



## Amethod Public Schools

### Regular Meeting of the AMPS Board of Directors

Published on February 22, 2025 at 11:32 AM PST

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#### Date and Time

Tuesday February 25, 2025 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 in the Home Office's Board Room 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. Members of the public who are joining 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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**Disability Access:** Requests for disability-related modifications or accommodations to participate in this public meeting should be made 24 hours prior to the meeting by calling (510) 436-0172. All efforts will be made for reasonable accommodations. The agenda and public documents can be modified upon request as required by Section 202 of the Americans with Disabilities Act.

ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE

Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:00 PM</b>
<b>A.</b> Call the Meeting to Order		Edgar Quiroz	2 m
<b>B.</b> Record Attendance		Grace Barriga	2 m
<b>C.</b> Announcements			2 m
<b>D.</b> 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.			
<b>II. Consent</b>			<b>6:08 PM</b>
<b>A.</b> Approval of 2/12/2025 Regular Board Meeting Minutes	Approve Minutes	Edgar Quiroz	1 m
<b>III. Business</b>			<b>6:09 PM</b>
<b>A.</b> LCAP Mid-Year Update - Six Schools	Discuss	Mary Busby	30 m



	Purpose	Presenter	Time	
	Richmond Charter Elementary - Benito Juarez, Richmond Charter Academy, John Henry High School, Oakland Charter Academy, Downtown Charter Academy, Oakland Charter High School. Public Comment			
B.	Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Richmond Charter Elementary - Benito Juarez	Vote	Maria Arechiga	5 m
	Approve revised comprehensive school safety plans for each school. Public Comment.			
C.	Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Richmond Charter Academy	Vote	Maria Arechiga	5 m
	Approve revised comprehensive school safety plans for each school. Public Comment.			
D.	Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - John Henry High School	Vote	Maria Arechiga	5 m
	Approve revised comprehensive school safety plans for each school. Public Comment.			
E.	Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Oakland Charter Academy	Vote	Maria Arechiga	5 m
	Approve revised comprehensive school safety plans for each school. Public Comment.			
F.	Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Downtown Charter Academy	Vote	Maria Arechiga	5 m
	Approve revised comprehensive school safety plans for each school. Public Comment.			
G.	Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Oakland Charter High School	Vote	Maria Arechiga	5 m
	Approve revised comprehensive school safety plans for each school. Public Comment.			

	Purpose	Presenter	Time
<b>H.</b> Review and Consideration of Approval of Second Interim Report- Richmond Charter Elementary - Benito Juarez  Public Comment	Vote	Kimberly Palmore	5 m
<b>I.</b> Review and Consideration of Approval of Second Interim Report - Richmond Charter Academy  Public Comment	Vote	Kimberly Palmore	5 m
<b>J.</b> Review and Consideration of Approval of Second Interim Report - John Henry High School  Public Comment	Vote	Kimberly Palmore	5 m
<b>K.</b> Review and Consideration of Approval Second Interim Report - Oakland Charter Academy	Vote	Kimberly Palmore	5 m
<b>L.</b> Review and Consideration of Approval of Second Interim Report - Downtown Charter Academy  Public Comment	Vote	Kimberly Palmore	5 m
<b>M.</b> Review and Consideration of Approval of Second Interim Report - Oakland Charter High School	Vote	Kimberly Palmore	5 m
<b>N.</b> Review and Consideration of Approval of ASES Vendor Contracts - Get Empowered 24-25  Public Comment	Vote	Kimberly Palmore	5 m
<b>O.</b> Review and Consideration of Approval of the 2023-24 Audited Financial Statements  Public Comment	Vote	Kimberly Palmore	10 m
<b>P.</b> Review and Consideration of Approval of Sub Teacher Source Substitute Contract	Vote	Kimberly Palmore	2 m
<b>Q.</b> Review and Consideration of Approval of Scoot Education Substitute Contract  Public Comment	Vote	Kimberly Palmore	2 m
<b>R.</b> Review and Consideration of Approval of Swing Education Substitute Contract	Vote	Kimberly Palmore	2 m

	Purpose	Presenter	Time
<b>S.</b> Acting CEO Report Public Comment	Discuss	Adrienne Barnes	5 m
<b>T.</b> Nominating Committee: Nomination/Presentation Public Comment.	Discuss	Edgar Quiroz	10 m
<b>U.</b> Interview and Consideration of Approval of New Board Member Public Comment	Vote	Edgar Quiroz	10 m
<b>IV. Closed Session</b>			<b>8:25 PM</b>
<b>A.</b> CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION  Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9 (four cases)	Discuss		60 m
<b>B.</b> Public Employment a. CEO b. CAO	Discuss		30 m
<b>V. Closing Items</b>			<b>9:55 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Edgar Quiroz	1 m

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# Coversheet

## Approval of 2/12/2025 Regular Board Meeting Minutes

**Section:** II. Consent  
**Item:** A. Approval of 2/12/2025 Regular Board Meeting Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for Regular Meeting of the AMPS Board of Directors on February 12, 2025

APPROVED



# Amethod Public Schools

## Minutes

### Regular Meeting of the AMPS Board of Directors

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#### Date and Time

Wednesday February 12, 2025 at 6:00 PM

#### Location

1450 Marina Way S 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.**

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##### **Directors Present**

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

##### **Directors Absent**

A. Emmanuelli

##### **Guests Present**

G. Barriga

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#### **I. Opening Items**

##### **A. Call the Meeting to Order**

E. Quiroz called a meeting of the board of directors of Amethod Public Schools to order on Wednesday Feb 12, 2025 at 6:00 PM.

##### **B. Record Attendance**

##### **C. Announcements**

Due to personal and professional reasons, Father Andres Emmanuelli has stepped down.

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

Douglas MacLellan shares his personal opinion regarding the allegations from OUSD.  
Marcos James shares his personal opinion regarding the makeup of the Board of

Directors. Student 1 from OCHS shares his positive experiences at OCHS. Chris Moreno, a staff member and an Oakland native, speaks about the renewal decision and shares his opinion regarding the makeup of the Board of Directors. Student 2 at OCHS, begins to share his experience at OCHS. Student 3, a student at OCHS, shares his wonderful experience at both OCHS and OCA.

## II. Consent

### A. Approval of 1/15/2025 Regular Board Meeting Minutes

E. Gallegos made a motion to Approve 1/15/2025 Regular Board Meeting Minutes Regular Meeting of the AMPS Board of Directors on 01-15-25.

M. Moncada seconded the motion.

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

#### Roll Call

G. Lopez Jr.	Aye
E. Quiroz	Aye
E. Gallegos	Aye
A. Emmanuelli	Absent
M. Moncada	Aye

### B. January Check Register

M. Moncada made a motion to Approve January Check Register.

E. Gallegos seconded the motion.

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

#### Roll Call

E. Gallegos	Aye
A. Emmanuelli	Absent
G. Lopez Jr.	Aye
M. Moncada	Aye
E. Quiroz	Aye

## III. Business

### A. School Spotlight - BJE

Michelle Walker, BJE Site Director, Introduces her team, Deans Janice Galindo and John Devlin, and Teachers Olivia Lewis and Heavenlei Olmos. They present work from the students, including handcrafted model airplanes, "the 100 days project" where students created canvas art representing 100 days with different objects, a Solar System project, and an update on how they are focusing on the Civil Rights Movement.

### B. Acting CEO Report



Adrienne Barnes, Chief Operating Officer - Acting Chief Operating Officer shares the Acting CEO Report. She shares dates for the RCA and OCHS renewal. A Leadership Coach was contracted in January vs April which is what was listed in the Corrective Action Plan (CAP). CAP items for Governance and Finance are shared, with many deadlines completed early or in process.

### C. Review and Consideration of Approval of Anti-racism Resolution

E. Quiroz made a motion to Approve the Anti-racism Resolution.

E. Gallegos seconded the motion.

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

#### Roll Call

G. Lopez Jr.	Aye
E. Gallegos	Aye
A. Emmanuelli	Absent
M. Moncada	Aye
E. Quiroz	Aye

### D. Review and Consideration of Approval of Sanctuary School Resolution

E. Gallegos made a motion to Approve the Sanctuary School Resolution.

M. Moncada seconded the motion.

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

#### Roll Call

E. Gallegos	Aye
G. Lopez Jr.	Aye
E. Quiroz	Aye
M. Moncada	Aye
A. Emmanuelli	Absent

### E. Review and Consideration of Approval of The Education Team Substitute Contracts

E. Gallegos made a motion to Approve The Education Team Substitute Contracts.

M. Moncada seconded the motion.

Approval for ASES:

Monica Moncada, Board Vice Chair, makes a motion. Gilbert Lopez Jr seconds.

Individual Votes as follows, Edgar Quiroz Aye, Elisa Gallegos, Aye, Gilbert Lopez Jr, Aye, Monica Moncada Aye. Motion passes.

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

#### Roll Call

M. Moncada	Aye
E. Quiroz	Aye
G. Lopez Jr.	Aye
A. Emmanuelli	Absent
E. Gallegos	Aye

#### **F. Review and Consideration of Approval of Updated Conflict of Interest Policy**

E. Gallegos made a motion to Approve the Updated Conflict of Interest Policy.

M. Moncada seconded the motion.

Adrienne Barnes, shares the Updated Conflict of Interest Policy. Part of CAP was to separate Anti-Nepotism Policy. This is most updated version.

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

##### **Roll Call**

M. Moncada Aye

A. Emmanuelli Absent

E. Gallegos Aye

E. Quiroz Aye

G. Lopez Jr. Aye

#### **G. Review and Consideration of Approval of Nepotism Policy**

M. Moncada made a motion to Approval of the Anti-Nepotism Policy.

G. Lopez Jr. seconded the motion.

Adrienne Corrects the title of the Agenda, as it is an Anti-Nepotism Policy.

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

##### **Roll Call**

A. Emmanuelli Absent

E. Quiroz Aye

G. Lopez Jr. Aye

M. Moncada Aye

E. Gallegos Aye

#### **H. Review and Consideration of Approval of Criminal Background Check Policy**

G. Lopez Jr. made a motion to Approve the Criminal Background Check Policy.

E. Gallegos seconded the motion.

Adrienne Barnes presents this policy, explaining that we currently do fingerprints but this policy will explicitly state it.

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

##### **Roll Call**

E. Quiroz Aye

G. Lopez Jr. Aye

E. Gallegos Aye

A. Emmanuelli Absent

M. Moncada Aye

#### **I. Review and Consideration of Approval of Updated Organizational Chart**

M. Moncada made a motion to Approve the Updated Organizational Chart.

G. Lopez Jr. seconded the motion.

Adrienne Barnes presents the Updated Organization chart which removes the HR Manager position, adds an HR Coordinator position and the Data Manager role moved to the Compliance team.

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

**Roll Call**

A. Emmanuelli Absent  
M. Moncada Aye  
G. Lopez Jr. Aye  
E. Gallegos Aye  
E. Quiroz Aye

**J. Review and Consideration of Approval of Revised Board Meeting Calendar**

E. Gallegos made a motion to Approve the Revised Board Meeting Calendar.

M. Moncada seconded the motion.

Due to projected conflict Adrienne proposes changing the Board Meetings from February 26th to February 25th and then from March 12th to March 13th.

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

**Roll Call**

A. Emmanuelli Absent  
E. Quiroz Aye  
E. Gallegos Aye  
M. Moncada Aye  
G. Lopez Jr. Aye

**K. Review and Consideration of Approval of Board Resolution to Add Members**

M. Moncada made a motion to Approve the Board Resolution to Add Members.

E. Gallegos seconded the motion.

Approval of Board Resolution to Add 2 Member seats (total of 7 board members) to the Board is presented.

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

**Roll Call**

E. Gallegos Aye  
A. Emmanuelli Absent  
E. Quiroz Aye  
M. Moncada Aye  
G. Lopez Jr. Aye

**L. Review and Consideration of Approval of Creation of Committee for Board Candidate Search**

E. Gallegos made a motion to Approval of Creation of Committee for Board Candidate Search.

G. Lopez Jr. seconded the motion.

A nomination committee is established. Edgar Quiroz nominates Board Member Elisa Gallegos, Board Vice Chair Monica Moncada, and himself. Elisa makes a motion to accept nomination, Monica Seconds. Individual Votes as follows, Edgar Quiroz Aye, Elisa Gallegos, Aye, Gilbert Lopez Jr, Aye, Monica Moncada Aye. Motion passes.  
The board **VOTED** to approve the motion.

**Roll Call**

E. Quiroz	Aye
G. Lopez Jr.	Aye
M. Moncada	Aye
A. Emmanuelli	Absent
E. Gallegos	Aye

**IV. Closed Session**

**A. CONFERENCE WITH LEGAL COUNSEL - EXISTING LITIGATION**

This item is striked from the meeting.

**B. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION**

No reportable action taken.

**C. Public Employment**

No reportable action taken.

**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 9:43 PM.

Respectfully Submitted,  
E. Quiroz

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# Coversheet

## LCAP Mid-Year Update - Six Schools

<b>Section:</b>	III. Business
<b>Item:</b>	A. LCAP Mid-Year Update - Six Schools
<b>Purpose:</b>	Discuss
<b>Submitted by:</b>	
<b>Related Material:</b>	2025 Mid-Year Board Update RCA _ LCAP (1).pptx 2025 Mid-Year Board Update OCHS _ LCAP (1).pptx 2025 Mid-Year Board Update OCA _ LCAP (1).pptx 2025 Mid-Year Board Update JHHS _ LCAP (1).pptx 2025 Mid-Year Board Update DCA _ LCAP (1).pptx 2025 Mid-Year Board Update BJE _ LCAP (1).pptx



# **Richmond Charter Academy**

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## **Mid-Year Board Update**

**LCAP 2024-2025**

# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan, That was generated the summer of 2024, 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 an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

<b>Annual Measurable Outcome ("AMO")</b>	<b>Status</b>
Teachers are fully credentialed for subject and student placement	In Progress
Students have access to standards-aligned instructional materials	met
School facilities are in good repair	In progress
Teachers participate in a 5-Day Annual Summit	met
English learners have access to English Language Development courses that are based on state standards.	In progress
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	Not available

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	Not available
Increase percentage of students scoring Proficient and above on CAST assessment	Not available
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	Not available
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In Progress
Students have access to a broad course of study	Met

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	In progress
Schoolwide and subgroup medians achieve at least one year’s progress in ELA, as defined by internal assessment.	In progress
Schoolwide and subgroup medians achieve at least one year’s progress in Math, as defined by internal assessment.	In progress

## GOAL 2:

*Create an engaged parent community that is fully engaged in and actively connected to the school community*

Annual Measurable Outcome (“AMO”)	Status
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	In progress
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	In progress

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

<b>Annual Measurable Outcome ("AMO")</b>	<b>Status</b>
90% or greater Average Daily Attendance	Met
Decrease student chronic absenteeism or meet the overall state average for baseline year	In progress
Decrease suspension rate or meet the overall state average for baseline year	In progress
Maintain a very low expulsion rate	In progress
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available

## GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status
Decrease the MS dropout rate or maintain a rate below 3.5%	N/A
Increase the 5 year cohort graduation rate or meet the overall state average for baseline year	N/A

# Actions & Expenditure S

**Goal 1:** We continue to support teachers in implementing a standards-aligned curriculum through intentional planning and instructional walkthroughs that reinforce best practices. Student outcomes, including progress on the iReady platform, are closely monitored through weekly data meetings. Additionally, we are actively incentivizing students who meet their weekly goals to encourage growth and engagement in both intervention and iReady. Actions and expenditures are proceeding as planned.

**Goal 2:** To create an engaged parent community that is fully connected to the school, we send out weekly communications about school events through TITAN Corner to keep families informed. We host monthly Coffee with Admin meetings and hold FST (Family-School Team) meetings to discuss school priorities and address any issues. We are committed to opening the doors to school events and actively welcoming our families, encouraging their participation and collaboration in fostering a strong school community. Actions and expenditures are proceeding as planned.

**Goal 3:** To foster a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning, we have implemented SEL lessons every Friday, provided on-site counseling support, and utilize Class Dojo to monitor positive behavior and provide feedback with incentives. Additionally, we offer field trips to colleges to inspire students and expand their future opportunities. We continue to enhance our school environment through beautification projects and incorporate culturally responsive art projects in our art classes to ensure students feel represented and valued in their learning space. Actions and expenditures are proceeding as planned.



# Oakland Charter High School

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## Mid-Year Board Update

**Oakland Charter High School  
LCAP 2024-2025**



# LCAP Overview

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**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 an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

<b>Annual Measurable Outcome ("AMO")</b>	<b>Status</b>
Teachers are fully credentialed for subject and student placement	In progress
Students have access to standards-aligned instructional materials	Met
School facilities are in good repair	Met
Teachers participate in a 5-Day Annual Summit	In progress
English learners have access to English Language Development courses that are based on state standards.	Met
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	Not available

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	Not available
Increase percentage of students scoring Proficient and above on CAST assessment	Not available
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	Not available
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	Not available
Students have access to a broad course of study	Met

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	Met
Schoolwide and subgroup medians achieve at least one year’s progress in ELA	In progress
Schoolwide and subgroup medians achieve at least one year’s progress in Math	In progress
Increase the percent of graduates who successfully meet UC/CSU course requirements	In progress
Increase the CTE Completion rate	Not available
Increase the A-G & CTE Completion rate	In progress
Increase the percentage achieving a score of “3” or higher, or meet 60% on AP exams	In progress
Increase the percent of students considered "prepared" on the College/Career Indicator (CCI)	In progress

## GOAL 2:

***Create an engaged parent community that is fully engaged in and actively connected to the school community***

Annual Measurable Outcome (“AMO”)	Status
<p>Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.</p>	Met (?)
<p>Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events</p>	Met

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status
90% or greater Average Daily Attendance	In progress (88% for Jan)
Decrease student chronic absenteeism or meet the overall state average for baseline year	In progress
Decrease suspension rate or meet the overall state average for baseline year	In progress/ Met
Maintain a very low expulsion rate	Met (0 so far)
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available

# Actions & Expenditures

Goal 1: Continuing supporting teachers standards aligned curriculum, planning and instructional walkthrough to support best practices. All actions & expenditures are proceeding as planned.

