible.

- **Policy Accessibility:**

☐ The protocol is readily available to all staff, particularly those in student-facing roles.

☐ Students and parents are aware of the protocol's existence (not necessarily detailed procedures).

## Section 2: Training and Awareness

- **Staff Training Records:**

☐ Documentation of completed training sessions on opioid overdose recognition and response for relevant staff.

☐ Records of periodic refresher training sessions.

- **Awareness Programs:**

☐ Initiatives or programs aimed at raising student awareness about the dangers of opioid use.

## Section 3: Resources and Equipment

- **Naloxone Availability:**

☐ Availability of naloxone kits in accessible, clearly marked locations.

☐ Regular checks to ensure that naloxone is within its expiry date and in good condition.

- **Emergency Equipment:**

☐ Availability of emergency medical equipment and first aid supplies.

## Section 4: Emergency Response and Reporting

- **Incident Response Procedure:**

- A clear, step-by-step response plan for opioid overdose incidents, including post-response procedures.

- Mechanisms for quickly securing the scene and ensuring student safety.

- **Incident Reporting and Analysis:**

- A secure and confidential system for reporting opioid overdose incidents.

- Procedures for analyzing incidents to improve future response and prevention strategies.

## Section 5: Collaboration and Community Involvement

- **Partnership with Health Authorities:**

- Collaboration with local health authorities for training and resource support.

- Involvement of local health experts in awareness programs.

- **Parent and Community Engagement:**

- Strategies to involve parents and the community in opioid awareness and prevention efforts.

## Section 6: Review and Update

- **Regular Review Schedule:**

- Scheduled reviews of the opioid overdose response protocol and monitoring tool.

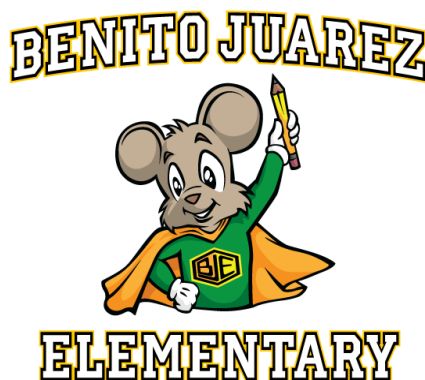
- Inclusion of feedback from staff, students, and community stakeholders in the review process.

**Monitoring and Reporting:** The designated health and safety coordinator at each AMPS school is responsible for completing this monitoring tool and conducting reviews semi-annually and following any incident. The results should be reported to the AMPS Board and used for continuous improvement of the opioid overdose response protocol.

**Documentation and Compliance:** Maintain thorough records of all training, resource checks, incidents, and reviews. This documentation will serve as evidence of proactive measures taken by the school to prevent and respond to opioid overdoses and will be crucial for ongoing protocol enhancement.

This tool is a dynamic document, meant to evolve with new insights, changing situations, and updated best practices in opioid overdose response and prevention. Regular updates and assessments are vital to ensure the protocol remains relevant, effective, and in line with the best interests of the student community.

# Benito Juarez Elementary School



## Safety Plan 2024-2025

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:

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Prepared by:  
Dean of Instruction

Reviewed & Approved by

Date Approved

- ☐ Richmond Police Department  
Officer:
- ☐ AMPS Governing Board

## General School Information :

### A. School Profile:

At AMPS Benito Juarez Elementary, we serve close to 500 students from transitional 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 TK-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)

## 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.  
Our front office admin assistants are also instructed to direct anyone off campus that seems to be lingering or walking through.

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
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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 2020-21 Safe Schools Assessment:

##### Areas of Pride and Strength:

- Implementation of Restorative Justice practices
- After school program (ASES), both at BJE
- Committed and caring teachers, staff, community
- Small school atmosphere
- School Counselor Groups

Safe School Action Plans :

At the start of the 2021-22 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, primarily being the safety of our staff, parents, and students. During the 2021-22 school year, BJE 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	Create a safer, more efficient environment during drop off and pick up times	<p>Persons Responsible:</p> <p>Administration at site and home office, Safety Coordinator, Traffic Personnel, Community Outreach Coordinator</p> <p>Timeline for Implementation:</p>

		May 2020-ongoing
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"> <li>• Bring in outside facilitator to train teachers &amp; staff</li> <li>• Build on the capacity of expert staff on site</li> <li>• Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations.</li> </ul> <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"> <li>• Expanding Mighty Moolah activities and incentives</li> <li>• Expanding Mighty Moolah offerings</li> <li>• Continued recognition assemblies</li> </ul>	<p>Persons Responsible:</p> <p>School Leadership Team, Grade Level Leads, teachers, paraprofessionals &amp; teacher assistants</p>

	<ul style="list-style-type: none"> <li>• Celebrate academic successes classroom by classroom and schoolwide</li> </ul> <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p> <p><u>Training:</u> How to effectively implement positive reinforcement Mighty Moolah</p> <p><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 will enforce 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)

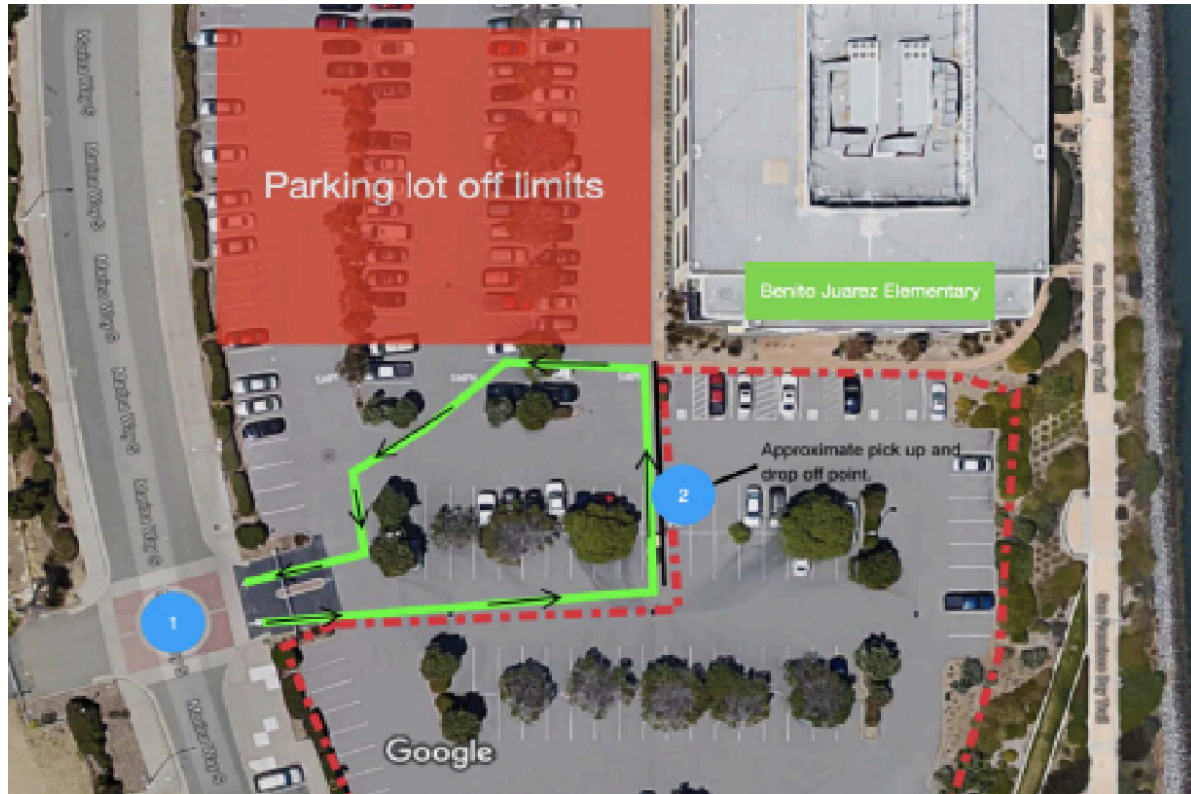
### Morning Drop-Off Procedures: 7:40AM - 8:10AM (All Grades)

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 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 8:10 am, 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



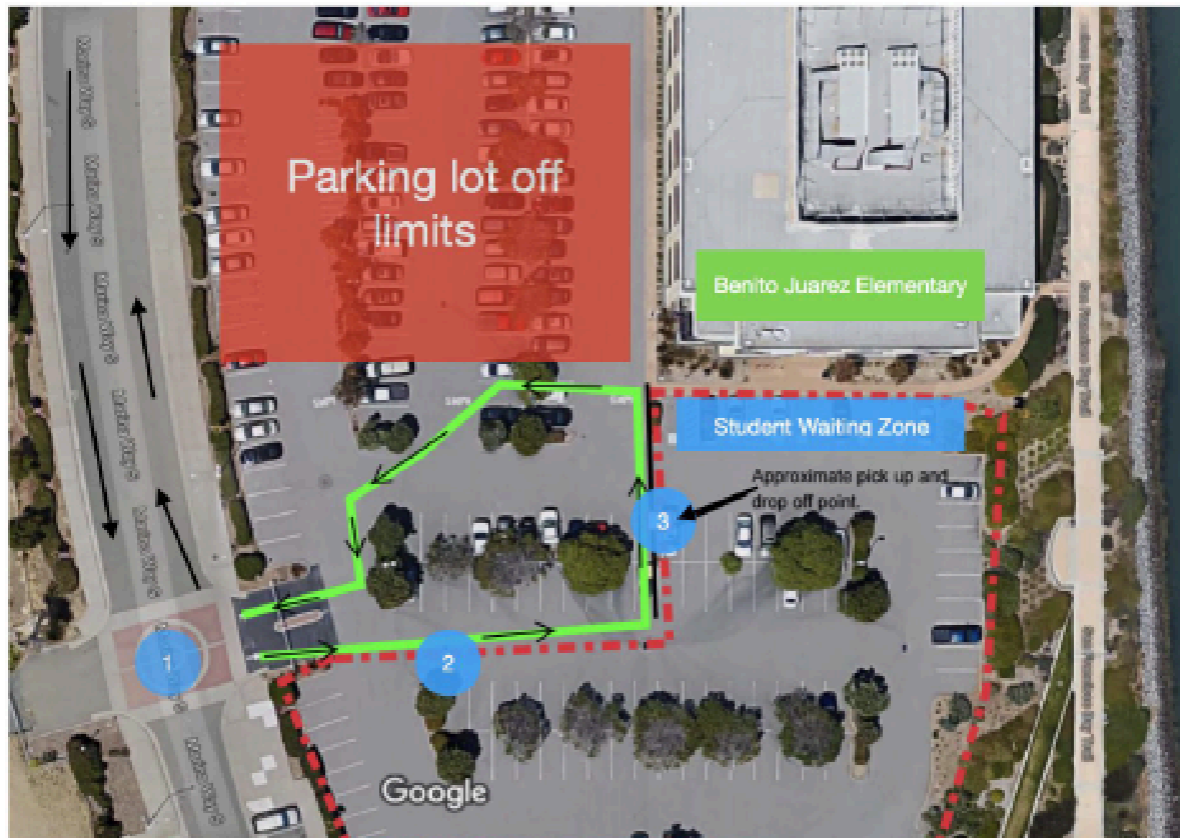
### Afternoon Pick-Up Procedures

- K-2 students are released **via smart dismissal** at 2:30 PM
- 3rd - 5th Grade Students are released **into the parking lot** at 3:30 PM

3-5 grade level teachers will walk them to the designated area for each grade level in 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



### 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](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 July 2020.

#### Sample Communications Forms and Postings:

A. Serious injury or other unplanned and unprecedented event:

Superintendent or CEO Designee's Responsibilities:

1. Contact the 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): \_\_\_\_\_, Site Director

Command Center Location: Main Entrance of 1450 Marina Way S.

Release of Students Location: BJE - Playground

### 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:

Director of Operations and Compliance: Maria Arechiga - 1-510-501-4799

### Hospitals:

Richmond Kaiser - (510) 307-1500

### Staff w/Walkie-Talkies (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: Dr. Walker

- \_\_\_\_\_

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. Jenefer, Ms. A
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Student supervision:	All teachers, counselors, school staff and security staff overseen by administration.
Persons responsible for rooms/all clear:	Ms. Booker, Ms. Amira

### 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
- 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
- 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 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 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 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 take 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 canceled 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 the 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 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 the 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 closed to in-person instruction on March 16th 2020. Benito Juarez Elementary prepared and returned to in-person instruction for the 2021-2022 and 2022-2023 school years.

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

- 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.

- 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 Town Halls 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
- 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 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:	(Site Director)
Deputy Incident Commander	(Dean of Students- BJE)
Location of Command Center	Front Desk Area
Alternative Location on campus	BJE Playground near picnic tables
Alternative Location off campus	<u>Site 1:</u> Public Park (Lucretia Edwards Shoreline Park )(located south of campus)  <u>Site 2:</u> Rosie the Riveter WWII Home Front National Historical Park  <u>Site 3:</u> Marina Bay Yacht Harbor
Emergency Operations Coordinator (Coordinates with Command Staff):	Irma Castillo (Registrar)
Liaison to outside agencies:	(Site Director)



Training	(Dean of Students)
PIO (Public Information Officer)	(Site Director)
Crisis Response Leader	(Site Director), Richmond Police Department
Plans Chief	(Site Director), (Safety Coordinator)
Documentation	Irma Castillo (BJE Registrar)
Messages	Gabby Gutierrez (Community Outreach Coordinator - Richmond)
Search/Rescue	Deans
Procuring food & water	Deans
Staff/student supplies	Deans
Medical Supplies	Irma Castillo (Registrar)
Medical First Aid	Irma Castillo (Registrar)
Damage Assessment	Deans and site director
Disaster Plan Updates	Deans
Crisis Team	Deans
Parent Pick-up	Irma Castillo, Jenefer Hernandez
Builders/Sanitations	Custodians
Finance Chief	Mrs. Villa, Ms. Arce
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 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 the 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](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 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 2022-2023.

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 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/Site 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 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 situations, 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: 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 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)

## 20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

### Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

### Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs,

emergency communication methods, evacuation procedures, and the use of specialized equipment.

- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRPs, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

#### Adaptations for Students with Disabilities During Disaster Procedures Monitoring Tool

**Purpose:** This tool is designed to monitor and evaluate the implementation of adaptations for students with disabilities during disaster procedures, ensuring that AMPS schools comply with SB 323 requirements and best practices for emergency preparedness and response.

## Section 1: Policy and Planning

- Policy Review Checklist:

- € The school's emergency preparedness policy includes specific adaptations for students with disabilities.
- € Procedures are in place for identifying and assessing the individual needs of students with disabilities in the context of disaster preparedness.
- € Plans include detailed evacuation, shelter-in-place, and lockdown procedures adapted for students with disabilities.
- € Communication plans address the needs of students with varying disabilities, ensuring accessibility and comprehension.

- Planning Documentation:

- € Individualized Education Programs (IEPs) or 504 plans include personalized disaster preparedness and response strategies.
- € Emergency response teams have access to and training on the specific needs and adaptations required for students with disabilities.
- € Coordination with local emergency services includes discussions and planning for students with disabilities.

## Section 2: Training and Drills

- Staff Training Records:

- € Records of training sessions provided to staff on the adaptations for students with disabilities during emergencies.
- € Documentation of specialized training for staff members directly responsible for students with disabilities.

- Drill Logs and Evaluations:

- € Scheduled drills include specific scenarios addressing the needs of students with disabilities.



- € Post-drill evaluations assess the effectiveness of adaptations and accommodations, with feedback from staff and students.

### Section 3: Communication Systems

- Accessibility Audit:
  - € Evaluation of the accessibility and effectiveness of emergency communication systems for students with disabilities.
  - € Mechanisms for students with disabilities to request help and communicate their needs during a disaster.
- Parent/Guardian Communication Plan:
  - € Procedures for promptly informing parents/guardians of students with disabilities about emergencies and the school's response.

### Section 4: Physical Environment and Equipment

- Accessibility and Safety Inspection:
  - € Regular inspections of school facilities to ensure accessibility and safety for students with disabilities during an emergency.
  - € Availability and maintenance of specialized equipment and aids required for emergency evacuations and sheltering.

### Section 5: Response and Recovery

- Incident Reports and Analysis:
  - € Documentation of incidents involving students with disabilities during drills or actual emergencies.
  - € Analysis of the response, focusing on the effectiveness of adaptations and accommodations, and identifying areas for improvement.
- Recovery Support Services:
  - € Plans for providing continuous support and necessary services to students with disabilities post-disaster.

## Section 6: Review and Update

- Policy and Plan Review Schedule:

- € Annual review and update of disaster procedures and adaptations for students with disabilities, incorporating feedback and lessons learned.

- Stakeholder Feedback Mechanism:

- € Processes for gathering feedback from students, parents, and staff on the effectiveness of adaptations and accommodations during emergencies.

**Monitoring and Reporting:** The Site Director or designated emergency preparedness coordinator is responsible for completing this monitoring tool, reviewing each section semi-annually, and after any drill or actual emergency event. The findings should be reported to the AMPS Board and used to update training, resources, and plans as needed.

**Documentation and Compliance:** All documentation related to the monitoring tool, including checklists, training records, drill logs, and incident reports, should be maintained securely by the school administration. This documentation will serve as evidence of compliance with SB 323 and will be critical for ongoing improvement of emergency preparedness for students with disabilities.

This monitoring tool is designed to be a living document, adaptable to the changing needs of the student population and evolving best practices in disaster preparedness and response. Regular updates and reviews are essential to ensure that the adaptations for students with disabilities remain effective and comprehensive.

### 21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

#### Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear

procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

#### Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

#### Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

#### Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

### Monitoring Tool for "Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)"

#### Purpose

This tool is designed to monitor and evaluate the implementation and effectiveness of the Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity within AMPS schools, as outlined in SB 671.

#### Monitoring Components

##### 1. Incident Reporting Tracking

- **Data Collected:** Number of reports received, nature of the incidents (dangerous, violent, unlawful), source of reports (students, staff, parents).
- **Frequency:** Continuously updated as reports are received.
- **Responsible Party:** School Safety Officer or designated staff.

##### 2. Response Time Analysis

- **Data Collected:** Time taken from report receipt to initial response, and from initial response to resolution.
- **Frequency:** Analyzed for each reported incident.

- Responsible Party: School Administration.

### 3. Risk Assessment Accuracy

- Data Collected: Outcomes of risk assessments compared to the actual developments of the incidents.
- Frequency: Post-incident analysis for each report.
- Responsible Party: Risk Assessment Team.

### 4. Intervention Effectiveness

- Data Collected: Types of interventions used (e.g., counseling, disciplinary action), follow-up outcomes, recurrence of similar incidents.
- Frequency: Evaluated at 1 month, 3 months, and 6 months post-intervention.
- Responsible Party: School Counselors and Disciplinary Committee.

### 5. Training and Awareness Program Efficacy

- Data Collected: Attendance records, pre- and post-training assessments, feedback from participants.
- Frequency: After each training or awareness session.
- Responsible Party: Training Coordinators.

### 6. Communication and Notification Efficiency

- Data Collected: Timeliness and clarity of communications to staff, parents, and authorities; feedback from stakeholders.
- Frequency: Evaluated after each incident.
- Responsible Party: Communication Office.

### 7. Compliance and Policy Adherence

- Data Collected: Instances of non-compliance or deviations from the established protocols.
- Frequency: Ongoing with formal reviews annually.
- Responsible Party: Compliance Officer.

## Reporting and Review

- **Reporting Format:** Quarterly reports summarizing data, trends, and key insights, along with recommendations for improvements.
- **Annual Review:** Comprehensive annual review to assess overall effectiveness, identify areas for improvement, and adjust protocols as necessary.
- **Review Board:** Comprised of school administrators, safety officers, counselors, and a representative from the Board of Directors.

#### Tools and Technology

- Utilize data management software to track and analyze reports and responses.
- Implement survey tools for gathering feedback from staff, students, and parents.

#### Implementation and Oversight

- **Initial Setup:** Training for relevant staff on using the monitoring tool and understanding their responsibilities.
- **Ongoing Oversight:** Assigned to a Monitoring and Evaluation Committee to ensure continuous and effective use of the tool.

This monitoring tool provides a structured approach to overseeing the implementation of SB 671 protocols, ensuring accountability, effectiveness, and continuous improvement in handling reports of dangerous, violent, or unlawful activities within AMPS schools.

### 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

#### Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

#### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

#### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

#### Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

#### Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

### AMPS Monitoring Tool for Opioid Overdose Response Protocol

#### Purpose:

This tool is designed to monitor the implementation and efficacy of the Opioid Overdose Response Protocol at AMPS schools, ensuring compliance with health and safety standards and readiness to respond effectively to opioid overdose incidents.

#### Section 1: Protocol and Policy Compliance

- **Protocol Review Checklist:**
  - € The school's opioid overdose response protocol is aligned with current health guidelines and legal requirements.
  - € The protocol includes clear steps for identifying and responding to opioid overdose.
  - € Contact information for local emergency services and procedures for their involvement is up-to-date and accessible.
- **Policy Accessibility:**
  - € The protocol is readily available to all staff, particularly those in student-facing roles.
  - € Students and parents are aware of the protocol's existence (not necessarily detailed procedures).



## Section 2: Training and Awareness

- Staff Training Records:
  - € Documentation of completed training sessions on opioid overdose recognition and response for relevant staff.
  - € Records of periodic refresher training sessions.
- Awareness Programs:
  - € Initiatives or programs aimed at raising student awareness about the dangers of opioid use.

## Section 3: Resources and Equipment

- Naloxone Availability:
  - € Availability of naloxone kits in accessible, clearly marked locations.
  - € Regular checks to ensure that naloxone is within its expiry date and in good condition.
- Emergency Equipment:
  - € Availability of emergency medical equipment and first aid supplies.

## Section 4: Emergency Response and Reporting

- Incident Response Procedure:
  - € A clear, step-by-step response plan for opioid overdose incidents, including post-response procedures.
  - € Mechanisms for quickly securing the scene and ensuring student safety.
- Incident Reporting and Analysis:
  - € A secure and confidential system for reporting opioid overdose incidents.
  - € Procedures for analyzing incidents to improve future response and prevention strategies.

## Section 5: Collaboration and Community Involvement

- Partnership with Health Authorities:
  - € Collaboration with local health authorities for training and resource support.
  - € Involvement of local health experts in awareness programs.
- Parent and Community Engagement:
  - € Strategies to involve parents and the community in opioid awareness and prevention efforts.

## Section 6: Review and Update

- Regular Review Schedule:
  - € Scheduled reviews of the opioid overdose response protocol and monitoring tool.
  - € Inclusion of feedback from staff, students, and community stakeholders in the review process.

**Monitoring and Reporting:** The designated health and safety coordinator at each AMPS school is responsible for completing this monitoring tool and conducting reviews semi-annually and following any incident. The results should be reported to the AMPS Board and used for continuous improvement of the opioid overdose response protocol.

**Documentation and Compliance:** Maintain thorough records of all training, resource checks, incidents, and reviews. This documentation will serve as evidence of proactive measures taken by the school to prevent and respond to opioid overdoses and will be crucial for ongoing protocol enhancement.

This tool is a dynamic document, meant to evolve with new insights, changing situations, and updated best practices in opioid overdose response and prevention. Regular updates and assessments are vital to ensure the protocol remains relevant, effective, and in line with the best interests of the student community.

## 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, 1450 Marina Way South Richmond, CA 94804

### C. Amethod Public Schools Board Policies

Copies of AMPS Board Policies - IRS Complaint Policy, Title IX: Harassment, 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](http://amethodschools.org)

### D. Department of Homeland Security Bomb Threat Checklist

Have Bomb Threat Checklist printed and posted in 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 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: Michelle Coleman

School Site: Richmond Charter Academy

School Address: 1450 Marina Way South, Richmond, CA 94804

Site Director School Phone: 510-235-2465

Site Director Email Address: mcoleman@amethodschools.org

Prepared by:

Site Leader

**Reviewed & Approved by:**

**Date Approved:**

☐ Richmond Police Department  
Officer

☐ Richmond Fire Department

☐ AMPS Governing Board

## General School Information :

### A. School Profile:

At AMPS Richmond Charter Academy, we serve over 300 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.

**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
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Facilities:

Our facility at 1450 Marina Way S. is newly constructed for the 2021-2022 school year. 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

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 Satisfactory	

Student Demographics by Ethnicity:	%
Asian	.9%
Hispanic	90%
White, not Hispanic	2%
African American	4.5%
Two more races	1%
Special Education	9.5%
SES	%

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

### **Notice to the Public:**

The Comprehensive School Safety Plan prepared for the 2022-2023 school year was shared with:

- Parents on the FST
- All school staff will have access to the plan after it is shared with the AMPS governing board
- 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	
Expulsions	

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

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

**C. Safe Schools Needs Assessment:**

What are Needs of School, Staff, and Students?
Assure a Safe Physical Environment

X = area of need

	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 2022-23 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 Group

#### **Areas to improve:**

- Traffic Concerns (Pick up & drop off)
- Student Supervision (Hallways/Common Areas)
- More Walkie Talkies (for each classroom)

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

- Through last year's student, staff and parent Youth Truth Survey and Family Staff Team feedback informed needs were identified.

#### **Generalized statement of goals for 2022-23 and forward:**

- 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 2022-2023 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"> <li>• Create painted walkways going to/from school building to sidewalk</li> <li>• Teaching students &amp; staff on where it is safe to walk</li> <li>• Explicitly teaching students the proper manner we expect them to walk during drop off and pick up</li> <li>• Introduce Traffic Personnel to students' class by class</li> <li>• Outline expectations around how to treat traffic personnel to students and community members</li> <li>• Create colored nameplates so traffic personnel knows if the person pick up student is legally allowed to</li> <li>• Reach out to city officials to create lights on street to help traffic slow down</li> <li>• Three - way stop sign for entrance</li> <li>• Establish an area in RCA parking lot for parents to use when they are waiting for students in different grade levels.</li> </ul> <p><u>Resources needed:</u> Funds needed to paint &amp; 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>	<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>August 2022 -ongoing</p>

Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p><b>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</b></p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <li>• Bring in outside facilitator to train teachers &amp; staff</li> <li>• Build on the capacity of expert staff on site</li> <li>• Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations.</li> </ul> <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 &amp; 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><b>Persons Responsible:</b> Administrators, teachers, school counselors.</p> <p><b>Timeline for Implementation:</b> August 2022-ongoing</p>
	<b>Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals</b>	
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"> <li>• Expanding the Kickboard program activities and incentives</li> <li>• Expanding the Kickboard Store offerings</li> <li>• Continued recognition assemblies</li> <li>• Celebrate academic successes classroom by classroom and schoolwide</li> </ul> <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</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><b>Persons Responsible:</b> School Leadership Team, Grade Level Leads, teachers, paraprofessionals &amp; teacher assistants</p> <p><b>Timeline for Implementation:</b> August 2022-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 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:**

#### **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 school schools
6. Designate one voice for the press (usually CEO) 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
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 Richmond Police or Richmond 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 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 2018.

### **A. Emergency Contact Datasheet:**

**School/Site:** Richmond Charter Academy

**IC (Incident Commander):** Michelle Coleman

**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

Director of Operations and Compliance: Maria Arechiga - 1-510-367-0514

**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)
- Janitor

## 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:

<b>Parent Pick up:</b>	Ms. Guevera, Ms. Maldonado, Ms. Duran
<b>Student supervision:</b>	All teachers, counselors, school staff and security staff overseen by administration
<b>Persons responsible for rooms/all clear:</b>	Ms. Coleman, 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” – Staff member closest to the scene of the crisis announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
  - Staff member closest to the crisis call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
  - Site Director Contact the Home Office to notify of incident. 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 the CEO to update status as soon as the situation is under control.
  - Front Office 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):**
  - Classroom teachers should 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.

#### **H. 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’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

#### **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 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

## **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 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.

## **M. 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) Dean of Students, 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 (Parent Square) 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., 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

## **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. 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/ 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 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/>

## 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, Richmond Charter Academy closed to in-person instruction on March 16th 2020. Richmond Charter Academy prepared and returned to in-person instruction for the 2021-2022 and 2022-2023 school years.

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 were crafted with staff and student safety at the forefront.

A brief overview of the mitigation strategies that were put into place are as follows:

- 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.
- Face Coverings
  - It is recommended that Staff and students continue masking while on school campus
- Healthy Hygiene Practices
  - Staff and students are reminded to wash hands regularly
- 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
  - Close contacts are required to test after 3-5 days of exposure
- Staff and Family Education
  - Families are provided with COVID testing kits and information about current recommendations
  - 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
- 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, 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)(iii) requires that the 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:



## 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:	Michelle Coleman (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	<u>Site 1:</u> Public Park (Lucretia Edwards Shoreline Park )(located south of campus)  <u>Site 2:</u> Rosie the Riveter WWII Home Front National Historical Park  <u>Site 3:</u> Marina Bay Yacht Harbor
Emergency Operations Coordinator (Coordinates with Command Staff):	Gabriela Lopez (Dean of Students- Safety Coordinator)



Liaison to outside agencies:	Michelle Coleman(Site Director)
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Training	Gabriela Lopez (Safety Coordinator)
PIO (Public Information Officer)	Michelle Coleman (Site Director)
Crisis Response Leader	Michelle Coleman (Site Director), Richmond Police Department
Plans Chief	Michelle Coleman (Site Director), Gabriela Lopez (Safety Coordinator)
Documentation	Maria Guevara (RCA Registrar)
Messages	Maria Guevara (RCA Registrar)
Search/Rescue	Jasmine Williams (Dean of Instruction)
Procuring food & water	Patricia Duran (Lunch Manager) Elvira Maldonado (Lunch Assistant)
Staff/student supplies	Michelle Coleman (Site Director) Gabriela Lopez (Safety Coordinator)
Medical Supplies	Maria Guevara (Safety Coordinator)
Medical First Aid	Maria Guevara (RCA Registrar) Jasmine Williams (Dean of Instruction)
Damage Assessment	Gabriela Lopez (Safety Coordinator)
Disaster Plan Updates	Michelle Coleman (Site Director) Gabriela Lopez (Safety Coordinator)
Crisis Team	Elizabeth Bottoms (Wellness Counselor)
Parent Pick-up	Maria Guevera (RCA Registrar)
Builders/Sanitations	Gabriela Lopez (Safety Coordinator)
Finance Chief	
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
- ☐ 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 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 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 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. West Contra Costa 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 (Site Director)**

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 CEO 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 Educational Services/Special Education to assign psychologists and counselors to the site, and assure bilingual assistance is provided to those who require it.
- \_\_\_ 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 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. 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 CEO 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 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 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/ 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, 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. 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/CEO 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 /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/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 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/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 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/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 School'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/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:

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 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 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](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 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 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 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 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 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**

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 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. 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 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 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 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 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/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 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/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 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/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 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 CEO 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/CEO, 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/CEO 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 RCA Family Handbook 2022 - 2023.



