Amethod Public Schools

Regular Meeting of the AMPS Board of Directors

Published on February 23, 2026 at 4:19 PM PST

Date and Time

Thursday February 26, 2026 at 6:00 PM PST

Location

1450 Marina Way South, Richmond, CA 94804

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:
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.

Access to Board Materials: A copy of the written materials which have been submitted to the Board of Directors with the agenda relating to open session items may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org following the posting of the agenda. Amethod may distribute additional information and/or documents to the Board of Directors after the agenda is posted and at the meeting; these items and the full Board packet are available for inspection in the AMPS Board Room (located at 1450 Marina Way S, Richmond, CA 94804) and during the meeting. Any documents distributed to the Board of Directors during the meeting will be posted on the website Agenda following the meeting.

Disability Access: Requests for disability-related modifications or accommodations to participate in this public meeting should be made 72 hours prior to the meeting by calling (510) 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
I.	**Opening Items**			**6:00 PM**
A.	Call the Meeting to Order		Rodolfo Ornelas	1 m
B.	Record Attendance		Sally Li	1 m
C.	Announcements			1 m
D.	Approval of the Agenda	Vote	Rodolfo Ornelas	1 m
E.	Public Comments on Non-Agenda Items Members of the public may comment here on non-agenda items that relate to one or more schools operated by Amethod Public Schools.			2 m
II.	**Consent**			**6:06 PM**
A.	Approval of 01/27/2026 Special Board Meeting Minutes	Approve Minutes	Rodolfo Ornelas	1 m

		Purpose	Presenter	Time
B.	Approval of January Check Registers	Vote	Adrienne Barnes	1 m
III.	**Business**			**6:08 PM**
A.	Acknowledgement of Resignation of Board Member Peter Hanley Public comment	FYI	Rodolfo Ornelas	2 m
IV.	**Closed Session**			**6:10 PM**
A.	CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION Significant exposure to litigation pursuant to Paragraph (2) or (3) of subdivision (d) of Section 54956.9 (3 cases)	Discuss		30 m
B.	Public Employee Performance Evaluation (Gov. Code, § 54957) Title: Chief Executive Officer	Discuss		5 m
V.	**Business I**			**6:45 PM**
A.	Appointment and Formation of Nominating Committee for Board Vacancy Public comment	Vote	Rodolfo Ornelas	2 m
B.	CEO Report Public comment	FYI	Adrienne Barnes	5 m
C.	Finance Committee Report Public comment	FYI		5 m
D.	LCAP Mid Year Update Public comment	FYI	Mary Busby & Michelle Coleman	10 m
E.	Review and Consideration of Approval of Policies on Immigration Enforcement at School Sites Public comment	Vote	Maria Arechiga	2 m

		Purpose	Presenter	Time
F.	Comprehensive School Safety Plans Presentation Public comment	FYI	Marisol Magana	5 m
G.	Review and Consideration of Approval of Comprehensive School Safety Plans for Downtown Charter Academy Public comment	Vote	Marisol Magana	2 m
H.	Review and Consideration of Approval of Comprehensive School Safety Plans for John Henry High School Public comment	Vote	Marisol Magana	2 m
I.	Review and Consideration of Approval of Comprehensive School Safety Plans for Oakland Charter Academy Public comment	Vote	Marisol Magana	2 m
J.	Review and Consideration of Approval of Comprehensive School Safety Plans for Richmond Charter Academy Public comment	Vote	Marisol Magana	2 m
K.	Review and Consideration of Approval of Comprehensive School Safety Plans for Richmond Charter Elementary- Benito Juarez Public comment	Vote	Marisol Magana	2 m
L.	2nd Interim Presentation Public comment	FYI	Adrienne Barnes	10 m
M.	Review and Consideration of Approval of 2nd Interim Report for Downtown Charter Academy Public comment	Vote	Adrienne Barnes	2 m
N.	Review and Consideration of Approval of 2nd Interim Report for John Henry High School Public comment	Vote	Adrienne Barnes	2 m