Goal 2: Regularly schedule FST meetings, town halls and weekly communication via parent square. All actions & expenditures are proceeding as planned.

Goal 3: Continue to build our comprehensive MTSS and Cost system to be proactive in looking at absentee data. All actions & expenditures are proceeding as planned.



# **Oakland Charter Academy**

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## **Mid-Year Board Update**

**LCAP 2024-2025**



# LCAP Overview

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The Local Control & Accountability Plan (LCAP) is the 3-year plan, That was generated the summer of 2024, 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 an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Teachers are fully credentialed for subject and student placement	In Progress
Students have access to standards-aligned instructional materials	Met
School facilities are in good repair	In Progress
Teachers participate in a 5-Day Annual Summit	Met
English learners have access to English Language Development courses that are based on state standards.	In Progress
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	In Progress

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	In Progress
Increase percentage of students scoring Proficient and above on CAST assessment	Not Available
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	In Progress
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In progress
Students have access to a broad course of study	In Progress

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	Met
Schoolwide and subgroup medians achieve at least one year’s progress in ELA, as defined by internal assessment.	In Progress
Schoolwide and subgroup medians achieve at least one year’s progress in Math, as defined by internal assessment.	In Progress

## GOAL 2:

***Create an engaged parent community that is fully engaged in and actively connected to the school community***

Annual Measurable Outcome (“AMO”)	Status
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	In Progress
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	In Progress

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

<b>Annual Measurable Outcome ("AMO")</b>	<b>Status</b>
90% or greater Average Daily Attendance	In Progress
Decrease student chronic absenteeism or meet the overall state average for baseline year	In Progress
Decrease suspension rate or meet the overall state average for baseline year	In Progress
Maintain a very low expulsion rate	In Progress
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available

## GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status
Decrease the MS dropout rate or maintain a rate below 3.5%	N/A
Increase the 5 year cohort graduation rate or meet the overall state average for baseline year	N/A

# Actions & Expenditure s

**Goal 1:** All students have access to standards aligned curriculum and have seen steady gains in our NWEA scores of all our students, especially or EL. We have better created for tracking and placing our students in the correct ELD class

**Goal 2:** We have started our FST meeting and working to promote more parent involvement. We had a good turn out for parent teacher conferences. We also will be sending out a needs assessment survey towards the end of the year to determine what barriers or needs of our parents.

**Goal 3:** We have continued to build out COST and attendance tracking procedures to decrease our chronic absenteeism. This is still an area that we need to improve and will be working this summer to determine needs and next steps





# John Henry High School

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## Mid-Year Board Update

**John Henry High School  
LCAP 2024-2025**

# LCAP Overview

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**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 an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

<b>Annual Measurable Outcome ("AMO")</b>	<b>Status</b>	<b>YTD Expenses</b>
Teachers are fully credentialed for subject and student placement	In Progress	
Students have access to standards-aligned instructional materials	Met	
School facilities are in good repair	Met	
Teachers participate in a 5-Day Annual Summit	Met	
English learners have access to English Language Development courses that are based on state standards.	In Progress	
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	No Available	

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	In Progress
Increase percentage of students scoring Proficient and above on CAST assessment	Not Available
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	In progress
Increase percent of EL students who reclassify as Fully English Proficient (RFEP rate) or meet the state average for baseline year	In Progress
Students have access to a broad course of study	Met

# GOAL 1:

***Provide an academically rigorous, Common Core-aligned college preparatory program with support and interventions for students' academic development.***

Annual Measurable Outcome (“AMO”)	Status
Provide at least one paraprofessional to work with English learners and at least one paraprofessional to work with students with disabilities.	In Progress
Schoolwide and subgroup medians achieve at least one year’s progress in ELA	In Progress
Schoolwide and subgroup medians achieve at least one year’s progress in Math	In Progress
Increase the percent of graduates who successfully meet UC/CSU course requirements	In Progress
Increase the CTE Completion rate	Not Available
Increase the A-G & CTE Completion rate	In Progress
Increase the percentage achieving a score of “3” or higher, or meet 60% on AP exams	Not Available
Increase the percent of students considered "prepared" on the College/Career Indicator (CCI)	Not Available

## GOAL 2:

***Create an engaged parent community that is fully engaged in and actively connected to the school community***

Annual Measurable Outcome (“AMO”)	Status
Parents will be provided regular opportunities to participate in school site decision making. Scheduled at least 3 FST meetings and at least 3 Parent Committee for English Learners meetings, inviting all parents to participate.	In Progress
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	In Progress

# GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome (“AMO”)	Status
90% or greater Average Daily Attendance	In Progress
Decrease student chronic absenteeism or meet the overall state average for baseline year	In Progress
Decrease suspension rate or meet the overall state average for baseline year	In Progress
Maintain a very low expulsion rate	In Progress
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Not available
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	Not available

## GOAL 3:

***Create a safe, inclusive, and welcoming school community where students and staff are fully invested in academic, health, and social-emotional learning.***

Annual Measurable Outcome ("AMO")	Status
Decrease the MS dropout rate or maintain a rate below 3.5%	N/A
Increase the 5 year cohort graduation rate or meet the overall state average for baseline year	Not Available



# Actions & Expenditures

**Goal 1: Continuing supporting teachers standards aligned curriculum, planning and instructional walkthrough to support best practices. All actions & expenditures are proceeding as planned.**

**Goal 2: Regularly schedule FST meetings, town halls and weekly communication via parent square. All actions & expenditures are proceeding as planned.**

**Goal 3: Continue to build our comprehensive MTSS and Cost system to be proactive in looking at absentee data. All actions & expenditures are proceeding as planned.**



# Downtown Charter Academy

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## Mid-Year Board Update

**LCAP 2024-2025**

# LCAP Overview

---

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Teachers are fully credentialed for subject and student placement	Met
Students have access to standards-aligned instructional materials	Met
School facilities are in good repair	In Progress
Teachers participate in a 5-Day Annual Summit	Met
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Increase the 5 year cohort graduation rate or meet the overall state average for baseline year	N/A

# Actions & Expenditures

## 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. There has also been professional development around the curricular materials. Actions and expenditures are proceeding as planned.

## Goal 2:

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. Actions and expenditures are proceeding as planned.

## Goal 3:

We continue to have great attendance and have added a wellness/school counselor who provides SEL lesson to our team with Second Step. Actions and expenditures are proceeding as planned.



# **Benito Juarez Elementary**

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## **Mid-Year Board Update**

**LCAP 2024-2025**

# LCAP Overview

---

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Increase the 5 year cohort graduation rate or meet the overall state average for baseline year	N/A

# Actions & Expenditures

Goal 1: All actions & expenditures are proceeding as planned.

Goal 2: All actions & expenditures are proceeding as planned.

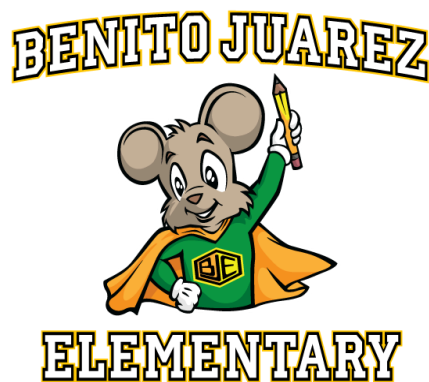
Goal 3: All actions & expenditures are proceeding as planned.

# Coversheet

## Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Richmond Charter Elementary - Benito Juarez

**Section:** III. Business  
**Item:** B. Review and Consideration of Approval of the Updated Comprehensive  
School Safety Plan - Richmond Charter Elementary - Benito Juarez  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_BJE\_School Safety Plan\_2025.03 (2).pdf

# Benito Juarez Elementary School



## Safety Plan 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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BJE  
1450 Marina Way S. Richmond, CA 94804  
(510) 215-7009  
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Prepared by:

Dean of Instruction - Janice Galindo

Reviewed & Approved by  
John Devlin and Dr. Walker

Date Approved  
2/13/25

- ☐ 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 RCA. BJE's main entrance is on the side of the campus. BJE students 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. Both entrances 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. 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	2%
Hispanic	92%
Caucasian (White, not Hispanic)	2%
African American	1%
Two or more races	2%
Uncommitted	1%
Special Education	10%
Socioeconomically Disadvantaged	85%
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

## 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. Security personnel have been contracted to monitor the premises during ASES (after school hours).

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	
X Improve safety of school grounds	X Improve ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of gates (update locks)
X Improve internal security	X Prepare students and staff for crisis emergencies
X Improve exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti
X Improve dropping off/picking up students	Prevent weapons on campus
X Other: Addition of more security cameras & 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	X Autonomy (sense of self/identity)
X 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	X Other: Bullying prevention & consequences

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by
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promoting:	
X Positive structure in classroom	X Prevention and intervention strategies
X Fair, consistent discipline and consequences	X Anti-bullying
X 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)
X Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans
X High behavior expectations	X Extra-curricular activities
X Conflict resolution skills	X Student recognition
X Anger Management	X Supervision of students across all settings
X Personal and social responsibility	X Gang suppression
X Participation in and collaboration of parents/students/community	

D. Conclusions of 2025 Safe Schools Assessment:

Areas of Pride and Strength:

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

### Safe School Action Plans :

At the start of the 2024-25 school year, the front office was relocated to the side door entrance to the building. The traffic loop for drop off and pick up for BJE is in its own parking lot. We are still using the far gate for BJE and the first gate for RCA. During the 2022-23 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. This has successfully been resolved as no families are entering other parking lots and there have been no reports of u turns. We will continue to work with our neighbors to keep sections blocked off like entrances to their parking lots 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 runs smoothly. The afternoon pickup process has been greatly improved by using a program called School Safe ID. This program ensures the safety of students. Parents get a number that identifies their student and they show this number when they come to pick up their scholar. Adjustments do need to be made to the pick process to ensure safety for staff and students especially. Security is vital to ensuring the safety of BJE students during dismissal. Below are some of the objectives and action items we have for creating a safer environment at BJE.

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.	Persons Responsible:  Administration at site and home



		office, Safety Coordinator, Traffic Personnel, Community Outreach Coordinator Timeline for Implementation:  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>	Persons Responsible:  School Leadership Team, teachers, school counselors.  Timeline for Implementation:  May 2020-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.	

	<p><i>Expansion of student participation in academic activities via PBIS REWARDS</i></p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> <li>• Expanding PBIS activities and incentives</li> <li>• Expanding PBIS offerings</li> <li>• Continued recognition assemblies</li> <li>• Celebrate academic successes by classroom and schoolwide</li> </ul> <p><u>Resources needed:</u> Funds to support incentives  <u>Personnel:</u> Administration, staff and teachers  <u>Training:</u> How to effectively implement positive  <u>Administration:</u> School Leadership will work together with Grade Level Leads to establish incentives and programs</p>	<p>Persons Responsible:</p> <p>School Leadership Team, Grade Level Leads, teachers, paraprofessionals &amp; teacher assistants</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, traffic personnel and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, traffic personnel 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:

Walking: Parents meet their walkers at the walker line outside of the playground.

Carpool: Parents are encouraged to carpool. They are also asked to park at the public park and walk to school.

Morning Drop-Off Procedures: 7:40AM - 8:05AM (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 side entrance of the school. It is important that parents keep the line moving and NOT park in the loop. If students arrive after 8:05 am, they must go through the main office to sign in.

\*Please note, parents/guardians are not allowed to walk through the building for the safety of all students.

In the numbered spots please do the following (see map below):

1. Drive in slowly.
2. Go around the corner slowly
3. Prepare to pull all the way up
4. Allow traffic personnel to open car doors and have students safely exit the vehicle.
5. Follow traffic personnel direction to exit the parking lot.



### Afternoon Pick-Up Procedures

- K-2 students are released **via smart dismissal** at 2:45 PM
- 3rd - 5th Grade Students are released **via smart dismissal** at 3:30 PM

3-5 grade level teachers will walk them to the designated area for each grade level in the hallway. Parents may park or drive through the loop. If an RCA or JHHS Sibling will be picking up a BJE student, the parent/guardian must complete the BJE's permission form to release their minor child to an RCA or JHHS sibling.

During dismissal times, please do the following (see map above):

1. Follow direction to enter the traffic loop.
2. Give student(s) smart dismissal number to the traffic assistant.
3. Students will be picked up in the 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 2023.

### 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.



### Administrators' 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): Dr. Walker, 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 Operating Officer/Acting CEO: Adrienne Barnes - (510) 734-1555

Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308

### Hospitals:

Richmond Kaiser - (510) 307-1500

### Staff w/Walkie-Talkies (assigned by position at BJE)

- Site Directors
- Deans
- Physical Education Teachers
- Paraprofessionals & Teacher assistants
- Traffic Personnel
- ASES Coordinators
- ASES Staff
- Front Desk
- Registrar
- Grade Level Coordinators
- Custodial 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 on the first floor, please exit students through the main entrance and calmly proceed to the Marina field for line up. Teachers in all other buildings, please lock your doors and escort all students to the playground for line up.

**Lockdown:** announce "This is a lockdown. This is not a drill" 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:	Dr. Walker, Ms. Castillo, Ms. Viera
Student supervision:	All teachers, counselors, school staff and security staff are overseen by administration.
Persons responsible for rooms/all clear:	Ms.Galindo, Mr. Devlin, Ms. Andrade

#### 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 at the Marina field.

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 "Shelter in Place" and "Shelter in Place"

### Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Close doors and windows
  - No outside activity

### Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their



seats.

- Transition from a Secure Campus to Lockdown can happen at any moment
- During a Secure Campus if students need to leave, only for an urgent need, they must be

#### 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 assailants, 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/>

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:	Dr. Walker (Site Director)
Deputy Incident Commander	(Dean) Ms. Galindo
Location of Command Center	Front Desk Area
Alternative Location on campus	BJE Playground near picnic tables
Alternative Location off campus	<p><u>Site 1</u>: Public Park (Lucretia Edwards Shoreline Park )(located south of campus)</p> <p><u>Site 2</u>: Rosie the Riveter WWII Home Front National Historical Park</p> <p><u>Site 3</u>: Marina Bay Yacht Harbor</p>
Emergency Operations Coordinator	Irma Castillo (Registrar)

(Coordinates with Command Staff):	
Liaison to outside agencies:	Dr. Walker (Site Director)
Training	Deans, Galindo and Devlin
PIO (Public Information Officer)	Dr. Walker (Site Director)
Crisis Response Leader	Dr. Walker (Site Director), Richmond Police Department, Ms. Andrade (Counselor)
Plans Chief	Dr. Walker (Site Director), Ms. Galindo (Safety Coordinator)
Documentation	Irma Castillo (BJE Registrar)
Messages	Ms. Viera (Front Desk)
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, Lucia Viera
Builders/Sanitations	Custodians
Finance Chief	Kimberley Palmore
Claims FEMA/State	Adrienne Barnes

## 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 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 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 the Family Handbook updated annually.

## 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 a month 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/pSite Director/Superintendent or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Site Director/Site Director, whether or not the alleged victim files a complaint.

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

Any school employee who witnesses an incident of unlawful discrimination, including discriminatory harassment, intimidation, retaliation, or bullying, shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

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

Any interim measures adopted to address unlawful discrimination shall, to the extent

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

Please refer to AMPS Uniform Complaint Policies and Procedures approved by AMPS Board of Governance on January 20, 2021.

#### 14. Notification of Dangerous Pupils

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

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee, 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, the School Leadership Team, and our Safety Facilities 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.

# Coversheet

## Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Richmond Charter Academy

**Section:** III. Business  
**Item:** C. Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Richmond Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_RCA\_School Safety Plan\_2025.03 (2).pdf



## 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: Jasmine Landers

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: [jwilliams@amethodschools.org](mailto:jwilliams@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. 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. The Admin Assistant monitors incoming visitors and signs them in. 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

**Facilities:**

The building meets the “Good Repair” category in alignment with the California Facility Inspection Tool, being clean, safe, and functional in all categories.

<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	

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

Student Demographics by Ethnicity:	%
Asian	.7%
Hispanic	90.31%
White, not Hispanic	2.36%
African American	4%
Two more races	1.73%
Special Education	10.14%
SES	82%

**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
  - Local Fire Stations

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.

## School Safe 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, RCA staff position themselves near the gates & Bushes to supervise students and ensure our students do not interact with anyone at the bubaloo parking lot. Students are also instructed to inform a RCA

staff member if they experience or see anyone or any activity that is suspicious. If a staff member witnesses anything suspicious feels it 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.