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 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 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/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 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/CEO 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 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 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 CEO 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 CEO 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 CEO 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 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 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 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 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 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/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 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 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/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 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 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 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 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 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)

## **20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)**

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

### **Policy Statement:**

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

### **Responsibilities:**

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training

will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.

- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRPs, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

### **21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)**

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

#### Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

#### Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.



- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

#### Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

#### Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

#### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

#### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

## 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

#### Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

#### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

#### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

#### Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

#### Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

## 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](http://amethodschools.org)

D. Department of Homeland Security Bomb Threat Checklist

Have Bomb Threat Checklist printed and posted at the front desk for quick reference.



## 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:

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John Henry High School  
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Prepared by: Omar Padilla-Dean of Students  
Jennifer Crocker - Site Director  
2024 CSSP Edits by: David Pearson – Director of Facilities  
- Safety Coordinator

Family Staff Team

Reviewed & Approved by:

Date Approved:

- ☐ 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 80% Hispanic, 1% Asian, 2% 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	80%
White, not Hispanic	1%
African American	3%
Special Education	6%
SED	92%



Staff Demographics by Ethnicity	%
Asian	7%
Hispanic	30%
White, not Hispanic	16%
African American	2%
Two or More Races, Other	4%

#### 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 2023-2024 school year was shared with:

- Parents on the FST on
- All school staff will have access to the plan after it is shared with the AMPS governing board on
- Communicated to the following entities:
  - Law Enforcement Agencies (by Director of Operations and Compliance)
  - Local Fire Stations (by Director of Operations and Compliance)
  - Charter Authorizer (by Director of Operations and Compliance)

#### 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	2%
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"> <li>• Improve dropping off/picking up students</li> <li>• Prevent and reduce vandalism and graffiti</li> <li>• Prepare students and staff for crisis emergencies</li> </ul>

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:
<ul style="list-style-type: none"> <li>• Community service opportunities</li> <li>• Problem solving skills</li> <li>• Parent involvement</li> <li>• Sense of purpose and future</li> <li>• Good Communication skills</li> <li>• Participation in academic activities</li> <li>• Character/value education</li> <li>• High academic self-expectations</li> </ul>

### 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 2023 - 2024 Safe Schools Assessment:

##### Areas of Pride and Strength:

- 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

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

##### Generalized statement of goals for 2023-2024

- 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 2023-2024 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.

Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.

Related Activities:

- Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations.

Resources needed: Anchor texts

Personnel: Counselor and administrators

Training: Professional development and observations

Administration: Site administration will coordinate with home office staff and work with staff

**Persons Responsible:**  
Administrators, teachers, school counselors.

**Timeline for Implementation:**  
August 2023-ongoing.

### 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.

Expansion of student participation in academic activities & the college going culture of the the school

Related activities:

- Development of a structured Advisory program
- Continued recognition assemblies & earned privileges
- Celebrate academic successes classroom by classroom and schoolwide

Resources needed: Funds to support incentives

Personnel: Administration, staff and teachers

Training: Naviance and Kickboard training for experienced and novice staff

Administration: Administration will work together with staff to establish incentives and programs

**Persons Responsible:**  
Administrators, teachers, school counselors.

**Timeline for Implementation:**  
August 2023-ongoing

### 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 the 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 the 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 the CEO's Office contact Richmond Police or Richmond 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 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):** Jennifer Crocker, 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

Director of Operations and Compliance: Maria Arechiga - 1-510-367-0514

### **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:**

<b>Parent Pick up:</b>	Mr. Padilla, Ms. Johnson, Ms. Melera
<b>Student supervision:</b>	All teachers, counselors, school staff and other staff overseen by administration
<b>Persons responsible for rooms/all clear:</b>	Ms. Crocker

**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 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” – Staff members 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 the Command Center.
  - Site Director will 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 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
- **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 the classrooms.
  - 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 canceled 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 the 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/>

## **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 School closed to in-person instruction on March 16th 2020. John Henry High School prepared and returned to in-person instruction for the 2021-2022 and 2022-2023 school years.

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.

- 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.
- 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
- 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 Town Hall meetings 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
- 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.

### **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:	Jennifer Crocker
Deputy Incident Commander	<a href="#">Omar Padilla</a>
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):	<a href="#">Tomika Johnson</a>
Liaison to outside agencies:	Jennifer Crocker
Training	Jennifer Crocker
PIO (Public Information Officer)	Jennifer Crocker /Omar Padilla
Crisis Response Leader	Jennifer Crocker, Richmond Police Department
Plans Chief	Jennifer Crocker /Omar Padilla
Documentation	Jennifer Crocker /Omar Padilla
Messages	Omar Padilla
Search/Rescue	Omar Padilla, <a href="#">Tomika Johnson</a>
Procuring food & water	Keona Hill
Staff/student supplies	<a href="#">Yesenia Melara</a>
Medical Supplies	Tomika Johnson
Medical First Aid	Ysenia Melara
Damage Assessment	Jennifer Crocker

Disaster Plan Updates	Jennifer Crocker
Crisis Team	Jennifer Crocker /Omar Padilla
Parent Pick-up	Yesenia Malera, Osiris Polachart, Omar Padilla, Tomika Johnson
Builders/Sanitations	Omar Padilla, Osiris Polachart
Finance Chief	
Claims FEMA/State	Director of Facilities – David Pearson

## **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](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 2022-2023. 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 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 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**

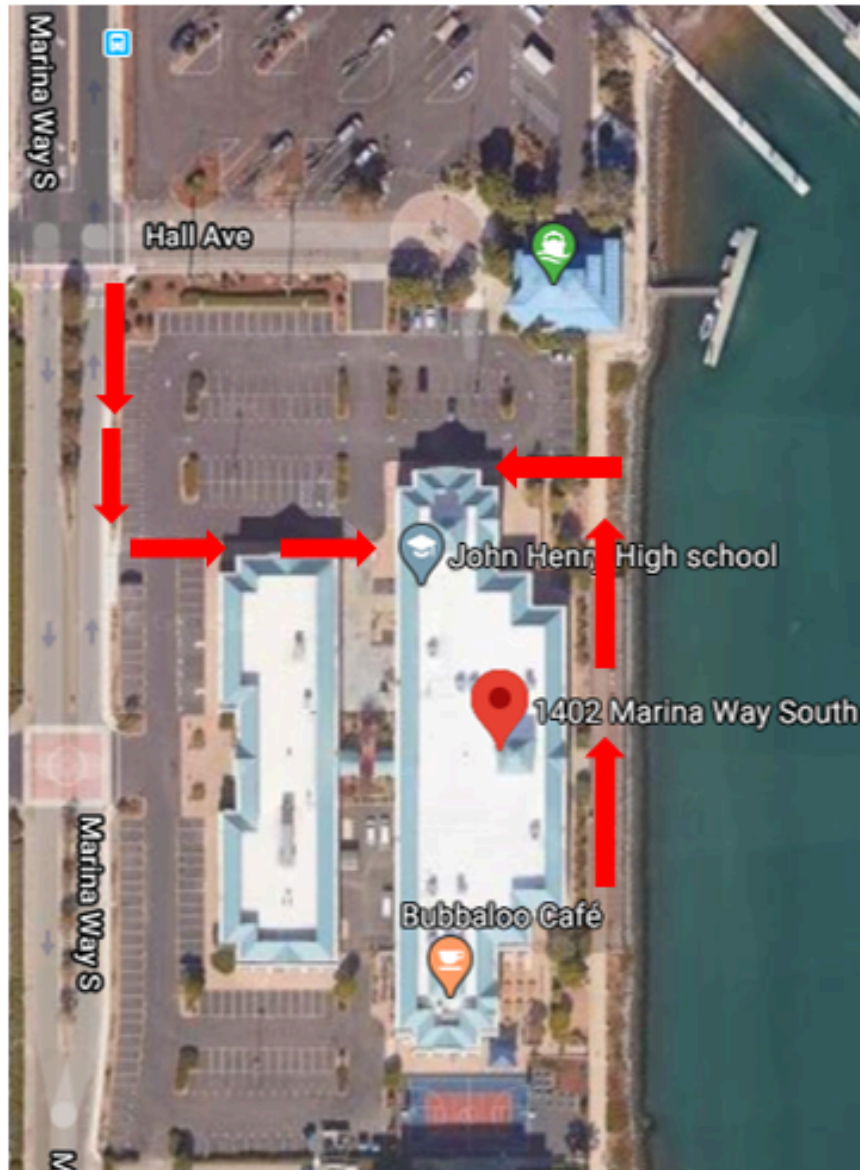
#### Traffic, drop-off and pick-up zone:

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 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, 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)

## **20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)**

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

#### Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

#### Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRPs, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.



## 21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

### Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

### Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

### Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

### Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

#### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

#### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

## 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

#### Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

#### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

#### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.



- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

## 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.

## **CSSP Program Risk Assessment Report for JHHS 2023-2024 Goals/Outcomes**

### **Goal #1: Assure a Safe Physical Environment**

#### **1. Objective 1.1: Improve External and Internal Security**

- **Outcomes:**
  - Positive: Enhanced sense of security among students and staff.
  - Effective: Reduction in security incidents reported.
  - Measurable: 100% functional security equipment by the end of 2023.
- **Timeline & Monitoring:**
  - Q2 2023: Installation of automatic gate and additional cameras.
  - Q3 2023: Implementation of emergency directory and phone relay sequence.
  - Q4 2023: Completion of staff introductions and window coverings.
  - **Monitoring Tools:** Security incident logs, equipment functionality reports.
- **Gantt Chart Elements:**
  - Installation phases, training sessions, review meetings.

#### **2. Objective 1.2: Increase Students' Collaborative Skills**

- **Outcomes:**
  - Positive: Improved student interactions and reduced conflict.
  - Effective: Increased participation in peer mentoring and restorative justice programs.
  - Measurable: 25% increase in student participation in these programs by end of 2024.
- **Timeline & Monitoring:**
  - Q2 2023: Strengthening of Advisory Curriculum.
  - Q3 2023: Development of peer mentoring program.
  - Q4 2023: Implementation of character education curriculum.
  - **Monitoring Tools:** Program participation rates, student surveys.

- **Gantt Chart Elements:**

- Curriculum development, training sessions, progress assessments.

## Next Steps

1. **Create a Detailed Gantt Chart:** A visual representation of the timelines for each activity, including start and end dates, overlapped with monitoring phases.
2. **Develop Monitoring Tools:** These could include digital logs, surveys, and progress tracking systems.
3. **Review and Adjust Plan Annually:** To ensure the goals are being met and adjust strategies as necessary.

Would you like me to proceed with the detailed Gantt chart creation and the development of monitoring tools, or is there another aspect of the plan you would like to focus on first?

2 / 2

## Gantt Chart Creation

1. **Objective 1.1: Improve External and Internal Security**

- **Q2 2023:**

- Week 1-4: Planning and procurement of automatic gates and cameras.
- Week 5-8: Installation of gates and cameras.

- **Q3 2023:**

- Week 1-2: Development of the site emergency directory & directory by department.
- Week 3-4: Setup of phone relay sequence.
- Week 5-6: Training for gate and camera operations.

- **Q4 2023:**

- Week 1-2: Providing rooms with materials for window covering.
- Week 3-4: Introduction of security staff to students.
- Week 5-6: Introduction of students to custodial staff.

2. **Objective 1.2: Increase Students' Collaborative Skills**

- **Q2 2023:**

- Week 1-4: Advisory Curriculum enhancement planning.

- Week 5-8: Development of the peer mentoring program.
- **Q3 2023:**
  - Week 1-4: Implementation of schoolwide character education curriculum.
  - Week 5-8: Expansion of Restorative Justice and CRT modules.
- **Q4 2023:**
  - Week 1-4: Training for RJ, peer mentors, and character education implementation.
  - Week 5-8: Initial assessment and feedback collection.

## **Monitoring Tools**

### **1. Security Incident Logs:**

- Digital log system for recording all security-related incidents.
- Features: Date, time, location, nature of the incident, resolution, and preventive measures taken.

### **2. Equipment Functionality Reports:**

- Monthly checks on security equipment (gates, cameras) to ensure 100% functionality.
- Report includes equipment status, any issues, and maintenance performed.

### **3. Program Participation Rates:**

- Digital tracking system for student enrollment and active participation in peer mentoring, Restorative Justice, and character education programs.

### **4. Student Surveys:**

- Surveys conducted bi-annually to gauge student perceptions of safety, program effectiveness, and areas for improvement.

## **Annual Review and Adjustment**

- **Annual Review Meetings:** Held at the end of each academic year to review progress against the Gantt chart, analyze monitoring tool data, and make necessary adjustments for the following year.
- **Feedback Loops:** Establish channels for continuous feedback from students, staff, and security personnel to inform adjustments in real-time.

With this structure, you'll have a clear roadmap for implementing and monitoring the objectives

for creating a caring and connected school climate. Would you like to delve into any specific tool or phase in more detail, or discuss another aspect of the project?

For Goal #2, which focuses on assuring ongoing professional development to ensure supportive, nurturing teacher-student relationships in the classroom, we will outline measurable outcomes, detailed timelines, monitoring tools, and a Gantt chart similar to Goal #1.

## **Outline for Goal #2**

Increase Teachers and Staff Members' Ability to Communicate and Have Positive Interactions

- **Positive Outcome:** Enhanced teacher-student relationships, leading to a more supportive and nurturing classroom environment.
- **Effective Outcome:** Demonstrable increase in conflict resolution and decrease in classroom disruptions.
- **Measurable Outcome:** 100% of teachers and staff trained in Restorative Justice practices and de-escalation techniques by the end of 2024.

## **Detailed Timelines and Monitoring Tools**

### **1. Timeline for Implementation**

- **Q2 2023:**
  - Week 1-2: Selection and engagement of outside facilitator.
  - Week 3-4: Initial training sessions for teachers and staff by the outside facilitator.
- **Q3 2023:**
  - Week 1-6: Continuation of tiered professional development opportunities, focusing on Restorative Justice practices.
  - Week 7-8: Observation and debrief cycles commence.
- **Q4 2023 and Onwards:**
  - Ongoing: Regular refreshment courses and advanced training sessions. Introduction of new practices as they develop in the field.

### **2. Monitoring Tools**

- **Training Attendance Records:** To ensure all teachers and staff participate in the professional development opportunities.
- **Observation Reports:** Post-training classroom observations to assess the application of learned techniques.

- **Feedback Surveys:** From both teachers and students to gauge the effectiveness of the training in improving classroom interactions.
- **Conflict Resolution Metrics:** Tracking of incidents before and after the training to quantify improvements.

### Gantt Chart Elements

- **Preparation Phase (Q2 2023):** Selection of facilitators, scheduling of initial training sessions.
- **Implementation Phase (Q2-Q3 2023):** Conducting training sessions, starting observation and debrief cycles.
- **Ongoing Development (Q4 2023 onwards):** Regular professional development opportunities, advanced training sessions, and refreshment courses.

### Annual Review and Adjustment

- **Annual Professional Development Review:** Evaluate the effectiveness of the training programs, incorporating feedback from observation reports and surveys.
- **Adjust Training Programs:** Based on the annual review outcomes, adjust the training content, focus areas, and methodologies to better meet the needs of teachers and students.

This structured approach will ensure that the professional development of teachers and staff is continuous and evolves to meet the changing dynamics of teacher-student relationships. Would you like to explore any part of this plan in more detail, or would you like assistance with another aspect of your project?

### Year 2 Detailed Analysis

#### Continued Professional Development Focus

- **Advanced Training Sessions:** Building on the foundational training from Year 1, Year 2 will introduce more advanced sessions that delve deeper into Restorative Justice practices, conflict resolution, and cultural competency. These sessions will be designed to address more complex scenarios and provide staff with a broader toolkit for managing classroom dynamics.
- **Peer-Led Workshops:** Leverage the expertise developed by staff members who have shown exceptional aptitude and success in implementing learned techniques. These peer-led workshops encourage knowledge sharing and foster a supportive community of practice.

#### Implementation of Observation and Debrief Cycles

- **Structured Observations:** Regularly scheduled classroom observations will be more targeted in Year 2, focusing on specific areas of improvement identified in Year 1. These observations will be conducted by a mix of peers, administrators, and outside experts to provide a well-rounded perspective.
- **Debrief Sessions:** Following observations, debrief sessions will provide a forum for constructive feedback and personal reflection. These sessions aim to reinforce positive changes, address any shortcomings, and discuss strategies for continuous improvement.

#### Refinement of Professional Development Content

- **Feedback-Driven Adjustments:** Utilize the comprehensive feedback collected from teachers, staff, and students throughout Year 1 to refine the professional development programs. This may involve adjusting the training modules to better suit the needs of the staff or introducing new topics that have emerged as relevant.
- **Integration of New Educational Research:** Stay abreast of the latest developments in educational psychology, conflict resolution, and restorative practices to ensure the professional development content remains current and evidence-based.

#### Challenges and Solutions

- **Maintaining Engagement:** Sustaining staff interest and engagement in ongoing training can be challenging. To address this, incorporate more interactive and hands-on learning experiences, such as role-playing, simulations, and case studies.
- **Measuring Impact:** Quantifying the impact of professional development on classroom dynamics and student outcomes requires a nuanced approach. Expand the use of mixed-methods evaluations, combining quantitative metrics (e.g., incident reports, academic performance) with qualitative insights (e.g., surveys, interviews).

#### Monitoring and Evaluation

- **Enhanced Monitoring Tools:** Develop more sophisticated tools for monitoring progress, such as digital platforms for real-time feedback, video recordings of classroom interactions for review, and analytics dashboards to track key metrics.
- **Annual Review Summit:** At the end of Year 2, host a summit to review the year's progress, showcase successes, discuss challenges, and set priorities for the following year. This event will serve as a key milestone in the ongoing cycle of professional development and improvement.

#### Conclusion

Year 2's focus on deepening professional development, refining training content based on feedback, and addressing implementation challenges is crucial for sustaining momentum and



ensuring that the initiatives have a lasting impact on the school climate. Through a combination of advanced training, peer-led initiatives, and a robust monitoring framework, Year 2 aims to solidify the foundation laid in the first year and drive further improvements in teacher-student relationships and classroom environments.

To establish an overall budget for meeting the goals related to ensuring a safe physical environment and ongoing professional development for supportive, nurturing teacher-student relationships, we need to consider various cost factors associated with each component. These include initial setup costs, ongoing operational expenses, personnel, training, and administrative costs. Below is a breakdown of potential budget categories and considerations for each goal.

### **Goal #1: Assure a Safe Physical Environment**

#### **1. Initial Setup Costs:**

- **Automatic Gate:** Depending on the type and size, costs can range from \$5,000 to \$10,000 for purchase and installation.
- **Additional Cameras:** Assuming high-quality security cameras, each can cost between \$100 to \$300, with system integration and installation potentially adding \$500 to \$2,000 per camera, depending on complexity.

#### **2. Personnel Costs:**

- **Security Personnel:** Costs vary by region but expect to pay \$35 to \$45 per hour for each security officer.
- **Training for Security Equipment:** Costs can range from \$500 to \$2,000 for group training sessions, depending on the provider and the depth of training.

#### **3. Maintenance and Operational Expenses:**

- Regular maintenance of security equipment and systems may account for 10-20% of the initial setup cost annually.

### **Goal #2: Ongoing Professional Development**

#### **1. Professional Development Programs:**

- **Outside Facilitator Fees:** A professional facilitator might charge \$1,450 to \$5,000 per day, depending on expertise and reputation.
- **Materials and Resources:** Costs for training materials, online platforms, and resources can range from \$500 to \$2,000 per training session.

#### **2. Personnel Costs:**

- **Staff Time:** Accounting for staff time during training, which might otherwise be allocated to teaching or administrative duties, is essential. This indirect cost includes potential substitute teachers if training occurs during school hours.

### 3. Operational Expenses:

- **Ongoing Training and Development:** Annual budget allocation for refreshment courses, advanced training, and new program development. Expect to allocate \$10,000 to \$30,000 annually, depending on the scope and scale of the training programs.

### Administrative and Miscellaneous Expenses

- **Program Coordination and Management:** This includes administrative support, coordination efforts, and program evaluation. Allocate 10-15% of the total program costs for these activities.
- **Contingency Fund:** It's prudent to allocate a contingency fund of 10-20% of the total budget to cover unforeseen expenses or adjustments in program scope.

### Overall Budget Summary

- **Goal #1 (Safe Physical Environment):** An initial setup budget of approximately \$20,000 to \$50,000, with an ongoing annual operational and maintenance budget of \$5,000 to \$15,000.
- **Goal #2 (Professional Development):** An initial year budget of \$20,000 to \$60,000, depending on the number of sessions and participants, with an ongoing annual budget of \$10,000 to \$30,000 for continued development and training initiatives.

### Total Estimated Budget

Combining both goals, the total estimated budget for the initial setup and first year of operation could range from \$40,000 to \$110,000, with subsequent years requiring an annual budget of \$15,000 to \$45,000 for maintenance, ongoing training, and program enhancements.

It's important to note that these estimates are generalized and should be refined based on specific quotes, local cost factors, and the scope of each initiative. Additionally, securing funding sources, whether through grants, school district budgets, or fundraising efforts, will be crucial to sustain these programs over time.

In Oakland, CA, there are several entrepreneurship programs focused on community enrichment that might be interested in participating in or supporting your event:

1. **Centro Community Partners:** Centro Community Partners offers various entrepreneurship programs, including bootcamps and individualized business coaching. They focus on supporting small business entrepreneurs, particularly in underserved

communities, by providing access to capital and business coaching. Their programs are designed to help entrepreneurs start and grow their businesses effectively.

2. **Uptima Entrepreneur Cooperative:** Uptima offers education, advising, and funding programs specifically designed to support creative and social entrepreneurs. They emphasize ownership and provide resources for entrepreneurs of color, including business advising and access to a network of business support providers. Their approach is community-oriented, aiming to support diverse entrepreneurs in creating thriving businesses.
3. **Renaissance Entrepreneurship Center:** Renaissance has a long history of supporting entrepreneurs facing systemic barriers to economic mobility. They offer a wide range of services, including training, one-on-one consulting, and access to capital and networks. Their programs are designed to launch and grow small businesses, contributing to the economic health of communities in the Bay Area.

These organizations have a strong track record of fostering entrepreneurship and community development in Oakland and might be valuable partners or participants for your event.

Completing the outlined outcomes within one year involves several risk factors that could impact the success of the initiatives related to school safety and professional development programs:

1. **Resource Availability:** The success of these programs heavily depends on the availability of resources, including funding, personnel, and materials. Limited resources can hinder the implementation of necessary security measures and professional development activities.
2. **Stakeholder Engagement:** Effective implementation requires the active involvement of all stakeholders, including school administrators, teachers, parents, and the community. Lack of engagement or resistance from any stakeholder group can impede progress.
3. **Training and Professional Development:** Ensuring that staff receive proper training to utilize new security equipment or adopt new teaching strategies is crucial. Inadequate training can lead to underutilization of resources and diminished program effectiveness.
4. **Program Selection and Adaptation:** Choosing the right programmatic interventions that align with the school's specific needs is vital. There's a risk of selecting interventions that do not adequately address the identified needs or that are not a good fit for the school's environment, leading to ineffective outcomes.
5. **Implementation Fidelity:** Consistency in implementing the chosen interventions as designed is critical. Deviations from the intended implementation can dilute the effectiveness of the interventions.

6. **Monitoring and Evaluation:** Continuous monitoring and evaluation are necessary to assess the effectiveness of the interventions and make timely adjustments. Failure to effectively monitor progress can result in the continuation of ineffective practices.
7. **External Factors:** External factors such as changes in policy, community conditions, or unforeseen events (e.g., public health crises) can impact the ability to implement and sustain programs.

To mitigate these risks, it's important to conduct thorough planning, engage all stakeholders from the outset, ensure adequate training, and establish robust monitoring and evaluation processes. Regularly reviewing and adjusting the implementation strategy based on data and feedback will also be crucial for achieving the desired outcomes within the set timeframe.

For Component 2: Places – Creating a Physical Environment That Communicates Respect for Learning and for Individuals, the goal of assuring a safe, respectful, accepting, and emotionally nurturing environment is pivotal. The activities planned, such as expanding the Kickboard program, enhancing the Matador Store offerings, organizing continued recognition assemblies, and celebrating academic successes at both classroom and schoolwide levels, are designed to foster student participation and engagement in academic activities.

#### **Risk Factors and Mitigation Strategies:**

1. **Funding Constraints:** Sufficient funds are necessary to support incentives and other program elements. A potential risk is the lack of adequate funding or unexpected budget cuts.
  - **Mitigation:** Explore multiple funding sources, including grants, partnerships with local businesses, and fundraising initiatives. Regular budget reviews and adjustments can help ensure that funds are allocated efficiently.
2. **Personnel Engagement:** The success of these initiatives heavily relies on the active involvement of administration, staff, and teachers. A lack of buy-in or resistance from any of these groups could hinder implementation.
  - **Mitigation:** Engage personnel early in the planning process, incorporating their input and addressing concerns to ensure buy-in. Professional development focused on student engagement could also bolster staff commitment and provide them with necessary skills.
3. **Training Effectiveness:** Training programs for student engagement need to be effective for staff to properly implement the planned activities. Inadequate training could lead to suboptimal execution and outcomes.

- **Mitigation:** Ensure training programs are high-quality, evidence-based, and delivered by competent trainers. Post-training support and resources should also be available to staff.
- 4. **Sustainability of Initiatives:** Initiatives need to be sustainable over time to have a lasting impact. There's a risk that programs might start strong but dwindle due to waning enthusiasm or other priorities.
  - **Mitigation:** Develop a long-term plan for each initiative, including strategies for maintaining interest and participation. Regularly review and refresh program elements to keep them engaging and relevant.
- 5. **Measuring Impact:** Without effective tools and strategies for measuring the impact of these initiatives, it might be challenging to assess their success and make informed adjustments.
  - **Mitigation:** Implement a robust system for tracking participation, engagement, and academic outcomes related to the initiatives. Use this data to continually assess and refine the programs.
- 6. **Cultural and Individual Respect:** Ensuring that the physical environment and activities truly communicate respect for learning and for each individual requires a deep understanding of the diverse student body. There's a risk that initiatives might not resonate with or even alienate some students.
  - **Mitigation:** Involve students in the planning and refinement of initiatives to ensure they are culturally sensitive and inclusive. Regular feedback sessions with students can provide insights into their perceptions and experiences, allowing for necessary adjustments.

By proactively identifying and addressing these risk factors, the school can enhance its chances of successfully creating a nurturing and respectful environment that promotes academic engagement and success.

For Components 1 and 2, focusing on creating a caring and connected school climate and a physical environment that respects learning and individuals, the overarching goal is to ensure a safe, respectful, accepting, and emotionally nurturing environment. The expansion of student participation in academic activities through the Kickboard program, Matador Store, recognition assemblies, and school-wide celebrations of academic success are critical strategies towards this goal. Here's how these goals can be continued and measured through 2025:

#### **Positive Outcomes:**

1. **Increased Student Engagement:** Measurable through participation rates in the Kickboard program and other academic activities, aiming for a yearly increase of 10%.

2. **Enhanced School Climate:** Surveys to measure improvements in students' perceptions of safety, respect, and emotional support, targeting a 15% improvement by 2025.
3. **Higher Academic Achievement:** Tracking the number of academic successes celebrated, with the goal of increasing the number of recognitions by 20% each year.

#### **Effective Outcomes:**

1. **Reduced Behavioral Issues:** A decrease in disciplinary actions by 15% annually as a result of the nurturing environment and positive reinforcement strategies.
2. **Increased Teacher and Staff Satisfaction:** Annual surveys to assess satisfaction with the school climate, aiming for a 10% improvement each year.
3. **Enhanced Community Involvement:** A 20% increase in community and parental involvement in school activities and programs by 2025.

#### **Measurable Timelines and Monitoring Tools:**

- **Quarterly Reviews:** Assess progress on engagement, school climate, and academic achievements every quarter.
- **Annual Surveys:** Conduct comprehensive surveys among students, staff, and parents at the end of each academic year to gauge the overall school climate and satisfaction levels.
- **Behavioral Incident Reports:** Review and analyze monthly to monitor trends and the effectiveness of the interventions.

#### **Gantt Chart for Implementation (2023-2025):**

- **Q2 2023:** Launch or expand the Kickboard program and Matador Store; Plan the first series of recognition assemblies.
- **Q3 2023:** First recognition assembly; Gather initial feedback and make adjustments.
- **Q4 2023:** Evaluate the first semester's activities; Plan for expanded offerings and assemblies in the next semester.
- **2024-2025:** Continue with planned activities; Introduce new initiatives based on feedback; Quarterly and annual reviews to measure progress and make necessary adjustments.

This structured approach, with clearly defined outcomes, measurable timelines, and dedicated monitoring tools, will ensure the continuous improvement of the school climate and the physical environment, contributing to the overall goal of fostering a safe, respectful, accepting, and emotionally nurturing atmosphere for all students and staff. Regular adjustments based on feedback and data will be crucial to address any emerging challenges and to enhance the effectiveness of the initiatives.