		Purpose	Presenter	Time
O.	Review and Consideration of Approval of 2nd Interim Report for Oakland Charter Academy Public comment	Vote	Adrienne Barnes	2 m
P.	Review and Consideration of Approval of 2nd Interim Report for Richmond Charter Academy Public comment	Vote	Adrienne Barnes	2 m
Q.	Review and Consideration of Approval of 2nd Interim Report for Richmond Charter Elementary- Benito Juarez Public comment	Vote	Adrienne Barnes	2 m
R.	Review and Consideration of Approval of Amplify Kit Quotes Public comment	Vote	Michelle Coleman	2 m
S.	Review and Consideration of Approval of Charter Impact Contract Supplement Public comment	Vote	Adrienne Barnes	2 m
T.	Review and Consideration of Approval of Auditor Selection Form Public comment	Vote	Maria Arechiga	2 m
U.	Review and Consideration of Approval of CharterSafe Notice Public comment	Vote	Adrienne Barnes	2 m
V.	Review and Consideration of Approval of Amended Fiscal Policies & Procedures Public comment	Vote	Adrienne Barnes	2 m
W.	Review and Consideration of Approval of Vertex Support Services Contract Public comment	Vote	Adrienne Barnes	5 m

VI. Closing Items **7:59 PM**

		Purpose	Presenter	Time
A.	Adjourn Meeting	FYI	Rodolfo Ornelas	1 m

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.*** *Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172 sallyli@amethodschools.org.* ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172; Email: sallyli@amethodschools.org*

Coversheet

Approval of 01/27/2026 Special Board Meeting Minutes

Section: II. Consent
Item: A. Approval of 01/27/2026 Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Special Meeting of the AMPS Board of Directors on January 27, 2026

APPROVED

AMPS
AMETHOD PUBLIC SCHOOLS

Amethod Public Schools

Minutes

Special Meeting of the AMPS Board of Directors

Date and Time
Tuesday January 27, 2026 at 6:00 PM

Location
1450 Marina Way S, Richmond, CA 94804

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:
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.

Access to Board Materials: A copy of the written materials which have been submitted to the Board of Directors with the agenda relating to open session items may be reviewed by any interested persons on the Amethod Public School's website at www.amethodschools.org following the posting of the agenda. Amethod may distribute additional information and/or documents to the Board of Directors after the agenda is posted and at the meeting; these items and the full Board packet are available for inspection in the AMPS Board Room (located at 1450 Marina Way S, Richmond, CA 94804) and during the meeting. Any documents distributed to the Board of Directors during the meeting will be posted on the website Agenda following the meeting.

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

Directors Present
D. Leung, J. Lerma, L. Martinez (remote), M. DiGiorgio, P. Hanley, R. Ornelas

Directors Absent
None

Guests Present
A. Barnes, M. Arechiga, S. Li

I. Opening Items

A. Call the Meeting to Order

R. Ornelas called a meeting of the board of directors of Amethod Public Schools to order on Tuesday Jan 27, 2026 at 6:03 PM.

B. Record Attendance

C. Announcements

No announcements.

D. Approval of the Agenda

R. Ornelas made a motion to amend the Agenda by adding action item to approve Board Member Liz for emergency teleconference exception due to illness and moving item Staff Presentation: Academic Data before Closed Session.
M. DiGiorgio seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye
L. Martinez	Aye
R. Ornelas	Aye
P. Hanley	Aye
J. Lerma	Aye
M. DiGiorgio	Aye

E. Public Comments on Non-Agenda Items

No public comments.

II. Consent

A. Approval of November Check Register

D. Leung made a motion to approve consent agenda.
J. Lerma seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Leung	Aye
L. Martinez	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
P. Hanley	Aye
J. Lerma	Aye

B. Approval of December Check Register

III. Business

A. Approval of 12/15/2025 Regular Board Meeting Minutes

Board Chair Rodolfo pulled 12/15/2025 minutes from the consent agenda because both he and Peter were absent from that previous meeting and will be abstaining from voting.
R. Ornelas made a motion to approve the minutes from Regular Meeting of the AMPS Board of Directors on 12-15-25.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Leung	Aye

Roll Call

P. Hanley	Abstain
J. Lerma	Aye
R. Ornelas	Abstain
M. DiGiorgio	Aye
L. Martinez	Aye

B. Staff Presentation: Academic Data

Mary Busby, Senior Director of Student Services and Special Education presented an overview of student performance data, noting positive trends and progress across all performance bands due to intentional instructional shifts. She highlights that the network's proficiency rates in ELA and Math exceed those of both West Contra Costa and Oakland Unified school districts. Additionally, she showcases progress for multilingual learners, emphasizing an increase in students meeting standards and a narrowing achievement gap for those receiving targeted support.