Total Suspensions & Expulsions YTD	
Suspension	1
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

Improve safety of school grounds	Improve ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of yard (adding gates to block between parking lot and blacktop/play area)
Improve internal security	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
Improve exterior and/or perimeter security	Prevent and reduce vandalism and graffiti
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:**

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	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 2025 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 2023-24 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 Schools Action Plan:

At the start of the 2024-2025 school year, the front office located at BJE switched from the front with RCA to the side entrance at 1450 where the playground is located. 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. Throughout the 2024-2025 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/ Teaching Staff/ 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 2024 -2025 School year</p>

Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <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>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: August</p> <p>2024 -2025 School year</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 (Class Dojo at RCA)</i></p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> <li>• Expanding the Class Dojo program activities and incentives</li> <li>• Expanding the Class Dojo 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>Persons Responsible: School Leadership Team, Grade Level Leads, teachers, paraprofessionals &amp; teacher assistants</p> <p>Timeline for Implementation: August</p> <p>2024-2025 School year</p>

## School Safety Policies, Practices, 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, staff members and administrators are strategically placed on campus to monitor the halls and cafeteria when students eat breakfast. When students are dismissed at the end of the day, school staff 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 Communication 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. Update staff.
2. Develop a fact sheet for office manager/secretary/clerk to use when responding to inquiries
3. Update students regarding what happened (offer students journaling, poetry, art, sharing of stories, etc. to express their thoughts).
4. Prepare a letter to go home to parents in English and Spanish
5. Make arrangements for staff to be relieved of duties to participate in counseling.
6. Debrief staff at end of school day (share stories)
7. Plan support for the next school day (counseling, food, etc.).
8. 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.
9. Debrief support staff who helped at the school.
10. Take care of witnesses.
11. 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): Jasmine Landers

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

Release of Students Location: Marina Grass Area

#### 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 Operating Officer/Acting CEO: Adrienne Barnes - (510) 734-1555

Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308

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:

Parent Pick up:	Ms. Guevera, Ms. Duran
Student supervision:	All teachers, counselors, school staff and security staff overseen by administration
Persons responsible for rooms/all clear:	Ms. Landers, 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 “Shelter in Place” and “Shelter in Place”

### Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Close doors and windows
  - No outside activity

### Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Transition from a Secure Campus to Lockdown can happen at any moment
  - During a Secure Campus if students need to leave, only for an urgent need, they must be
  -

## 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:

- Supervising staff notify the office immediately.
- Evacuate all students from the 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

#### 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:
  - 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.

#### L. Action "Fire":

Actions:

- Signal "Evacuation" fire bell. Help Students with Disabilities. Close, but do not lock doors. Office staff takes student emergency cards to the evacuation area. Call 911. (Use landline if possible, as cell phone contacts CHP).
- Site Director notifies (or assigns designee to notify) 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)

#### M. Action "Active Assailant on Campus":

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

Active assailant/armed suspect

Trespasser

Thief or vandal

Registered sex offender

- Warning: The Site Director or designee will signal for a "Lockdown"
- Action: In the event of a dangerous person on campus, do the following:
  - Inside school building
    - Implement "Lockdown", however do not post red or green placards
    - Construct barriers using furniture, desks, etc., as far from the door and windows as possible
  - Instruct students to lie down behind the barriers
  - Do not open doors until after the lockdown is cancelled or you are absolutely sure of the identity or you are absolutely sure of the identity of the person asking to open the door
  - Ask for identification, it can be slid under the door.
  - If the assailant enters an occupied room be ready with a Plan of Action:
    - If possible, run away from the threat to a safe location
    - An open room or behind a block wall or building, or off campus

- It is OK to leave campus if it leads to safety
- Outside
  - When law enforcement arrives, be quiet and compliant, do not look like a threat:
  - Keep hands empty and hold them up when law enforcement approaches
  - If known, tell where the assailant is located
  - Report status to command center and post placards as instructed

## N. Action "Earthquake"

Hazards of ground movement in an earthquake include: items falling from shelves, breaking glass, moving furniture, and building damage and/or collapse Warning: Earthquakes usually

strike without warning.

Actions: The following actions, as time permits, will be accomplished:

- Inside school building:
- The teacher, or staff member in authority, will implement Action "Duck, Cover, and Hold".
- Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
- Implement Action "Evacuate" when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
- Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
- Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run!
- Take roll and maintain control of students.
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first aide if necessary.
- Take roll, issue student name tags, alert command center of any injured or missing student(s).
- If possible, the school office will immediately notify appropriate agencies/offices (Call 911) and Home Office as per fire drill.
- Do not return to the building for any reason until they have been declared safe by authorized official(s).
- The Site Director or designee will determine the advisability or necessity of Action "Student Release." Prior approval must be obtained by the CEO/ 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 References for Dept of Homeland Security Bomb Threat checklist.*

- Warning: Bomb threats are usually received as an anonymous telephone call
- Bomb threats may arrive as a letter or handwritten note, email message, or suspicious package.

##### Action:

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

#### P. Pandemic Influenza:

##### P.1. General Overview

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. 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**

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 classroom.

### 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 Landers (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):	Alan veliz (Admin Assistant- Safety Coordinator)
Liaison to outside agencies:	Jasmine Landers (Site Director)

Training	Gabriela Lopez (Safety Coordinator)
PIO (Public Information Officer)	Jasmine Landers (Site Director)
Crisis Response Leader	Jasmine Landers (Site Director)), Richmond Police Department
Plans Chief	Jasmine Landers (Site Director), Gabriela Lopez (Safety Coordinator)
Documentation	Maria Guevara (RCA Registrar)
Messages	Maria Guevara (RCA Registrar)
Search/Rescue	Sarah Carloni (Dean of Instruction)
Procuring food & water	Patricia Duran (Lunch Manager)
Staff/student supplies	Jasmine Landers (Site Director) Alan Veliz (Safety Coordinator)
Medical Supplies	Maria Guevara (Safety Coordinator)
Medical First Aid	Maria Guevara (RCA Registrar)
Damage Assessment	Gabriela Lopez (Dean of Students) Alan veliz (Safety Coordinator)
Disaster Plan Updates	Jasmine Landers (Site Director) Alan Veliz (Safety Coordinator)
Crisis Team	Meredith Baldwin (Wellness Counselor)
Parent Pick-up	Maria Guevera (RCA Registrar)
Builders/Sanitations	Alan Veliz (Safety Coordinator)
Finance Chief	Kimberley Palmore
Claims FEMA/State	Adrienne Barnes

## 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 p

## 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.

#### Phone Policy:

To support a safe, focused, and inclusive learning environment, RCA has implemented a "No Phone" Policy for the 2024-2025 school year. This policy is designed to:

- Reduce instances of cyberbullying and online harassment during school hours.
- Encourage face-to-face interactions and foster a more inclusive school community.
- Minimize classroom distractions and enhance student engagement in learning.
- Promote academic focus by limiting screen time and increasing participation.

Students will be required to turn in their phones in the phone bin in their appropriate class bin in the morning. Any violations of this policy will result in consequences as outlined in the student handbook. RCA is committed to creating a positive and productive learning environment, and

this policy plays a key role in ensuring student safety and academic success.

### 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.

RCA does not have a designated campus security team; however, our administrative team serves as the safety team, ensuring that student safety and supervision remain a top priority. The admin team actively monitors school grounds, enforces safety protocols, and works collaboratively to maintain a secure learning environment.

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 the Family Handbook updated annually.

## 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 2024 - 2025.

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.

RCA also participates in the annual California Great ShakeOut in October, a statewide earthquake drill designed to educate and train students and staff on proper earthquake safety procedures. This drill reinforces "Drop, Cover, and Hold On" techniques and helps ensure that everyone knows how to respond quickly and effectively in the event of an earthquake.

#### 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.

1. 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:

2. 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)
3. The Site Director or designee shall call 911.
- 4.
5. All persons shall be directed to leave the building and shall proceed outside to designated assembly areas.
6. 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/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 against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's wilful misconduct that occurred on district or school property or during district or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

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

The CEO/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 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, sand club, 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.

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## 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: 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)

# Coversheet

## Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - John Henry High School

**Section:** III. Business  
**Item:** D. Review and Consideration of Approval of the Updated Comprehensive  
School Safety Plan - John Henry High School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_JHHS\_School Safety Plan\_2025.03 (1).pdf



## 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  
1402 Marina Way South,  
Richmond CA  
sdrakeford@amethodschools.org

Prepared by: Omar Padilla-Dean of Students  
Stacy Drakeford - Site Director

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 85% 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 2025 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
  - Local Fire Stations
  - Charter Authorizer

#### 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:
<ul style="list-style-type: none"> <li>• Positive structure in classroom</li> <li>• Prevention and intervention strategies</li> <li>• Anti-bullying</li> <li>• Effective teacher/student relationships</li> <li>• Parent Involvement</li> <li>• Extra-curricular activities</li> <li>• Conflict resolution skills</li> <li>• Personal and social responsibility</li> <li>• Participation in and collaboration of parents/students/community</li> </ul>

#### D. Conclusions of 2025 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 2025

- 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 2025-2026 school year.

### Safe School Action Plans:

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

#### A. Component 1: People and Programs:

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

#### B. Component 2: Places:

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

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <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> Anchor texts</p> <p><u>Personnel:</u> Counselor and administrators</p> <p><u>Training:</u> Professional development and observations</p> <p><u>Administration:</u> Site administration will coordinate with home office staff and work with staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: August 2023-ongoing.</p>
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p>Expansion of student participation in academic activities &amp; the college going culture of the the school</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> <li>• Development of a structured Advisory program</li> <li>• Continued recognition assemblies &amp; earned privileges</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> Naviance and Kickboard training for experienced and novice staff</p> <p><u>Administration:</u> Administration will work together with staff to establish incentives and programs</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: August 2023-ongoing</p>

## 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 Registrar/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 Parent Square 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 Parent Square 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): Stacy Drakeford, 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 Operating Officer/Acting CEO: Adrienne Barnes - (510) 734-1555

Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308

#### Hospitals:

Richmond Kaiser - (510) 307-1500

#### Staff with WalkieTalkies:

Site Directors  
 School Office  
 Dean of Students  
 Office Staff  
 Athletic Staff  
 Counseling Staff

## B. Communication Signals:

**Evacuate:** announce "This is not a drill. Please exit the building. Teachers, please have your students leave all items in the classroom. Teachers in classrooms with exterior emergency exit doors will have students exit the building through these doors. Teachers in all other spaces will have students exit through the exterior doors on the water side of the first quad. All teachers will lead their classes to line up in the harbor master's parking lot. Teachers will stay away from the building, leading students by the wooden dock, rather than through the school parking lot, when possible.

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

**Duck, Cover, and Hold:** teacher signals "Duck, cover, and hold"

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

Persons responsible:

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

## 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 “Shelter in Place” and “Shelter in Place”

### Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their

- seats.
- Close doors and windows
- No outside activity

## Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Transition from a Secure Campus to Lockdown can happen at any moment
  - During a Secure Campus if students need to leave, only for an urgent need, they must be

## 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/>

## 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:	Stacy Drakeford
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:	Stacy Drakeford
Training	Stacy Drakeford
PIO (Public Information Officer)	Stacy Drakeford/Omar Padilla
Crisis Response Leader	Stacy Drakeford, Richmond Police Department
Plans Chief	Stacy Drakeford/Omar Padilla
Documentation	Stacy Drakeford /Omar Padilla
Messages	Omar Padilla
Search/Rescue	Omar Padilla, <a href="#">Tomika Johnson</a>
Procuring food & water	Elvira Maldonado
Staff/student supplies	Vasavi Vempati
Medical Supplies	Tomika Johnson
Medical First Aid	Vasavi Vempati



Damage Assessment	Stacy Drakeford
Disaster Plan Updates	Stacy Drakeford
Crisis Team	Stacy Drakeford /Omar Padilla
Parent Pick-up	Jeanette Guillen, Osiris Polachart, Omar Padilla, Tomika Johnson
Builders/Sanitations	Omar Padilla, Osiris Polachart
Finance Chief	Kimberley Palmore
Claims FEMA/State	Adrienne Barnes

## 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 Family Handbook updated annually.

## 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**

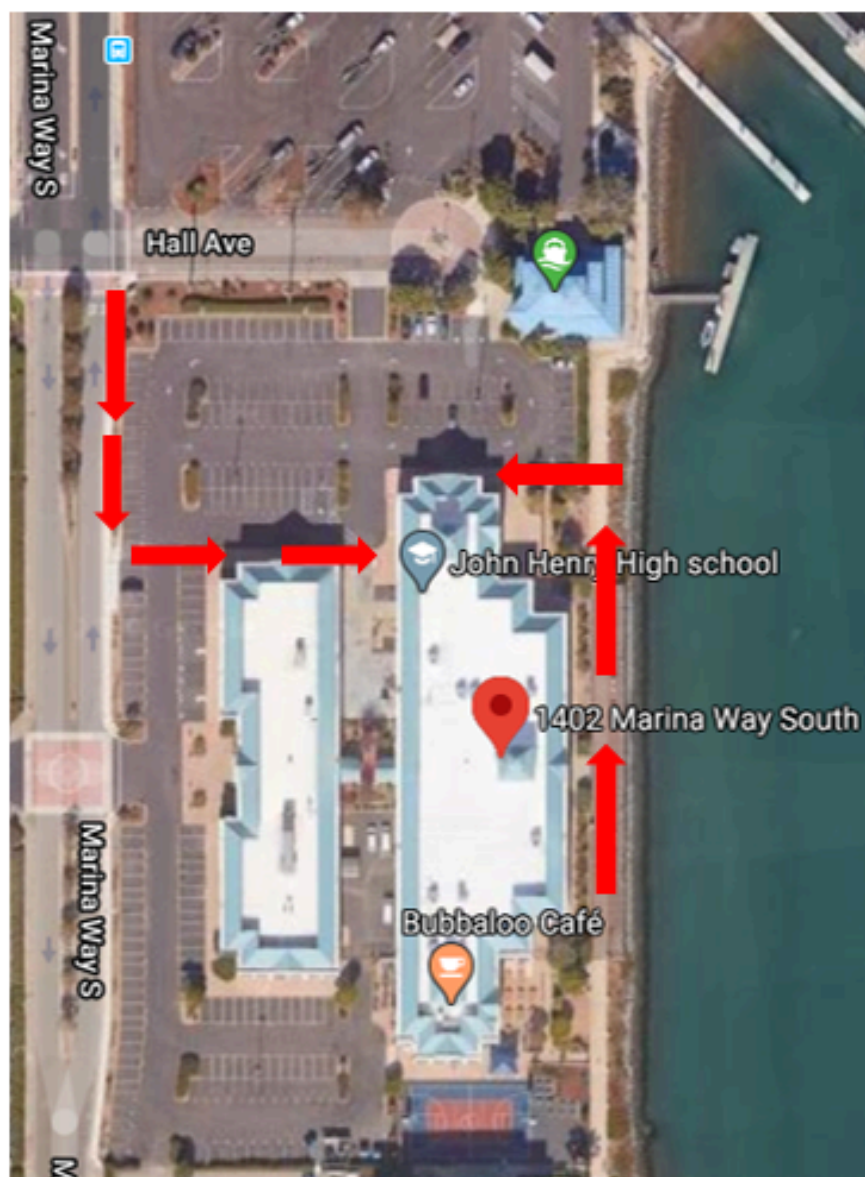
#### Traffic, drop-off and pick-up zone:

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 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

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

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

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

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

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

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

## 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.

## 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.

## Detailed Three-Year Plan for John Henry High School (JHHS) Safe School Action Plans (FY 2024-2027)

John Henry High School's comprehensive plan focuses on People and Programs, and Places, aiming to enhance campus safety and foster a positive learning environment. The plan outlines objectives, activities, required resources, responsible personnel, and implementation timelines.

### FY 2024-2025: Foundation Building and Initial Implementation

#### Component 1: People and Programs

- Objective: Strengthen teacher-student relationships through professional development.
  - Activities:
    - Launch a series of workshops on Restorative Justice and de-escalation techniques.
    - Purchase and distribute anchor texts for staff development.
  - Resources: Budget allocation for purchasing anchor texts and workshop facilitation.
  - Personnel: School counselors, administrators, and external facilitators.
  - Timeline: Workshops to begin in August 2024, with ongoing sessions throughout the year.

#### Component 2: Places

- Objective: Enhance the school's physical environment and academic culture.
  - Activities:
    - Implement a structured Advisory program focusing on college preparation and academic success.
    - Organize monthly recognition assemblies to celebrate student achievements.
    - Introduce Naviance and Kickboard software training for staff to support student academic and behavioral tracking.
  - Resources: Funds for Advisory program materials and software subscriptions.



- Personnel: Administrators, teachers, and IT staff for training and implementation.
- Timeline: Advisory program and software training to start in August 2024, with continuous evaluation and adjustment.

## FY 2025-2026: Expansion and Deepening of Initiatives

### Component 1: People and Programs

- Expansion of Professional Development:
  - Introduce advanced modules in Restorative Justice and conflict resolution.
  - Begin peer observation and coaching sessions to reinforce learned strategies.
- Evaluation and Feedback:
  - Conduct surveys to assess the impact of professional development on teacher-student relationships.
- Adjustments:
  - Based on feedback, refine the professional development program to address identified gaps.

### Component 2: Places

- Enrichment of Academic Culture:
  - Expand the Advisory program to include more personalized college and career guidance.
  - Increase the frequency and variety of recognition assemblies, incorporating student feedback.
- Enhancement of Physical Environment:
  - Assess and improve school signage and displays to better reflect the college-going culture and respect for learning.
- Ongoing Assessment:
  - Utilize Naviance and Kickboard data to track student participation and success, adjusting programs as needed.

## FY 2026-2027: Sustainability and Growth

### Component 1: People and Programs

- Sustainability of Professional Development:
  - Institutionalize Restorative Justice practices and conflict resolution as a fundamental part of teacher induction and ongoing training.
- Community Engagement:
  - Involve parents and community members in workshops to foster a unified approach to supporting student development.

### Component 2: Places

- Cultural and Environmental Refinement:
  - Further integrate academic success into the school's culture through innovative programs and initiatives aimed at preparing students for post-secondary success.
- Comprehensive Review:
  - Conduct a comprehensive review of the progress made towards creating a safe, respectful, and emotionally nurturing environment, making strategic adjustments for future planning.