Not achieving the outlined outcomes for creating a caring and connected school climate and a respectful physical environment over the next three years can lead to several significant risk factors:

1. **Decline in Student Engagement and Participation:** Failure to expand student participation in academic activities may lead to increased disengagement, affecting students' academic performance and their overall school experience. Research indicates that engaged students are more likely to perform well academically and less likely to drop out.
2. **Increased Behavioral Problems:** Without a nurturing environment that promotes respect and acceptance, schools may see a rise in disciplinary issues. A lack of positive reinforcement and recognition can contribute to negative behaviors, impacting the school's learning environment and student well-being.
3. **Lower Academic Achievement:** The absence of a supportive environment and recognition of academic successes can demotivate students, potentially leading to lower academic achievements. Celebrating academic success is crucial in motivating students and fostering a culture of excellence.
4. **Decreased Teacher and Staff Morale:** Teachers and staff play a critical role in creating a positive school climate. Failure to establish a supportive environment can lead to decreased morale and job satisfaction among teachers and staff, which can, in turn, affect their performance and the quality of education provided.
5. **Weakened School Community:** A school that lacks a caring and connected climate may struggle to foster a strong sense of community among students, staff, and parents. This can lead to a lack of cooperation and involvement from the broader school community, further diminishing the school's support system.
6. **Long-term Impact on Students:** The school environment plays a crucial role in students' social and emotional development. A lack of a respectful and emotionally nurturing environment can have long-term impacts on students' mental health, social skills, and future educational and career prospects.

Mitigating these risks involves proactive measures, including regular assessment of school climate, targeted interventions to improve student engagement, and fostering a supportive community involving teachers, staff, parents, and students. Continuous effort and commitment to these goals are essential for creating a positive and inclusive school environment.

Creating a monitoring tool to assess risk factors and outcomes involves developing a structured approach to gather, analyze, and act on relevant data. This tool can be designed as a comprehensive dashboard or a scorecard that tracks key performance indicators (KPIs) aligned with the goals of creating a caring and connected school climate and a respectful physical



environment. Here's an outline of how such a tool could be structured:

### Monitoring Tool Structure:

#### 1. Dashboard Overview:

- **Purpose:** To monitor progress towards achieving a safe, respectful, accepting, and emotionally nurturing environment and expanding student participation in academic activities.
- **Audience:** Administrators, teachers, school counselors, and stakeholders.
- **Update Frequency:** Monthly reviews with quarterly in-depth analyses.

#### 2. Key Performance Indicators (KPIs):

KPIs should be SMART (Specific, Measurable, Achievable, Relevant, Time-bound) and aligned with the goals and activities outlined.

Creating a comprehensive dashboard or scorecard as a monitoring tool involves a structured design that clearly outlines the Key Performance Indicators (KPIs), data collection methods, and analysis strategies. Below is a well-formatted outline for such a tool, designed to track progress towards creating a caring and connected school climate and a respectful physical environment:

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## School Climate and Environment Monitoring Dashboard

### Dashboard Overview

- **Purpose:** To continuously monitor and assess the effectiveness of initiatives aimed at creating a positive school climate and physical environment.
- **Target Audience:** School administrators, teachers, counselors, and other key stakeholders.
- **Update Frequency:** Data updated monthly, with a comprehensive review conducted quarterly.

### Key Performance Indicators (KPIs)

#### Goal 1: Enhance School Climate

- **Student Engagement Index:** Measures the level of student involvement in academic and extracurricular activities.
  - **Target:** 10% increase year-over-year.
- **Behavioral Incident Rate:** Tracks the frequency of disciplinary issues.



- **Target:** 15% reduction year-over-year.
- **Climate Survey Satisfaction Score:** Aggregated satisfaction scores from school climate surveys conducted among students, staff, and parents.
  - **Target:** Annual improvement of 5%.

## **Goal 2: Improve Physical Environment**

- **Facility Utilization Rate:** Percentage of school facilities used for intended educational purposes.
  - **Target:** Maintain 90% utilization.
- **Environment Satisfaction Score:** Scores from surveys assessing satisfaction with the school's physical environment.
  - **Target:** Annual improvement of 5%.

## **Data Collection Methods**

- **Surveys:** Online and paper-based surveys distributed to collect perceptions on school climate and physical environment.
- **Participation Logs:** Digital logs recording student participation in programs like Kickboard and Matador Store.
- **Incident Reports:** Digital system for reporting and tracking behavioral incidents.

## **Analysis and Reporting**

- **Data Trends:** Visual graphs showing trends over time for each KPI.
- **Risk Alerts:** Automated alerts for KPIs not meeting targets, indicating potential risk areas.
- **Insightful Recommendations:** Data-driven recommendations for addressing identified risks and enhancing outcomes.

## **Response Plan**

- **Action Items:** Specific steps to address areas of concern identified through the dashboard.
- **Responsible Parties:** Designation of staff responsible for implementing action items.
- **Timeline for Implementation:** Deadlines for completing action items.

## **Review and Adjustment**

- **Quarterly Review Meetings:** Scheduled meetings to discuss dashboard findings and progress on action plans.
- **Feedback Mechanism:** System for collecting feedback on the dashboard's effectiveness and areas for improvement.

### Tool Accessibility

- **Platform:** Web-based dashboard accessible to authorized users through secure login.
- **User Training:** Scheduled training sessions for stakeholders on navigating and utilizing the dashboard effectively.

---

This structured approach ensures that the monitoring tool is comprehensive, user-friendly, and effective in tracking the progress and outcomes of initiatives aimed at improving the school's climate and physical environment. Regular updates and reviews will facilitate timely interventions and continuous improvement.

To develop a comprehensive monitoring tool for the outlined components and goals, we'll create a structured dashboard that integrates all the activities, resources, personnel involved, and timelines. This tool will be pivotal in tracking progress, identifying potential risk factors, and ensuring the effective implementation of each initiative. Below is a detailed outline of the monitoring tool structured around the specific components, goals, and objectives provided:

### School Improvement Monitoring Dashboard

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Component 1: People and Programs – Caring and Connected School Climate

#### Goal #1: Assure a Safe Physical Environment

##### Objective 1.1: Improve External and Internal Security

- **KPIs:**
  - Number of security enhancements implemented (e.g., automatic gates, additional cameras).
  - Reduction in security incidents reported.
- **Data Source:** Security incident logs, installation completion reports.
- **Timeline:** May 2023 - Ongoing
- **Responsible Parties:** Sr Director of Operations, Security Officers

##### Objective 1.2: Increase Collaborative Skills and Positive Interactions

- **KPIs:**
  - Participation rates in Advisory Curriculum and peer mentoring programs.
  - Survey results on student perceptions of conflict and acceptance.
- **Data Source:** Program participation logs, student surveys.
- **Timeline:** May 2023 - Ongoing
- **Responsible Parties:** School Administration, Teachers, Counselors

## **Goal #2: Supportive, Nurturing Teacher-Student Relationships**

### **Activities:**

- Training by outside facilitator, peer mentoring expansion, regular professional development in RJ practices.
  - **KPIs:**
    - Number of professional development sessions conducted.
    - Teacher and staff satisfaction scores from post-training surveys.
  - **Data Source:** Training attendance records, survey results.
  - **Timeline:** May 2023 - Ongoing
  - **Responsible Parties:** Administrators, Outside Facilitator, Wellness Counselor
- 

## **Component 2: Places – Respectful Physical Environment**

### **Goal #1: Safe, Respectful, and Emotionally Nurturing Environment**

#### **Activities:**

- Expansion of the Kickboard program, Matador Store, recognition assemblies, and celebration of academic successes.
- **KPIs:**
  - Increase in student participation in the Kickboard program and Matador Store.
  - Number of recognition assemblies and celebrations conducted.
- **Data Source:** Participation logs, event records.
- **Timeline:** May 2023 - Ongoing
- **Responsible Parties:** Administrators, Teachers, School Counselors

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### Monitoring and Evaluation Features:

- **Dashboard Interface:** Visual representation of each KPI with progress bars, charts, and graphs for easy comprehension.
- **Alert System:** Automated alerts for KPIs not meeting predefined targets, signaling the need for intervention.
- **Reporting Tool:** Capability to generate detailed reports summarizing progress, challenges, and areas for improvement.
- **Feedback Loop:** Mechanism for stakeholders to provide input on tool effectiveness and suggestions for improvement.

### Implementation Steps:

1. **Dashboard Development:** Collaborate with a software development team to create the digital dashboard based on the outlined specifications.
2. **Data Integration:** Set up processes for regular data collection and integration into the dashboard.
3. **Stakeholder Training:** Conduct training sessions for all relevant parties on how to use the dashboard effectively.
4. **Trial Run:** Implement a pilot phase to test the dashboard, gather feedback, and make necessary adjustments.
5. **Full Rollout:** Launch the dashboard for school-wide use, with ongoing support and updates based on user feedback and evolving needs.

This monitoring tool is designed to provide a holistic view of the school's progress toward creating a caring, connected climate and a respectful physical environment, ensuring that all initiatives are on track and effectively contributing to the overarching goals.

To maintain the goals of creating a caring and connected school climate and a respectful physical environment over the next two years, with measurable outcomes for positive successes, consider the following strategies informed by research and expert recommendations:

### Strategies for a Positive School Climate:

1. **Conduct School Climate Surveys:** Regularly assess the school climate to identify areas of strength and areas needing improvement. Surveys should involve all stakeholders, including students, staff, and parents, to get a comprehensive view of the school's climate. This approach helps in understanding the current state and planning for necessary interventions (SchoolSafety.gov).

2. **Implement Social, Emotional, and Behavioral Support Systems:** Develop and strengthen support systems that foster engagement, safety, and a conducive environment. This includes building strong relationships among students, teachers, families, and the broader community, ensuring safety from violence and bullying, and maintaining well-managed classrooms and clear disciplinary policies (SchoolSafety.gov).
3. **Promote Engagement and Respect:** Foster strong relationships within the school community and ensure that everyone feels engaged and respected. This can be achieved by working collaboratively to develop a shared school vision and by educators modeling and nurturing attitudes that emphasize the benefits of learning (NCSSLE).
4. **Focus on Personal and Shared Visions:** Encourage all school community members to develop personal visions that contribute to a collective vision for the school. This process helps in building commitment and ensures that the shared vision is reflective of the entire community's values and aspirations. Facilitating a safe space for sharing these visions can enhance trust and collaboration among stakeholders (Greater Good Science Center).
5. **Cultivate Trust:** Building a positive school climate starts with trust. School leaders should never miss an opportunity to prove themselves trustworthy and facilitate trust-building among all school stakeholders. This foundational trust is crucial for the effective implementation of shared visions and initiatives (Greater Good Science Center).
6. **Engage in Continuous Improvement:** View the creation of a positive school climate as an ongoing process. Regular feedback, adjustments, and the incorporation of fun and engaging activities can sustain momentum and keep the school community invested in maintaining a positive climate.
7. **Measure and Celebrate Successes:** Establish clear metrics for success based on the outlined strategies and regularly measure progress against these metrics. Celebrate achievements to reinforce positive behaviors and outcomes, contributing to an ongoing cycle of improvement.

By focusing on these strategies, your school can work towards sustaining and enhancing a positive climate and physical environment over the next two years. Regularly revisiting these strategies, adapting to new insights, and involving the entire school community in these efforts are key to achieving lasting positive outcomes.

For more detailed strategies and insights, visit [SchoolSafety.gov](https://www.schoolsafety.gov) and the [National Center on Safe Supportive Learning Environments \(NCSSLE\)](https://www.ncssle.org), as well as exploring practical suggestions from the [Greater Good Science Center](https://www.ggscenter.org).

To ensure the success of initiatives aimed at creating a positive school climate and environment, securing appropriate funding is crucial. The U.S. Department of Education offers competitive grants through programs like the School Climate Transformation Grant for both State

Educational Agencies (SEAs) and Local Educational Agencies (LEAs). These grants are designed to support the development, enhancement, or expansion of systems that improve behavioral outcomes and learning conditions for all students.

For SEAs, the School Climate Transformation Grant focuses on developing statewide systems of support and technical assistance for LEAs and schools implementing evidence-based, multi-tiered behavioral frameworks. Similarly, the grant for LEAs aims to build capacity for implementing a sustained, school-wide multi-tiered behavioral framework, enhance capacity by providing training and technical assistance to schools, and ensure technical assistance related to program activities is provided.

Moreover, the U.S. Department of Education has announced significant funding through the Bipartisan Safer Communities Act to support mental health services and student wellness, with more than \$188 million allocated across numerous grantees in over 30 states. This funding aims to increase access to school-based mental health services and strengthen the mental health professional pipeline in high-needs districts.

To effectively meet the needs outlined by the Department of Education and ensure the successful implementation of your initiatives, it would be beneficial to explore these grant opportunities. Applying for these grants could provide the necessary financial support to develop and sustain programs that contribute to a positive school climate and environment. Establishing a detailed plan that outlines your specific needs, objectives, and how the funds will be utilized to meet these goals will be critical when applying for such funding.

For more detailed information and to explore the application process for these grants, you can visit the [Office of Elementary and Secondary Education's School Climate Transformation Grant page](#) and the [Local Educational Agency Grants Program page](#). Additionally, staying informed about new funding opportunities announced by the Department of Education, such as those supported by the Bipartisan Safer Communities Act, will be valuable.



**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:**

There are two school ground-floor entry and one second floor entry--accessible by an exterior staircase-- on the school portion of the building. There is a locked gate protecting access to one ground floor and the second floor entry doors. The gate and school main 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good
<b>Interior:</b> Interior Surfaces	Good
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good
<b>Electrical:</b> Electrical	Good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good
<b>Safety:</b> Fire Safety, Hazardous Materials	Good
<b>Structural:</b> Structural Damage, Roofs	Good
<b>External:</b> 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: 23-24	%
Asian	79%
Hispanic	12.21%
White, not Hispanic	0.4%

African American	7.4%
Two more races	1.0%
English Learners	24%
Special Education	8%
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 2023-2024 school year was shared with:

- Parents on the FST on Oct. 12, 2023
- All school staff will have access to the plan after it is shared with the AMPS governing board on 09/20/23
- 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

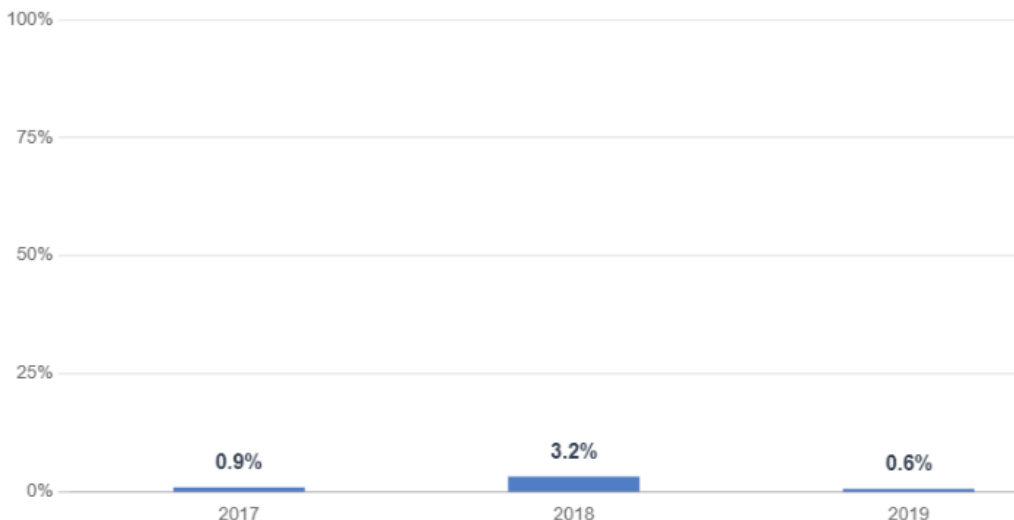
Evidence of these assurances is embedded throughout this school safety plan.

**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 0%, and an average daily attendance rate of 97.54% as of December 2023.

## 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	
<b>X = area of need</b>	
Improve safety of school grounds	Improve ingress/egress routes
Improve safety of buildings/classrooms	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:**

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
X Social competence	Other

**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	Ongoing staff development
Drug-Free school	Student support
Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans
X High behavior expectations	Extra-curricular activities
X Conflict resolution skills	X 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 2022-23 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.

	<b>Component 1: People and Programs – Create a Caring and Connected School Climate</b>	
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p><b>Improve external and internal security:</b>  <u>Related activities:</u></p> <ul style="list-style-type: none"> <li>• Add additional cameras to camera system</li> <li>• Ensure exterior doors remain locked at all times.</li> <li>• Increase safety of students during commute to and from school by clearly marking traffic patterns and walkways communicating these to students and families frequently</li> <li>• Develop a site emergency directory &amp; directory by department</li> <li>• Set up a phone relay sequence so that someone in the office is always available</li> <li>• Provide rooms without window coverings with tape and material to cover windows</li> <li>• Introduce students and staff to custodial staff</li> </ul> <p><u>Resources needed:</u> Funds to add cameras, personnel to monitor building security  <u>Personnel:</u> Risk Manager.</p>	<p><b>Persons Responsible:</b>                      Administration at site and home office</p> <p><b>Timeline for Implementation:</b>                      May 2023 -ongoing</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><b>Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others.</b></p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <li>• Strengthen Advisory Curriculum</li> <li>• Provide training to teachers to promote effective teaching of SEL/Advisory Curriculum</li> <li>• Develop peer mentoring program</li> <li>• Have a schoolwide character education curriculum</li> <li>• Expand Restorative Justice and CRT modules</li> </ul> <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><b>Persons Responsible:</b> Administrators, teachers, school counselors.</p> <p><b>Timeline for Implementation:</b> May 2023-ongoing</p>
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p><b>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</b></p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <li>• Bring in outside facilitator to train teachers &amp; staff</li> <li>• Build on the capacity of expert staff on site</li> <li>• Include regular and on going tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations.</li> </ul> <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><b>Persons Responsible:</b> Administrators, teachers, school counselors.</p> <p><b>Timeline for Implementation:</b> May 2023,ongoing</p>
	<b>Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals</b>	
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"> <li>• Expanding the PBIS rewards program</li> <li>• Expanding the School Store offerings</li> <li>• Continued recognition assemblies</li> <li>• Celebrate academic successes classroom by classroom and schoolwide</li> </ul> <p><u>Resources needed:</u> Funds to support incentives</p>	<p><b>Persons Responsible:</b> Administrators, teachers, school counselors.</p> <p><b>Timeline for Implementation:</b> May 2023, ongoing</p>



	<u>Personnel:</u> Administration, staff and teachers <u>Training:</u> N/A <u>Administration:</u> Administration will work together with staff to establish incentives and programs	
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### 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 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 the 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 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 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. “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 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: Sally Li - 1-510-434-7017

Sr Director of Operations: Maria Arechiga-

**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:**

<b>Parent Pick up:</b>	Mr. Johannessen, Ms. Berrios, Ms. Yang
<b>Student supervision:</b>	All teachers, counselors, school staff and security staff overseen by administration
<b>Persons responsible for rooms/all clear:</b>	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 the 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:**
  - Staff closest to crisis signal “Lockdown” – Announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
  - Staff closest to crisis call 911 (used landline). Specify if “Intruder” or “Active Assailant.”
  - Site Director contact Home Office to notify of crisis. 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 canceled 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).

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 Plan Summary](#).

Masking:

- Masking is optional on campus. Staff, students, and visitors may wear a mask indoors and outdoors based on personal preference. Respect for personal choices is expected. In alignment with CDPH COVID-19 Guidance, students and staff identified as close contact to a positive case and that remain asymptomatic are highly encouraged to wear a fitted facemask for 10 days. Refer to Tables 1-2 for additional information.

Ventilation

- Optimizing airflow and ventilation in indoor spaces is a key part our multi-layered prevention strategy, as COVID-19 can spread by airborne transmission. Schools will utilize at least one, and if possible two, of these levers to increase ventilation in all indoor campus spaces:
  - Run HVAC systems, with highest compatible filters, at all times while offices and classrooms are occupied
  - Open outdoor-facing windows or doors (weather/air quality permitting)
  - Add portable air purifiers with HEPA grade filters to spaces with limited ventilation options

Responsive Testing

- Weekly surveillance testing is no longer recommended by Public Health — instead, testing efforts will focus

on responding to symptoms and periods of higher exposure (e.g., return from an extended break). Individuals experiencing COVID-related symptoms should test immediately using a rapid antigen test and must test negative to be on campus. Public Health officials strongly recommend wearing a mask indoors if you have any symptoms and testing again 1-2 days later to confirm negative results. Schools will maintain a supply of rapid tests to support responsive testing needs for staff and students.

#### Isolation and Quarantine

- Student or staff that test positive for COVID-19 regardless of vaccination status or recent infection - refer to Table 1
- Student or staff showing symptoms of COVID-19 - refer to Table 2
- Student or staff identified as Close Contact - refer to Table 3

#### Covid Response

- AMPS follows the latest public health guidelines on isolation, quarantine, and contact tracing. All AMPS students and staff who test positive for COVID-19 must immediately report it to their school and/or manager, and isolate at home for 5-10 days. There is no at-home quarantine required after exposure — your child may continue to come to school.

INSERT COVID PROTOCOL TABLES HERE

Staff members or students who test positive for COVID-19 should contact their school site COVID Liaison, listed below:

School Site	COVID Liaison	School Site	COVID Liaison
BJE		DCA	Coach Pentony
RCA		OCA	Philip Ellingberg
JHHS		OCHS	

For Student or Staff member identified as COVID positive please follow the below protocol:

Staff Member	Student
<ul style="list-style-type: none"> <li>• Notify HR within an hour of a positive case on campus via email at hrsupport@amethodschools.org</li> <li>• Complete the <a href="#">COVID Tracker Survey</a> within 12 hours</li> <li>• Positive Staff members should be instructed to isolate and wait to hear further instructions from HR/Operations.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the <a href="#">COVID Tracker Survey</a> within 12 hours</li> <li>• COVID Positive Students should be instructed to isolate using the instruction on Table 1.</li> <li>• Follow up with parents and students after day 5 for return to school if symptoms have improved</li> </ul>

1.

Table 1: TESTS POSITIVE FOR COVID-19:

**TESTS POSITIVE FOR COVID-19:**

Everyone, regardless of vaccination status, previous infection, or lack of symptoms.

Inform your school right away. They will need to know (1) the date your child's symptoms began, if any, and (2) the date they tested positive.

Stay home (PDF) for at least 5 days after start of symptoms (Day 0) or after date of first positive test (Day 0) if no symptoms).

- Isolation can end after Day 5 if:
  - Symptoms are not present, or are mild and improving; AND
  - You are fever-free for 24 hours (without the use of fever-reducing medication)
- If fever is present, isolation should be continued until 24 hours after fever resolves.
- If symptoms, other than fever, are not improving, continue to isolate until symptoms are improving or until after Day 10.
- If the confirmed case has severe symptoms, or is at high risk of serious disease or has questions concerning care, they should contact their healthcare provider for available treatments.
- Infected persons should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings.\*
- After you have ended isolation, if your symptoms recur or worsen, get tested again and if positive, restart isolation at Day 0.

Table 2: HAS COVID- RELATED SYMPTOMS:

Everyone, regardless of vaccination status

Per the CDC, the most common symptoms of COVID-19 are:

\*Fever (100.4°F/38°C or higher) or chills, Sore throat , Cough, Shortness of breath/Difficulty breathing, Headache, Muscle/Body aches, Nausea/Vomiting, Diarrhea, Fatigue, Congestion/Runny nose, Loss of taste or smell

IF you HAVE any of these symptoms

- If you feel well enough to come to school, you must test negative, and be fever-free for 24 hours without the use of medication, to be on campus.
- Must wear a mask around others at school until their symptoms resolve.
- Test again 1-2 days later to confirm a negative result. Repeat testing is important, as the virus can build up in their system over the first few days and results may change.

If you test POSITIVE at any time, see instructions in Table 1.

Table 3: ASYMPTOMATIC WAS EXPOSED TO SOMEONE WITH COVID

Asymptomatic Persons  
Who are Exposed to  
Someone with COVID-19  
(No Quarantine):

Everyone, regardless of  
vaccination status,

Persons infected within the  
prior 30 days do not need  
to be tested , or excluded  
from work unless  
symptoms develop.

- Test within 3-5 days after last exposure.
- Close contacts should wear a well-fitting mask around others for a total of 10 days, especially in indoor settings and when near those at higher risk for severe COVID-19 disease (see masking section below for additional information).
- If symptoms develop, test, and stay home (see earlier section on symptomatic persons), AND
- If test result is positive, follow isolation recommendations above (Table 1).

#### **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:**






# Downtown Charter Academy Evacuation Plan

IN AN EMERGENCY DIAL 9-1-1

Second Floor



## 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, Jillianne Whitfield
PIO (Public Information Officer)	Claudia Lee
Crisis Response Leader	Claudia Lee, Oakland Police Department
Plans Chief	Claudia Lee, Jillianne Whitfield
Documentation	Mr. Johannessen, Ms. Berrios, Ms. Yang, Ms. Prokopienko
Messages	Mr. Johannessen, Ms. Berrios, Ms. Yang
Search/Rescue	Coach Whitfield, Coach Freeman
Procuring food & water	Ms. Pham, Ms. Tran
Staff/student supplies	Ms. Pham, Ms. Tran
Medical Supplies	Mr. Johannessen, Ms. Berrios, Ms. Yang
Medical First Aid	Mr. Johannessen, Ms. Berrios, Ms. Yang
Damage Assessment	Coach Pentony
Disaster Plan Updates	Claudia Lee, Jillianne Whitfield
Crisis Team	Ms. Prokopienko
Parent Pick-up	Mr. Johannessen, Ms. Berrios, Ms. Yang, ASES staff
Builders/Sanitations	Mr. Quevedo
Finance Chief	
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

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 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 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 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.

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](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 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 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**

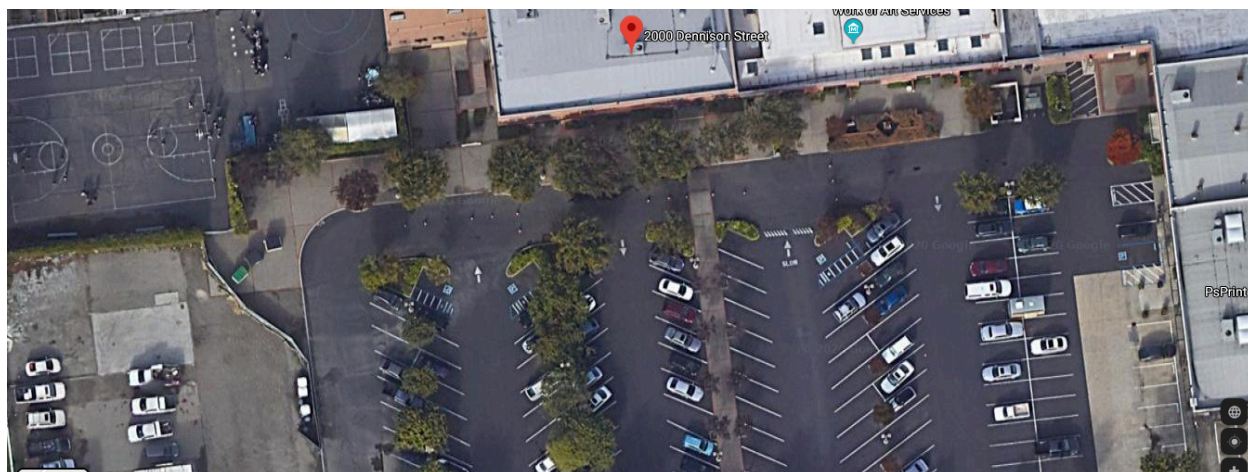
#### Traffic, drop-off and pick-up zone:

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 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, 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)

## 20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and

relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRP, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

### **Adaptations for Students with Disabilities During Disaster Procedures Monitoring Tool**

**Purpose:** This tool is designed to monitor and evaluate the implementation of adaptations for students with disabilities during disaster procedures, ensuring that AMPS schools comply with SB 323 requirements and best practices for emergency preparedness and response.

#### Section 1: Policy and Planning

- **Policy Review Checklist:**

- € The school's emergency preparedness policy includes specific adaptations for students with disabilities.
- € Procedures are in place for identifying and assessing the individual needs of students with disabilities in the context of disaster preparedness.
- € Plans include detailed evacuation, shelter-in-place, and lockdown procedures adapted for students with disabilities.
- € Communication plans address the needs of students with varying disabilities, ensuring accessibility and comprehension.

- **Planning Documentation:**

- € Individualized Education Programs (IEPs) or 504 plans include personalized disaster preparedness and response strategies.
- € Emergency response teams have access to and training on the specific needs and adaptations required for students with disabilities.
- € Coordination with local emergency services includes discussions and planning for students with disabilities.

## Section 2: Training and Drills

- **Staff Training Records:**

- € Records of training sessions provided to staff on the adaptations for students with disabilities during emergencies.
- € Documentation of specialized training for staff members directly responsible for students with disabilities.

- **Drill Logs and Evaluations:**

- € Scheduled drills include specific scenarios addressing the needs of students with disabilities.
- € Post-drill evaluations assess the effectiveness of adaptations and accommodations, with feedback from staff and students.

## Section 3: Communication Systems

- **Accessibility Audit:**

- € Evaluation of the accessibility and effectiveness of emergency communication systems for students with disabilities.
- € Mechanisms for students with disabilities to request help and communicate their needs during a disaster.

- **Parent/Guardian Communication Plan:**

- € Procedures for promptly informing parents/guardians of students with disabilities about emergencies and the school's response.