### Success Metrics and Evaluation

- Annual Reviews: To measure the effectiveness of implemented strategies, JHHS will conduct annual reviews focusing on:
  - Reduction in classroom conflicts and disciplinary incidents.
  - Improvement in student and teacher feedback on school climate and relationships.
  - Increase in student participation in academic activities and Advisory program success rates.
- Adjustments Based on Data: Continuous adjustments will be made based on data collected through surveys, academic performance tracking, and feedback from the school community.

This detailed plan for FY 2024-2027 at John Henry High School is designed to be adaptive, ensuring that the initiatives not only address current needs but also lay a

foundation for long-term improvement and success.

## What are the cost implication and drawbacks with AMPS not completing these goals:

The Amethod Public Schools (AMPS) not completing its goals as outlined in the Safe School Action Plans can have significant cost implications and drawbacks. These can manifest in various ways, impacting the institution financially, affecting educational outcomes, and undermining the school's reputation and safety. Here's a breakdown of potential cost implications and drawbacks:

### Financial Costs

1. **Increased Operational Costs:** Without achieving a safe and nurturing environment, AMPS may face increased costs related to addressing safety incidents, including medical expenses, repairs, and temporary security measures.
2. **Legal and Liability Expenses:** Failure to provide a safe learning environment can lead to legal actions from parents or guardians of affected students, resulting in costly legal defenses and potential settlements.
3. **Loss of Funding and Grants:** Many educational grants and funding opportunities require schools to meet certain safety and educational quality standards. Not meeting these goals could result in the loss of current and future funding opportunities.
4. **Increased Insurance Premiums:** A lack of safety improvements or a high incidence rate can lead to increased insurance premiums as the school is deemed a higher risk.

### Educational and Social Costs

1. **Decreased Student Performance:** An environment that lacks safety and nurturing can affect students' ability to concentrate and perform academically, leading to lower overall academic achievements.
2. **Reduced Teacher and Staff Effectiveness:** Ongoing issues with safety and lack of professional development opportunities can lead to teacher burnout and reduced effectiveness, impacting the quality of education.
3. **Lower Enrollment Rates:** News of unmet safety goals and a negative school environment can deter prospective families, leading to lower enrollment rates and, consequently, reduced funding based on per-pupil allocations.

4. **Eroded Trust and Community Support:** Failing to meet safety and educational improvement goals can erode trust among parents, students, and the community, leading to decreased engagement and support.

### Safety and Well-being

1. **Increased Safety Risks:** Not addressing safety concerns, both physical and emotional, increases the risk of incidents and accidents on campus, directly endangering students and staff.
2. **Compromised Emotional and Mental Health:** An environment that does not support emotional nurturing and respectful interactions can have long-term negative effects on students' and staff's mental health and well-being.
3. **Negative School Climate:** A failure to create a positive learning environment can lead to a negative school climate, characterized by poor student behavior, increased conflict, and low morale among staff and students.

### Long-term Implications

1. **Reputation Damage:** Long-term inability to meet safety and educational goals can damage the school's reputation, making it difficult to recover and affecting future student enrollment and staff recruitment.
2. **Reduced Academic Opportunities for Students:** A continuous cycle of unmet goals can lead to reduced academic opportunities for students, affecting their future education and career prospects.
3. **Community Relations:** Poor performance in achieving a safe and nurturing school environment can strain relationships with local businesses, organizations, and the wider community, reducing opportunities for partnerships and support.

Addressing these potential costs and drawbacks requires a committed effort from AMPS to meet its Safe School Action Plans goals, underscoring the importance of strategic planning, resource allocation, and community engagement to create a safe, supportive, and successful educational environment.

**What are the benefits with achieving each goal and what Success rate should be achieved every year to ensure.**

Achieving the goals set forth in the Safe School Action Plans for the Amethod Public Schools (AMPS) brings a myriad of benefits across various domains, including educational outcomes, school safety, community relations, and financial stability. Identifying specific success rates for each year ensures progress is measurable, guiding

the school toward continuous improvement. Here's a detailed look at the benefits and suggested annual success rates for ensuring achievement:

## Benefits of Achieving Each Goal

### Goal 1: Assure Ongoing Professional Development

- **Educational Benefits:** Enhances teacher effectiveness, leading to improved student engagement and academic outcomes. Teachers equipped with advanced skills in Restorative Justice and conflict de-escalation contribute to a positive, supportive classroom environment.
- **Social Benefits:** Builds a more cohesive school community by promoting understanding and respect among diverse student bodies. This fosters a culture of empathy, reducing bullying and other negative behaviors.
- **Emotional and Psychological Benefits:** Supports the emotional well-being of students and staff by creating a nurturing environment that can address and mitigate stress and anxiety.

### Goal 2: Assure a Safe, Respectful, Accepting, and Emotionally Nurturing Environment

- **Safety Benefits:** Reduces the number of safety incidents and accidents on campus, ensuring that students and staff are physically safe.
- **Academic Benefits:** A secure and emotionally supportive environment enhances students' ability to focus and excel academically.
- **Community Benefits:** Strengthens ties with the broader community by demonstrating the school's commitment to maintaining high standards of safety and respect.

## Suggested Annual Success Rates

To ensure progress towards achieving these goals, AMPS should aim for the following annual success rates:

### For Goal 1: Professional Development

- **75-85% Participation Rate:** Ensure that at least 75-85% of teachers and staff participate in professional development programs related to Restorative Justice and conflict de-escalation each year.
- **Positive Feedback Increase:** Aim for a 10-20% increase in positive feedback from students and teachers regarding classroom atmosphere and teacher-student relationships annually.

## For Goal 2: Safe and Nurturing Environment

- **Reduction in Incidents:** Achieve a 10-15% reduction in reported safety incidents and behavioral issues each year.
- **Increased Student Participation:** Aim for a 5-10% increase in student participation in extracurricular activities and school programs annually, as a measure of a more engaging and supportive school environment.
- **Community Engagement Metrics:** Enhance community involvement in school activities by 10-15% each year, reflecting stronger school-community ties.

## Implementation and Monitoring

- **Regular Assessments:** Conduct regular assessments to monitor progress towards these success rates, using surveys, incident reports, and participation records.
- **Adaptive Strategies:** Be prepared to adjust strategies based on assessment outcomes and feedback from the school community.
- **Stakeholder Feedback:** Actively seek and incorporate feedback from students, parents, teachers, and community members to ensure the initiatives meet their needs and expectations.

Achieving these goals with the specified success rates will not only enhance the quality of education and safety at AMPS but also contribute to building a strong, supportive, and engaged school community. Continuous monitoring and adaptation of strategies based on progress and feedback will be key to ensuring sustained success.

# Coversheet

## Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Oakland Charter Academy

**Section:** III. Business  
**Item:** E. Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Oakland Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_OCA\_School Safety Plan\_2025.03 (1).pdf



# 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: Jocelyn Brooks

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:

Date Approved:

☐ Oakland Police Department  
Officer

☐ AMPS Governing Board

## General School Information :

### A. School Profile:

Oakland Charter Academy serves 230 students from 6th through 8th grade. We provide our students with a rigorous academic program in order to maximize their opportunities for success in a college or four-year university. We strive to create a community of lifelong learners who are responsible, intelligent, and analytical thinkers. This is accomplished by teaching a college preparatory curriculum, empowering our teachers, and treating our students as leaders.

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

**B. Safe School Mission:**

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

**C. AMPS Mission & Motto**

*Honor Hard Work*

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

**D. Description of School Facilities:**

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

**School Facility Good Repair Status:**

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

## E. Personal Characteristics of Students & Staff

Student Demographics by Ethnicity:	%
Asian	4%
Hispanic	90%
White, not Hispanic	2%
African American	4%
Special Education	8%
Staff Demographics by Ethnicity	%
Asian	6%
Hispanic	47%
White, not Hispanic	13%
African American	38%
Other	6%

## 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 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 02/25/25
- 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	
X= area of need	
Improve safety of school grounds	X Improve ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of yard (fix blacktop gate)
Improve internal security	X Prepare students and staff for crisis emergencies
Improve exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti

X Improve dropping off/picking up students	Prevent weapons on campus
Other: Addition of more security cameras	

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

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

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

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

X Participation in and collaboration of parents/students/community	
--	--

D. Conclusions of 2024-25 Safe Schools Assessment:

Highlights and Achievements:

- 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 2024-2025 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 2025 academic year.

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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:
  - 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,, 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.

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>Improve external and internal security:  <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</li> </ul>	<p>Persons Responsible:                      Administration at site and home office, Safety Coordinator</p> <p>Timeline for Implementation:</p>

	<p>coverings.</p> <p><u>Resources needed:</u> cameras, window coverings</p> <p><u>Personnel:</u> Safety Coordinator</p> <p><u>Training:</u> Training will be needed to operate cameras and use of window coverings.</p> <p><u>Administration:</u> This will be done by site administration working together with home office administration and the safety coordinator.</p>	ongoing
Goal #2	Utilize a training system to ensure students and staff are aware and prepared to carry out protocols for emergency situations.	
Objective 1	<p>Improve student and staff understanding of emergency plans and expectations.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <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>Persons Responsible: Administrators, teachers, Safety Coordinator</p> <p>Timeline for Implementation: -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>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: 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 the 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): Jocelyn Brooks, Site Director

Command Center Location: Front Parking Lot 4215 Foothill Blvd.

Release of Students Location: Blacktop Gate 4215 Foothill Blvd.

### Emergency Phone Numbers:

Emergency – 911

Fire/Paramedic Emergency – 911

Non-Emergency OPD - (510) 777-3333

### Public Utilities:

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

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

Water: EBMUD 866-403-2683

### AMPS Home Office Phone Numbers:

Chief Operating Officer/Acting CEO: Adrienne Barnes - (510) 734-1555

Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308

### Hospitals:

Highland Hospital - (510) 437-4800

Oakland Kaiser - (510) 752-1000

La Clinica - (510) 535-3500

## B. Communication Signals:

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

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

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

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

Persons responsible:

Parent Pick up:	Mr. Arcos
Student supervision:	All teachers, counselors, school staff overseen by administration
Persons responsible for rooms/all clear:	Ms. 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 Call 911.
- Action "Evacuate" consists of:
  - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
  - Removal of student/staff Emergency Data Cards from office to an outside area of safety
  - Teachers ensure an emergency backpack is carried to the assembly site on the blacktop.
- Action Evacuate is considered appropriate but not limited to:
  - Fire
  - Bomb threat
  - Chemical accident
  - Gas leak
  - Explosion or threat of explosion
  - Post-earthquake
  - Other occurrences which make the school building(s) uninhabitable

### D. Action "Drop – Take Cover":

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

### E. Action Duck Cover and Hold:

- Warning: The warning for this type of emergency is the beginning of the disaster itself
- Action "Duck, Cover, and Hold" consists of:

- Command "Duck, Cover, and Hold" is given.
- Each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows.
- Students and staff immediately duck under a desk or table and, with both hands, hold onto the desk leg or table leg.
- Hang on with both hands and be prepared to move with the desk or table and keep your head and body under the top of the desk or table at all times. Try to stay on your knees when the furniture is moving to keep your face off the floor.
- After all movement and noise stops, stay under 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
  - Safety Coordinator Call 911 (used landline). Specify if "Intruder" or "Active Assailant."
  - Site Director contacts 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 "Shelter in Place" and "Shelter in Place"

### Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Close doors and windows
  - No outside activity

### Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Transition from a Secure Campus to Lockdown can happen at any moment
  - During a Secure Campus if students need to leave, only for an urgent need, they must be

## 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/>

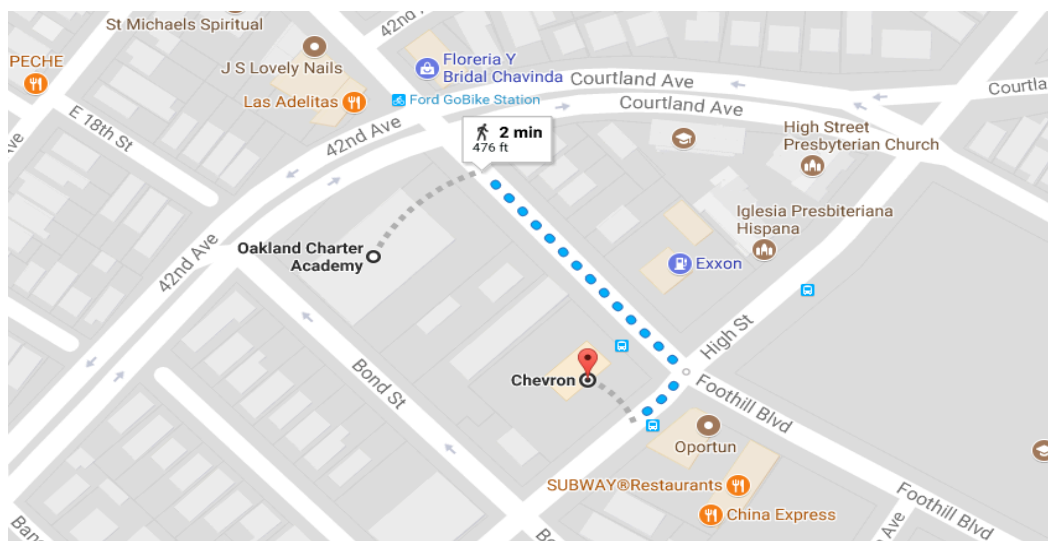
### Q. Staff "Buddy" List:

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:	Jocelyn Brooks
Deputy Incident Commander	Jocelyn Brooks
Location of Command Center	Blacktop 4215 Foothill Blvd.
Alternative Location on campus	Chevron Gas Station 4265 Foothill Blvd Oakland, CA 94601
Alternative Location off campus	<u>Site 1:</u> Cesar Chavez Park Foothill Blvd & Bridge Ave, Oakland, CA 94601  <u>Site 2:</u> Cardenas Parking Lot 1630 High St Oakland, CA 94601
Emergency Operations Coordinator (Coordinates with Command Staff):	Jocelyn Brooks
Liaison to outside agencies:	Mr. Arcos
Training	
PIO (Public Information Officer)	Jocelyn Brooks
Crisis Response Leader	Jocelyn Brooks, Oakland Police Department



Plans Chief	Jocelyn Brooks
Documentation	Mr. Arcos
Messages	Mr. Arcos
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	Jocelyn Brooks
Disaster Plan Updates	Jocelyn Brooks
Crisis Team	7th Grade History
Parent Pick-up	Mr. Arcos
Builders/Sanitations	Wellness Counselor
Finance Chief	Kimberley Palmore
Claims FEMA/State	Adrienne Barnes

## B. Roles and Responsibilities:

### 1. Incident Commander (Site Director)

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

- ☐ 1. Assume command
- ☐ 2. Communicate a "signal" to the students and staff identifying the type of emergency
- ☐ 3. Call 911
- ☐ 4. Notify Assistant Site Directors, Campus Supervisors, Support Staff, and on-campus child care of the emergency
- ☐ 5. Activate the SEMS Plan components as needed (Command Staff, Plans, Operations, Logistics, and/or Finance) and establish a Command Center
- ☐ 6. Conduct initial briefing with the Command Staff
- ☐ 7. Monitor local emergency radio stations for local news
- ☐ 8. Utilize your Deputy Incident Commander to cover the Command Center, take regular breaks (5 minutes each hour, away from the Command Center)

- \_\_\_ 9. Create an action plan with specific objectives including strategies to review and evaluate
- \_\_\_ 10. Make provisions for language translators
- \_\_\_ 11. Release teachers, as appropriate
- \_\_\_ 12. CEO/Public Information Officer Review all incident information before release to the news media, parents or general public
- \_\_\_ 13. Signal all-clear (Police Only will signal; if present)
- \_\_\_ 14. Begin "Student Release Procedures" when appropriate. Only the CEO can direct that students be sent home before the end of the regular school day.
- \_\_\_ 15. Create an action plan with specific objectives for returning to normal operations
- \_\_\_ 16. Debrief staff, parents/community, and students

## **2. Deputy IC (Deputy Incident Commander)**

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

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

## **3. Command Staff - Emergency Operations Coordinator**

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

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

## **4. Command Staff - Liaison Officer**

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

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

## **5. Command Staff - Safety Officer**

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

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

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

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

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

## 7. Command Staff - Crisis Response Leader - Wellness Counselor

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

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

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

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

- ☐ 1. Contact School Board of Directors, Sr Director of Operations, Other Home Office Directors, as appropriate.
- ☐ 2. Contact CEO of Educational Services/Special Education to assign psychologists and counselors to the site account for those who might need bilingual assistance.
- ☐ 3. Attend briefings with IC (Site Director)
- ☐ 4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- ☐ 5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ☐ 6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.

- \_\_\_7. Ensure announcements and other information are translated into other languages as needed.
- \_\_\_8. Assist with rumor control
- \_\_\_9. Keep all documentation to support the history of the event
- \_\_\_10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO/PIO.
- \_\_\_11. Monitor new broadcasts about the incident; correct any misinformation heard.

## 9. Plans Chief

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

- \_\_\_1. Attend briefings with IC (Site Director)
- \_\_\_2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- \_\_\_3. Message Team. Maintain a message board
- \_\_\_4. Communication Tea. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- \_\_\_5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)
- \_\_\_6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information
- \_\_\_7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)
- \_\_\_8. Web Page Update Team § Using the school's or AMPS web page, communicate disaster updates to the community

## 10. Finance Chief (Office Manager/Secretary)

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

- \_\_\_1. Attend briefings with IC (Site Director)
- \_\_\_2. Claims/Procurements /Community Helpers Team
  - Track financial records, staff hours, purchasing, etc.
  - Complete state and federal claim forms for IC (Site Director)
  - Make prior agreements with close stores (i.e. Walgreens, etc.) for supplies
  - Make prior arrangements with community helpers (i.e. retired doctors, etc.)
  - Do a cost analysis of incident/disaster

## Policies and Regulations Related to Student Safety

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

### 1. Bomb Threats:

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

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

#### Response Procedure

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

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

- Any employee or student found to have made a bomb threat shall be subject to disciplinary procedures and/or criminal prosecution.

## 2. Bullying:

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

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

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

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

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

### Bullying Prevention:

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

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

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

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

Intervention:

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

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

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

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

Reporting and Filing of Complaints

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

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

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

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

Discipline:

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

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

### 3. Campus Security:

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

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

#### Surveillance Systems:

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

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

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

### 4. Child Abuse and Reporting:

OCA is committed to supporting the safety and wellbeing of its students and desires to facilitate the prevention of and response to child abuse and neglect. The 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 the Family Handbook updated annually.

## 9. Dress and Grooming

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

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

### Uniforms:

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Site Director, staff and parents/guardians at Oakland Charter Academy have established a reasonable dress code requiring students to wear uniforms. Such a dress code is included as part of the school safety plan and has been presented to the AMPS Board for approval. More information regarding the OCA Uniform Guidelines may be found in the Oakland Charter Academy handbook. Please also refer to Board Policy: 5044 Dress Code and Uniform Policy.

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

1. Shoes must be worn at all times. Sandals are not allowed.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
4. In accordance with the OCA uniform policy, clothes shall be sufficient to conceal undergarments at all

times. See-through or fish-net fabrics, halter tops, off-the-shoulder or low-cut tops, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.

5. Hair shall be clean and neatly groomed.

## 10. Earthquake Emergency Procedures System

### Earthquake Preparedness:

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

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

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

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member take cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system.

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

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

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

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

The Site Director/Site Director or designee shall identify potential earthquake hazards in classrooms and other AMPS facilities, including, but not limited to, areas where the main gas supply or electric current



enters the building, suspended ceilings, pendant light fixtures, large windows, stairwells, science laboratories, storage areas for hazardous materials, shop areas, and unsecured furniture and equipment. To the extent possible, dangers presented by such potential hazards shall be minimized by securing equipment and furnishings and removing heavy objects from high shelves.

#### Earthquake While Indoors at School:

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

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

#### Earthquake While Outdoors on School Grounds

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

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Subsequent Emergency Procedures:

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

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



and follow-up directions.

## 11. Fire Drills and Fires

### Fire Drills:

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

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

### Fires:

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

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

## 12. Hate Motivated Behavior

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

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

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

AMPS shall provide age-appropriate instruction to help promote an understanding of and respect for

human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

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

#### Grievance Procedures:

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

#### Sexual Harassment:

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

### **13. Nondiscrimination/Harassment**

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

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

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

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

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

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

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

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

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

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

#### Record-Keeping:

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

#### Measures to Prevent Discrimination:

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

1. Publicize AMPS nondiscrimination policy and related complaint procedures, including the coordinator/compliance officer's contact information, to students, parents/guardians, employees, volunteers, and the general public, posting them on the AMPS web site and other prominent locations and providing easy access to them through AMPS-supported social media, when available.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the AMPS nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior. (Education Code 234.1)
3. Annually notify all students and parents/guardians of the AMPS nondiscrimination policy, including its responsibility to provide a safe, nondiscriminatory school environment for all students, including transgender and gender-nonconforming students. The notice shall inform students and parents/guardians

that they may request to meet with the Regional CEO to determine how best to accommodate or resolve concerns that may arise from the AMPS implementation of its nondiscrimination policies. The notice shall also inform all students and parents/guardians that, to the extent possible, AMPS will address any individual student's interests and concerns in private.

4. The CEO or designee shall ensure that students and parents/guardians, including those with limited English proficiency, are notified of how to access the relevant information provided in the AMPS nondiscrimination policy and related complaint procedures, notices, and forms in a language they can understand. If 15 percent or more of students enrolled in a particular district school speak a single primary language other than English, the AMPS policy, regulation, forms, and notices concerning nondiscrimination shall be translated into that language in accordance with Education Code 234.1 and 48985. In all other instances, AMPS shall ensure meaningful access to all relevant information for parents/guardians with limited English proficiency.

5. Provide to students, employees, volunteers, and parents/guardians age-appropriate training and information regarding AMPS nondiscrimination policy; what constitutes prohibited discrimination, including discriminatory harassment, intimidation, retaliation, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information shall include details of guidelines AMPS may use to provide a discrimination-free environment for all district students, including transgender and gender nonconforming students.

6. At the beginning of each school year, inform school employees that any employee who witnesses any act of unlawful discrimination, including discriminatory harassment, intimidation, or bullying, against a student is required to intervene if it is safe to do so. (Education Code 234.1)

7. At the beginning of each school year, inform each Site Director or designee of AMPS responsibility to provide appropriate assistance or resources to protect students' privacy rights and ensure their safety from threatened or potentially discriminatory behavior.

#### Enforcement of AMPS Policy:

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

1. Removing vulgar or offending graffiti
2. Providing training to students, staff, and parents/guardians about how to recognize unlawful discrimination, how to report it or file a complaint, and how to respond
3. Disseminating and/or summarizing the district's policy and regulation regarding unlawful discrimination
4. Consistent with the laws regarding the confidentiality of student and personnel records, communicating the school's response to students, parents/guardians, and the community
5. Taking appropriate disciplinary action against students, employees, and anyone determined to have engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

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

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

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

complaint.

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

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

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

Please refer to AMPS Uniform Complaint Policies and Procedures approved by AMPS Board of Governance on January 20, 2021.

## 14. Notification of Dangerous Pupils

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

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee 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 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. 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.

## Five-Year Plan for Oakland Charter Academy (OCA) Safe School Action Plans (FY 2022-2027)

Oakland Charter Academy's comprehensive five-year plan is designed to enhance campus safety and foster a positive learning environment through focused actions on People and Programs, and Places. The plan outlines specific objectives, activities, required resources, responsible personnel, and implementation timelines to achieve the desired outcomes.

FY 2022-2023: Foundation and Initial Implementation

### Component 1: People and Programs

- Goal #1: Improve Physical Security
  - Objective: Enhance external and internal security measures.
    - Activities: Install additional cameras and increase staff presence at crosswalks during school start and end times. Provide window coverings for rooms lacking them.
    - Resources: Cameras, window coverings.
    - Personnel: Safety Coordinator, Administration.
    - Timeline: Begin installation and training in May 2022, with ongoing monitoring and adjustments.
- Goal #2: Enhance Emergency Preparedness
  - Objective: Boost understanding and execution of emergency protocols.
    - Activities: Facilitate regular training sessions and professional development for staff and students on emergency plans.
    - Resources: Allocation of meeting times and dates.
    - Personnel: Safety Coordinator, Teachers, Administration, Students.
    - Timeline: Initiate training sessions starting May 2022, with periodic updates and drills throughout the year.

### Component 2: Places

- Goal #1: Foster a Respectful and Nurturing Environment
  - Objective: Increase student engagement in academic activities.
    - Activities: Expand the Kickboard program, Merit Store offerings, and organize recognition assemblies.
    - Resources: Funding for incentives.
    - Personnel: Administration, Culture Coordinator, Teachers.
    - Timeline: Implementation and expansion starting May 2022, with continuous evaluation and enhancements.

FY 2023-2024: Expansion and Refinement

- Deepen Security Measures: Assess the effectiveness of new cameras and window coverings; adjust strategies as needed.
- Broaden Emergency Training: Integrate advanced emergency preparedness training, including specific scenarios and role-play exercises.
- Enhance Student Participation: Review and expand the Kickboard and Merit Store programs based on feedback to further encourage student involvement and recognize achievements.

FY 2024-2025: Integration and Community Engagement

- Community Involvement in Safety: Engage the local community in safety initiatives, creating partnerships for enhanced crosswalk safety and emergency preparedness.
- Inclusive Emergency Planning: Include community emergency services in drills and training to foster a collaborative approach to school safety.

- **Cultural and Academic Celebrations:** Integrate community and cultural events into the academic recognition programs to broaden student perspectives and inclusivity.

#### FY 2025-2026: Sustainability and Innovation

- **Sustainable Safety Practices:** Implement sustainable safety measures, such as eco-friendly security enhancements and community-led safety patrols.
- **Innovative Emergency Training:** Leverage technology, such as virtual reality, for immersive emergency preparedness training.
- **Academic Participation Boost:** Introduce innovative academic programs and competitions to further enrich student engagement and recognition.

#### FY 2026-2027: Review and Future Planning

- **Comprehensive Safety Review:** Conduct a thorough review of all safety measures and emergency protocols, assessing their effectiveness and areas for improvement.
- **Future-Ready Emergency Preparedness:** Plan for future challenges in emergency preparedness, incorporating lessons learned from past years.
- **Celebrating Academic Excellence:** Evaluate and celebrate the successes of the expanded academic participation initiatives, setting the stage for future expansions.

#### Success Metrics and Evaluation

- **Annual Safety Audits:** Perform annual audits to assess the physical security and effectiveness of emergency preparedness training.
- **Feedback Loops:** Establish feedback mechanisms from students, staff, and the community to gauge the impact of the respectful and nurturing environment initiatives.
- **Adaptive Strategies:** Utilize data and feedback to make informed adjustments to strategies, ensuring continuous improvement and alignment with school safety and academic engagement goals.

This five-year plan positions Oakland Charter Academy to effectively address its Safe School Action Plans' outcomes, creating a safer, more engaging, and nurturing environment for all students and staff.

## What are the cost implication and drawbacks with AMPS not completing these goals:

If the Academy of Modern Public Schooling (AMPS) fails to complete the goals outlined in its Safe School Action Plans, there are several cost implications and drawbacks that can significantly affect the institution, its stakeholders, and the broader community. These can range from direct financial costs to more intangible, but equally important, impacts on the school's culture and reputation.

#### Financial Costs

1. **Increased Insurance Premiums:** Without improvements in safety and security, AMPS could face increased insurance premiums due to a higher risk profile.
2. **Potential Legal Costs:** Failing to provide a safe environment could lead to legal actions from parents or guardians, resulting in significant legal expenses and potential settlements.
3. **Loss of Funding and Grants:** Many funding opportunities, especially those tied to safety and educational quality, could be lost if the school does not meet certain benchmarks, impacting its ability to finance future projects or maintain programs.
4. **Resource Allocation Inefficiencies:** Resources may be allocated to address immediate safety concerns or incidents, rather than being invested in long-term improvements or educational programs, leading to inefficiencies.

#### Educational and Operational Drawbacks

1. **Decreased Enrollment:** Parents might choose to enroll their children in other institutions perceived as safer, leading to a decrease in enrollment and associated funding.

2. **Compromised Learning Environment:** A lack of safety and preparedness can create an environment of fear and anxiety, which is not conducive to learning and can negatively affect student performance and engagement.
3. **Staff Turnover:** High-quality educators and staff may seek employment elsewhere if they perceive the working environment as unsafe or if they feel the institution does not invest in their professional development.
4. **Emergency Response Inefficiencies:** Without proper training and protocols in place, the response to emergency situations could be chaotic and inefficient, potentially leading to greater harm during incidents.

#### Cultural and Community Impact

1. **Eroded Trust:** The failure to meet safety and preparedness goals can erode trust among students, parents, staff, and the local community, making it difficult to build a supportive school culture.
2. **Reduced Community Support:** Community partnerships and support may dwindle if the public perceives the school as unsafe or uncaring towards student and staff welfare.
3. **Negative Reputation:** The school's reputation can suffer, making it harder to attract talented educators, secure funding, and maintain a positive standing in the educational community.
4. **Long-term Student Impact:** Students may experience long-term effects from learning in an environment that does not prioritize safety and emotional well-being, including increased anxiety, lower academic achievement, and diminished trust in institutions.

#### Conclusion

The cost implications and drawbacks of not completing the goals in the Safe School Action Plans are profound and multifaceted. Financially, the school could face increased costs and lost funding, while educationally and operationally, it may see decreased enrollment, compromised learning environments, and high staff turnover. Culturally, the failure to ensure safety and preparedness can lead to eroded trust, reduced community support, and a damaged reputation. Addressing these goals is not just a matter of regulatory compliance but a foundational aspect of creating a nurturing, effective educational environment.

## What are the benefits with achieving each goal and at what success rate should be achieved every year to ensure these goals are achieved.

Achieving the goals set forth in the Safe School Action Plans for the Academy of Modern Public Schooling (AMPS) would bring about significant benefits across various domains, including safety, educational outcomes, community engagement, and institutional reputation. To ensure these goals are met effectively, it's crucial to establish clear success rates for each year. Here's a detailed look at the benefits associated with achieving each goal and suggested annual success rates:

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

##### Benefits:

- **Enhanced Safety:** Reduces the risk of accidents and injuries, ensuring that students and staff are in a secure environment.
- **Improved Learning Conditions:** A safe environment is conducive to learning, enabling students to focus better on their studies without fear or distraction.
- **Increased Confidence among Parents and Staff:** Demonstrates the institution's commitment to safety, thereby boosting confidence and satisfaction among parents and staff.

##### Suggested Success Rates:

- **Reduction in Incidents:** Achieve a yearly reduction of at least 10-15% in reported safety incidents and accidents.



- **Compliance with Safety Standards:** 100% compliance with local and national safety regulations and standards each year.
- **Regular Safety Audits:** Conduct at least two comprehensive safety audits per year to identify and address potential risks.

#### Goal 2: Utilize a Training System for Emergency Preparedness

##### Benefits:

- **Improved Readiness:** Ensures that both students and staff are prepared to respond effectively in emergency situations, potentially saving lives.
- **Empowerment:** Provides students and staff with the knowledge and skills to feel empowered in handling emergencies, reducing panic and chaos.
- **Community Assurance:** Builds trust within the community that the school is proactive in safeguarding its occupants.

##### Suggested Success Rates:

- **Training Completion:** Ensure that 100% of staff and students complete emergency preparedness training annually.
- **Emergency Drill Efficiency:** Improve the efficiency and response time in emergency drills by 10-15% each year, as measured by time to complete evacuation or lockdown procedures.
- **Feedback and Revision:** After each drill, gather feedback to identify areas for improvement, aiming for a 90% satisfaction and confidence rate among participants regarding their understanding and ability to execute emergency protocols.

#### Goal 3: Assure a Safe, Respectful, Accepting, and Emotionally Nurturing Environment

##### Benefits:

- **Positive School Climate:** Fosters a sense of belonging and support, critical for emotional and mental health, and academic success.
- **Enhanced Student Engagement:** A respectful and nurturing environment boosts student motivation and engagement, leading to improved academic outcomes.
- **Attractiveness to Prospective Families and Staff:** Makes the school a more attractive choice for parents seeking a safe and positive environment for their children and for professionals looking to work in a supportive setting.

##### Suggested Success Rates:

- **Increase in Student Participation:** Aim for a 5-10% annual increase in student participation in extracurricular activities and school programs, indicating a more engaging and supportive environment.
- **Reduction in Behavioral Issues:** Target a 10-15% reduction in reported behavioral issues each year, reflecting a more respectful and accepting school culture.
- **Survey Feedback:** Achieve an 85-90% positive feedback rate on annual surveys from students, parents, and staff regarding the school's climate and sense of safety and belonging.

##### Implementation and Monitoring

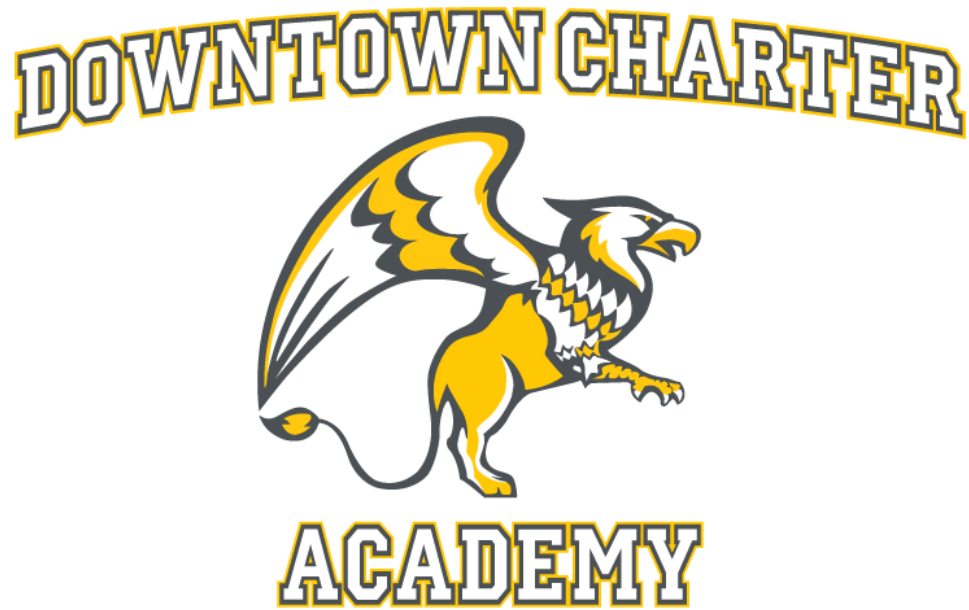
- **Regular Monitoring:** Establish a system for regular monitoring and reporting of progress towards these success rates, using both quantitative data (such as incident reports and participation rates) and qualitative feedback (surveys).
- **Continuous Improvement:** Use the data and feedback collected to make informed adjustments to strategies and interventions, ensuring continuous improvement towards achieving these goals.

Achieving these goals with the specified success rates will not only enhance the safety and quality of the educational experience at AMPS but also contribute to building a strong, supportive, and engaged school community.