## Section 4: Physical Environment and Equipment

- **Accessibility and Safety Inspection:**

- € Regular inspections of school facilities to ensure accessibility and safety for students with disabilities during an emergency.

- € Availability and maintenance of specialized equipment and aids required for emergency evacuations and sheltering.

#### Section 5: Response and Recovery

- **Incident Reports and Analysis:**

- € Documentation of incidents involving students with disabilities during drills or actual emergencies.
- € Analysis of the response, focusing on the effectiveness of adaptations and accommodations, and identifying areas for improvement.

- **Recovery Support Services:**

- € Plans for providing continuous support and necessary services to students with disabilities post-disaster.

#### Section 6: Review and Update

- **Policy and Plan Review Schedule:**

- € Annual review and update of disaster procedures and adaptations for students with disabilities, incorporating feedback and lessons learned.

- **Stakeholder Feedback Mechanism:**

- € Processes for gathering feedback from students, parents, and staff on the effectiveness of adaptations and accommodations during emergencies.

**Monitoring and Reporting:** The Site Director or designated emergency preparedness coordinator is responsible for completing this monitoring tool, reviewing each section semi-annually, and after any drill or actual emergency event. The findings should be reported to the AMPS Board and used to update training, resources, and plans as needed.

**Documentation and Compliance:** All documentation related to the monitoring tool, including checklists, training records, drill logs, and incident reports, should be maintained securely by the school administration. This documentation will serve as evidence of compliance with SB 323 and will be critical for ongoing improvement of emergency preparedness for students with disabilities.

This monitoring tool is designed to be a living document, adaptable to the changing needs of the student population and evolving best practices in disaster preparedness and response. Regular updates and reviews are essential to ensure that the adaptations for students with disabilities remain effective and comprehensive.

### 21. **Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)**

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

#### Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

#### Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

#### Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

#### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

#### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

### **Monitoring Tool for "Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)"**

#### **Purpose**

This tool is designed to monitor and evaluate the implementation and effectiveness of the Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity within AMPS schools, as outlined in SB 671.

#### **Monitoring Components**

##### **1. Incident Reporting Tracking**

- **Data Collected:** Number of reports received, nature of the incidents (dangerous, violent, unlawful), source of reports (students, staff, parents).
- **Frequency:** Continuously updated as reports are received.
- **Responsible Party:** School Safety Officer or designated staff.

##### **2. Response Time Analysis**

- **Data Collected:** Time taken from report receipt to initial response, and from initial response to resolution.
- **Frequency:** Analyzed for each reported incident.
- **Responsible Party:** School Administration.

##### **3. Risk Assessment Accuracy**

- **Data Collected:** Outcomes of risk assessments compared to the actual developments of the incidents.
- **Frequency:** Post-incident analysis for each report.
- **Responsible Party:** Risk Assessment Team.

##### **4. Intervention Effectiveness**

- **Data Collected:** Types of interventions used (e.g., counseling, disciplinary action), follow-up outcomes, recurrence of similar incidents.
- **Frequency:** Evaluated at 1 month, 3 months, and 6 months post-intervention.
- **Responsible Party:** School Counselors and Disciplinary Committee.

##### **5. Training and Awareness Program Efficacy**

- **Data Collected:** Attendance records, pre- and post-training assessments, feedback from participants.
- **Frequency:** After each training or awareness session.
- **Responsible Party:** Training Coordinators.

## 6. Communication and Notification Efficiency

- **Data Collected:** Timeliness and clarity of communications to staff, parents, and authorities; feedback from stakeholders.
- **Frequency:** Evaluated after each incident.
- **Responsible Party:** Communication Office.

## 7. Compliance and Policy Adherence

- **Data Collected:** Instances of non-compliance or deviations from the established protocols.
- **Frequency:** Ongoing with formal reviews annually.
- **Responsible Party:** Compliance Officer.

### Reporting and Review

- **Reporting Format:** Quarterly reports summarizing data, trends, and key insights, along with recommendations for improvements.
- **Annual Review:** Comprehensive annual review to assess overall effectiveness, identify areas for improvement, and adjust protocols as necessary.
- **Review Board:** Comprised of school administrators, safety officers, counselors, and a representative from the Board of Directors.

### Tools and Technology

- Utilize data management software to track and analyze reports and responses.
- Implement survey tools for gathering feedback from staff, students, and parents.

### Implementation and Oversight

- **Initial Setup:** Training for relevant staff on using the monitoring tool and understanding their responsibilities.
- **Ongoing Oversight:** Assigned to a Monitoring and Evaluation Committee to ensure continuous and effective use of the tool.

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This monitoring tool provides a structured approach to overseeing the implementation of SB 671 protocols, ensuring accountability, effectiveness, and continuous improvement in handling reports of dangerous, violent, or unlawful activities within AMPS schools.

## 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.



#### Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

#### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

#### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

#### Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

#### Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment

to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

### **AMPS Monitoring Tool for Opioid Overdose Response Protocol**

Purpose:

This tool is designed to monitor the implementation and efficacy of the Opioid Overdose Response Protocol at AMPS schools, ensuring compliance with health and safety standards and readiness to respond effectively to opioid overdose incidents.

#### **Section 1: Protocol and Policy Compliance**

- **Protocol Review Checklist:**

- € The school's opioid overdose response protocol is aligned with current health guidelines and legal requirements.
- € The protocol includes clear steps for identifying and responding to opioid overdose.
- € Contact information for local emergency services and procedures for their involvement is up-to-date and accessible.

- **Policy Accessibility:**

- € The protocol is readily available to all staff, particularly those in student-facing roles.
- € Students and parents are aware of the protocol's existence (not necessarily detailed procedures).

#### **Section 2: Training and Awareness**

- **Staff Training Records:**

- € Documentation of completed training sessions on opioid overdose recognition and response for relevant staff.
- € Records of periodic refresher training sessions.

- **Awareness Programs:**

- € Initiatives or programs aimed at raising student awareness about the dangers of opioid use.

#### **Section 3: Resources and Equipment**

- **Naloxone Availability:**

- € Availability of naloxone kits in accessible, clearly marked locations.
- € Regular checks to ensure that naloxone is within its expiry date and in good condition.

- **Emergency Equipment:**

- € Availability of emergency medical equipment and first aid supplies.

#### Section 4: Emergency Response and Reporting

- **Incident Response Procedure:**

- € A clear, step-by-step response plan for opioid overdose incidents, including post-response procedures.
- € Mechanisms for quickly securing the scene and ensuring student safety.

- **Incident Reporting and Analysis:**

- € A secure and confidential system for reporting opioid overdose incidents.
- € Procedures for analyzing incidents to improve future response and prevention strategies.

#### Section 5: Collaboration and Community Involvement

- **Partnership with Health Authorities:**

- € Collaboration with local health authorities for training and resource support.
- € Involvement of local health experts in awareness programs.

- **Parent and Community Engagement:**

- € Strategies to involve parents and the community in opioid awareness and prevention efforts.

#### Section 6: Review and Update

- **Regular Review Schedule:**

- € Scheduled reviews of the opioid overdose response protocol and monitoring tool.
- € Inclusion of feedback from staff, students, and community stakeholders in the review process.

**Monitoring and Reporting:** The designated health and safety coordinator at each AMPS school is responsible for completing this monitoring tool and conducting reviews semi-annually and following any incident. The results should be reported to the AMPS Board and used for continuous improvement of the opioid overdose response protocol.

**Documentation and Compliance:** Maintain thorough records of all training, resource checks, incidents, and reviews. This documentation will serve as evidence of proactive measures taken by the school to prevent and respond to opioid overdoses and will be crucial for ongoing protocol enhancement.

This tool is a dynamic document, meant to evolve with new insights, changing situations, and updated best practices in opioid overdose response and prevention. Regular updates and assessments are vital to ensure the protocol remains relevant, effective, and in line with the best interests of the student community.

## 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

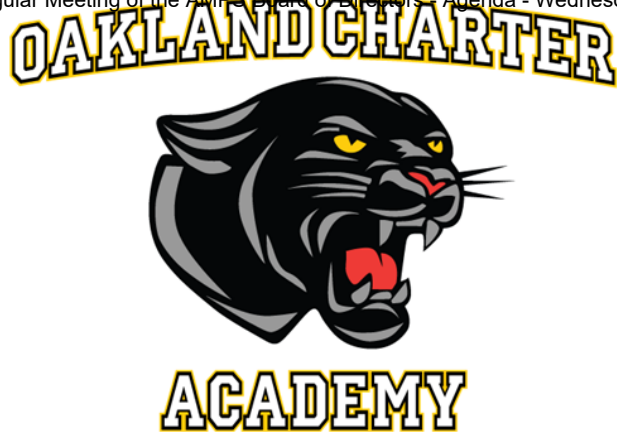
Board Policy 5039 Campus Search & Seizure Policy

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.





# **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](mailto:pellingberg@amethodschools.org)

Prepared by:  
Site Leader  
Safety Coordinator  
FST

**Reviewed & Approved by:**

☐ Oakland Police Department  
Officer

☐ AMPS Governing Board

**Date Approved:**

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

**E. Personal Characteristics of Students & Staff**

<b>Student Demographics by Ethnicity:</b>	<b>%</b>
Asian	2%
Hispanic	84%
White, not Hispanic	1%
African American	6%
Special Education	5%
<b>Staff Demographics by Ethnicity</b>	<b>%</b>
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 2024-2025 school year was shared with:

- Parents on the FST
- All school staff will have access to the plan after it is shared with the AMPS governing board on 02/22/24
- Communicated to the following entities:
  - Law Enforcement Agencies (by Home Office Director of Operations and Compliance)
  - Local Fire Stations (by Home Office Director of Operations and Compliance)
  - Oakland Unified School District (by Home Office Director of Operations and Compliance)

#### **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	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	
<b>X= area of need</b>	
Improve safety of school grounds	<b>X</b> Improve ingress/egress routes
Improve safety of buildings/classrooms	<b>X</b> Improve safety of yard (fix blacktop gate)
Improve internal security	<b>X</b> Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security	<b>X</b> Prevent and reduce vandalism and graffiti
<b>X</b> 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:	
<b>X</b> Community service opportunities	<b>X</b> Problem solving skills

<b>X</b> Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	<b>X</b> Sense of purpose and future
<b>X</b> Good Communication skills	<b>X</b> Participation in academic activities
<b>X</b> Character/value education	<b>X</b> High academic self-expectations
Social competence	Other

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

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

**D. Conclusions of 2023-24 Safe Schools Assessment:**

**Highlights and Achievements:**

- Successful adoption of the Kickboard system for tracking merits and demerits.
- Effective integration of the Second Step Curriculum to bolster social-emotional learning.
- Increased student participation in extracurriculars and athletics.
- The unwavering dedication of our educators, staff, and community at large.

### **Areas for Enhancement:**

- Expansion of our after-school sports programs.
- Amplification of student accountability regarding personal conduct, future aspirations, and academic pursuits, facilitated by the Social Emotional Learning (SEL) advisory initiative.

### **Insights Derived from Evaluation:**

- The formulation of our objectives was significantly influenced by the insights gathered from the Youth Truth Survey among students, staff, and parents, alongside the feedback from the Family Staff Team.

### **Forward-Looking Goals for 2023-2024 and Beyond:**

- Our commitment is to foster a more nurturing social-emotional environment. We are setting forth objectives that we are confident will come to fruition in the 2024-2025 academic year.
- 

### **Ongoing Plan for Success:**

#### **1. Quarterly Review and Adjustment:**

- Conduct quarterly assessments to gauge the progress of our initiatives and make necessary adjustments to ensure alignment with our overarching goals.

#### **2. Enhanced After-School Sports Programs:**

- By the end of 2023, identify potential sports and allocate resources for at least two new after-school teams.
- Initiate a student and community survey to determine interest and support for new sports offerings.

#### **3. Deepening SEL Integration:**

- Develop a comprehensive plan by mid-2023 to enhance the SEL advisory program, incorporating more personalized and student-driven activities.
- Implement a mentorship program by the start of the 2024 academic year, pairing students with staff or older students to foster a stronger sense of responsibility and community.

#### **4. Ongoing Professional Development:**

- Schedule regular professional development sessions for staff focused on SEL practices, student engagement, and community building, starting in the 2023-2024 school year.

#### **5. Community and Parental Engagement:**

- Strengthen community and parental involvement through quarterly town hall meetings, starting in 2023, to discuss school safety, student well-being, and academic progress.

#### **6. Data-Driven Adjustments:**

- Continue to utilize data from the Youth Truth Survey and Family Staff Team feedback to inform and refine strategies, ensuring they remain responsive to the evolving needs of the school community.

#### 7. Long-Term Visioning:

- By the end of 2024, develop a comprehensive 5-year plan to sustain and build upon the progress made, with clear benchmarks for success and strategies for addressing emerging challenges.

By adhering to this ongoing plan, we aim to not only achieve but exceed our goals, ensuring a safe, supportive, and enriching environment for all students by 2025.

### 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><b>Improve external and internal security:</b>  <u>Related activities:</u></p> <ul style="list-style-type: none"> <li>• Add additional cameras to camera system</li> <li>• Increase safety at crosswalks at start and end of school by ensuring campus staff are available and present during welcome and dismissal.</li> <li>• Develop a site emergency directory &amp; directory by department</li> <li>• Provide rooms without window coverings with window coverings.</li> </ul> <p><u>Resources needed:</u> cameras, window coverings  <u>Personnel:</u> Safety Coordinator  <u>Training:</u> Training will be needed to operate cameras and use of window coverings.  <u>Administration:</u> This will be done by site administration working together with home office administration and the safety coordinator.</p>	<p><b>Persons Responsible:</b>  Administration at site and home office, Safety Coordinator</p> <p><b>Timeline for Implementation:</b>  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><b>Improve student and staff understanding of emergency plans and expectations.</b></p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <li>Facilitate to train staff and questions.</li> <li>Include regular and ongoing tiered professional development opportunities for staff and students.</li> </ul> <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><b>Persons Responsible:</b> Administrators, teachers, Safety Coordinator</p> <p><b>Timeline for Implementation:</b> May 2021-ongoing</p>
	<b>Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals</b>	
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"> <li>Expanding the Kickboard program</li> <li>Expanding the Merit Store offerings</li> <li>Recognition assemblies</li> <li>Celebrate academic successes classroom by classroom and schoolwide</li> </ul> <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><b>Persons Responsible:</b> Administrators, teachers, school counselors.</p> <p><b>Timeline for Implementation:</b> 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:**

**Interim Chief Executive Office:**

**Director of Operations and Compliance: Maria Arechiga - 1-510-367-0514**

**Director of Facilities: David Pearson - 1-510-660-3014**

**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:**

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

**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 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 closed to in-person instruction on March 16th 2020. Oakland Charter Academy prepared and returned to in-person instruction for the 2021-2022 and 2022-2023 school years.

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.

- 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.
- 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
- 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.

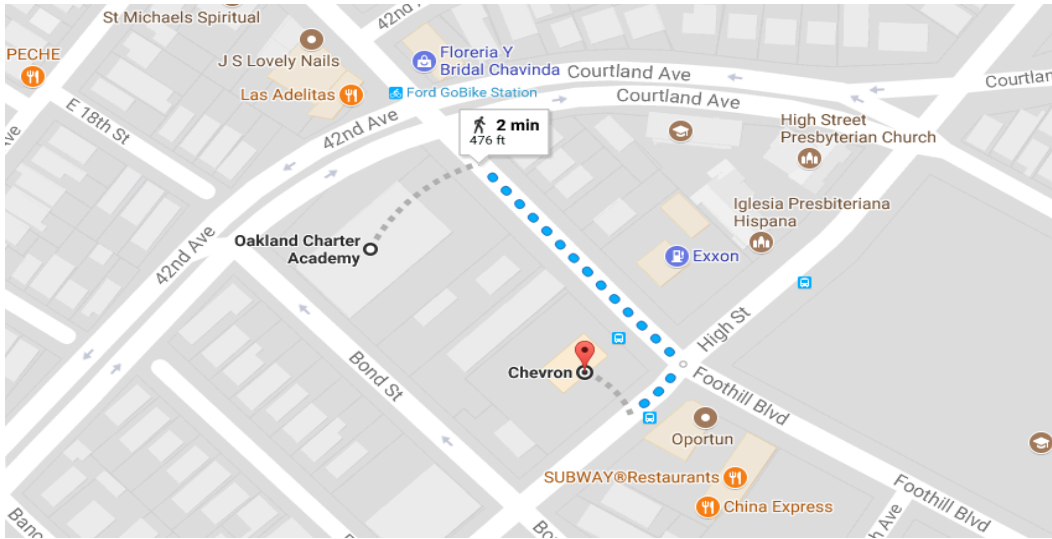
#### **Q. Staff “Buddy” List:**

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	
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	Site 1: Cesar Chavez Park Foothill Blvd & Bridge Ave, Oakland, CA 94601  Site 2: Cardenas Parking Lot 1630 High St Oakland, CA 94601
Emergency Operations Coordinator (Coordinates with Command Staff):	
Liaison to outside agencies:	Mr. Arcos
Training	
PIO (Public Information Officer)	Philip Ellingberg
Crisis Response Leader	Philip Ellingberg , Oakland Police Department
Plans Chief	Philip Ellingberg,
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
Crisis Team	7th Grade History
Parent Pick-up	Mr. Arcos and Ms. Cervantes
Builders/Sanitations	Wellness Counselor
Finance Chief	

Claims FEMA/State

Director of Facilities – David Pearson

**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 OCAStaff 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 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:

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](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/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 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 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, 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)

## **20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)**

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

Policy Statement:

AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

#### Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRPs, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

#### **Adaptations for Students with Disabilities During Disaster Procedures Monitoring Tool**

**Purpose:** This tool is designed to monitor and evaluate the implementation of adaptations for students with disabilities during disaster procedures, ensuring that AMPS schools comply with SB 323 requirements and best practices for emergency preparedness and response.

#### Section 1: Policy and Planning

- **Policy Review Checklist:**



- € The school's emergency preparedness policy includes specific adaptations for students with disabilities.
- € Procedures are in place for identifying and assessing the individual needs of students with disabilities in the context of disaster preparedness.
- € Plans include detailed evacuation, shelter-in-place, and lockdown procedures adapted for students with disabilities.
- € Communication plans address the needs of students with varying disabilities, ensuring accessibility and comprehension.

- **Planning Documentation:**

- € Individualized Education Programs (IEPs) or 504 plans include personalized disaster preparedness and response strategies.
- € Emergency response teams have access to and training on the specific needs and adaptations required for students with disabilities.
- € Coordination with local emergency services includes discussions and planning for students with disabilities.

## Section 2: Training and Drills

- **Staff Training Records:**

- € Records of training sessions provided to staff on the adaptations for students with disabilities during emergencies.
- € Documentation of specialized training for staff members directly responsible for students with disabilities.

- **Drill Logs and Evaluations:**

- € Scheduled drills include specific scenarios addressing the needs of students with disabilities.
- € Post-drill evaluations assess the effectiveness of adaptations and accommodations, with feedback from staff and students.

## Section 3: Communication Systems

- **Accessibility Audit:**

- € Evaluation of the accessibility and effectiveness of emergency communication systems for students with disabilities.
- € Mechanisms for students with disabilities to request help and communicate their needs during a disaster.

- **Parent/Guardian Communication Plan:**

- € Procedures for promptly informing parents/guardians of students with disabilities about emergencies and the school's response.

## Section 4: Physical Environment and Equipment

- **Accessibility and Safety Inspection:**

- € Regular inspections of school facilities to ensure accessibility and safety for students with disabilities during an emergency.
- € Availability and maintenance of specialized equipment and aids required for emergency evacuations and sheltering.

#### Section 5: Response and Recovery

- **Incident Reports and Analysis:**

- € Documentation of incidents involving students with disabilities during drills or actual emergencies.
- € Analysis of the response, focusing on the effectiveness of adaptations and accommodations, and identifying areas for improvement.

- **Recovery Support Services:**

- € Plans for providing continuous support and necessary services to students with disabilities post-disaster.

#### Section 6: Review and Update

- **Policy and Plan Review Schedule:**

- € Annual review and update of disaster procedures and adaptations for students with disabilities, incorporating feedback and lessons learned.

- **Stakeholder Feedback Mechanism:**

- € Processes for gathering feedback from students, parents, and staff on the effectiveness of adaptations and accommodations during emergencies.

**Monitoring and Reporting:** The Site Director or designated emergency preparedness coordinator is responsible for completing this monitoring tool, reviewing each section semi-annually, and after any drill or actual emergency event. The findings should be reported to the AMPS Board and used to update training, resources, and plans as needed.

**Documentation and Compliance:** All documentation related to the monitoring tool, including checklists, training records, drill logs, and incident reports, should be maintained securely by the school administration. This documentation will serve as evidence of compliance with SB 323 and will be critical for ongoing improvement of emergency preparedness for students with disabilities.

This monitoring tool is designed to be a living document, adaptable to the changing needs of the student population and evolving best practices in disaster preparedness and response. Regular updates and reviews are essential to ensure that the adaptations for students with disabilities remain effective and comprehensive.

## 21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous,

violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

#### Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

#### Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

#### Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

#### Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.
- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

#### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.

- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

#### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

### **Monitoring Tool for "Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)"**

#### Purpose

This tool is designed to monitor and evaluate the implementation and effectiveness of the Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity within AMPS schools, as outlined in SB 671.

#### Monitoring Components

##### 1. Incident Reporting Tracking

- **Data Collected:** Number of reports received, nature of the incidents (dangerous, violent, unlawful), source of reports (students, staff, parents).
- **Frequency:** Continuously updated as reports are received.
- **Responsible Party:** School Safety Officer or designated staff.

##### 2. Response Time Analysis

- **Data Collected:** Time taken from report receipt to initial response, and from initial response to resolution.
- **Frequency:** Analyzed for each reported incident.
- **Responsible Party:** School Administration.

##### 3. Risk Assessment Accuracy

- **Data Collected:** Outcomes of risk assessments compared to the actual developments of the incidents.
- **Frequency:** Post-incident analysis for each report.
- **Responsible Party:** Risk Assessment Team.

##### 4. Intervention Effectiveness

- **Data Collected:** Types of interventions used (e.g., counseling, disciplinary action), follow-up outcomes, recurrence of similar incidents.

- **Frequency:** Evaluated at 1 month, 3 months, and 6 months post-intervention.
- **Responsible Party:** School Counselors and Disciplinary Committee.

#### 5. **Training and Awareness Program Efficacy**

- **Data Collected:** Attendance records, pre- and post-training assessments, feedback from participants.
- **Frequency:** After each training or awareness session.
- **Responsible Party:** Training Coordinators.

#### 6. **Communication and Notification Efficiency**

- **Data Collected:** Timeliness and clarity of communications to staff, parents, and authorities; feedback from stakeholders.
- **Frequency:** Evaluated after each incident.
- **Responsible Party:** Communication Office.

#### 7. **Compliance and Policy Adherence**

- **Data Collected:** Instances of non-compliance or deviations from the established protocols.
- **Frequency:** Ongoing with formal reviews annually.
- **Responsible Party:** Compliance Officer.

#### Reporting and Review

- **Reporting Format:** Quarterly reports summarizing data, trends, and key insights, along with recommendations for improvements.
- **Annual Review:** Comprehensive annual review to assess overall effectiveness, identify areas for improvement, and adjust protocols as necessary.
- **Review Board:** Comprised of school administrators, safety officers, counselors, and a representative from the Board of Directors.

#### Tools and Technology

- Utilize data management software to track and analyze reports and responses.
- Implement survey tools for gathering feedback from staff, students, and parents.

#### Implementation and Oversight

- **Initial Setup:** Training for relevant staff on using the monitoring tool and understanding their responsibilities.
- **Ongoing Oversight:** Assigned to a Monitoring and Evaluation Committee to ensure continuous and effective use of the tool.

This monitoring tool provides a structured approach to overseeing the implementation of SB 671 protocols, ensuring accountability, effectiveness, and continuous improvement in handling reports of dangerous, violent, or unlawful activities within AMPS schools.

## 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

### Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse Interns, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.
- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

### Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.

- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

#### Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

### AMPS Monitoring Tool for Opioid Overdose Response Protocol

#### Purpose:

This tool is designed to monitor the implementation and efficacy of the Opioid Overdose Response Protocol at AMPS schools, ensuring compliance with health and safety standards and readiness to respond effectively to opioid overdose incidents.

#### Section 1: Protocol and Policy Compliance

- **Protocol Review Checklist:**
  - € The school's opioid overdose response protocol is aligned with current health guidelines and legal requirements.
  - € The protocol includes clear steps for identifying and responding to opioid overdose.
  - € Contact information for local emergency services and procedures for their involvement is up-to-date and accessible.
- **Policy Accessibility:**
  - € The protocol is readily available to all staff, particularly those in student-facing roles.
  - € Students and parents are aware of the protocol's existence (not necessarily detailed procedures).

#### Section 2: Training and Awareness

- **Staff Training Records:**
  - € Documentation of completed training sessions on opioid overdose recognition and response for relevant staff.
  - € Records of periodic refresher training sessions.
- **Awareness Programs:**

- € Initiatives or programs aimed at raising student awareness about the dangers of opioid use.

### Section 3: Resources and Equipment

- **Naloxone Availability:**

- € Availability of naloxone kits in accessible, clearly marked locations.
- € Regular checks to ensure that naloxone is within its expiry date and in good condition.

- **Emergency Equipment:**

- € Availability of emergency medical equipment and first aid supplies.

### Section 4: Emergency Response and Reporting

- **Incident Response Procedure:**

- € A clear, step-by-step response plan for opioid overdose incidents, including post-response procedures.
- € Mechanisms for quickly securing the scene and ensuring student safety.

- **Incident Reporting and Analysis:**

- € A secure and confidential system for reporting opioid overdose incidents.
- € Procedures for analyzing incidents to improve future response and prevention strategies.

### Section 5: Collaboration and Community Involvement

- **Partnership with Health Authorities:**

- € Collaboration with local health authorities for training and resource support.
- € Involvement of local health experts in awareness programs.

- **Parent and Community Engagement:**

- € Strategies to involve parents and the community in opioid awareness and prevention efforts.

### Section 6: Review and Update

- **Regular Review Schedule:**

- € Scheduled reviews of the opioid overdose response protocol and monitoring tool.
- € Inclusion of feedback from staff, students, and community stakeholders in the review process.

**Monitoring and Reporting:** The designated health and safety coordinator at each AMPS school is responsible for completing this monitoring tool and conducting reviews semi-annually and following any incident. The results should be reported to the AMPS Board and used for continuous improvement of the opioid overdose response protocol.



**Documentation and Compliance:** Maintain thorough records of all training, resource checks, incidents, and reviews. This documentation will serve as evidence of proactive measures taken by the school to prevent and respond to opioid overdoses and will be crucial for ongoing protocol enhancement.

This tool is a dynamic document, meant to evolve with new insights, changing situations, and updated best practices in opioid overdose response and prevention. Regular updates and assessments are vital to ensure the protocol remains relevant, effective, and in line with the best interests of the student community.

## 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.



## **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:

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2365 Coolidge Ave.  
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**Reviewed & Approved by:**

**Date Approved:**

Oakland Police Department Officer

Oakland Fire Department Member

AMPS Governing Board

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## General School Information :

### A. School Profile:

Oakland Charter High School serves approximately 4400 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 61% Hispanic/Latino, 31.8% Asian, 4.7% African-American, 1.0% 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
<b>Systems:</b> Gas Leaks, Mechanical/HVAC, Sewer	Good
<b>Interior:</b> Interior Surfaces	Good
<b>Cleanliness:</b> Overall Cleanliness, Pest/Vermin Infestation	Good
<b>Electrical:</b> Electrical	Good
<b>Restrooms/Fountains:</b> Restrooms, Sinks/Fountains	Good
<b>Safety:</b> Fire Safety, Hazardous Materials	Good
<b>Structural:</b> Structural Damage, Roofs	Good
<b>External:</b> Playground/School Grounds, Windows/Doors/Gates/Fences	Good
Overall Rating	Satisfactory

#### **Facilities:**

OCHS facilities are in good shape. 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	31.8%
Hispanic	61.0%
White, not Hispanic	1.0%
African American	4.7%
Two more races	.71%
Special Education	9.0%
SES	68.1%
Staff Demographics by Ethnicity	%
Asian	14%
Hispanic	33%
White, not Hispanic	31%
African American	16%
Other	4.7%

### 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 Members
- Faculty & Staff

### Notice to the Public:

The Comprehensive School Safety Plan prepared for the 2023-2024 school year was shared with:

- Parents on the FST at our FST & Community Night meeting held on 09/27/2023
- All school staff will have access to the plan after it is shared with the AMPS governing board on 09/28/2023
- Communicated to the following entities:
  - Law Enforcement Agencies (by AMPS Director of Operations and Compliance)
  - Local Fire Stations (by AMPS Director of Operations and Compliance)
  - 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 2023-2024	
Suspension	5
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



<b>X = area of focus</b>	
Improve safety of school grounds	Improve ingress/egress routes
Improve safety of buildings/classrooms	Improve safety of yard
Improve internal security	Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security	Prevent and reduce vandalism and graffiti
Improve dropping off/picking up students	Prevent weapons on campus
<b>X</b> Other: Addition of more security cameras	

<b>Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:</b>	
<b>X</b> Community service opportunities	<b>X</b> Problem solving skills
<b>X</b> Parent involvement	Autonomy (sense of self/identity)
Alternatives to violence	<b>X</b> Sense of purpose and future
<b>X</b> Good Communication skills	<b>X</b> Participation in academic activities
Character/value education	High academic self-expectations
Social competence	Other

<b>Assure a Safe, Respectful, Accepting, and Emotionally Nurturing Environment by promoting:</b>	
Positive structure in classroom	<b>X</b> Prevention and intervention strategies
Fair, consistent discipline and consequences	<b>X</b> Anti-bullying
Acceptance of diversity	Ongoing staff development
Drug-Free school	Student support
Character/values education	<b>X</b> Effective teacher/student relationships
<b>X</b> Parent Involvement	<b>X</b> 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 2023-24 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
- 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 2023-2024:

- We strive to enhance the social emotional climate and have set goals that we believe can be achieved in the 2023-2024 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.

	<b>Component 1: People and Programs – Create a Caring and Connected School Climate</b>	
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p><b>Improve external and internal security:</b>  <u>Related activities:</u></p> <ul style="list-style-type: none"> <li>Add automatic gate to parking lot</li> <li>Add additional cameras to camera system</li> <li>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.</li> <li>Develop a site emergency directory &amp; directory by department</li> <li>Set Up a phone relay sequence so that someone in the office is always available</li> <li>Provide rooms without window coverings with tape and material to cover windows</li> <li>Introduce security staff to students' class by class</li> <li>Introduce students to custodial staff</li> </ul> <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><b>Persons Responsible:</b>  Administration at site and home office, security officers</p> <p><b>Timeline for Implementation:</b>  May 2023  -ongoing</p>
Objective 1.2	<p><b>Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others.</b>  <u>Related Activities:</u></p> <ul style="list-style-type: none"> <li>Strengthen Advisory Curriculum</li> <li>Further develop peer mentoring program through Link Crew</li> <li>Have a schoolwide character education curriculum</li> <li>Expand Restorative Justice and CRT modules</li> </ul> <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><b>Persons Responsible:</b>  Administrators, teachers, school counselors.</p> <p><b>Timeline for Implementation:</b>  May 2023 -ongoing</p>
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p><b>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</b>  <u>Related Activities:</u></p> <ul style="list-style-type: none"> <li>Bring in outside facilitator to train teachers &amp; staff</li> <li>Build on the capacity of expert staff on site</li> <li>Include regular and ongoing tiered professional development</li> </ul>	<p><b>Persons Responsible:</b>  Administrators, teachers, school counselors.</p> <p><b>Timeline for</b></p>

	<p>opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations.</p> <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><b>Implementation:</b> May 2023-ongoing</p>
	<b>Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals</b>	
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"> <li>• Expanding the Kickboard program</li> <li>• Expanding the Matador Store offerings</li> <li>• Continued recognition assemblies</li> <li>• Celebrate academic successes classroom by classroom and schoolwide</li> </ul> <p><u>Resources needed:</u> Funds to support incentives</p> <p><u>Personnel:</u> Administration, staff and teachers</p> <p><u>Training:</u> Student Engagement</p> <p><u>Administration:</u> Administration will work together with staff to establish incentives and programs</p>	<p><b>Persons Responsible:</b> Administrators, teachers, school counselors.</p> <p><b>Timeline for Implementation:</b> May 2023-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 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 Designee's Responsibilities:**

1. Contact the School Board, as appropriate.
2. Contact Educational Services or Special Education to assign psychologists and counselors to the site, including determining if bilingual services are 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 the 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 the 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/they) 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 nos dé el visto bueno para abrir la escuela, nos pondremos 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- July2023.

### **A. Emergency Contact Datasheet:**

**School/Site:** Oakland Charter High School

**IC (Incident Commander):** Jasmine Nash, Site Director

**Command Center Location:** Under shelter outside main cafeteria

**Release of Students Location:** Blacktop Gate 2365 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:

Director of Operations and Compliance: Maria Arechiga - 510-367-0514

### Hospitals:

Highland Hospital - (510) 437-4800  
 Oakland Kaiser - (510) 752-1000  
 La Clinica - (510) 535-3500

### Staff w/Walkie Talkies:

Site Director  
 School Office  
 Deans of Instruction  
 Dean of Students  
 Campus Security Officers  
 Athletic Staff  
 Special Education Staff  
 Wellness Counselor

## 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:

<b>Parent Pick up:</b>	Lead Administrative and Assistants Ms. Eschen, Ms. Perez
<b>Student supervision:</b>	All teachers, counselors, school staff and security staff overseen by administration
<b>Persons responsible for rooms/all clear:</b>	Mrs. Nash, Mrs. Brooks

## 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 (Marceli Rocha) 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 their 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 a 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:**
  - Safety Coordinator signals “Lockdown” – Announce “Lockdown”, then use bells as appropriate. Move away from danger, help students with Disabilities
  - The Safety Coordinator calls 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 the Command Center.
  - Contact the 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 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 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, or 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

## 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 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 notifies 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 actions 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 signals “Evacuation” fire bell. Special Education paraprofessionals and college advisors help students with disabilities. Close, but do not lock doors. Office staff take 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, Deans 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 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 their 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 canceled 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 the designated location, take roll, issue student name tags, alert the 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 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:**
  - 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.
- **If a bomb or suspicious device is found in school grounds:**
  - 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 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 the 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, Oakland Charter High School closed to in-person instruction on March 16th 2020. Oakland Charter High School prepared and returned to in-person instruction for the 2021-2022 and 2022-2023 school years.

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

- 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.



- 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 Town Halls 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
- 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 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.

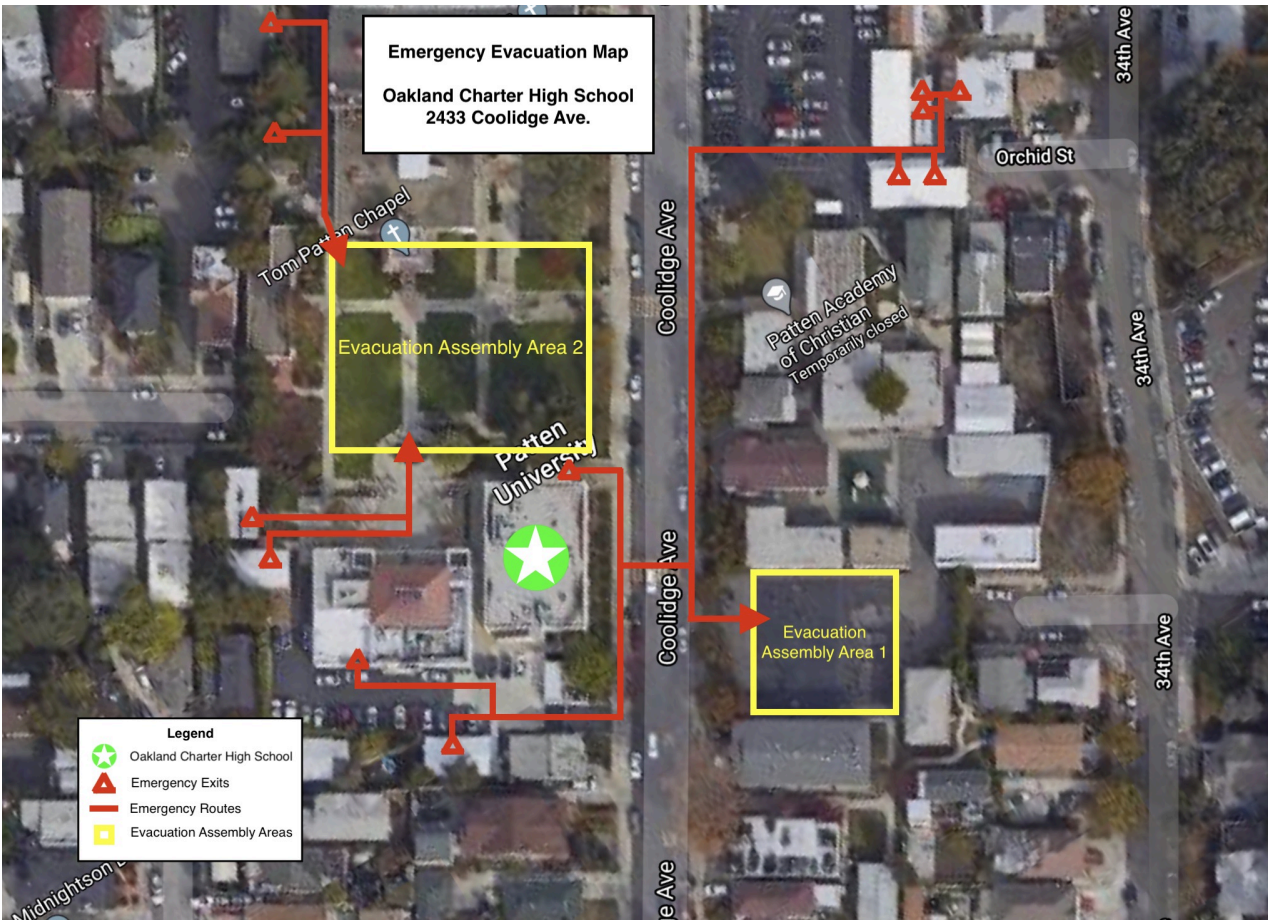
#### **Q. Staff “Buddy” List:**

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:	Jasmine Nash
Deputy Incident Commander	Servillo Lopez
Location of Command Center	Under shelter outside the main cafeteria center of campus on Coolidge Ave.
Alternative Location on campus	Area in front of the cottage outside
Alternative Location off campus	<u>Site 1:</u> Walgreens Parking Lot 3232 Foothill Blvd, Oakland, CA 94601 <u>Site 2:</u> Peralta Hacienda Park 2465 34th Ave, Oakland, CA 94601
Emergency Operations Coordinator (Coordinates with Command Staff):	Servillo Lopez
Liaison to outside agencies:	Jasmine Nash, Jocelyn Brooks
Training	Servillo Lopez, Jocelyn Brooks

PIO (Public Information Officer)	Jasmine Nash
Crisis Response Leader	Jasmine Nash, Oakland Police Department
Plans Chief	Jasmine Nash
Documentation	Ms. Eschen, Ms. L. Perez
Messages	Ms. P. Perez, Ms. M. Lopez
Search/Rescue	Mr. McArthur, Mr. Diaz
Procuring food & water	Ms. Garcia and Mrs. Vega
Staff/student supplies	Mr. McArthur, Ms. Perez, Ms. M. Lopez
Medical Supplies	Ms. Eschen, Ms. Perez
Medical First Aid	Ms. Eschen, Ms. Perez
Damage Assessment	Mr. McArthur
Disaster Plan Updates	Malcolm McArthur, Marceli Rocha-Rocha
Crisis Team	Ms. Simmons & Ms. Moorhead
Parent Pick-up	Ms. Eschen, Ms. M. Lopez, Ms. C. Perez
Builders/Sanitations	Mr. Aguilar and Mr. Martin
Finance Chief	
Claims FEMA/State	Mr. Pearson -AMPS-Director of Facilities

## **B. Roles and Responsibilities:**

### **1. Incident Commander (Site Director)**

The Incident Commander (Site Director) is the decision maker for the impacted school. They are 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 (Deans 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 their 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 the 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 the 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. They 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/ Dean of Students 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 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 their observation to the Site Director or 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 their professional capacity or within the scope of their employment whom they 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](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 their 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 their professional capacity or within the scope of their employment, they have 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 they have 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 they know or reasonably suspect 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 them. (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 their identity to their 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 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 them 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 them 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 themselves 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 their position shall sign a statement indicating that they have 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 their professional capacity or outside the scope of their employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that they 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, they 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 they 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 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, they shall refer the matter to their supervisor or an administrator for further investigation.

When a school official suspects that a search of a student or their 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 are 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 themselves or others or they commit 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 their 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 their 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/Dean of Students 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 designee may, at their 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/Dean of Students 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 they:

- 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 they 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 themselves 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 2022-2023](#) revised annually, with the most recent revision in August 2022.

## 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 their 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 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 their 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 they are a victim of hate-motivated behavior shall immediately contact the Site Director/Dean of Students. Upon receiving such a complaint, the Site Director/Dean of Students 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/Dean of Students/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 an AMPS school, including but not limited to acts which occur off campus or outside of school-related and not 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. They 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. They shall report their 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 website 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 they knew was not true.

#### Process for Initiating and Responding to Complaints:

Any student who feels that they have 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, 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, they 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 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 against a student and/or their parent/guardian to recover damages to the employee or their 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 situations, 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 their 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/Dean of Students. 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 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:

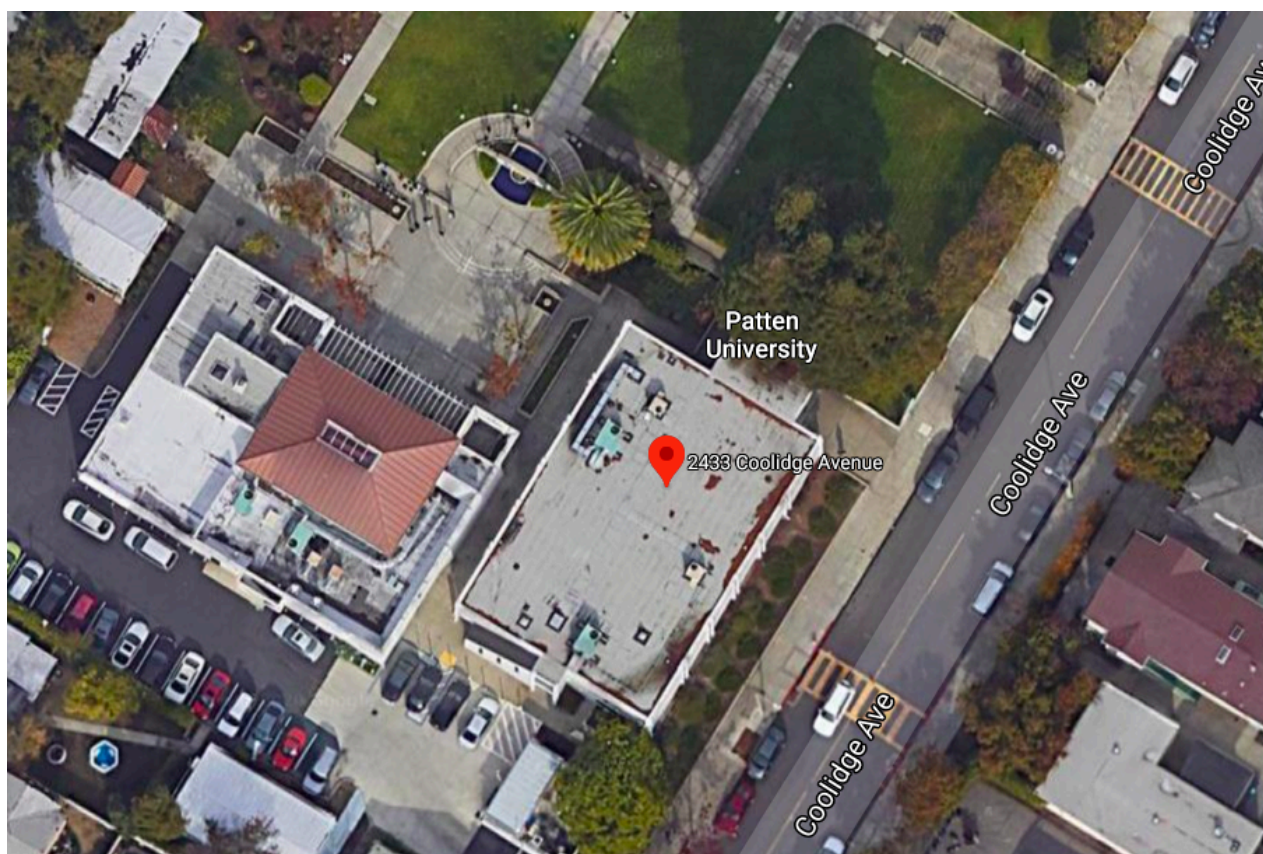


The drop-off and pick-up zone will have cones blocking the curbside on both the Patten University side and the Patten Academy side. There are two crosswalks located in front of both campuses where cones will be extended to connect the two separate crosswalks that indicate where the drop-off and pickup 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 they are being or have 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 their teacher, the Site Director, Dean of Students, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director/Dean of Students. Once notified, the Site Director/Dean of Students 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/Dean of Students 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 their 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 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. Their name, address, and occupation
2. Their age, if less than 21
3. Their 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 they reasonably conclude 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 they have 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 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 them that if they reenter the school within seven days they 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 the AMPS. (Education Code 49331, 49332)

In determining whether to take possession of the weapon or dangerous instrument, the employee shall use their 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 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)

## **20. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)**

In recognition of the need for inclusive safety measures, the AMPS Board commits to ensuring that all disaster preparedness and response procedures are fully accessible and accommodate the needs of students with disabilities. The aim is to foster a safe and supportive environment where every student's wellbeing is safeguarded during emergencies.

Policy Statement:



AMPS acknowledges the heightened vulnerability of students with disabilities during disasters and emergencies. Therefore, the Board mandates the incorporation of specific adaptations and accommodations in all disaster procedures to meet the unique needs of these students. This policy is aligned with our commitment to inclusivity, equity, and the rights of students with disabilities to safety and protection.

#### Responsibilities:

- **The CEO or Designee's Role:** The CEO or their designee is tasked with ensuring that all disaster preparedness plans include specific provisions for students with disabilities. This includes collaborating with local emergency services, disability advocacy groups, and other relevant organizations to develop effective and inclusive disaster response strategies.
- **Staff Training:** All staff members, including educators, administrators, and support personnel, shall receive training on the unique needs of students with disabilities in disaster situations. This training will cover identification of specific needs, emergency communication methods, evacuation procedures, and the use of specialized equipment.
- **Individualized Disaster Response Plans:** For students with identified disabilities, individualized disaster response plans (IDRPs) shall be developed in collaboration with the student, their parents or guardians, and relevant healthcare professionals. These plans will detail specific accommodations, medical needs, and evacuation procedures tailored to the student's unique needs.

#### Grievance Procedures:

Should a student with a disability or their guardian feel that the accommodations provided during a disaster were inadequate or not in accordance with their IDRP, they are encouraged to contact the Site Director immediately. The Site Director, or their designee, will investigate the complaint following the AMPS Uniform Complaint Policy and take appropriate action to address and rectify the situation.

#### Training and Awareness:

AMPS shall provide ongoing training for students, staff, and faculty on the adaptations for students with disabilities during disasters. This will include regular drills that accommodate and practice the specific procedures outlined in IDRPs, ensuring that the AMPS community is prepared and responsive to the needs of all students during emergencies.

#### Enforcement and Review:

Compliance with this policy shall be monitored by the Site Director/CEO or designee. Regular reviews of disaster procedures and individual plans shall be conducted to ensure effectiveness and relevance. Staff who fail to adhere to these protocols or to implement IDRPs adequately will be subject to disciplinary action in accordance with AMPS Board policy and administrative regulations.

Through the implementation of this policy, AMPS reaffirms its commitment to creating an inclusive and safe educational environment for all students, particularly those with disabilities, during times of disaster and emergency.

#### **Adaptations for Students with Disabilities During Disaster Procedures Monitoring Tool**

**Purpose:** This tool is designed to monitor and evaluate the implementation of adaptations for students with disabilities during disaster procedures, ensuring that AMPS schools comply with SB 323 requirements and best practices for emergency preparedness and response.

## Section 1: Policy and Planning

- **Policy Review Checklist:**

- € The school's emergency preparedness policy includes specific adaptations for students with disabilities.
- € Procedures are in place for identifying and assessing the individual needs of students with disabilities in the context of disaster preparedness.
- € Plans include detailed evacuation, shelter-in-place, and lockdown procedures adapted for students with disabilities.
- € Communication plans address the needs of students with varying disabilities, ensuring accessibility and comprehension.

- **Planning Documentation:**

- € Individualized Education Programs (IEPs) or 504 plans include personalized disaster preparedness and response strategies.
- € Emergency response teams have access to and training on the specific needs and adaptations required for students with disabilities.
- € Coordination with local emergency services includes discussions and planning for students with disabilities.

## Section 2: Training and Drills

- **Staff Training Records:**

- € Records of training sessions provided to staff on the adaptations for students with disabilities during emergencies.
- € Documentation of specialized training for staff members directly responsible for students with disabilities.

- **Drill Logs and Evaluations:**

- € Scheduled drills include specific scenarios addressing the needs of students with disabilities.
- € Post-drill evaluations assess the effectiveness of adaptations and accommodations, with feedback from staff and students.

## Section 3: Communication Systems

- **Accessibility Audit:**

- € Evaluation of the accessibility and effectiveness of emergency communication systems for students with disabilities.

- € Mechanisms for students with disabilities to request help and communicate their needs during a disaster.

- **Parent/Guardian Communication Plan:**

- € Procedures for promptly informing parents/guardians of students with disabilities about emergencies and the school's response.

#### Section 4: Physical Environment and Equipment

- **Accessibility and Safety Inspection:**

- € Regular inspections of school facilities to ensure accessibility and safety for students with disabilities during an emergency.
- € Availability and maintenance of specialized equipment and aids required for emergency evacuations and sheltering.

#### Section 5: Response and Recovery

- **Incident Reports and Analysis:**

- € Documentation of incidents involving students with disabilities during drills or actual emergencies.
- € Analysis of the response, focusing on the effectiveness of adaptations and accommodations, and identifying areas for improvement.

- **Recovery Support Services:**

- € Plans for providing continuous support and necessary services to students with disabilities post-disaster.

#### Section 6: Review and Update

- **Policy and Plan Review Schedule:**

- € Annual review and update of disaster procedures and adaptations for students with disabilities, incorporating feedback and lessons learned.

- **Stakeholder Feedback Mechanism:**

- € Processes for gathering feedback from students, parents, and staff on the effectiveness of adaptations and accommodations during emergencies.

**Monitoring and Reporting:** The Site Director or designated emergency preparedness coordinator is responsible for completing this monitoring tool, reviewing each section semi-annually, and after any drill or actual emergency event. The findings should be reported to the AMPS Board and used to update training, resources, and plans as needed.

**Documentation and Compliance:** All documentation related to the monitoring tool, including checklists, training records, drill logs, and incident reports, should be maintained securely by the school administration. This documentation will serve as evidence of compliance with SB 323 and will be critical for ongoing improvement of emergency preparedness for students with disabilities.

This monitoring tool is designed to be a living document, adaptable to the changing needs of the student population and evolving best practices in disaster preparedness and response. Regular updates and reviews are essential to ensure that the adaptations for students with disabilities remain effective and comprehensive.

## 21. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)

In alignment with its commitment to maintaining a secure and supportive educational environment, the AMPS Board adopts a comprehensive approach to promptly and effectively address reports of dangerous, violent, or unlawful activities within the school community. This policy underscores the importance of safeguarding the welfare of students, staff, and faculty, while also upholding the principles of fairness and due process.

### Policy Overview:

AMPS is dedicated to fostering a safe learning environment free from threats, violence, and unlawful activities. To this end, the Board mandates the establishment of clear procedures for the assessment and response to any such reports, ensuring the safety and security of the school community while respecting the rights of all individuals involved.

### Reporting Mechanism:

- **Immediate Reporting:** Students, staff, and faculty are encouraged to report any observation or knowledge of dangerous, violent, or unlawful activities to the Site Director or designated safety officer immediately.
- **Anonymity and Protection:** AMPS shall provide avenues for anonymous reporting and shall take measures to protect the identity of reporters from potential retaliation.

### Assessment Procedures:

- **Initial Assessment:** Upon receiving a report, the Site Director or designee shall conduct a preliminary assessment to ascertain the immediacy and severity of the threat. This may involve consulting with relevant personnel, including security staff and mental health professionals.
- **Threat Assessment Team (TAT):** For cases deemed to pose a significant threat, a multidisciplinary Threat Assessment Team shall be convened. This team will include representatives from the school administration, mental health professionals, law enforcement (if necessary), and other relevant stakeholders. The TAT will be responsible for conducting a thorough assessment of the situation, including the context, the individuals involved, and the nature of the reported activity.

### Response Strategies:

- **Immediate Action:** If the assessment indicates an imminent threat, immediate measures will be taken to ensure the safety of the school community, which may include lockdowns, evacuations, or involving law enforcement agencies.
- **Intervention and Support:** For situations that require intervention rather than immediate emergency response, AMPS shall implement appropriate support measures. This may include counseling, conflict resolution, behavioral agreements, or disciplinary action in accordance with AMPS Board policy and administrative regulations.



- **Communication:** Clear and timely communication with the school community and, when necessary, with parents or guardians will be maintained, respecting confidentiality and legal obligations.

#### Training and Awareness:

- **Regular Training:** All staff and faculty will receive regular training on recognizing signs of potential violence or unlawful activity, reporting procedures, and response protocols.
- **Student Awareness:** Students will be educated on the importance of reporting dangerous activities, the mechanisms in place for reporting, and the school's commitment to their safety.

#### Review and Improvement:

The effectiveness of these procedures will be regularly reviewed and evaluated by the Site Director/CEO or designee, with input from the Threat Assessment Team and the school community. Adjustments and improvements will be made as necessary to ensure the ongoing safety and security of the AMPS community.

Through the enactment of this policy, AMPS reaffirms its dedication to maintaining a safe and secure educational environment, where all members of the school community are empowered to contribute to the safety and well-being of one another.

### **Monitoring Tool for "Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)"**

#### Purpose

This tool is designed to monitor and evaluate the implementation and effectiveness of the Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity within AMPS schools, as outlined in SB 671.

#### Monitoring Components

##### 1. Incident Reporting Tracking

- **Data Collected:** Number of reports received, nature of the incidents (dangerous, violent, unlawful), source of reports (students, staff, parents).
- **Frequency:** Continuously updated as reports are received.
- **Responsible Party:** School Safety Officer or designated staff.

##### 2. Response Time Analysis

- **Data Collected:** Time taken from report receipt to initial response, and from initial response to resolution.
- **Frequency:** Analyzed for each reported incident.
- **Responsible Party:** School Administration.

##### 3. Risk Assessment Accuracy

- **Data Collected:** Outcomes of risk assessments compared to the actual developments of the incidents.

- **Frequency:** Post-incident analysis for each report.
- **Responsible Party:** Risk Assessment Team.

#### 4. **Intervention Effectiveness**

- **Data Collected:** Types of interventions used (e.g., counseling, disciplinary action), follow-up outcomes, recurrence of similar incidents.
- **Frequency:** Evaluated at 1 month, 3 months, and 6 months post-intervention.
- **Responsible Party:** School Counselors and Disciplinary Committee.

#### 5. **Training and Awareness Program Efficacy**

- **Data Collected:** Attendance records, pre- and post-training assessments, feedback from participants.
- **Frequency:** After each training or awareness session.
- **Responsible Party:** Training Coordinators.

#### 6. **Communication and Notification Efficiency**

- **Data Collected:** Timeliness and clarity of communications to staff, parents, and authorities; feedback from stakeholders.
- **Frequency:** Evaluated after each incident.
- **Responsible Party:** Communication Office.

#### 7. **Compliance and Policy Adherence**

- **Data Collected:** Instances of non-compliance or deviations from the established protocols.
- **Frequency:** Ongoing with formal reviews annually.
- **Responsible Party:** Compliance Officer.

#### Reporting and Review

- **Reporting Format:** Quarterly reports summarizing data, trends, and key insights, along with recommendations for improvements.
- **Annual Review:** Comprehensive annual review to assess overall effectiveness, identify areas for improvement, and adjust protocols as necessary.
- **Review Board:** Comprised of school administrators, safety officers, counselors, and a representative from the Board of Directors.

#### Tools and Technology

- Utilize data management software to track and analyze reports and responses.
- Implement survey tools for gathering feedback from staff, students, and parents.

#### Implementation and Oversight

- **Initial Setup:** Training for relevant staff on using the monitoring tool and understanding their responsibilities.
- **Ongoing Oversight:** Assigned to a Monitoring and Evaluation Committee to ensure continuous and effective use of the tool.

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This monitoring tool provides a structured approach to overseeing the implementation of SB 671 protocols, ensuring accountability, effectiveness, and continuous improvement in handling reports of dangerous, violent, or unlawful activities within AMPS schools.

## 22. Protocol for Responding to Opioid Overdoses (SB 10)

Recognizing the growing opioid crisis and its potential impact on the secondary school community, the AMPS Board is committed to implementing a proactive and comprehensive approach to manage and respond to opioid overdoses. This protocol is aimed at safeguarding the health and well-being of students, staff, and visitors by ensuring timely and effective responses to overdoses.

### Policy Statement:

AMPS acknowledges the critical importance of being prepared for opioid overdose incidents within the school premises. The Board mandates the adoption of a set of clear, actionable steps to address such emergencies, ensuring that all school personnel are equipped with the necessary training and resources to respond effectively.

### Preparedness and Prevention:

- **Education and Awareness:** AMPS shall initiate awareness programs for students, staff, and parents about the dangers of opioid use, the signs of an overdose, and the importance of immediate action in such situations.
- **Staff Training:** Designated staff members, including school nurse, health educators, and security personnel, will receive specialized training in identifying opioid overdose symptoms and administering naloxone (an opioid overdose reversal medication), in compliance with state laws and medical guidelines.
- **Naloxone Availability:** Naloxone kits shall be made readily available in easily accessible locations throughout the school premises, and trained personnel will be informed of these locations.

### Response Protocol:

- **Immediate Action:** In the event of a suspected opioid overdose, trained personnel shall immediately assess the situation and administer naloxone if an overdose is suspected.
- **Emergency Services:** Simultaneously, 911 or the local emergency number shall be called to ensure that professional medical assistance is on the way.
- **Support and Safety Measures:** The affected individual will be monitored continuously until emergency medical services arrive. Efforts will be made to ensure the safety and privacy of the individual while minimizing exposure or alarm to other students and staff.

- **Post-Incident Support:** Following an overdose incident, AMPS shall provide support to the affected individual, peers, and school staff. This may include counseling services, referrals to substance abuse treatment programs, and education on drug abuse prevention.

#### Reporting and Documentation:

- **Incident Reporting:** All opioid overdose incidents shall be documented and reported in accordance with school policies and state regulations, respecting confidentiality and privacy laws.
- **Review and Learning:** Each incident will be reviewed to assess the response and to identify any improvements or adjustments needed in the protocol.