# Coversheet

## Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Downtown Charter Academy

**Section:** III. Business  
**Item:** F. Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Downtown Charter Academy  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_DCA\_School Safety Plan\_2025.03 (2).pdf



Downtown Charter Academy  
School Safety Plan

2000 Dennison Street  
Oakland, CA 94606

Amethod Public Schools

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# The Comprehensive School Safety Plan Overview:

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

Site Director: Jillianne Whitfield  
Downtown Charter Academy  
2000 Dennison Street  
(510) 535-1580  
jwhitfield@amethodschools.org

Prepared by:  
Site Leader  
FST

Reviewed & Approved by:

☐ FST Team

☐ Oakland Police Department  
Officer

☐ AMPS Governing Board

Date Approved:

# General School Information :

A. School Profile:

Downtown Charter Academy serves 305 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. Around 75% 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
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good
Electrical: Electrical	Good

Restrooms/Fountains: Restrooms, Sinks/Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Fair
Overall Rating	Satisfactory

**Facilities:**

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

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

Student Demographics by Subgroups: 24-25	%
Asian	76.39%
Hispanic	11.15%
White, not Hispanic	0.66%
African American	8.52%
Two more races	2.95%
English Learners	20%
Special Education	8.8%
Socioeconomically Disadvantaged	75.4%

**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:**

- Parents on the FST meeting held on 02/10/2025



- All school staff will have access to the plan after it is shared with the AMPS governing board on 02/25/2025.
- Communicated to the following entities:
  - Law Enforcement Agencies
  - Local Fire Stations

**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 0.27%, and an average daily attendance rate of 98.01% as of January 2025.

**B. Safe School Assessment Resources:**

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

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

**C. Safe Schools Needs Assessment:**

What are Needs of School, Staff, and Students?	
Assure a Safe Physical Environment	
X = area of need	
Improve safety of school grounds	Improve ingress/egress routes

Improve safety of buildings/classrooms (blinds)	X Improve safety of yard (fix and extend the turf area)
X Improve internal security (cameras)	Prepare students and staff for crisis emergencies
X Improve exterior and/or perimeter security	X Prevent and reduce vandalism and graffiti
X Improve dropping off/picking up students	Prevent weapons on campus
Other:	

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

X Community service opportunities	X Problem solving skills
Character/value education	Autonomy (sense of self/identity)
Social competence	X Sense of purpose and future
X Good Communication skills	Participation in academic activities
	X High academic self-expectations
Other	

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

Positive structure in classroom	Prevention and intervention strategies
X Fair, consistent discipline and consequences	X Anti-bullying
Celebrate/Embrace diversity	Ongoing staff development
Drug-Free school	Student support
Character/values education	X Effective teacher/student relationships
Parent Involvement	Suicide prevention/response plans
X 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	

## D. Conclusions of 2024-25 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 clubs
- High average daily attendance rate (98.01%)
- 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 2024-2025 and forward:

- We strive to enhance the social emotional climate and have set goals that we believe can be achieved in the 2024-2025 school year.

## Safe School Action Plans :

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

### A. Component 1: People and Programs:

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

### B. Component 2: Places:

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

	Component 1: People and Programs – Create a Caring and Connected School Climate	
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p>Improve external and internal security:</p> <p><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</p> <p><u>Personnel:</u> Risk Manager.</p> <p><u>Training:</u> Training will be needed to operate cameras</p> <p><u>Administration:</u> This will be done by site administration working together with home office administration</p>	<p>Persons Responsible: Administration at site and home office</p> <p>Timeline for Implementation: Feb 2025 -ongoing</p>
Objective 1.2	<p>Increase students’ collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others.</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>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: Feb 2025-ongoing</p>
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <li>• Bring in outside facilitator to train teachers &amp; staff</li> </ul>	<p>Persons Responsible: Administrators, teachers, school counselors.</p>

	<ul style="list-style-type: none"> <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, 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>Timeline for Implementation: Feb 2025 - ongoing</p>
	<p><b>Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals</b></p>	
Goal #2	<p>Assure a safe, respectful, accepting, and emotionally nurturing environment.</p>	
	<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><u>Personnel:</u> Administration, staff and teachers</p> <p><u>Training:</u> N/A</p> <p><u>Administration:</u> Administration will work together with staff to establish incentives and programs</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: Feb 2025, 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 Downtown 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 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): Jillianne Whitfield, 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 Operating Officer/Acting CEO: Adrienne Barnes - (510) 734-1555

Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308

Hospitals:

Highland Hospital - (510) 437-4800

Oakland Kaiser - (510) 752-1000

La Clinica - (510) 535-3500

Staff w/Walkie Talkies:

Site Director School Office

ASES Coordinator

Athletic Staff

Special Education Staff

Wellness Staff

## B. Communication Signals:

**Evacuate:** announce "this is not a drill please exit the teachers have your students leave all items in the classroom. Teachers in the upper resource building please exit calmly through the back door and use the back staircase to bring students to the blacktop. Teachers in the lower resource building please exit students through the main entrance and calmly proceed to the blacktop for line up. Teachers in all other buildings please lock your doors and escort all students to the blacktop for line up.

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

**Duck, Cover, and Hold:** teacher signals "Duck, cover, and hold"

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

Persons responsible:

Parent Pick up:	Mr. Johannessen, Ms. Velasquez, Ms. Lewan Yang
Student supervision:	All teachers, counselors, school staff and security staff overseen by administration

Persons responsible for rooms/all clear:	Administrators

### C. Action Evacuate:

- Warning: The warning signal at the school for Action "Evacuate" or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Safety Coordinator (Jacqueline Velasquez): 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 "Shelter in Place" and "Shelter in Place"

### Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Close doors and windows
  - No outside activity

### Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Transition from a Secure Campus to Lockdown can happen at any moment
  - During a Secure Campus if students need to leave, only for an urgent need, they must be

## 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/>

## 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:	Jillianne Whitfield
Deputy Incident Commander	Gregg Pentony
Location of Command Center	Blacktop lot
Alternative Location on campus	Site Director's Office
Alternative Location off campus	Site 1: Buttercup Grill Parking Lot 1000 Cotton Street, Oakland, CA 94606 Site 2: Empty lot at corner of Embarcadero and Dennison
Emergency Operations Coordinator (Coordinates with Command Staff):	Gregg Pentony
Liaison to outside agencies:	Jillianne Whitfield
Training	Jillianne Whitfield, Jacqueline Velasquez
PIO (Public Information Officer)	Jillianne Whitfield
Crisis Response Leader	Jillianne Whitfield, Oakland Police Department
Plans Chief	Jillianne Whitfield, Jacqueline Velasquez
Documentation	Mr. Johannessen, Ms. Velasquez, Ms. Yang
Messages	Mr. Johannessen, Ms. Velasquez, Ms. Yang
Search/Rescue	Gregg Pentony, Jillianne Whitfield
Procuring food & water	Ms. Tran, Ms. Yang
Staff/student supplies	Ms. Tran, Ms. Yang
Medical Supplies	Mr. Johannessen, Ms. Velasquez, Ms. Yang
Medical First Aid	Mr. Johannessen, Ms. Velasquez, Ms. Yang
Damage Assessment	Coach Pentony
Disaster Plan Updates	Jillianne Whitfield, Jacqueline Velasquez
Crisis Team	Jillianne Whitfield, Gregg Pentony, Jack Lyons, Mr. Johannessen
Parent Pick-up	Mr. Johannessen, Ms. Velasquez, Ms. Yang

Builders/Sanitations	Mr. Quevedo
Finance Chief	Kimberley Palmore
Claims FEMA/State	Adrienne Barnes

## B. Roles and Responsibilities:

### 1. Incident Commander (Site Director)

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

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

### 2. Deputy IC (Deputy Incident Commander)

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

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

### 3. Command Staff - Emergency Operations Coordinator

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

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

#### 4. Command Staff - Liaison Officer

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

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

#### 5. Command Staff - Safety Officer

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

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

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

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

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

#### 7. Command Staff - Crisis Response Leader - Wellness Counselor

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

- \_\_\_ 1. Attend briefings with IC (Site Director)

- \_\_\_2. Act as referral resource for students, staff and volunteers
- \_\_\_3. Obtain Oakland Unified School District's Crisis Response Manual for resources, materials, etc.
- \_\_\_4. Develop support systems as needed
- \_\_\_5. Conduct group meetings with parents or staff as needed

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

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

- \_\_\_1. Contact Board of Directors, Sr Director of Operations, Other Home Office Directors as appropriate.
- \_\_\_2. Contact CEO to assign psychologists and counselors to the site, and identify those who may need bilingual assistance.
- \_\_\_3. Attend briefings with IC (Site Director)
- \_\_\_4. Identify yourself as the "PIO" with a vest, visor, sign, etc.
- \_\_\_5. Establish a media information center away from the command post and students. Advise arriving media that the site is preparing a press release and approximate time of its issue.
- \_\_\_6. Statements to the media should include the following: cause, time, event, current situation, care being given, injuries, evacuation plans, student release location, resources in use, best routes to school, and any other information the school wishes to be released to the public.
- \_\_\_7. Ensure announcements and other information are translated into other languages as needed.
- \_\_\_8. Assist with rumor control
- \_\_\_9. Keep all documentation to support the history of the event
- \_\_\_10. Remind staff and volunteers to refer all questions from the media or waiting parents to the CEO.
- \_\_\_11. Monitor new broadcasts about the incident; correct any misinformation heard.

#### 9. Plans Chief

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

- \_\_\_1. Attend briefings with IC (Site Director)
- \_\_\_2. Documentation Team. Develop, distribute, and document all actions and site maps. Receive and record student/staff attendance rosters. Collect completed student release forms from the Parent Emergency pick-up location. Complete a list of students/staff missing, absent, and medical for Emergency pick-up location
- \_\_\_3. Message Team. Maintain a message board
- \_\_\_4. Communication Tea. Record, collect, and evaluate information (keep all original notes – they are legal documents). Monitor radio for local news § Maintain display boards for shelter status, transportation status, telephone numbers, school status, etc.
- \_\_\_5. Damage Assessment Team. Report damage to Plans Chief who will report to IC (Site Director) Use site and area maps to record site and surrounding area damages (i.e. road closures, utility outages, etc.)



\_\_\_6. Demobilization Team. Deploy and supervise personnel as needed to gather and assess intelligence information

\_\_\_7. Disaster Plan Update Team. Provide ongoing analysis of the situation to Plans Chief who will report it to IC (Site Director). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director)

\_\_\_8. Web Page Update Team § Using the school's or AMPS web page, communicate disaster updates to the community

#### 10. Finance Chief (Office Manager/Secretary)

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

\_\_\_1. Attend briefings with IC (Site Director)

\_\_\_2. Claims/Procurements /Community Helpers Team

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

## Policies and Regulations Related to Student Safety

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

### 1. Bomb Threats:

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

Receiving Threats Any staff member receiving a 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 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:

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

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

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

Please refer to Board Policy: 5033 Human Trafficking Prevention Policy

Please refer to Board Policy: 5041 Comprehensive Sexual Health Policy

#### 5. Child Abuse Reporting:

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

Alameda County Social Services Agency

2000 San Pablo Ave, Oakland, CA 94612

510-577-3500

Report must be sent to: [https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss\\_8572.pdf](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 the Family Handbook updated annually.

## 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 Handbookpages 21-22. Please also refer to

Board Policy: 5044 Dress Code and Uniform Policy.

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

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

## 10. Earthquake Emergency Procedures System

### Earthquake Preparedness:

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

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

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

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
2. A drop procedure whereby each student and staff member takes cover under a table or desk, dropping to his/her knees, with the head protected by the arms and the back to the windows Drop procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools.
3. Protective measures to be taken before, during, and following an earthquake
- 4 A program to ensure that students and staff are aware of and properly trained in the earthquake emergency procedure system

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

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

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

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

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

#### Earthquake While Indoors at School:

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

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

#### Earthquake While Outdoors on School Grounds

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

1. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
2. Staff shall have students perform the drop procedure.
- 3.. Staff shall have students stay in the open until the earthquake is over or until further directions are given.

#### Subsequent Emergency Procedures:

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

1. Staff shall extinguish small fires if safe.
2. Staff shall provide first aid to any injured students, take roll, and report missing students to the Site Director or designee.
3. Staff and students shall refrain from lighting any stoves or burners or operating any electrical switches until the area is declared safe.
- 4 All buildings shall be inspected for water and gas leaks, electrical breakages, and large cracks or earth

slippage affecting buildings.

5. The Site Director or designee shall post staff at safe distances from all building entrances and instruct staff and students to remain outside the buildings until they are declared safe.
6. The Site Director or designee shall request assistance as needed from the county or city civil defense office, fire and police departments, city and county building inspectors, and utility companies and shall confer with them regarding the advisability of closing the school.
7. The Site Director or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Public Communications Officer or designee shall provide updates to parents/guardians of AMPS students and members of the community about the incident, any safety issues, and follow-up directions.

## 11. Fire Drills and Fires

### Fire Drills:

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

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

### Fires:

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

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

## 12. Hate Motivated Behavior

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

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

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

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

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

#### Grievance Procedures:

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

#### Sexual Harassment:

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

### **13. Nondiscrimination/Harassment**

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

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

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

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

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

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

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

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

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

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

#### Record-Keeping:

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

#### Measures to Prevent Discrimination:

To prevent unlawful discrimination, including discriminatory harassment, intimidation, retaliation, and



bullying, of students at AMPS or in school activities and to ensure equal access of all students to the educational program, the CEO or designee shall implement the following measures:

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

#### Enforcement of AMPS Policy:

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

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



engaged in wrongdoing in violation of AMPS policy, including any student who is found to have filed a complaint of discrimination that he/she knew was not true.

Process for Initiating and Responding to Complaints:

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

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

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

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

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

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

## 14. Notification of Dangerous Pupils

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

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS school activity.

- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

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

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

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

#### Reporting of Injurious Objects:

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

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

## 15. Student Disturbances

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

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

#### Prohibited Activities:

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

1. Disturbing the peace, including, but not limited to, causing or attempting to cause a riot, burning or

destroying property, fighting, challenging another to fight, or using offensive words likely to provoke a fight.

2. Disrupting school operations, including, but not limited to, exercising free expression which is obscene, libelous, or slanderous or so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or substantially disrupting the orderly operation of the school (Education Code 48907)

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

- a. Organizing or participating in unauthorized assemblies on school premises
- b. Participating in sit ins or stand-ins which deny students or employees normal access to school premises
- c. Interfering with or unauthorized use of the AMPS computer system

3. Refusing to disperse, including, but not limited to, assembling for the purpose of causing a disruption to school operations and refusing to disperse upon the direction of school personnel

4. Boycotting school, including, but not limited to, participating in any protest that involves nonattendance where attendance is required at school, class, or at a school activity Any student who participates in a boycott shall be given an unexcused absence and may be classified as truant, regardless of any parent/guardian approval of the absence.

#### Extension of Class Period

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

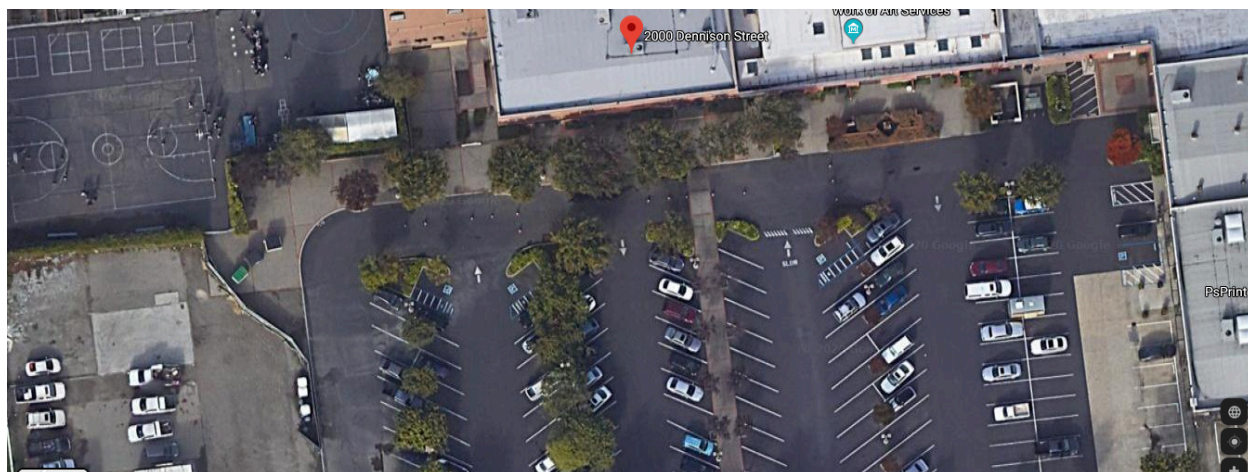
## 16. Safe Ingress and Egress

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

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

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

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



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



## 17. Sexual Harassment

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

The AMPS strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult who has experienced off-campus sexual harassment that has a continuing effect on campus to immediately contact his/her teacher, the Site Director, or any other available school employee. Any employee who

receives a report or observes an incident of sexual harassment shall notify the Site Director. Once notified, the Site Director or designee shall take the steps to investigate and address the allegation.

#### Complaint Process and Disciplinary Actions:

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

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 9-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

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

#### Record Keeping:

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

## 18. Visitors/Outsiders

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

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

#### Registration Procedure

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

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

#### Site Director's Registration Authority:

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



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

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

## 19. Weapons and Dangerous Instruments

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

### Possession of Weapons:

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

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

### Reporting of Dangerous Objects

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

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

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

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

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion

2. Ammunition or reloaded ammunition

3. Knives, razor blades, and box cutters: any dirks, daggers, ice picks, or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 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.

---

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.