#### Community Collaboration:

- **Partnerships:** AMPS will collaborate with local health departments, emergency responders, and substance abuse prevention organizations to enhance the school's preparedness and response to opioid overdoses.
- **Family and Community Engagement:** The school will engage with families and the wider community to raise awareness about opioid risks and prevention strategies, fostering a supportive network for substance abuse education and prevention.

By adopting this protocol, AMPS demonstrates its dedication to the health and safety of its community, taking a proactive stance in addressing the challenges posed by the opioid crisis. This policy reflects the Board's commitment to creating a safe and supportive environment where students and staff are empowered to act decisively and compassionately in the face of opioid overdose emergencies.

### AMPS Monitoring Tool for Opioid Overdose Response Protocol

#### Purpose:

This tool is designed to monitor the implementation and efficacy of the Opioid Overdose Response Protocol at AMPS schools, ensuring compliance with health and safety standards and readiness to respond effectively to opioid overdose incidents.

#### Section 1: Protocol and Policy Compliance

- **Protocol Review Checklist:**
  - € The school's opioid overdose response protocol is aligned with current health guidelines and legal requirements.
  - € The protocol includes clear steps for identifying and responding to opioid overdose.
  - € Contact information for local emergency services and procedures for their involvement is up-to-date and accessible.
- **Policy Accessibility:**
  - € The protocol is readily available to all staff, particularly those in student-facing roles.
  - € Students and parents are aware of the protocol's existence (not necessarily detailed procedures).

#### Section 2: Training and Awareness

- **Staff Training Records:**

- € Documentation of completed training sessions on opioid overdose recognition and response for relevant staff.
- € Records of periodic refresher training sessions.

- **Awareness Programs:**

- € Initiatives or programs aimed at raising student awareness about the dangers of opioid use.

### Section 3: Resources and Equipment

- **Naloxone Availability:**

- € Availability of naloxone kits in accessible, clearly marked locations.
- € Regular checks to ensure that naloxone is within its expiry date and in good condition.

- **Emergency Equipment:**

- € Availability of emergency medical equipment and first aid supplies.

### Section 4: Emergency Response and Reporting

- **Incident Response Procedure:**

- € A clear, step-by-step response plan for opioid overdose incidents, including post-response procedures.
- € Mechanisms for quickly securing the scene and ensuring student safety.

- **Incident Reporting and Analysis:**

- € A secure and confidential system for reporting opioid overdose incidents.
- € Procedures for analyzing incidents to improve future response and prevention strategies.

### Section 5: Collaboration and Community Involvement

- **Partnership with Health Authorities:**

- € Collaboration with local health authorities for training and resource support.
- € Involvement of local health experts in awareness programs.

- **Parent and Community Engagement:**

- € Strategies to involve parents and the community in opioid awareness and prevention efforts.

### Section 6: Review and Update

- **Regular Review Schedule:**

- € Scheduled reviews of the opioid overdose response protocol and monitoring tool.

- € Inclusion of feedback from staff, students, and community stakeholders in the review process.

**Monitoring and Reporting:** The designated health and safety coordinator at each AMPS school is responsible for completing this monitoring tool and conducting reviews semi-annually and following any incident. The results should be reported to the AMPS Board and used for continuous improvement of the opioid overdose response protocol.

**Documentation and Compliance:** Maintain thorough records of all training, resource checks, incidents, and reviews. This documentation will serve as evidence of proactive measures taken by the school to prevent and respond to opioid overdoses and will be crucial for ongoing protocol enhancement.

This tool is a dynamic document, meant to evolve with new insights, changing situations, and updated best practices in opioid overdose response and prevention. Regular updates and assessments are vital to ensure the protocol remains relevant, effective, and in line with the best interests of the student community.

## 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, 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.

## Overall Achievements Summary in 2023-2024:

### Component 1: People and Programs

- Installed automatic gates and enhanced the campus camera system for improved security.

- Implemented safety measures at crosswalks and developed comprehensive emergency directories.
- Increased visibility and interaction between security, custodial staff, and students.
- Executed professional development programs focusing on Restorative Justice and conflict de-escalation.
- Expanded peer mentoring and advisory curriculum to enhance student collaboration and inclusivity.

**Component 2: Places**

- Expanded the Kickboard program and Matador Store, incentivizing positive behavior and academic success.
- Instituted regular academic success celebrations, fostering a culture of recognition and respect for learning.

# Coversheet

## Approval of Resolution for Notice of Intent to Withdraw from CharterSafe

**Section:** II. Consent  
**Item:** E. Approval of Resolution for Notice of Intent to Withdraw from CharterSafe  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:**  
\_Resolution for Notice of Intent to Withdraw from CharterSafe Board Briefing Sheet .pdf  
RESOLUTION FOR NOTICE OF INTENT TO WITHDRAW FROM CHARTERSAFE.pdf



**AMPS**

HONOR HARD WORK

**Amethod Public Schools**  
*Board Item Overview***Date: 2/21/2024****Subject:**

Resolution for Notice of Intent to Withdraw from CharterSafe

**Action:**☒**Information:**☐**Committee:**☐**Request for Approval of Resolution for Notice of Intent to Withdraw from CharterSafe****RECOMMENDATIONS:**

Staff recommends the Board approve and pass the board resolution for notice of intent to withdraw from CharterSafe.

**SUMMARY OF PREVIOUS  
BOARD DISCUSSION AND  
ACTION:**

In May 2022 the CBO requested that AMPS explore alternative insurance service providers to ensure that AMPS receives the most competitive rate and package. AMPS was advised of a JPA in CharterSafe's contract which prevented AMPS from exploring alternative insurance service providers without proper notice. This resolution is the notice that is required by CharterSafe's JPA to explore other insurance service providers for the 2024\_25 policy.

**SUMMARY OF KEYS ISSUES:**

This resolution is the notice that is required by CharterSafe's JPA to explore other insurance service providers for the 2023\_24 policy.

**FISCAL ANALYSIS :**

No fiscal impact.

**ATTACHMENT(s):**

Resolution for Notice of Intent to Withdraw from CharterSafe.pdf



HONOR HARD WORK

## RESOLUTION FOR NOTICE OF INTENT TO WITHDRAW FROM CHARTERSAFE

WHEREAS, Amethod Public Schools, is a California nonprofit corporation operating public charter schools, and does hereby adopt the following resolution pursuant to the provisions of Title 1, Division 7, Chapter 5, Articles 1 through 4 (Section 6500 et seq.) of the California Government Code, relating to joint exercise of powers, between and among California charter schools, school districts, and other government entities which operate public schools.

WHEREAS, CharterSAFE requires that its members pass a Board Resolution prior to notifying its intent to withdraw from their self-insurance program. This is merely a notice that Amethod Public Schools intends to explore alternative insurance providers and does not preclude Amethod Public Schools from continuing to obtain insurance through CharterSAFE; and

WHEREAS, Amethod Public Schools CEO or his/her designee, is also hereby authorized to execute any and all documents as necessary to carry out the purpose of this resolution.

WHEREAS, the Board has reviewed, fully considered, and vetted the relevant facts and circumstances concerning this resolution;

WHEREAS, the Board has determined that it is in the best interest of Amethod Public Schools to approve this Resolution;

NOW, THEREFORE, BE IT RESOLVED that the Board of Amethod Public Schools adopts this resolution.

PASSED AND ADOPTED by the Board of Directors at a Regular Meeting held February 21, 2024 by the following vote:

Ayes:

Nos:

Abstentions:

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Gilbert Lopez, Board Chair

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Date



*HONOR HARD WORK*

\* \* \* \*

## **CERTIFICATE OF SECRETARY**

I certify that I am the duly elected Secretary of Amethod Public Schools, a California nonprofit public benefit corporation; that this resolution is true and correct as written and was duly adopted by the Board at a special Board meeting held on February 21, 2024.

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Sally Li, Secretary

# Coversheet

## Mid Year Local Control and Accountability Plan (LCAP) Update

<b>Section:</b>	III. Business
<b>Item:</b>	A. Mid Year Local Control and Accountability Plan (LCAP) Update
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	2024 Mid-Year Board Update BJE _ LCAP.pptx Budget Overview for Parents _ BJE.xlsx - Template (1).pdf 2024 Mid-Year Board Update RCA _ LCAP.pptx Budget Overview for Parents _ RCA.xlsx - Template.pdf 2024 Mid-Year Board Update JHHS _ LCAP.pptx Budget Overview for Parents _ JHHS.xlsx - Template.pdf 2024 Mid-Year Board Update DCA _ LCAP.pptx Budget Overview for Parents _ DCA.xlsx - Template (1).pdf 2024 Mid-Year Board Update OCA _ LCAP.pptx Budget Overview for Parents _ OCA.xlsx - Template.pdf 2024 Mid-Year Board Update OCHS _ LCAP.pptx Budget Overview for Parents _ OCHS.xlsx - Template.pdf 2024 Mid-Year Board Update Context _ LCAP.pptx



# Benito Juarez Elementary

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## Mid-Year Board Update

**LCAP 2023-2024**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June and, starting this year, complete a mid-year Board Update.

**Our goal today is to do a mid-year review of available data and provide updates on the school's progress to meeting goals.**

# GOAL 1:

***College and Career  
Readiness for All:  
Provide an  
academically rigorous,  
common core aligned  
college preparatory  
program with  
academic support and  
interventions for  
students' academic  
development.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Instructional staff retention from previous school year	At least 80%	Not met
Quantity and retention of paraprofessionals	At least 75%	Not met
% of applicable courses with CCSS/NGSS aligned Instructional Materials have a publishing date within the last 10 years	100%	Met
SBAC Math: Meeting or Exceeding State Standard	40% or more proficient	Not met
SBAC ELA: Meeting or Exceeding State Standard	60% or more proficient	Not met
% of students maintaining proficiency or moving up 1+ quintile (NWEA’s MAP Reading)	At least 70%	Not met
% of students maintaining proficiency or moving up 1+ quintile (NWEA’s MAP Math)	At least 50%	Not met

# GOAL 1 (cont'd):

***College and Career  
Readiness for All:  
Provide an  
academically rigorous,  
common core aligned  
college preparatory  
program with  
academic support and  
interventions for  
students' academic  
development.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
% of EL students making progress toward proficiency	Increase to 60% (Very High)	Not met
% of EL students reclassifying each year	At least 25%	Not met
% of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	100%	In progress
Teachers and paraprofessionals reporting favorable site level support as measured by end of year survey based on a 1 - 4 scale	3.5%	In progress



## GOAL 2:

***Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Attendance Rate	96%	Not met
Suspension rate	Maintain below 1%	Not met
Expulsion rate	Maintain less than 1%	Met
Standards-aligned instruction for all students for all core subjects	Maintain 100%	Met
Facilities in good repair	Maintain Good Status or above	Met

## GOAL 3:

***Parent Support and Engagement: Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Average score of families reporting that they feel satisfied with parent communication	3.5 average score	In progress
Average parent attendance rates at school events and parent/teacher conferences	100%	In progress
% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees	95%	In progress
% of parents logging on to Parent Portal (Parent Square) via application Download	80%	In progress

## GOAL 4:

***Increased student access to technology: Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
% of classrooms equipped with audio/video equipment	100%	Met
% of teachers regularly utilizing technology in the classroom	100%	Met
Student to device ratio	1 to 1	Met

# Actions & Expenditures

## Goal 1:

- All actions & expenditures proceeded primarily as planned with the exception of the Teammate Retention Team. Some minor adjustments have been made in curriculum offerings. We piloted i-Ready Reading without any additional cost.

## Goal 2:

- All actions & expenditures proceeded as planned.

# Actions & Expenditures

## Goal 3:

- There have been some changes to the actions and expenditures for this goal. There is not currently a home office position for the Community Outreach Coordinator.

## Goal 4:

- All actions & expenditures proceeded as planned.

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Benito Juarez Elementary

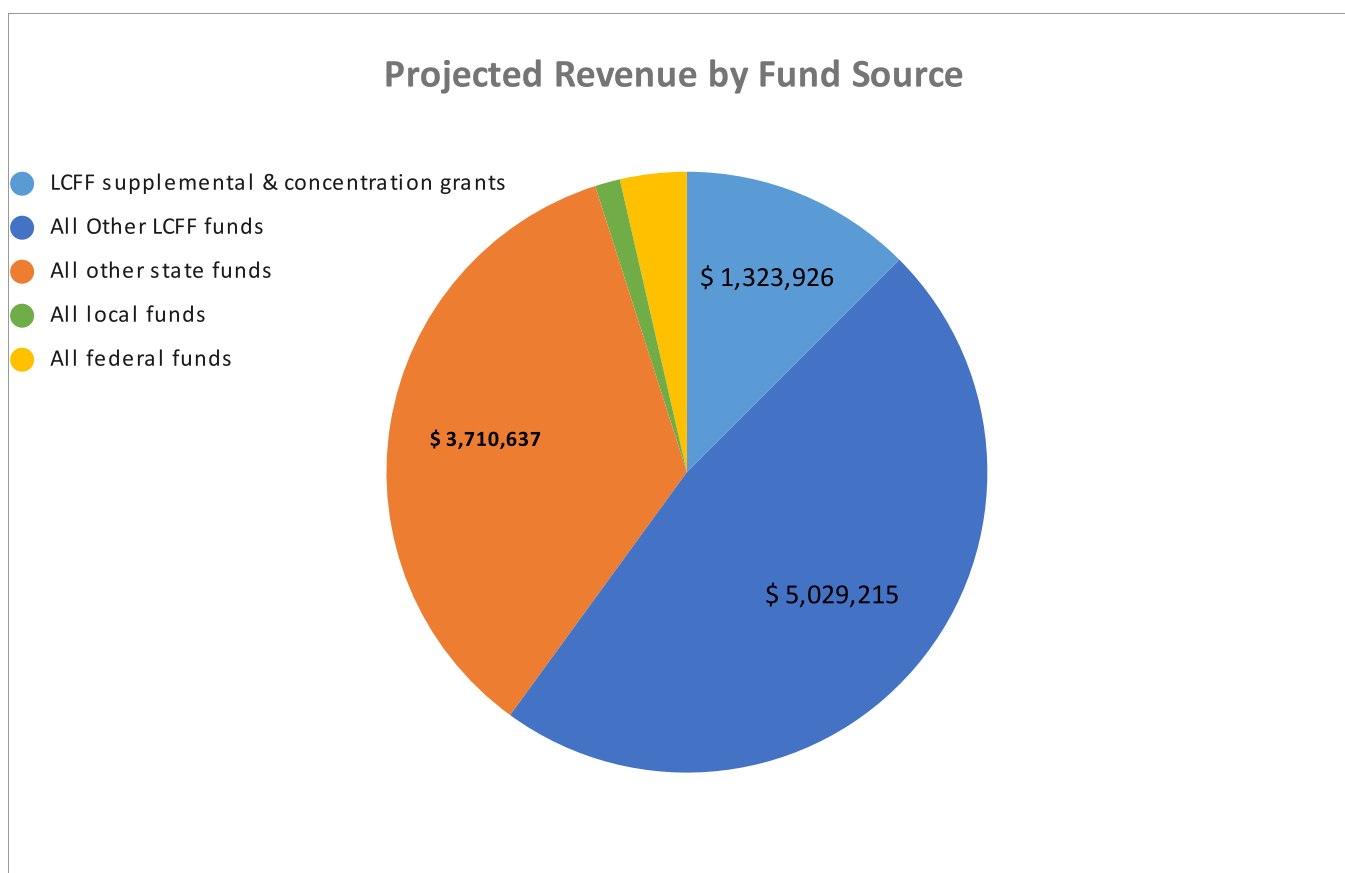
CDS Code: 07-61796-0129643

School Year: 2024-2025

LEA contact information: Dr. LaSonya Michelle Walker

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

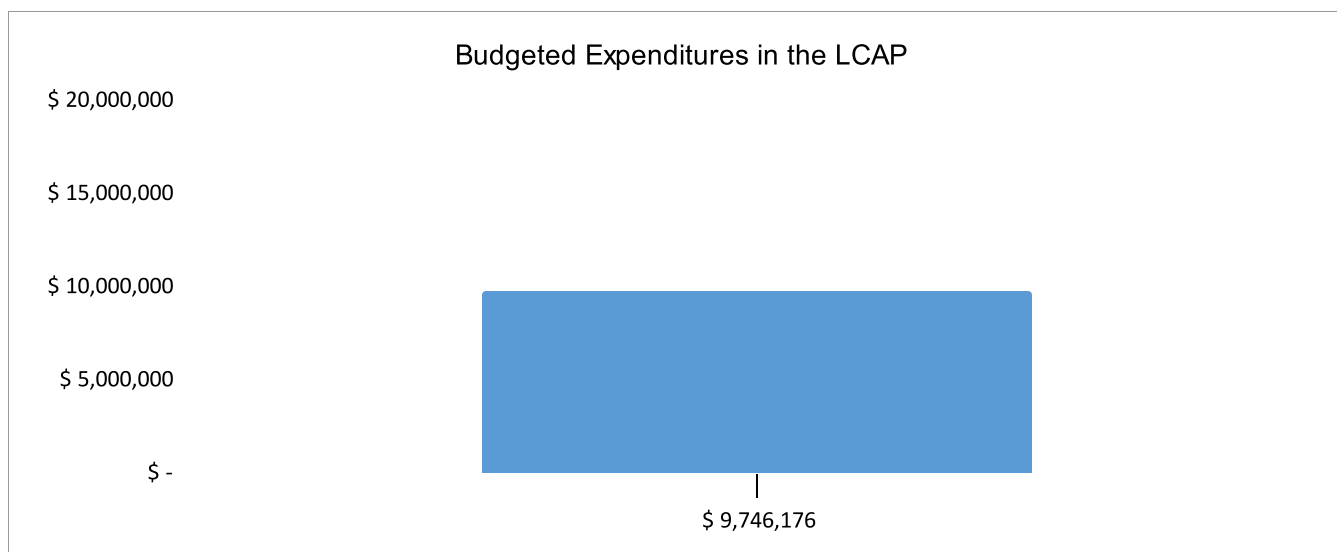
### Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Benito Juarez Elementary expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Benito Juarez Elementary is \$10,587,009.86, of which \$6,353,141.00 is Local Control Funding Formula (LCFF), \$3,710,636.57 is other state funds, \$143,409.00 is local funds, and \$379,823.29 is federal funds. Of the \$6,353,141.00 in LCFF Funds, \$1,323,926.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Benito Juarez Elementary plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Benito Juarez Elementary plans to spend \$9,746,175.70 for the 2024-2025 school year. Of that amount, \$9,746,175.70 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures does not include the 5% reserves and fund balance.

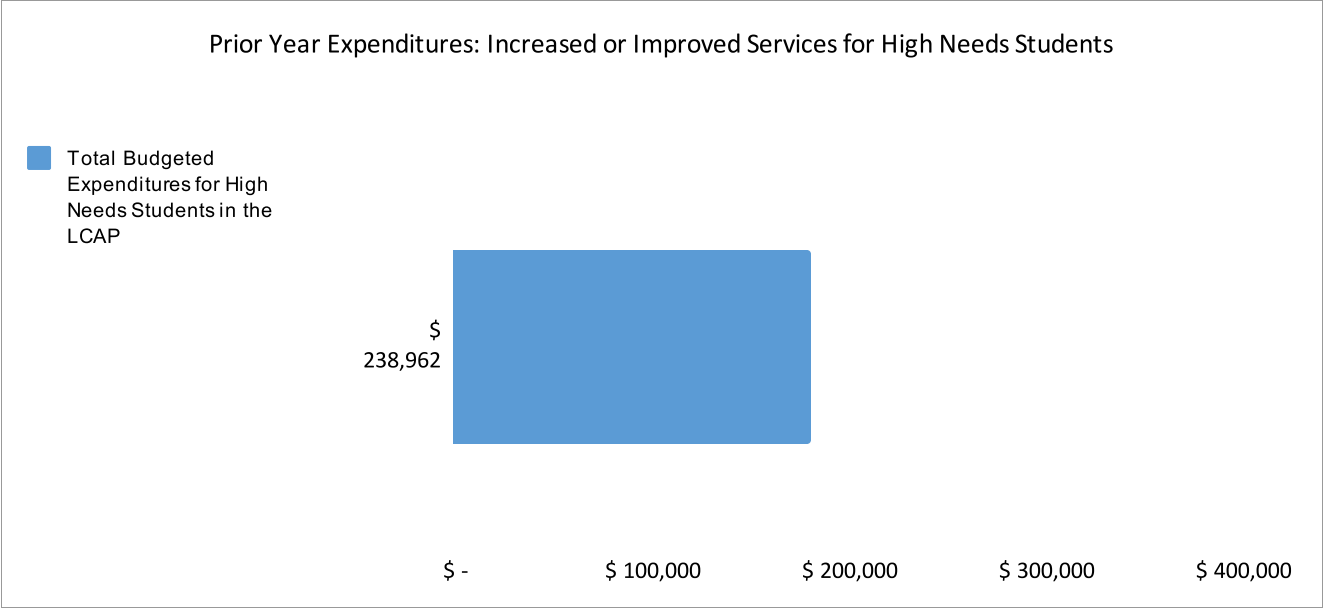
### Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Benito Juarez Elementary is projecting it will receive \$1,323,926.00 based on the enrollment of foster youth, English learner, and low-income students. Benito Juarez Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Benito Juarez Elementary plans to spend \$1,323,926.00 towards meeting this requirement, as described in the LCAP.

### Update on Increased or Improved Services for High Needs Students in 2023-2024

This chart compares what Benito Juarez Elementary budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Benito Juarez Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Benito Juarez Elementary's LCAP budgeted \$181,500.00 for planned actions to increase or improve services for high needs students. Benito Juarez Elementary actually spent \$238,961.98 for actions to increase or improve services for high needs students in 2023-2024.







# Richmond Charter Academy

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## Mid-Year Board Update

**LCAP 2023-2024**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June and, starting this year, complete a mid-year Board Update.

**Our goal today is to do a mid-year review of available data and provide updates on the school's progress to meeting goals.**

# GOAL 1:

***College and Career  
Readiness for All:  
Provide an  
academically rigorous,  
common core aligned  
college preparatory  
program with  
academic support and  
interventions for  
students' academic  
development.***

Annual Measurable Outcome ("AMO")	Goal	Met?
Teacher retention rate	At least 50%	Not available
Maintain appropriately assigned instructional staff	At least 100%	Not available
Ensure Standards- aligned curriculum for all students for all core subjects	Increase 1 level on rubric	Not available
Math SBAC % proficient (clarified measurement criteria)	40% or above state average	In progress
ELA SBAC % proficient (clarified measurement criteria)	51% proficient or above state	In progress
% meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA	54%	In progress
% meeting or exceeding grade level national norm in Math as measured by the NWEA	50%	In progress

# GOAL 1:

***College and Career  
Readiness for All:  
Provide an  
academically rigorous,  
common core aligned  
college preparatory  
program with  
academic support and  
interventions for  
students' academic  
development.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
EL Progress % of students moving up at least one level as measured by ELPAC	EL - 75%	In progress
RFEP Rate as a percentage	30%	In progress
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	100%	In progress
Teachers and paraprofessionals reporting having access to meaningful professional development as measured by Youth Truth (update to reference a specific data point)	90%	In progress

## GOAL 2:

***Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Attendance rate	5.00%	In progress
Suspension rate by subgroup	Schoolwide - <1% Black - <2.0% Hispanic - <1% Asian - <1%	In progress
Expulsion rate	<1%	In progress
% of Teachers using Kickboard reward system daily to increase positive behaviors	100%	In progress
% of students reporting that they really feel like a part of the school's community on YouthTruth survey	85%	In progress

## GOAL 2:

***Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.***

Annual Measurable Outcome ("AMO")	Goal	Met?
Percent of Kickboard entries that are referrals or negative logs	20%	In progress
Percentage of parents who have logged into Parent Portal from a computer	60%	In progress
C-19 Chronic Absentee number of students	5 students	In progress
Achieve & Maintain "good" indicator or higher on FIT (Facilities Inspection Tool) Report	good	Met

## GOAL 3:

***Parent Support and Engagement: Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
% of parents reporting that they receive regular feedback about their child’s progress (YouthTruth)	4.4	In progress
Average parent attendance rates at school events and parent/teacher conferences	60%	In progress
% of parents logging on to Parent Portal	60%	In progress
Number of families contributing/ providing parent input on decision making at meetings	50%	In progress
Number of families representing various subgroups who provide input on decision making at meetings.	100 families	In progress
% of parents who report that they feel engaged with the school (YouthTruth)	85%	In progress

## GOAL 4:

***Increased student access to technology: Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Percentage of students with 1:1 devices	100%	In progress
Percentage of classrooms with dedicated audio/video equipment	100%	In progress
Percentage of teachers regularly utilizing technology in the classroom	100%	In progress



# Actions & Expenditures

**Goal 1:** All actions & expenditures proceeded primarily as planned with the exception of some minor adjustments that have been made in curriculum offerings. We piloted i-Ready Reading and Math without any additional cost.

**Goal 2:** All actions & expenditures proceeded as planned.

**Goal 3:** There have been some changes to the actions and expenditures for this goal. There is not currently a home office position for the Community Outreach Coordinator.

**Goal 4:** All actions & expenditures proceeded as planned.

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Richmond Charter Academy

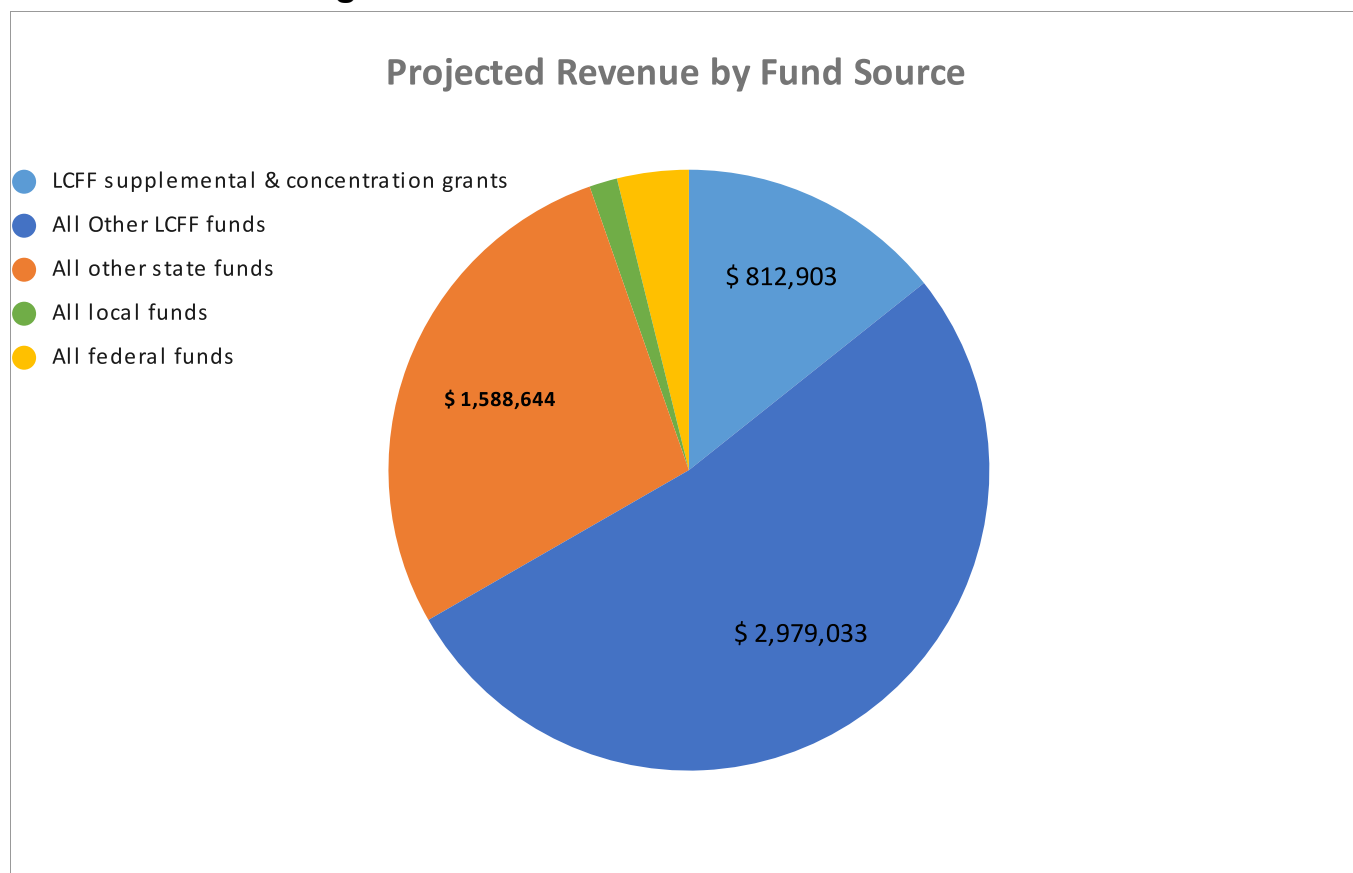
CDS Code: 07-61796-0126805

School Year: 2024-2025

LEA contact information: Michelle Coleman, mcoleman@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