# Coversheet

## Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Oakland Charter High School

**Section:** III. Business  
**Item:** G. Review and Consideration of Approval of the Updated Comprehensive School Safety Plan - Oakland Charter High School  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2025\_OCHS\_School Safety Plan\_2025.03 (1).pdf



## Oakland Charter High School School Safety Plan

2365 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:

Site Director/Site Director

Oakland Charter High School  
2365 Coolidge Ave.  
Oakland, CA 94601  
510-436-0101 ext. 7702

Reviewed & Approved by: Date Approved:

Oakland Police Department Officer

Oakland Fire Department Member

AMPS Governing Board \_\_\_\_\_

General School Information :

A. School Profile:

Oakland Charter High School serves approximately 350 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 71% Hispanic/Latino, 22% Asian, 4% African-American, 2.0% White and other.

. Our approach is simple: rigorous academics and hard work. OCHS is committed to offering challenging courses that meet or exceed the state requirements for high school students in California and the A-G requirements for college admissions.

## B. Safe School Mission:

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

## C. AMPS Mission & Motto

*Honor Hard Work*

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

## D. Description of School Facilities:

Exterior and interior areas of the campus are monitored through a closed circuit video surveillance system. There are five designated points of entry to the campus; entrances are supervised by a campus security team. During school hours, the parking lot entrance remains closed and locked. The campus is an open campus. However, all exterior building doors are locked. The main entrance may be accessed only through a door buzzer. All visitors are directed immediately to the school's main office and expected to show identification and sign in prior to being allowed entry to the school grounds. Security staff monitor incoming visitors and direct them to the main entrance.

### School Facility Good Repair Status:

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



Overall Rating

Satisfactory

### Facilities:

OCHS facilities are in good shape. 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	22%
Hispanic	71%
White, not Hispanic	2.11%
African American	3.31%
Two more races	1/51%
Special Education	12%
SES	84.6%
Staff Demographics by Ethnicity	%
Asian	24%
Hispanic	38%
White, not Hispanic	35%
African American	18%
Other	1%

### 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 2025 school year was shared with:

- Parents on the FST at our 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
  - Local Fire Stations
  - 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 2024-2025	
Suspension	2
Expulsions	0

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

B. Safe School Assessment Resources:

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure

students, staff, and visitors are provided a safe and secure environment.

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

### C. Safe Schools Needs Assessment:

What are Needs of School, Staff, and Students?	
Assure a Safe Physical Environment	
X = area of focus	
Improve safety of school grounds	Improve ingress/egress routes
Improve safety of buildings/classrooms	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
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
Character/value education	High academic self-expectations
Social competence	Other

Assure a Safe, Respectful, Accepting, and Emotionally Nurturing Environment by promoting:	
Positive structure in classroom	X Prevention and intervention strategies
Fair, consistent discipline and consequences	X Anti-bullying

Acceptance of diversity	Ongoing staff development
Drug-Free school	Student support
Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans
High behavior expectations	X Extra-curricular activities
X Conflict resolution skills	Student recognition
Anger Management	Supervision of students across all settings
X Personal and social responsibility	Gang suppression
X Participation in and collaboration of parents/students/community	

#### D. Conclusions of 2024-2025 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 2025:

- We strive to enhance the social emotional climate and have set goals that we believe can be achieved in the 2025 school year.

#### Safe School Action Plans :

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

### A. Component 1: People and Programs:

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

### B. Component 2: Places:

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

	Component 1: People and Programs – Create a Caring and Connected School Climate	
Goal #1	Assure a safe physical environment.	
Objective 1.1	<p>Improve external and internal security:</p> <p><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 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</p> <p><u>Training:</u> Training will be needed to operate gates and cameras</p> <p><u>Administration:</u> This will be done by site administration working together with home office administration</p>	<p>Persons Responsible: Administration at site and home office, security officers</p> <p>Timeline for Implementation: May 2024 -ongoing</p>
Objective 1.2	<p>Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others.</p> <p><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</p> <p><u>Personnel:</u> School Administration, Teachers, Counselors and Staff</p> <p><u>Training:</u> Training will be needed to support RJ, peer mentor trainers and students; Training will be needed on implementation of character education curriculum</p> <p><u>Administration:</u> Site administration will coordinate and work with participating students and staff</p>	<p>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2024 -ongoing</p>

Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	<p>Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body.</p> <p><u>Related Activities:</u></p> <ul style="list-style-type: none"> <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: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2024-ongoing</p>
	Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals	
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	<p>Expansion of student participation in academic activities</p> <p><u>Related activities:</u></p> <ul style="list-style-type: none"> <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>Persons Responsible: Administrators, teachers, school counselors.</p> <p>Timeline for Implementation: May 2024-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.

### A. Emergency Contact Datasheet:

School/Site: Oakland Charter High School

IC (Incident Commander): 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 Operating Officer/Acting CEO: Adrienne Barnes - (510) 734-1555

Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308

**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:

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

**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 "Shelter in Place" and "Shelter in Place"

### Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Close doors and windows
  - No outside activity

### Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lights can remain on, teachers may continue teaching, and students may remain in their seats.
  - Transition from a Secure Campus to Lockdown can happen at any moment
  - During a Secure Campus if students need to leave, only for an urgent need, they must be

## 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/>

### **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	Cottag e	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:	Site Director
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	<p><u>Site 1:</u> Walgreens Parking Lot 3232 Foothill Blvd, Oakland, CA 94601</p> <p><u>Site 2:</u> Peralta Hacienda Park 2465 34th Ave, Oakland, CA 94601</p>
Emergency Operations Coordinator (Coordinates with Command Staff):	Servillo Lopez
Liaison to outside agencies:	Jasmine Nash/Kelly Le

Training	Servillo Lopez,
PIO (Public Information Officer)	Jasmine Nash/Kelly Le
Crisis Response Leader	Jasmine Nash/Kelly Le
Plans Chief	Jasmine Nash/Kelly Le
Documentation	Ms. Eschen, Ms. L. Perez
Messages	Ms. Perez
Search/Rescue	Servillo Lopez,
Procuring food & water	Ms. Garcia and Mrs. Vega
Staff/student supplies	Ms. Banks
Medical Supplies	Ms. Eschen, Ms. Perez
Medical First Aid	Ms. Eschen, Ms. Perez
Damage Assessment	Jasmine Nash/Kelly Le
Disaster Plan Updates	Jasmine Nash/Kelly Le
Crisis Team	Ms. Moorhead
Parent Pick-up	Ms. Eschen, Ms..Perez
Builders/Sanitations	Servillo Lopez, Ms. Banks
Finance Chief	Kimberley Palmore
Claims FEMA/State	Adrienne Barnes

## 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 know 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 the Family Handbook updated annually.

## 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

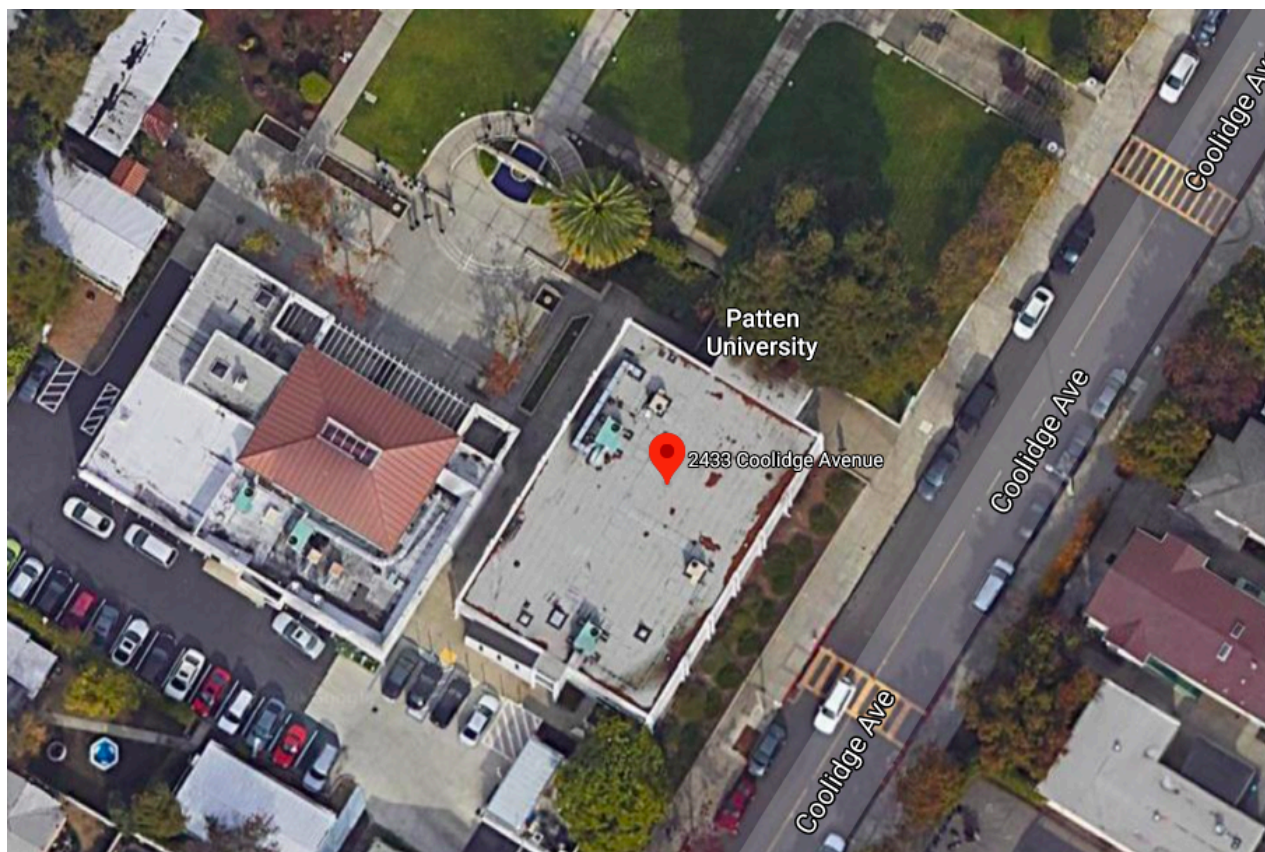
#### Traffic, drop-off and pick-up zone:

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.

# Coversheet

## Review and Consideration of Approval of ASES Vendor Contracts - Get Empowered 24-25

<b>Section:</b>	III. Business
<b>Item:</b>	N. Review and Consideration of Approval of ASES Vendor Contracts -
Get Empowered 24-25	
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Get Empowered DCA 2024-2025.docx (1).pdf
	Get Empowered OCA 2024-2025.docx (1).pdf



## Memorandum of Understanding

This Memorandum of Understanding is made on 8/14/2024 with an effective date of 8/26/2024 by and between Downtown Charter Academy (c/o Amethod Public Schools), 1450 Marina Way South, Richmond CA 94804, hereinafter "AMPS" and Get Empowered, 2025 Pioneer Court, San Mateo, CA 94403 hereinafter "Vendor" or "Contractor".

The parties hereby bind themselves to undertake a Memorandum of Understanding ("MOU") under the following terms and conditions:

**TERM.** The term of this MOU shall be the 2024-2025 Academic Year unless terminated sooner in accordance with the terms of this MOU (the "Term"). This agreement shall supercede the previous agreement signed by both parties on 1/24/25.

**INSURANCE AND DOCUMENT REQUIREMENTS:** Get Empowered will provide the required insurance and contractor certification documents as requested by Amethod Public Schools:

1. Minimum Insurance Requirements. Prior to the beginning, and throughout the duration of services to be performed, or as otherwise provided herein, Contractor shall, at its expense, procure and maintain the following minimum levels of coverage:
  - (A) Commercial General Liability Insurance which shall be written on an occurrence basis and be at least as broad as the latest version of ISO form CG 00 01 with limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate for claims against bodily injury, personal and advertising injury, and property damage, including products-completed operations. Such policy shall include Contractual Liability coverage and shall be endorsed to include the School, its, directors, officers, employees, agents, and volunteers as additional insureds on all primary and excess policies for ongoing and completed operations performed by, or behalf of Contractor. Such additional insured coverage shall be as broad as that provided by ISO form CG 20 10 (ongoing operations) and CG 20 37 (completed operations).

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*The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.*

- (B) Business Automobile Liability insurance which shall be as broad as ISO form CA 00 01 covering bodily injury and property damage with a combined single limit of not less than \$1,000,000 per accident for all owned, non-owned, and hired automobiles used in connection with the services or operations to be performed under this Agreement.
- (C) Workers' Compensation Insurance with statutory limits, and Employer's Liability insurance with limits of not less than \$1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of the School, its directors, officers, employees, agents, and volunteers.

## 2. Provisions Applicable to All Insurance Requirements.

(a). Acceptability of Insurers. Unless otherwise reviewed and accepted by the School, all required insurance must be placed with insurers with a current A.M. Best rating of not less than A- VII and be admitted to do business in California, or approved by the Surplus Lines Association.

(b) Verification of Coverage. Contractor shall furnish the School with Certificates of Insurance and applicable endorsements effecting coverage required by this Agreement on forms satisfactory to the School. The certificates of insurance shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements must be received by the School before work commences. Acceptance of Contractor's Certificates of Insurance does not relieve Contractor of the insurance requirements, nor decrease the liability of Contractor under this Agreement. It is Contractor's responsibility to ensure its compliance with these insurance requirements. Any actual or alleged failure on the part of the School to obtain proof of insurance required under this



Agreement shall not in any way be construed to be a waiver of any right or remedy of the School, in this or any regard.

(c). Primary and Noncontributory. The insurance required to be maintained by Contractor shall primary with respect to all claims arising out of Contractor's performance and/or activities under this Agreement, and any insurance or self-insurance maintained by the School shall be excess only, and not be required to contribute with it.

(d) Umbrella or Excess Insurance. Any Umbrella or Excess insurance shall also apply on a primary and noncontributory basis for the benefit of the School, before the School's own primary insurance or self-insurance shall be called upon to protect it as a Named Insured.

(e). Broader Coverage and Limits. The insurance requirements under this Agreement shall be the greater of (1) the minimum coverage and limits specified in this Agreement, or (2) the broader coverage and maximum limits of coverage of any insurance policy or proceeds available to the Named Insured. It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of this Agreement are sufficient to cover the obligations of Contractor hereunder.

(f). Severability of Interest (Cross Liability). A severability of interest provision must apply for the additional insureds, ensuring that Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the policies' limits.

(g) Notices; Cancellation or Reduction of Coverage. No policy required to be maintained by Contractor shall be canceled and not replaced with equivalent coverage without thirty (30) days prior written notice to the School, unless cancellation is due to the non-payment of premium, in which case, ten (10) days prior written notice shall be provided.



## SERVICES PROVIDED.

Get Empowered will provide instructors for the following programs:

Downtown Charter Academy

Location: 2000 Dennison St, Oakland, California 94606

- ASES Afterschool Club(s): Capoeira
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Wednesday from 4:00pm to 5:00pm for the following dates:
    - 8/28,9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 2/26, 3/5, 3/12, 3/19, 3/26, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28, 6/4
  - Last day of ASES clubs is 6/4
  - DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.
- ASES Afterschool Club(s): Percussion
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Wednesday from 4:00pm to 5:00pm for the following dates:
    - 8/28,9/4, 9/11, 9/18, 9/25, 10/2, 10/9, 10/16, 10/23, 10/30, 11/6, 11/13, 11/20, 2/26, 3/5, 3/12, 3/19, 3/26, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21, 5/28, 6/4
  - Last day of ASES clubs is 6/4
  - DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.
- ASES Afterschool Club(s): Circus Skills
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Friday from 1:30 pm to 3:30pm for the following dates:
    - 8/30, 9/6, 9/13, 9/27, 10/4, 10/11, 10/18, 11/1, 11/8, 11/15, 11/22, 2/28, 3/7, 3/14, 3/28, 4/11, 4/18/ 5/2, 5/9, 5/16, 5/23, 5/30
  - Last day of ASES clubs is 5/30

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- DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.
- ASES Afterschool Club(s): Dance
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Friday from 1:30 pm to 3:30pm for the following dates:
    - 8/30, 9/6, 9/13, 9/27, 10/4, 10/11, 10/18, 11/1, 11/8, 11/15, 11/22, 2/28, 3/7, 3/14, 3/28, 4/11, 4/18/ 5/2, 5/9, 5/16, 5/23, 5/30
  - Last day of ASES clubs is 5/30
  - DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.
- ASES Afterschool Club(s): Nature Journalism
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Tuesday from 4:00pm to 5:00pm for the following dates:
    - 8/27, 9/3, 9/10, 9/17, 9/24, 10/1, 10/8, 10/15, 10/22, 10/29, 11/5, 11/12, 11/19, 3/4, 3/11, 3/18, 3/25, 4/8, 4/15, 4/22, 4/29, 5/6, 5/13, 5/20, 5/27, 6/3
  - Last day of ASES clubs is 6/3
  - DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.
- ASES Afterschool Club(s): Soccer
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Thursday from 4:00pm to 5:00pm for the following dates:
    - 8/29, 9/5, 9/12, 9/19, 9/26, 10/3, 10/10, 10/17, 10/24, 10/31, 11/7, 11/14, 11/21, 2/27, 3/6, 3/13, 3/20, 3/27, 4/10, 4/17, 4/24, 5/1, 5/8, 5/15, 5/22, 5/29, 6/5
  - Last day of ASES clubs is 6/5
  - DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.





- ASES Afterschool Club(s): Visual Art
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Tuesday & Thursday from 4pm to 5pm and every Friday from 1:30 pm to 3:30pm for the following dates:
    - 8/27, 8/29, 8/30, 9/3, 9/5, 9/6, 9/10, 9/12, 9/13, 9/17, 9/19, 9/24, 9/26, 9/27, 10/1, 10/3, 10/4, 10/8, 10/10, 10/11, 10/15, 10/17, 10/18, 10/22, 10/24, 10/29, 10/31, 2/27, 2/28, 3/4, 3/6, 3/7, 3/11, 3/13, 3/14, 3/18, 3/20, 3/25, 3/27, 3/28, 4/8, 4/10, 4/11, 4/15, 4/17, 4/18, 4/22, 4/24, 4/25, 4/29, 5/1, 5/2, 5/6, 5/8, 5/9, 5/13, 5/15, 5/16, 5/20, 5/22, 5/23, 5/27, 5/29, 5/30, 6/3, 6/5
  - Last day of ASES clubs is 6/5
  - DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.
- ASES Afterschool Club(s): Yoga
  - Location: Downtown Charter Academy
    - 2000 DennisonSt, Oakland, CA 94606
  - Every Friday from 1:30 pm to 3:30pm for the following dates:
    - 8/30, 9/6, 9/13, 9/27, 10/4, 10/11, 10/18, 11/1, 11/8, 11/15, 11/22, 2/28, 3/7, 3/14, 3/28, 4/11, 4/18/ 5/2, 5/9, 5/16, 5/23, 5/30
  - Last day of ASES clubs is 5/30
  - DCA will provide a classroom to practice. All supplies provided by DCA will remain the property of DCA and must stay on the school grounds.

#### FEE FOR SERVICE.

\$150.00 per hour/per club session. Total payment for services rendered for all programming for DCA shall not exceed \$73,500.

REPRESENTATIONS AND WARRANTIES. Each party to this MOU represents and warrants to the other party that he/she/it:-

- (a) has full power, authority and legal right to execute and perform this MOU;
- (b) has taken all necessary legal and corporate action to authorize the execution and performance of this MOU;

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- (c) this MOU constitutes the legal, valid and binding obligations of such party in accordance with its terms; and
- (d) shall act in good faith to give effect to the intent of this MOU and to take such other action as may be necessary or convenient to consummate the purpose and subject matter of this MOU.

**TERMINATION.** Either party may terminate its performance of related obligations under this MOU if the other party fails to rectify a material breach under a portion of this MOU within thirty (30) days of receipt by the breaching party of written notice of such breach from the non-breaching party. In such a case, the non-breaching Party shall be entitled, without further notice, to cancel that Party's involvement pursuant to the MOU, without prejudice to any claim for damages, breach of contract or otherwise. The parties agree that the failure or termination of any portion or relevant provision of this MOU will not be a basis for terminating other severable obligations or provisions of this MOU, unless the failure or breach is such that the entire MOU loses substantially all its value to the non-breaching party.

**REMEDIES ON DEFAULT.** In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this MOU (including without limitation the failure to make a monetary payment when due), the other party may terminate the MOU by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 10 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this MOU.

**FORCE MAJEURE.** If performance of this MOU or any obligation under this MOU is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including



quarantine or other employee restrictions, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages, or supplier failures. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

**NOTICE.** Any notice or communication required or permitted under this MOU shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the addresses listed above or to such other address as one party may have furnished to the other in writing. The notice shall be deemed received when delivered or signed for, or on the third day after mailing if not signed for.

**ASSIGNMENT.** Neither party may assign or transfer this MOU without prior written consent of the other party, which consent shall not be unreasonably withheld.

**ENTIRE AGREEMENT.** This MOU contains the entire agreement of the parties regarding the subject matter of this MOU, and there are no other promises or conditions in any other agreement whether oral or written. This MOU supersedes any prior written or oral agreements between the parties.

**AMENDMENT.** This MOU may be modified or amended if the amendment is made in writing and signed by both parties.

**SEVERABILITY.** If any provision of this MOU shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this MOU is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.



**WAIVER OF CONTRACTUAL RIGHTS.** The failure of either party to enforce any provision of this MOU shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this MOU.

**GOVERNING LAW.** This MOU shall be governed by and construed in accordance with the laws of California.

**AMETHOD PUBLIC SCHOOLS:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

**VENDOR: Get Empowered:**

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title



SEND INVOICES AND BILLS TO:

Name and Title

Amethod Public Schools Accounts Payable

Address

1450 Marina Way South Suite 300

City

State

Zip

Richmond, CA 94804

Phone

510-436-0172

Email

apsupport@amethodschools.org

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## Memorandum of Understanding

This Memorandum of Understanding is made on 10/8/2024 with an effective date of 10/21/2024 by and between Downtown Charter Academy (c/o Amethod Public Schools), 1450 Marina Way South, Richmond CA 94804, hereinafter "AMPS" and Get Empowered, 2025 Pioneer Court, San Mateo, CA 94403 hereinafter "Vendor" or "Contractor".

The parties hereby bind themselves to undertake a Memorandum of Understanding ("MOU") under the following terms and conditions:

**TERM.** The term of this MOU shall be thorough the 2024-2025 Academic Year unless terminated sooner in accordance with the terms of this MOU (the "Term").

**INSURANCE AND DOCUMENT REQUIREMENTS:** Get Empowered will provide the required insurance and contractor certification documents as requested by Amethod Public Schools:

1. **Minimum Insurance Requirements.** Prior to the beginning, and throughout the duration of services to be performed, or as otherwise provided herein, Contractor shall, at its expense, procure and maintain the following minimum levels of coverage:
  - (A) Commercial General Liability Insurance which shall be written on an occurrence basis and be at least as broad as the latest version of ISO form CG 00 01 with limits of not less than \$1,000,000 per occurrence and \$2,000,000 in the aggregate for claims against bodily injury, personal and advertising injury, and property damage, including products-completed operations. Such policy shall include Contractual Liability coverage and shall be endorsed to include the School, its, directors, officers, employees, agents, and volunteers as additional insureds on all primary and excess policies for ongoing and completed operations performed by, or behalf of Contractor. Such additional insured coverage shall be as broad as that provided by ISO form CG 20 10 (ongoing operations) and CG 20 37 (completed operations).

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*The policy may not contain an exclusion for coverage of claims arising from claims for sexual molestation or abuse. In the event that CONTRACTOR's policy should have an exclusion for sexual molestation or abuse claims, then CONTRACTOR shall be required to procure a supplemental policy providing such coverage.*

- (B) Business Automobile Liability insurance which shall be as broad as ISO form CA 00 01 covering bodily injury and property damage with a combined single limit of not less than \$1,000,000 per accident for all owned, non-owned, and hired automobiles used in connection with the services or operations to be performed under this Agreement.
- (C) Workers' Compensation Insurance with statutory limits, and Employer's Liability insurance with limits of not less than \$1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of the School, its directors, officers, employees, agents, and volunteers.

## 2. Provisions Applicable to All Insurance Requirements.

(a). Acceptability of Insurers. Unless otherwise reviewed and accepted by the School, all required insurance must be placed with insurers with a current A.M. Best rating of not less than A- VII and be admitted to do business in California, or approved by the Surplus Lines Association.

(b) Verification of Coverage. Contractor shall furnish the School with Certificates of Insurance and applicable endorsements effecting coverage required by this Agreement on forms satisfactory to the School. The certificates of insurance shall be signed by a person authorized by that insurer to bind coverage on its behalf. All certificates and endorsements must be received by the School before work commences. Acceptance of Contractor's Certificates of Insurance does not relieve Contractor of the insurance requirements, nor decrease the liability of Contractor under this Agreement. It is Contractor's responsibility to ensure its compliance with these insurance requirements. Any actual or alleged failure on the part of the School to obtain proof of insurance required under this



Agreement shall not in any way be construed to be a waiver of any right or remedy of the School, in this or any regard.

(c). Primary and Noncontributory. The insurance required to be maintained by Contractor shall primary with respect to all claims arising out of Contractor's performance and/or activities under this Agreement, and any insurance or self-insurance maintained by the School shall be excess only, and not be required to contribute with it.

(d) Umbrella or Excess Insurance. Any Umbrella or Excess insurance shall also apply on a primary and noncontributory basis for the benefit of the School, before the School's own primary insurance or self-insurance shall be called upon to protect it as a Named Insured.

(e). Broader Coverage and Limits. The insurance requirements under this Agreement shall be the greater of (1) the minimum coverage and limits specified in this Agreement, or (2) the broader coverage and maximum limits of coverage of any insurance policy or proceeds available to the Named Insured. It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of this Agreement are sufficient to cover the obligations of Contractor hereunder.

(f). Severability of Interest (Cross Liability). A severability of interest provision must apply for the additional insureds, ensuring that Contractor's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the policies' limits.

(g) Notices; Cancellation or Reduction of Coverage. No policy required to be maintained by Contractor shall be canceled and not replaced with equivalent coverage without thirty (30) days prior written notice to the School, unless cancellation is due to the non-payment of premium, in which case, ten (10) days prior written notice shall be provided.





## SERVICES PROVIDED.

Get Empowered will provide instructors for the following programs:

Oakland Charter Academy

Location: 4215

Foothill Blvd., Oakland, CA 94601

- ASES Afterschool Performance Art Classes: Theatre Arts
  - Location: Oakland Charter Academy
    - 4215 Foothill Blvd, Oakland, CA 94601
  - Every Tuesday (Theater Arts ) from 3-5 for the following dates:
    - 10/22, 10/29, 11/5, 11/12, 11/19, 3/4, 3/11, 3/18, 3/25, 4/8, 4/15, 4/22, 4/29, 5/6, 5/13, 5/20, 5/27, 6/3
  - Last day of ASES clubs for this agreement is 6/3
  - OCA will provide a classroom to practice. All supplies provided by OCA will remain the property of DCA and must stay on the school grounds.
- ASES Afterschool Performance Art Classes: World Music Percussion
  - Location: Oakland Charter Academy
    - 4215 Foothill Blvd, Oakland, CA 94601
  - Every Thursday from 3-5 for the following dates:
    - 10/24, 10/31, 11/7, 11/14, 11/21, 2/27, 3/6, 3/13, 3/20, 3/27, 4/10, 4/17, 4/24, 5/1, 5/8, 5/15, 5/22, 5/29, 6/5
  - Last day of ASES clubs for this agreement is 6/5
  - OCA will provide a classroom to practice. All supplies provided by OCA will remain the property of DCA and must stay on the school grounds.
- ASES Fun Fridays/Passport to the World Assembly
  - Location: Oakland Charter Academy
    - 4215 Foothill Blvd, Oakland, CA 94601
  - Every Friday from 2:30-4:00 for the following dates:
    - 11/1, 11/8, 11/15, 11/22, 2/28, 3/7, 3/14, 3/28, 4/11, 4/18/ 5/2, 5/9, 5/16, 5/23, 5/30
  - Last day of ASES clubs for this agreement is 5/30

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- OCA will provide a classroom to practice. All supplies provided by OCA will remain the property of DCA and must stay on the school grounds.

#### FEE FOR SERVICE.

\$200.00 per Class Session - Maximum payment for class sessions for this agreement is \$12,000.

\$800.00 per Fun Fridays/Passport to the World Assembly - Maximum payment for fun Friday sessions for this agreement is \$25,600.

\$2,300 Material Fee Stipend

**REPRESENTATIONS AND WARRANTIES.** Each party to this MOU represents and warrants to the other party that he/she/it:-

- (a) has full power, authority and legal right to execute and perform this MOU;
- (b) has taken all necessary legal and corporate action to authorize the execution and performance of this MOU;
- (c) this MOU constitutes the legal, valid and binding obligations of such party in accordance with its terms; and
- (d) shall act in good faith to give effect to the intent of this MOU and to take such other action as may be necessary or convenient to consummate the purpose and subject matter of this MOU.

**TERMINATION.** Either party may terminate its performance of related obligations under this MOU if the other party fails to rectify a material breach under a portion of this MOU within thirty (30) days of receipt by the breaching party of written notice of such breach from the non-breaching party. In such a case, the non-breaching Party shall be entitled, without further notice, to cancel that Party's involvement pursuant to the MOU, without prejudice to any claim for damages, breach of contract or otherwise. The parties agree that the failure or termination of any portion or relevant provision of this MOU will not be a basis for terminating other severable obligations or provisions of this MOU, unless the failure or breach is such that the entire MOU loses substantially all its value to the non-breaching party.

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**REMEDIES ON DEFAULT.** In addition to any and all other rights a party may have available according to law, if a party defaults by failing to substantially perform any provision, term or condition of this MOU (including without limitation the failure to make a monetary payment when due), the other party may terminate the MOU by providing written notice to the defaulting party. This notice shall describe with sufficient detail the nature of the default. The party receiving such notice shall have 10 days from the effective date of such notice to cure the default(s). Unless waived by a party providing notice, the failure to cure the default(s) within such time period shall result in the automatic termination of this MOU.

**FORCE MAJEURE.** If performance of this MOU or any obligation under this MOU is prevented, restricted, or interfered with by causes beyond either party's reasonable control ("Force Majeure"), and if the party unable to carry out its obligations gives the other party prompt written notice of such event, then the obligations of the party invoking this provision shall be suspended to the extent necessary by such event. The term Force Majeure shall include, without limitation, acts of God, plague, epidemic, pandemic, outbreaks of infectious disease or any other public health crisis, including quarantine or other employee restrictions, fire, explosion, vandalism, storm or other similar occurrence, orders or acts of military or civil authority, or by national emergencies, insurrections, riots, or wars, or strikes, lock-outs, work stoppages, or supplier failures. The excused party shall use reasonable efforts under the circumstances to avoid or remove such causes of non-performance and shall proceed to perform with reasonable dispatch whenever such causes are removed or ceased. An act or omission shall be deemed within the reasonable control of a party if committed, omitted, or caused by such party, or its employees, officers, agents, or affiliates.

**NOTICE.** Any notice or communication required or permitted under this MOU shall be sufficiently given if delivered in person or by certified mail, return receipt requested, to the addresses listed above or to such other address as one party may have furnished to the other in writing. The notice shall be deemed received when delivered or signed for, or on the third day after mailing if not signed for.

**ASSIGNMENT.** Neither party may assign or transfer this MOU without prior written consent of the other party, which consent shall not be unreasonably withheld.

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**ENTIRE AGREEMENT.** This MOU contains the entire agreement of the parties regarding the subject matter of this MOU, and there are no other promises or conditions in any other agreement whether oral or written. This MOU supersedes any prior written or oral agreements between the parties.

**AMENDMENT.** This MOU may be modified or amended if the amendment is made in writing and signed by both parties.

**SEVERABILITY.** If any provision of this MOU shall be held to be invalid or unenforceable for any reason, the remaining provisions shall continue to be valid and enforceable. If a court finds that any provision of this MOU is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision shall be deemed to be written, construed, and enforced as so limited.

**WAIVER OF CONTRACTUAL RIGHTS.** The failure of either party to enforce any provision of this MOU shall not be construed as a waiver or limitation of that party's right to subsequently enforce and compel strict compliance with every provision of this MOU.

**GOVERNING LAW.** This MOU shall be governed by and construed in accordance with the laws of California.



AMETHOD PUBLIC SCHOOLS:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

VENDOR: Get Empowered:

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Printed Name

\_\_\_\_\_  
Title

SEND INVOICES AND BILLS TO:		
Name and Title Amethod Public Schools Accounts Payable		
Address 1450 Marina Way South Suite 300		
City	State	Zip
Richmond, CA 94804		
Phone	Email	
510-436-0172	apsupport@amethodschools.org	

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# Coversheet

## Interview and Consideration of Approval of New Board Member

<b>Section:</b>	III. Business
<b>Item:</b>	U. Interview and Consideration of Approval of New Board Member
<b>Purpose:</b>	Vote
<b>Submitted by:</b>	
<b>Related Material:</b>	Jorge Lerma Bio.pdf

## Jorge Lerma Bio

Jorge Lerma is a lifelong educator, advocate for equity in education, and a dedicated leader in Oakland's educational community. Born and raised in Oakland, he attended Oakland public schools from kindergarten through high school, graduating from Oakland High School. He continued his education at the Peralta Community College District, UC Berkeley (where he earned his Elementary Teaching Credential), and California State University, East Bay (where he obtained a master's degree in administration and Supervision).

Mr. Lerma officially joined the Oakland Unified School District (OUSD) Board of Education on November 27, 2023, representing District 5. During his tenure, which concluded on January 8, 2025, he served as one of three financial advisors overseeing budget and finance decisions, including those impacting charter schools. His work focused on ensuring fiscal responsibility and equitable resource allocation across the district.

With over 25 years of experience as an educator, Mr. Lerma has served in various roles, including early childhood education teachers, elementary and high school teacher, site administrator, and principal. He currently serves as a principal of special assignments, providing leadership and support to schools facing management challenges, financial distress, or academic difficulties.

A staunch advocate for student achievement, Mr. Lerma co-founded *Centro Infantil de La Raza* and *La Escuelita School*, institutions dedicated to serving Oakland's diverse communities. He has also co-organized the Latino Honor Roll program in OUSD for over two decades, celebrating academic excellence among Latino students.

Mr. Lerma's commitment to equity and quality education extends beyond the classroom. He recently co-chaired the oversight commission for Oakland's Children's Initiative (Measure AA), which funded and implemented programs like *First Five* and *Oakland Promise*. He is also actively involved in the Latino Educational Network (LEN) and its sister program, *Maestros del Pueblo*, which support educational opportunities for Latino students and families.

As a bilingual, bicultural (Chicano) educator, Mr. Lerma has been instrumental in designing OUSD's strategic plan for promoting diversity in hiring. He is a passionate advocate for evidence-based reading and literacy programs, particularly for struggling students, and believes in the power of high-quality educational options—whether traditional public schools, charter schools, faith-based schools, or private institutions—to meet the diverse needs of Oakland's families.

Mr. Lerma's philosophy is simple: every student deserves access to equitable, high-quality education, from preschool through college and beyond. He is committed to ensuring that Oakland's educational landscape reflects this belief, fostering choice, innovation, and excellence for all.