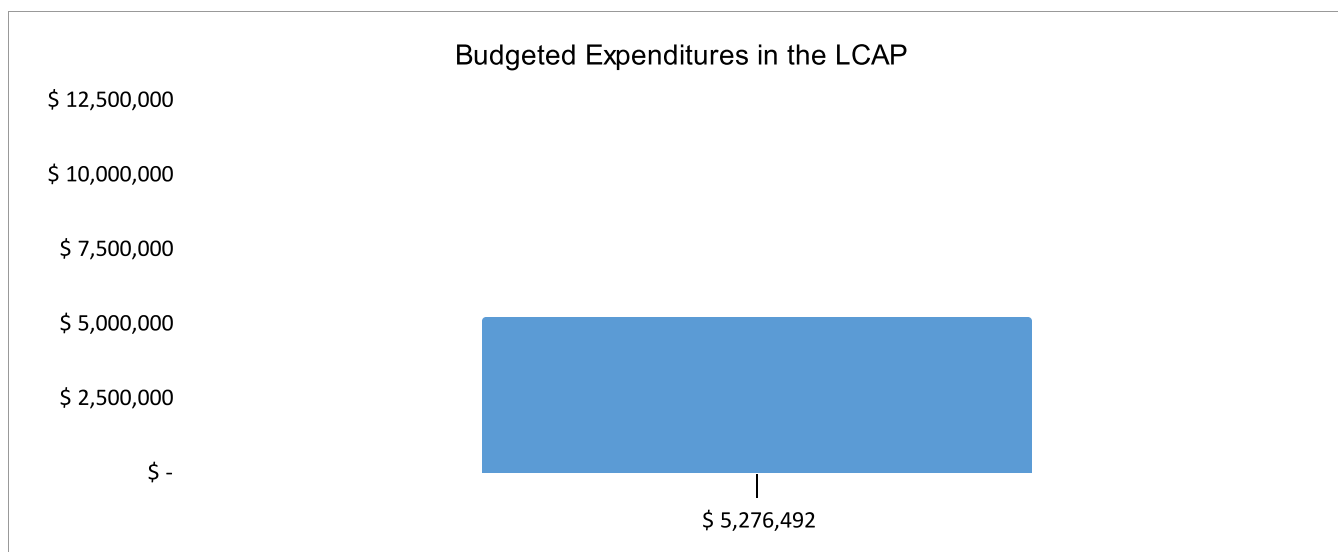
### Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Richmond Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond Charter Academy is \$5,685,422.17, of which \$3,791,936.00 is Local Control Funding Formula (LCFF), \$1,588,644.42 is other state funds, \$85,678.11 is local funds, and \$219,163.64 is federal funds. Of the \$3,791,936.00 in LCFF Funds, \$812,903.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Richmond Charter Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

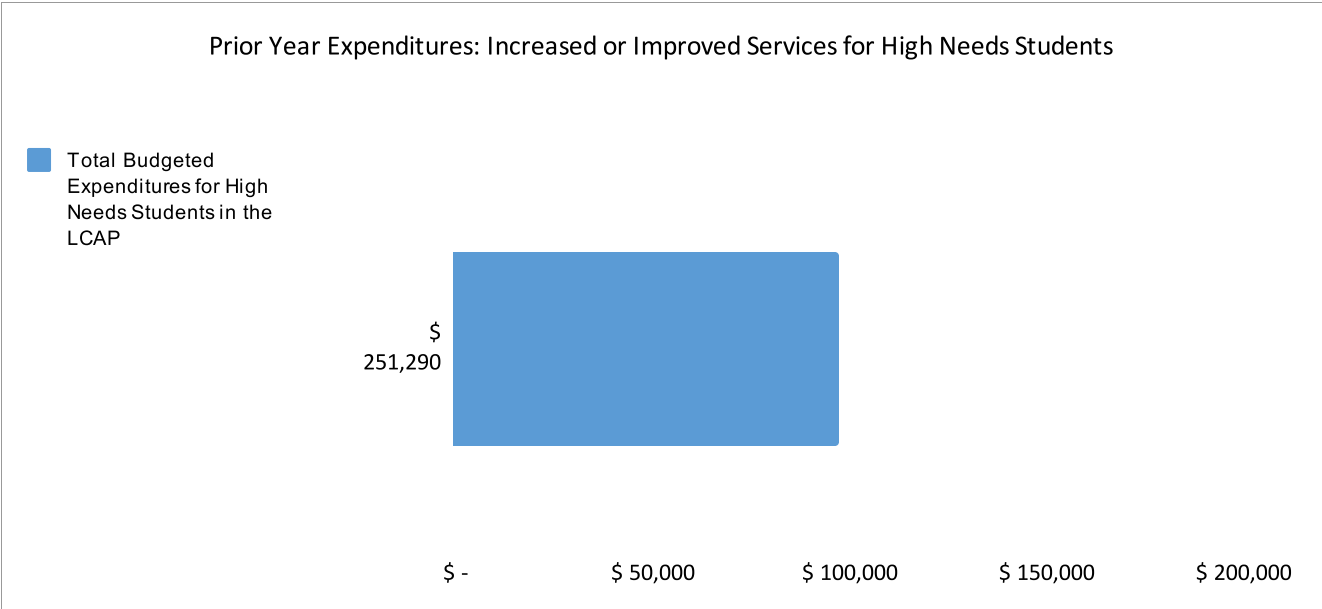
The text description of the above chart is as follows: Richmond Charter Academy plans to spend \$5,276,491.68 for the 2024-2025 school year. Of that amount, \$5,276,491.68 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures does not include the 5% reserves and fund balance

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Richmond Charter Academy is projecting it will receive \$812,903.00 based on the enrollment of foster youth, English learner, and low-income students. Richmond Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Charter Academy plans to spend \$812,903.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Richmond Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Richmond Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Richmond Charter Academy's LCAP budgeted \$98,170.00 for planned actions to increase or improve services for high needs students. Richmond Charter Academy actually spent \$251,289.76 for actions to increase or improve services for high needs students in 2023-2024.



# John Henry High School

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## Mid-Year Board Update

**John Henry High School  
LCAP 2023-2024**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June and, starting this year, complete a mid-year Board Update.

**Our goal today is to do a mid-year review of available data and provide updates on the school's progress to meeting goals.**

# GOAL 1:

***Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
% of applicable courses with CCSS/NGSS aligned Instructional Materials have a publishing date within the last 10 years	100%	In progress
% of students participating in AP exams achieving a score of “3” or higher	60%	In progress
% of EL students making progress toward proficiency	Increase to 65% (Very High)	Met
% of EL students reclassifying each year	At least 25%	In progress
% of students maintaining proficiency or moving up at least 1 quintile (NWEA’s MAP)	At least 70%	In progress

# GOAL 1 (Cont'd):

***Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.***

Annual Measurable Outcome ("AMO")	Goal	Met?
College and Career Indicator (CCI)	At least 60%	Not met
% of A-G completion	95%	Not met
Implementation of CCSS/NGSS curriculum	Maintain 100%	Met
SBAC ELA: Meeting or Exceeding State Standard	60% or more proficient (2021 state avg: 59.24%)	Not met
SBAC Math: Meeting or Exceeding State Standard	40% or more proficient (2021 state avg: 34.6%)	Not met



## GOAL 2:

***Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Instructional staff retention from previous school year	At least 75%	In progress
Quantity and retention of paraprofessionals	Maintain at least 3 (66% retention)	In progress
% of staff “satisfied” or “very satisfied” with the scope and depth of professional development and support	At least 90%	In progress
% of teachers considered fully credentialed, as reported on SARC	100%	In progress
% of teachers reporting feeling safe and feeling a sense of belonging	At least 90% and at least 85%	In progress

# GOAL 3:

***Create an engaged parent community that is invested in and connected to the school culture and academic program.***

<b>Annual Measurable Outcome (“AMO”)</b>	<b>Goal</b>	<b>Met?</b>
% of families participating in at least one event and/or meetings throughout the school year	100%	In progress
% of parents/guardians responding to annual YouthTruth survey	70%	In progress
% of parents reporting that they feel valued by the school	90%	In progress
% of families reporting that they feel empowered to play a role in decision-making at the school	80%	In progress
% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees	95%	In progress
95% of families responding that their child’s learning environment is safe and that they feel engaged with the school	95% and 90%	In progress

## GOAL 4:

***Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.***

<b>Annual Measurable Outcome (“AMO”)</b>	<b>Goal</b>	<b>Met?</b>
% of students expressing a sense of belonging and support at the school	80% and 90%	In progress
% of students reporting that adults in school treat them with respect; % of students reporting that most students at the school are friendly	90%; 80%	In progress
% of students expressing that they enjoy coming to school on a regular basis	70%	In progress
% of students responding to YouthTruth survey	98%	In progress
% of students reporting they feel safe	90%	In progress
Suspension rate as a percentage	Maintain below 3%	Not met
Expulsion rate as a percentage	Maintain less than 1%	Met

## GOAL 4 (Cont'd):

***Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Attendance Rate as a percentage	96%	In progress
4-year Adjusted Cohort Graduation Rate as a percentage	90%	Not met
Graduating seniors accepted into a 4-year college/ university as a percentage	95%	In progress
Graduation Rate as a percentage	96% or above	Not met
High School dropout rate	Less than 5%	Not met
Chronic Absenteeism Rate as a percentage	Less than 10%	Met
Facilities in good repair	Maintain Good Status or above	Met

# Actions & Expenditures

## Goal 1:

- All actions & expenditures proceeded primarily as planned. Some minor adjustments have been made in curriculum and course offerings.

## Goal 2:

- All actions & expenditures proceeded as planned.

# Actions & Expenditures

## Goal 3:

- There have been some changes to the actions and expenditures for this goal. There is not currently a home office position for the Outreach Coordinator, so those actions have not been implemented, and there has not been a mid-year parent/student survey.

## Goal 4

- All actions & expenditures proceeded primarily as planned, except the parent/student survey has not been implemented yet and we would like to increase the number of college tours.

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: John Henry High School

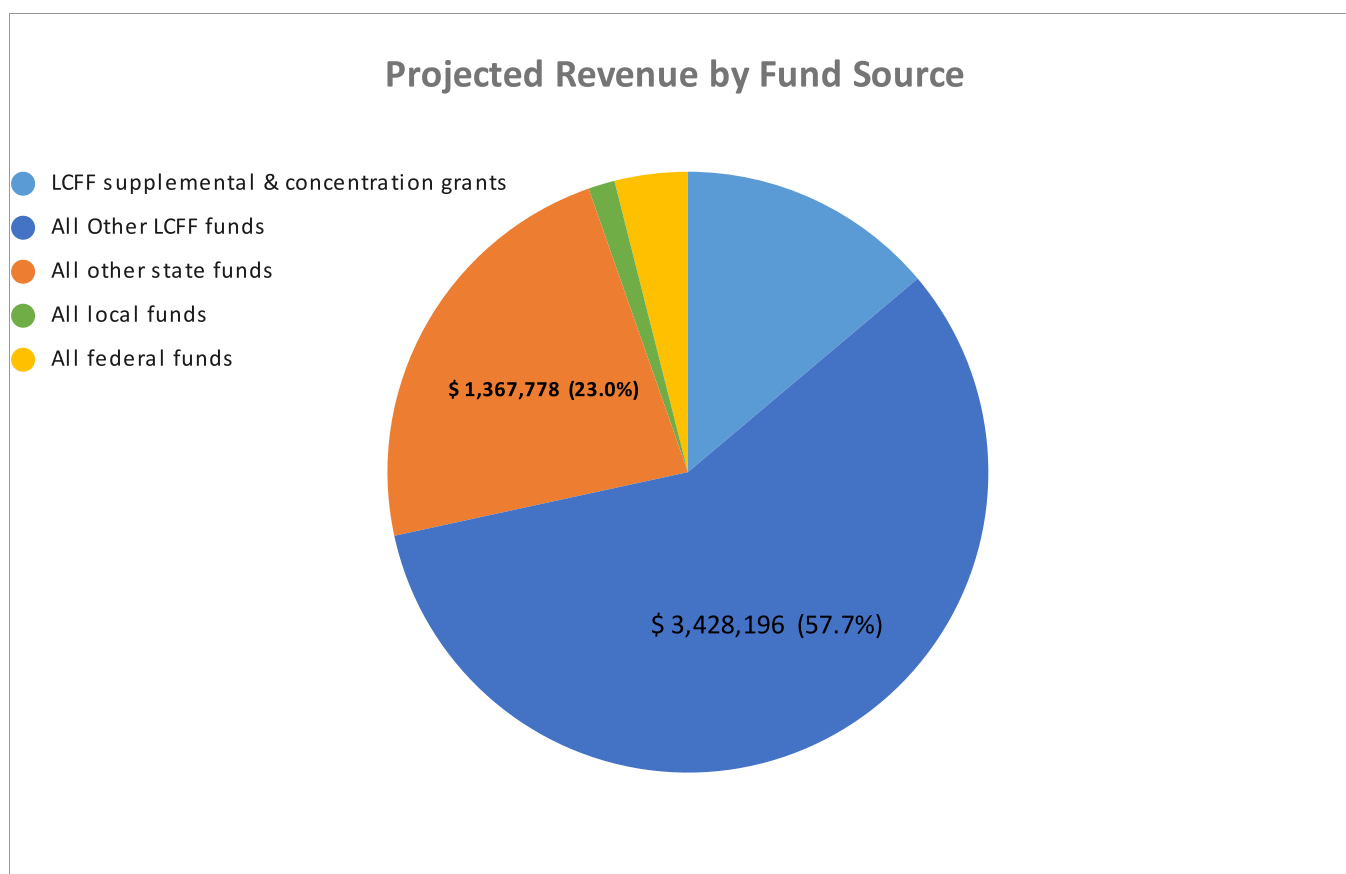
CDS Code: 07-77354-0132233

School Year: 2024-2025

LEA contact information: Jennifer Crocker, [jcrocker@amethodschools.org](mailto:jcrocker@amethodschools.org)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

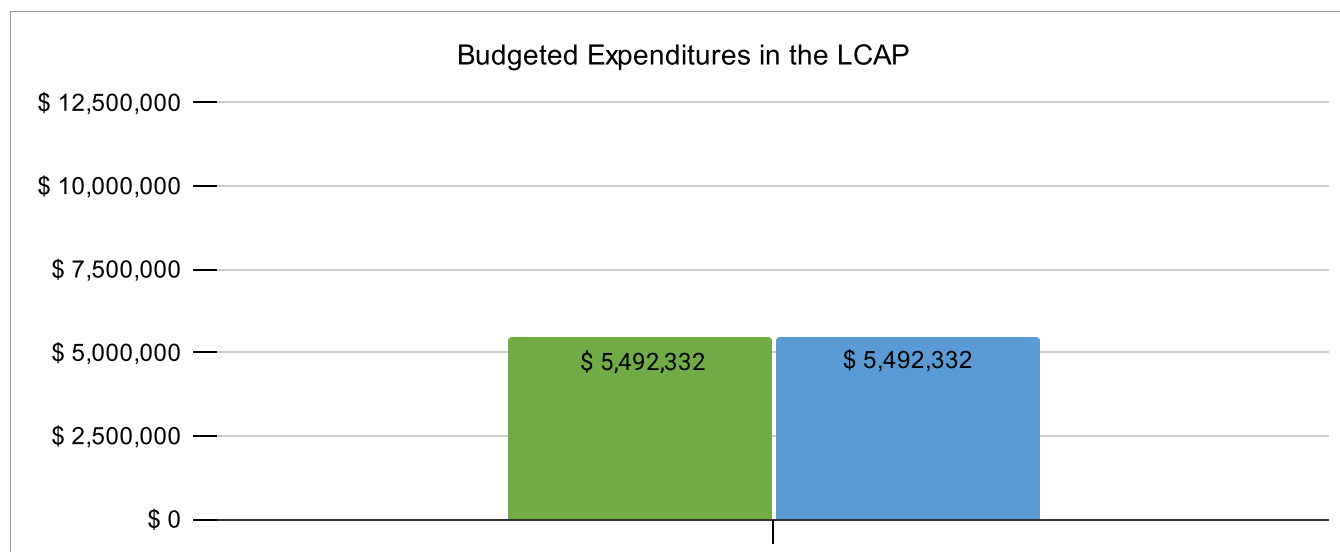
### Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue John Henry High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for John Henry High School is \$5,937,179.05, of which \$4,251,014.00 is Local Control Funding Formula (LCFF), \$1,367,777.70 is other state funds, \$84,756.84 is local funds, and \$233,630.51 is federal funds. Of the \$4,251,014.00 in LCFF Funds, \$822,818.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much John Henry High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: John Henry High School plans to spend \$5,492,331.80 for the 2024-2025 school year. Of that amount, \$5,492,331.80 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

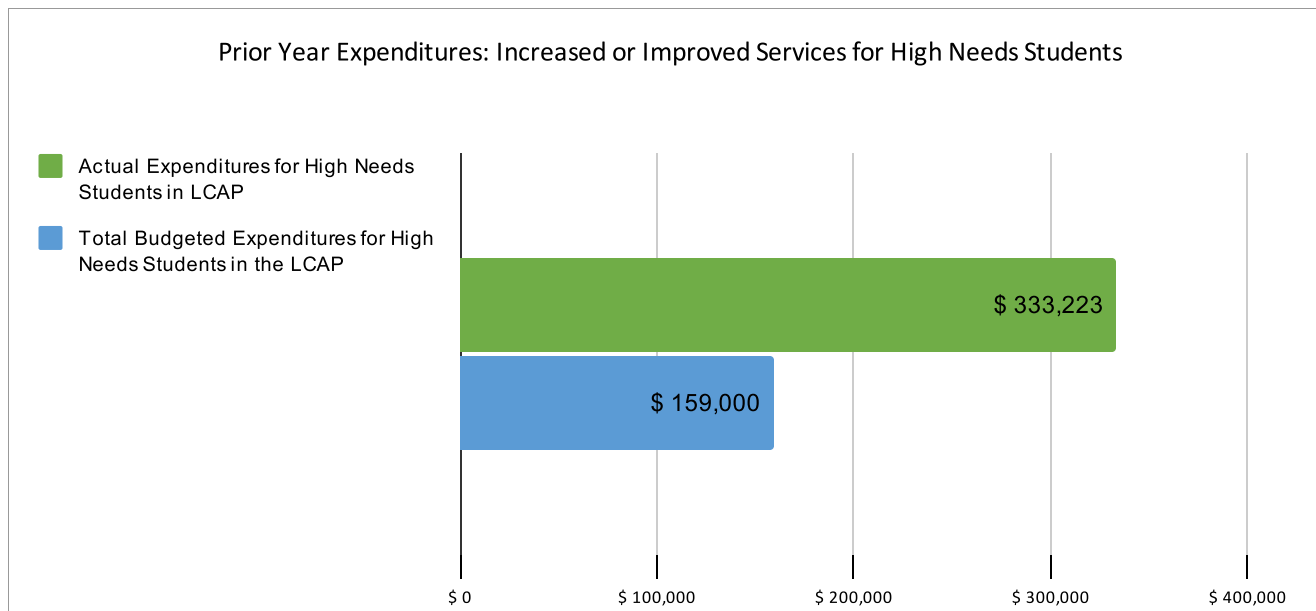
The general fund expenditures does not include the 5% reserves in the amount of \$274,616.59 and fund balance

### Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, John Henry High School is projecting it will receive \$822,818.00 based on the enrollment of foster youth, English learner, and low-income students. John Henry High School must describe how it intends to increase or improve services for high needs students in the LCAP. John Henry High School plans to spend \$822,818.00 towards meeting this requirement, as described in the LCAP.



## Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what John Henry High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what John Henry High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, John Henry High School's LCAP budgeted \$159,000.00 for planned actions to increase or improve services for high needs students. John Henry High School actually spent \$333,222.94 for actions to increase or improve services for high needs students in 2023-2024.



# **Downtown Charter Academy**

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## **Mid-Year Board Update**

**LCAP 2023-2024**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June and, starting this year, complete a mid-year Board Update.

**Our goal today is to do a mid-year review of available data and provide updates on the school's progress to meeting goals.**

# GOAL 1:

***College and Career  
Readiness for All:  
Provide an  
academically rigorous,  
common core aligned  
college preparatory  
program with  
academic support and  
interventions for  
students' academic  
development.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Teacher retention rate	80%	Met
Appropriately assigned instructional staff	80%	Met
Standards-aligned curriculum for all students for all core subjects	100%	Met
Math SBAC % Meeting or Exceeding	To be completed following 2022 SBAC results	Met
ELA SBAC % Meeting or Exceeding	To be completed following 2022 SBAC results	Met
% meeting or exceeding 2020 grade level national norm in Reading as measured by the NWEA.	All students - 56% FRL - 55% EL - 11% SPED - 27% Asian - 63% Latinx - 40%	Met

# GOAL 1:

***College and Career  
Readiness for All:  
Provide an  
academically rigorous,  
common core aligned  
college preparatory  
program with  
academic support and  
interventions for  
students' academic  
development.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
% at grade level in Math as measured by the NWEA	All Students - 65% FRL - 66% EL - 27% SPED - 45% Asian - 71% Latinx - 32%	Met
EL Progress % of students moving up at least one level as measured by ELPAC	65%	Met
RFEP rate as a percentage	20%	Met
Participation rate of teachers and paraprofessionals in professional development workshops, teaching domain walkthroughs, and Professional Growth Plans (PGPs)	95%	Met
% of staff reporting they experience positive relationships in school based on care, respect and approachability.	90%	Met

## GOAL 2:

***Create a positive school culture and climate and student engagement where students and staff are engaged and fully invested in their development and contributing to the positive school culture.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
PBIS	80%	In Progress
School Culture and Climate Survey: CalSchLS	100%	In Progress
School Assemblies and Student Events and Engagement Activities	100%	Met
Suspension rate	0%	Met

## GOAL 3:

***Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Family Access to student Information	95%	Met
Have at least 5 whole school family meetings in person and 5 meetings online to update parents and present Family and collect input	100%	Met
Offer at least 4 Family Engagement and cultural events	100%	Met
Maintain at least 5 Community Partnerships	100%	Met

## GOAL 4:

***Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Students access to technology	100%	Met
Acquire and maintain state of the art Instructional Tech	100%	Met
Maintain an active Parents’ Communication Portal	100%	Met
Online curriculum to differentiate Instruction	100%	Met



# Actions & Expenditure s

## Goal 1:

All our Academic Curriculum is Standard based. Our Tier 1 and 2 are receiving services and tutoring for Math and English when needed. Our English Learners received integrated and designated support as needed. All instructional staff receives class observation and debriefing/coaching in addition to the planned Professional Development.

## Goal 2:

Teachers use the PBIS system to reward students who demonstrate school values in a continuum. We support our students behavior with restorative practices, mindfulness, mental health, social skills, providing them with the tools to make every effort to have productive and positive environment. Our suspension rate went up this year with 1 suspension this month.

## Goal 3:

Our parents received training in accessing and managing the Student Information system PowerSchool, Communications with Parent Square and Google Classroom during the first two months of school. We continue to have our regular monthly in-person and online meetings with our parents and receiving their input for programming. We continue to collaborate with community organizations to offers extracurriculars to our students during the After School Program.

## Goal 4:

100% of our students continue to have the technology they need to access the digital curriculum on daily basis. In addition, students received licenses for digital academic support in English and in math through Lexia and IXL licenses. This is new this year. We have made an effort to present a workshop to students on digital citizenship: Equity and AI, and have been supporting students using Hapara, so that they are focused on the content discipline while using technology.

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Downtown Charter Academy

CDS Code: 01-61259-0129635

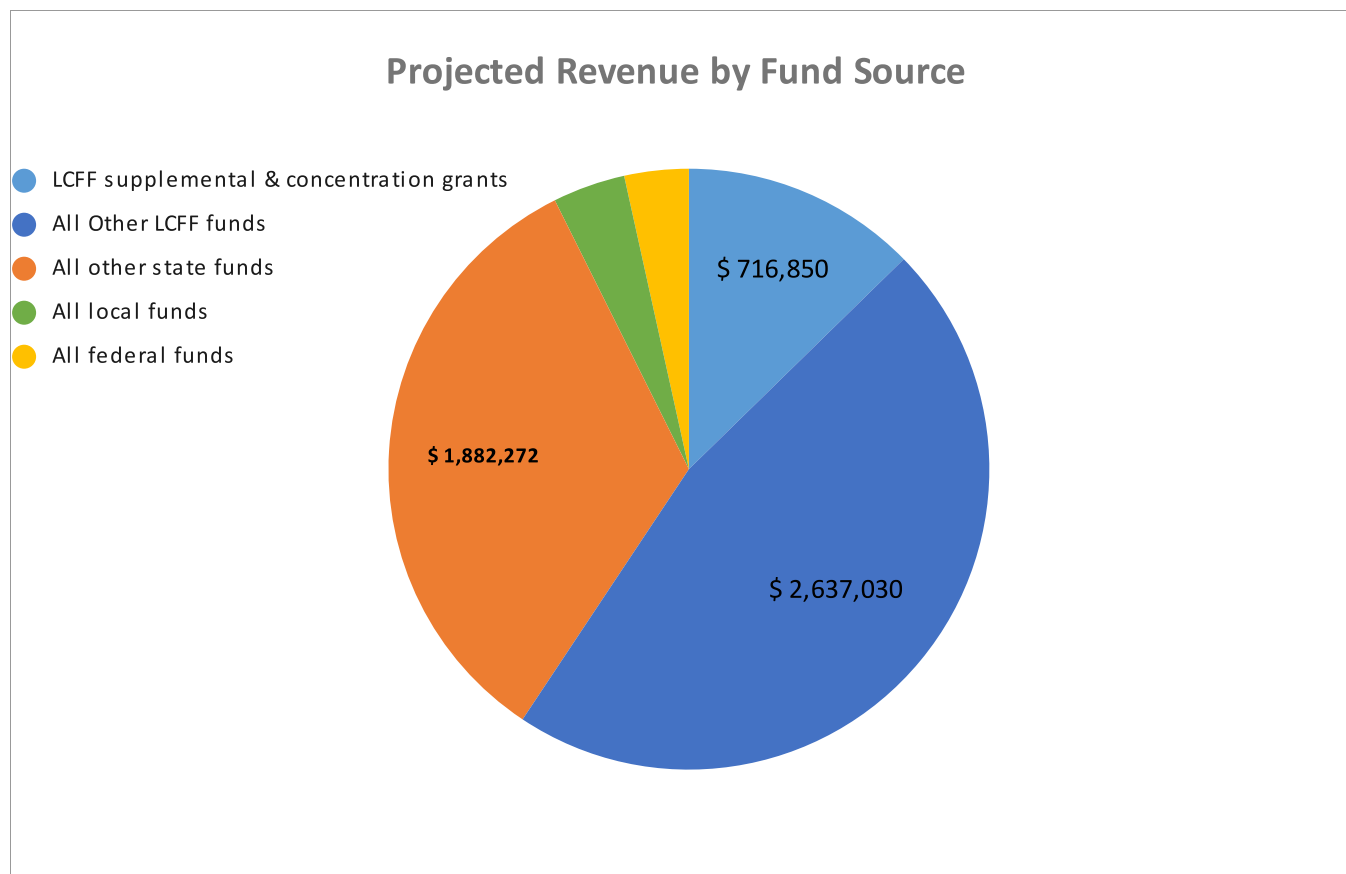
School Year: 2024-2025

LEA contact information: Claudia Lee

cllee@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

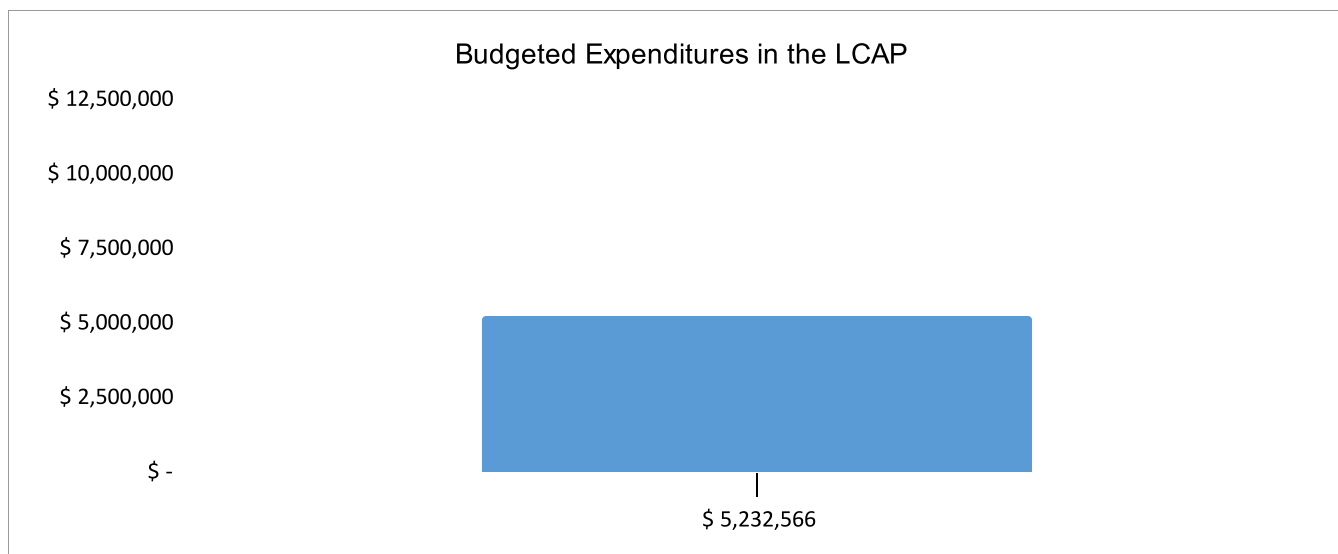
### Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Downtown Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Downtown Charter Academy is \$5,652,369.75, of which \$3,353,880.00 is Local Control Funding Formula (LCFF), \$1,882,271.75 is other state funds, \$220,510.00 is local funds, and \$195,708.00 is federal funds. Of the \$3,353,880.00 in LCFF Funds, \$716,850.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Downtown Charter Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

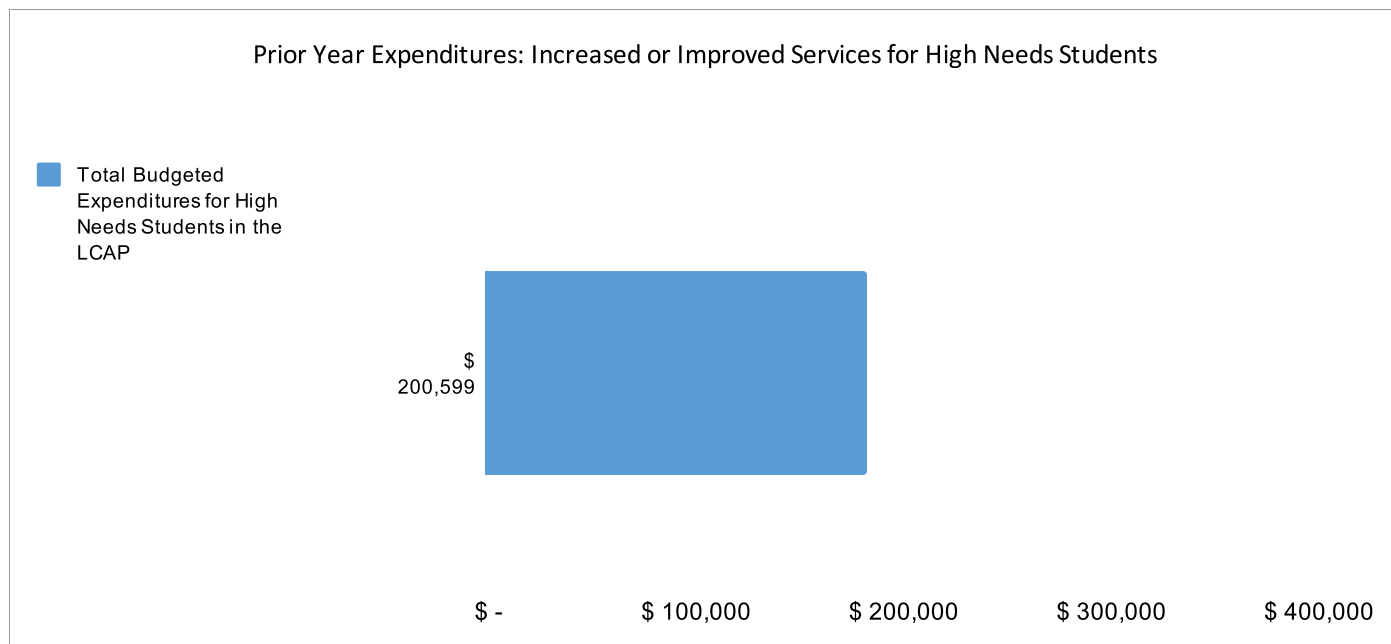
The text description of the above chart is as follows: Downtown Charter Academy plans to spend \$5,232,566.05 for the 2024-2025 school year. Of that amount, \$5,232,566.05 is tied to actions/services in the LCAP and \$0.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures does not include the 5% reserves in the amount of \$261,628 and \$158,175.45 fund balance

## Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Downtown Charter Academy is projecting it will receive \$716,850.00 based on the enrollment of foster youth, English learner, and low-income students. Downtown Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Downtown Charter Academy plans to spend \$716,850.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Downtown Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Downtown Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Downtown Charter Academy's LCAP budgeted \$183,300.00 for planned actions to increase or improve services for high needs students. Downtown Charter Academy actually spent \$200,599.00 for actions to increase or improve services for high needs students in 2023-2024.



# Oakland Charter Academy

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## Mid-Year Board Update

**LCAP 2023-2024**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June and, starting this year, complete a mid-year Board Update.

**Our goal today is to do a mid-year review of available data and provide updates on the school's progress to meeting goals.**

# GOAL 1:

***College and Career  
Readiness for All:  
Provide an  
academically rigorous,  
common core aligned  
college preparatory  
program with  
academic support and  
interventions for  
students' academic  
development.***

## Annual Measurable Outcome ("AMO")

## Goal

## Met?

Instructional staff retention	80%	Not Met
Appropriately assigned instructional staff	80%	Not Met
Standards-aligned curriculum for all students for all core subjects	100%	Met
Math SBAC % Meeting or Exceeding	-	In progress
ELA SBAC % Meeting or Exceeding	-	In progress
EL Progress % of students moving up at least one level as measured by ELPAC	55% or more	Not met
RFEP rate as a percentage	15%	In progress
Facility Report	Exemplary on SARC	Not met
7 Broad course of study (students including EL, low-income, FY, and SWD are offered a broad course of study)	100%	Met

## GOAL 2:

***Positive School Climate and Student Engagement: Create a safe, inclusive, and welcoming school climate where students and staff are engaged and fully invested in students' academic, health and socio-emotional learning.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Attendance rate as a percentage	Maintain above 97%	In progress
Suspension rate as a percentage	Maintain 0%	Not met
Expulsion rate as a percentage	Maintain 0%	Met
Percentage of students reporting Positive School Climate on Mid- Year and End of Year Student Surveys	Maintain 92% or higher	Met
Chronic Absenteeism as a percentage	Less than 10%	Not met



## GOAL 3:

***Create an engaged parent, student, staff and overall community population that is fully invested in and actively connected to the school community and academic program.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Percentage of parents reporting satisfaction with parent communication and engagement on Mid-Year and End of Year Parent Surveys	Maintain 90% or higher	Met
Average parent attendance rates at school events and parent/teacher conferences	Events: 75% or above Conferences: Maintain 90% or above	Met
Percentage of parents logging on to Parent Portal	75% or higher	Met

## GOAL 4:

***Provide access to relevant technologies to all students while educating students in Digital Citizenship, Research, and Information Fluency to equip them with skills for the 21st century.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Student to device ratio	Maintain 1-to-1 ratio	Met
Percentage of classrooms with dedicated audio/video equipment	100%	Met
Percentage of teachers regularly utilizing technology in the classroom	100%	Met

# Actions & Expenditures

**Goal 1:** All actions & expenditures proceeded as planned.

**Goal 2:** All actions & expenditures proceeded as planned.

**Goal 3:** There have been some changes to the actions and expenditures for this goal. There is not currently a home office position for the Outreach Coordinator, so those actions have not been implemented, and there has not been a mid-year parent/student survey.

**Goal 4:** All actions & expenditures proceeded as planned.

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter Academy

CDS Code: 01-61259-6111660

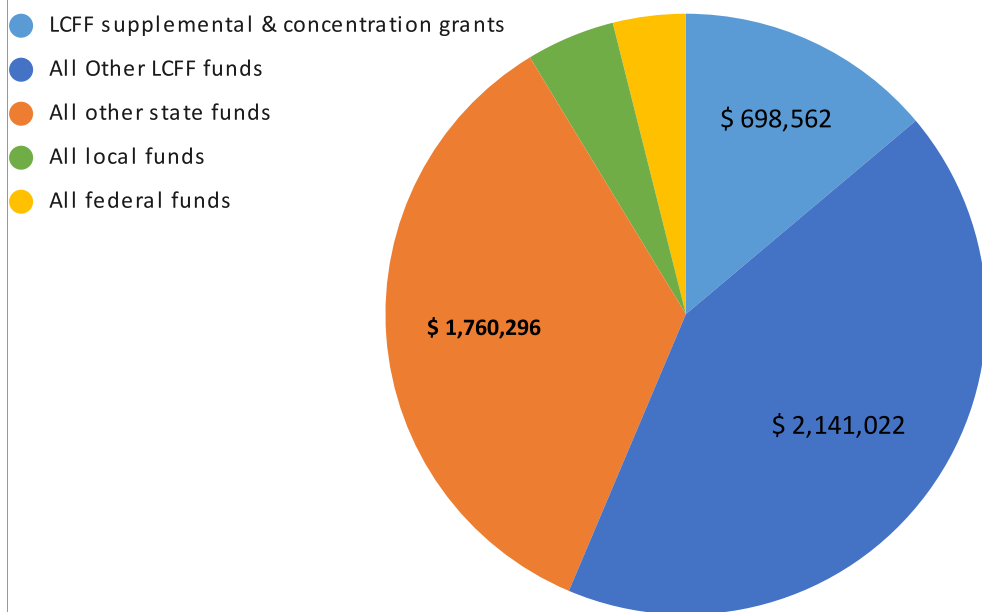
School Year: 2024-2025

LEA contact information: Philip Ellinberg  
pellinberg@amethodschools.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2024-2025 School Year

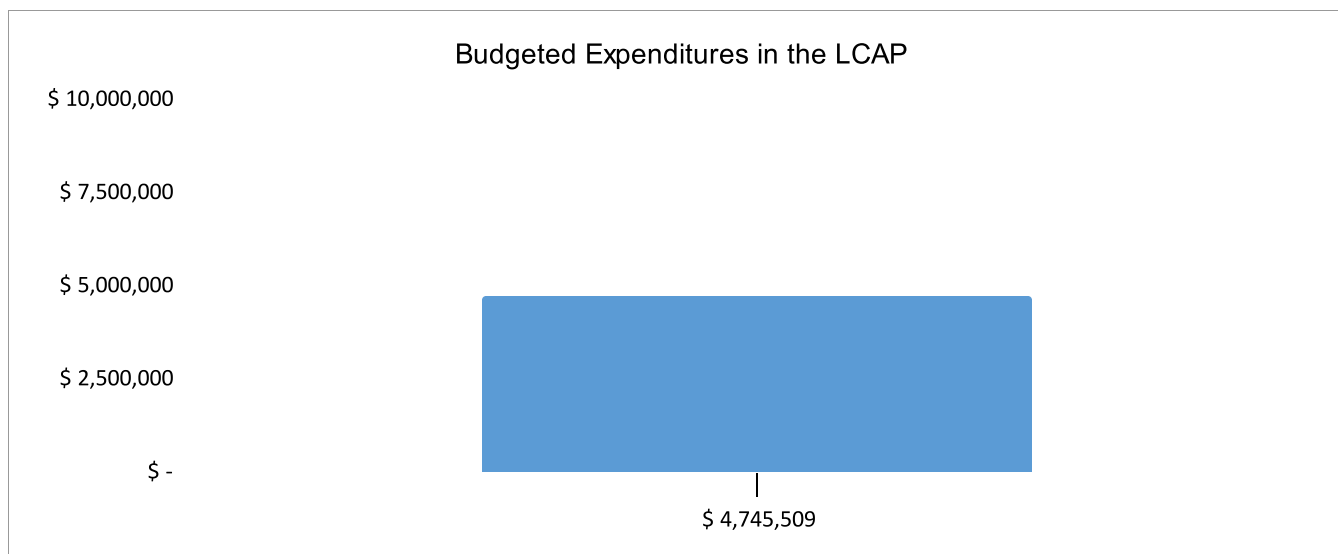
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Oakland Charter Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Charter Academy is \$5,037,669.56, of which \$2,839,584.00 is Local Control Funding Formula (LCFF), \$1,760,295.68 is other state funds, \$240,384.36 is local funds, and \$197,405.52 is federal funds. Of the \$2,839,584.00 in LCFF Funds, \$698,562.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oakland Charter Academy plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

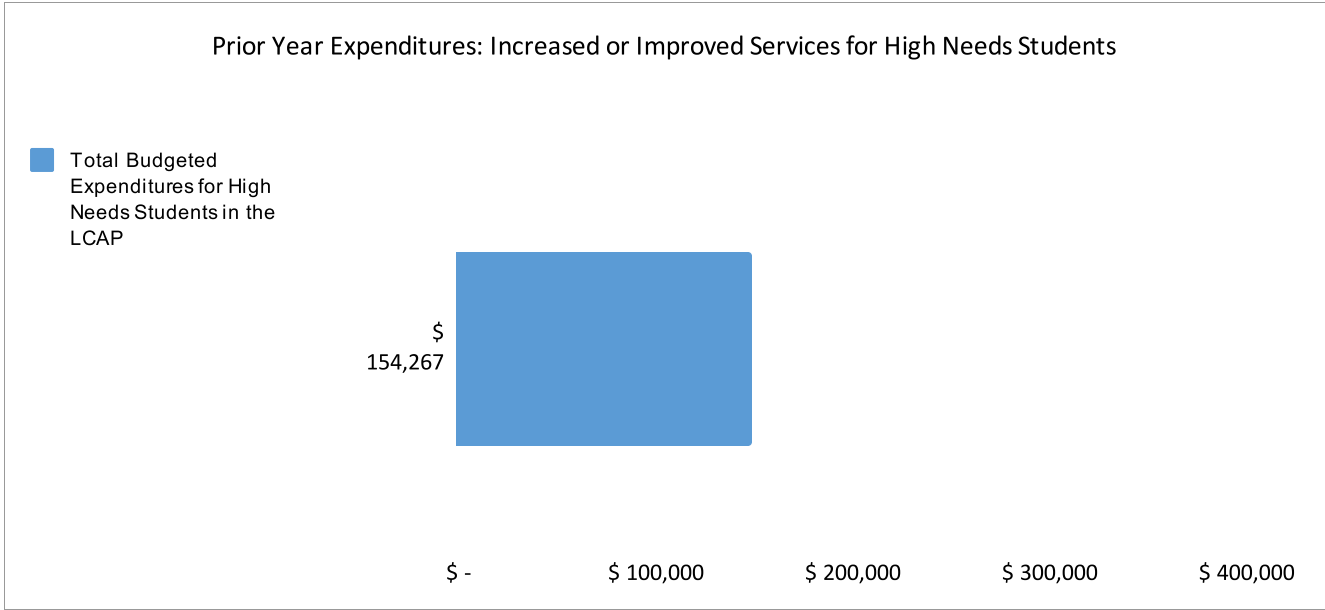
The text description of the above chart is as follows: Oakland Charter Academy plans to spend \$4,745,509.09 for the 2024-2025 school year. Of that amount, \$4,745,509.00 is tied to actions/services in the LCAP and \$0.09 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures does not include the 5% reserves in the amount of \$237,275.45 and fund balance

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Oakland Charter Academy is projecting it will receive \$698,562.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter Academy plans to spend \$698,562.00 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Oakland Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Oakland Charter Academy's LCAP budgeted \$150,600.00 for planned actions to increase or improve services for high needs students. Oakland Charter Academy actually spent \$154,267.03 for actions to increase or improve services for high needs students in 2023-2024.

# **Oakland Charter High School Mid-Year Board Update**

**Oakland Charter HS  
LCAP 2023-2024**



# LCAP Overview

The Local Control & Accountability Plan (LCAP) is the 3-year plan which describes our schools goals, actions, and expenditures for school development. It also reports on progress to these goals across a variety of metrics. We are required to approve an LCAP annually in June and, starting this year, complete a mid-year Board Update.

**Our goal today is to do a mid-year review of available data and provide updates on the school's progress to meeting goals.**



# GOAL 1:

***Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
% of applicable courses with CCSS/NGSS aligned Instructional Materials have a publishing date within the last 10 years	100%	In progress
% of students participating in AP exams achieving a score of “3” or higher	60%	In progress
% of EL students making progress toward proficiency	Increase to 65% (Very High)	Met
% of EL students reclassifying each year	At least 25%	In progress
% of students maintaining proficiency or moving up at least 1 quintile (NWEA’s MAP)	At least 70%	In progress

# GOAL 1 (Cont'd):

***Provide High Quality Curriculum, Assessment, and Intervention Systems that Promote College and Career Readiness and the Acquisition of 21st Century Skills.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
College and Career Indicator (CCI)	At least 60%	Not met
% of A-G completion	95%	Not met
Implementation of CCSS/NGSS curriculum	Maintain 100%	Met
SBAC ELA: Meeting or Exceeding State Standard	60% or more proficient (2021 state avg: 59.24%)	Not met
SBAC Math: Meeting or Exceeding State Standard	40% or more proficient (2021 state avg: 34.6%)	Not met

## GOAL 2:

***Hire and retain a High Quality Teaching Staff who are developed, supported and cultivate a shared sense of community.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Instructional staff retention from previous school year	At least 75%	In progress
Quantity and retention of paraprofessionals	Maintain at least 3 (66% retention)	In progress
% of staff “satisfied” or “very satisfied” with the scope and depth of professional development and support	At least 90%	In progress
% of teachers considered fully credentialed, as reported on SARC	100%	In progress
% of teachers reporting feeling safe and feeling a sense of belonging	At least 90% and at least 85%	In progress

# GOAL 3:

***Create an engaged parent community that is invested in and connected to the school culture and academic program.***

<b>Annual Measurable Outcome (“AMO”)</b>	<b>Goal</b>	<b>Met?</b>
% of families participating in at least one event and/or meetings throughout the school year	100%	In progress
% of parents/guardians responding to annual YouthTruth survey	70%	In progress
% of parents reporting that they feel valued by the school	90%	In progress
% of families reporting that they feel empowered to play a role in decision-making at the school	80%	In progress
% of families reporting that they feel represented by parent/family groups such as the FST, ELAC, and other committees	95%	In progress
95% of families responding that their child’s learning environment is safe and that they feel engaged with the school	95% and 90%	In progress

## GOAL 4:

***Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
% of students expressing a sense of belonging and support at the school	80% and 90%	In progress
% of students reporting that adults in school treat them with respect; % of students reporting that most students at the school are friendly	90%; 80%	In progress
% of students expressing that they enjoy coming to school on a regular basis	70%	In progress
% of students responding to YouthTruth survey	98%	In progress
% of students reporting they feel safe	90%	In progress
Suspension rate as a percentage	Maintain below 3%	Met
Expulsion rate as a percentage	Maintain less than 1%	Met

# GOAL 4 (Cont'd):

***Create a safe, inclusive, and welcoming school climate where students are engaged and supported by staff members who are committed to the academic and socio-emotional well-being of all students.***

Annual Measurable Outcome (“AMO”)	Goal	Met?
Attendance Rate as a percentage	96%	In progress
4-year Adjusted Cohort Graduation Rate as a percentage	90%	Met
Graduating seniors accepted into a 4-year college/ university as a percentage	95%	In progress
Graduation Rate as a percentage	96% or above	Not met
High School dropout rate	Less than 5%	Not met
Chronic Absenteeism Rate as a percentage	Less than 10%	Met
Facilities in good repair	Maintain Good Status or above	Met

# Actions & Expenditures

## Goal 1:

- All actions & expenditures proceeded primarily as planned. Some minor adjustments have been made in curriculum and course offerings.

## Goal 2:

- All actions & expenditures proceeded as planned.

# Actions & Expenditures

## Goal 3:

- There have been some changes to the actions and expenditures for this goal. There is not currently a home office position for the Outreach Coordinator, so those actions have not been implemented, and there has not been a mid-year parent/student survey.

## Goal 4

- All actions & expenditures proceeded primarily as planned, except the parent/student survey has not been implemented yet and we would like to increase the number of college tours.



## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Oakland Charter High School

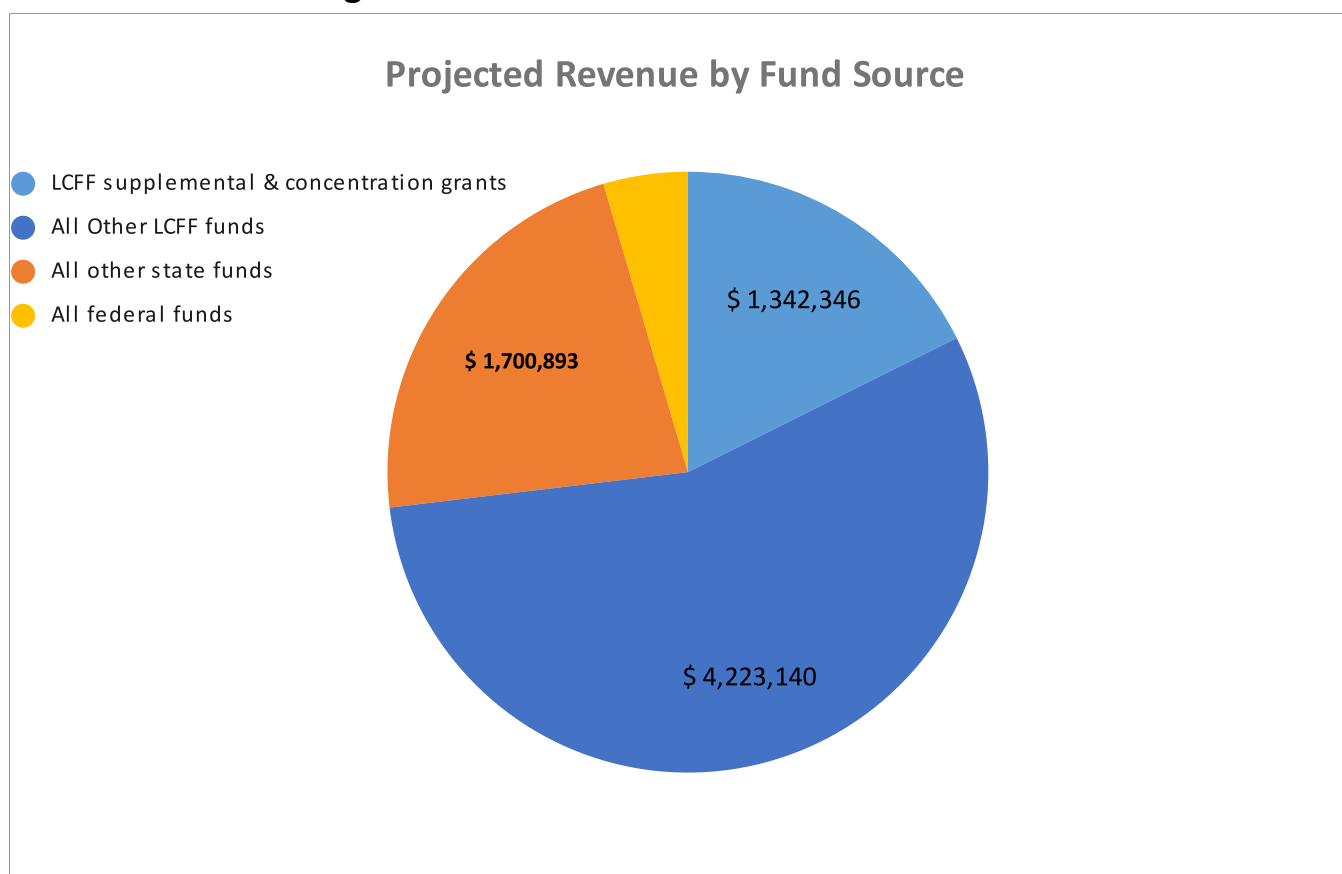
CDS Code: 01-61259-114868

School Year: 2024-2025

LEA contact information: Jasmine Nash, [jnash@amethodschools.org](mailto:jnash@amethodschools.org), 510-436-0101

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

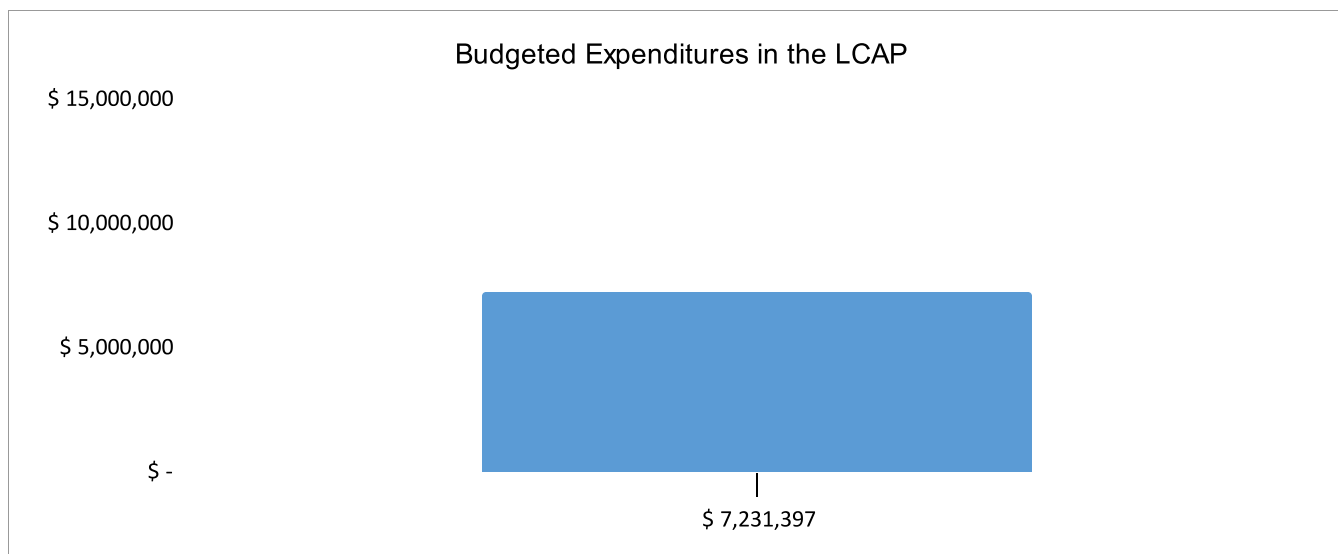
### Budget Overview for the 2024-2025 School Year



This chart shows the total general purpose revenue Oakland Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Oakland Charter High School is \$7,611,966.87, of which \$5,565,486.00 is Local Control Funding Formula (LCFF), \$1,700,892.61 is other state funds, \$0.00 is local funds, and \$345,588.26 is federal funds. Of the \$5,565,486.00 in LCFF Funds, \$1,342,346.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Oakland Charter High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

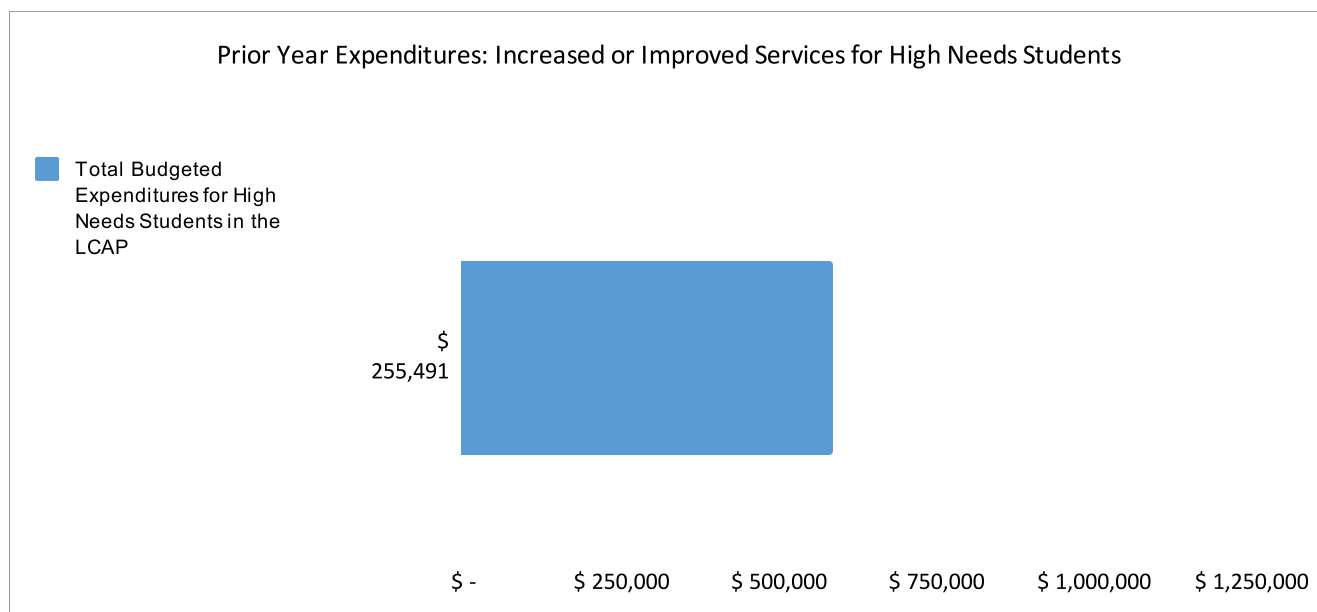
The text description of the above chart is as follows: Oakland Charter High School plans to spend \$7,231,396.53 for the 2024-2025 school year. Of that amount, \$7,231,397.00 is tied to actions/services in the LCAP and \$-0.47 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The general fund expenditures does not include the 5% reserves in the amount of \$344,352 and fund balance

Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Oakland Charter High School is projecting it will receive \$1,342,346.00 based on the enrollment of foster youth, English learner, and low-income students. Oakland Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Oakland Charter High School plans to spend \$1,342,346.00 towards meeting this requirement, as described in the LCAP.

## Update on Increased or Improved Services for High Needs Students in 2023-2024



This chart compares what Oakland Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Oakland Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-2024, Oakland Charter High School's LCAP budgeted \$591,500.00 for planned actions to increase or improve services for high needs students. Oakland Charter High School actually spent \$255,491.23 for actions to increase or improve services for high needs students in 2023-2024. The difference between the budgeted and actual expenditures of \$336,008.77 had the following impact on Oakland Charter High School's ability to increase or improve services for high needs students:

We are mid-year into our services and intend to provide the remaining services to our student population by the end of the fiscal year.

# Current Year LCAP Context

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- Many of the site leaders are new this year and inheriting an LCAP made by others, which has led to some challenges, including identifying where to find prior year data and understanding how certain metrics were being measured.
- Many of the previous LCAP metrics reference current year data, resulting in some schools primarily reporting “not available” or “in progress” data for this mid-year update, since the data is still being collected.
- Our approach to the current year LCAP is to follow previous practices wherever possible. Then for the new 3-Year LCAP which is being developed this spring for the next 3 school years, we will invest in revamping the LCAP (see next slide)

# New 3-Year LCAP Development

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- For the new 3-Year LCAP, which is being developed this spring, we are revamping the LCAP to do the following:
  - Clarify how each metric is being measured and what year data it is referencing (note: we will align to state and authorizer frameworks of utilizing official, publicly available data, which is primarily from the prior school year)
  - Simplify and reduce the total number of metrics in the LCAP to prioritize the most important data and make the LCAP process easier to complete in future years
  - Align the goals and metrics language across schools to standardize and make easier to complete in future years
  - Establish centralized systems for defining and reporting on metrics to make easier to complete in future years, regardless of staff turnover