Dr. Walker, Principal of Benito Juarez Elementary, presented significant academic growth, highlighting that 36% of students met or exceeded ELA standards and 28% reached math proficiency, surpassing neighboring district averages. These gains are attributed to intentional instructional shifts, including the ASES program, SIPS literacy sessions, and weekly data driven coaching for all teachers. BJE successfully surpassed its previous year's proficiency projections of 22% in ELA and 19% in math. Following this success, the school has significantly raised its targets for the current year, challenging teachers to exceed even higher projected benchmarks. This ambitious goal is supported by the high-quality implementation of the iReady core curriculum and the use of data to target student needs.

Board member Davis asked about specific grade level success at BJE and asked if targeted efforts in first and second grade contributed to the increase in third grade performance.

Dr. Walker attributes the school's significant growth to the implementation of iReady curriculum, which allows staff to target core competencies like vocabulary for English Learner populations. This data driven approach has led to a projected 60% proficiency rate for third graders, supported by a daily routine where scholars complete 15 minutes of both reading and math practice at home.

Board Member Peter expressed concern that over 60% of third graders have not yet met ELA standards, noting that this grade level is an essential academic milestone. He questioned the school's strategy for addressing this performance gap and emphasized the importance of foundational support in first and second grade to ensure long term student success.

Dr. Walker explained that second grade is now treated as a pivotal year, with students remaining at school longer to match the schedule of upper elementary grades and better prepare for third grade content. She also highlighted the use of data driven programs to identify specific learning gaps and create interventions for students working both below and near grade level.

Board Chair Rodolfo commended the team's commitment to intervention, noting the difficulty of balancing elementary school curriculum. He specifically highlights the impressive achievement of a 14% decrease in students performing far below standard.

Mr. Lyons, the Dean of Instruction at Downtown Charter Academy, reported that 74% of students met or exceeded math standards and 78% did so in ELA, marking a record high for the school. He emphasized a shift toward tracking individual student growth via NWEA benchmark testing and improving academic performance through increased classroom discussion and targeted support for multilingual learners. DCA opted to continue using NWEA rather than switching to iReady to maintain data cohesion for their upcoming charter renewal.

Board member Peter asked about the school's specific strategy for closing the significant achievement gap currently existing between Asian and Latino students.

Mr. Lyons said DCA has five instructional tutors for targeted classroom support and they do small group sessions.

Board Chair Rodolfo asked what curriculum DCA uses.

Mr. Lyons said DCA uses Desmos currently and plans to supplement it with Illustrative Math lessons to achieve a better balance of digital and offline learning.

Dr. Ellingberg, Principal at Oakland Charter Academy reported that while math performance has remained largely stagnant over the past three years, ELA results show significant progress with over 20% fewer students failing to meet standards. He highlights record growth in ELA across multiple grade levels, resulting in OCA being recognized as a top growth school and details current strategies focused on data informed interventions and high quality instruction.

Vice Chair Margie asked if walkthroughs are the same across all school sites.

Mary explained that the leadership team is currently using a newly created instructional rubric to define rigor and conduct standardized classroom walkthroughs. She noted that the entire team used this tool earlier that day to evaluate student engagement as part of their ongoing effort to align instructional standards across the organization.

Board member Peter asked how often do teachers meet to evaluate student data.

Ms. Coleman, Director of Curriculum and Instruction explained that the leadership team recently analyzed mid year iReady assessment data to identify students with stagnant growth and implemented a 6 to 8 week plan for targeted instruction. This initiative includes using a standard specific tracker to monitor progress, conducting 1 on 1 goal setting conversations with students, and holding monthly meetings where teachers use daily exit tickets to plan immediate reteach lessons.

Ms. Landers, Principal at Richmond Charter Academy reported RCA maintained previous math gains and saw consistent ELA growth. To further accelerate learning, the school is focusing on evidence based coaching for Tier 1 instruction and has piloted small group interventions for Tier 3 students, showing early proficiency indicators of 26% in ELA and 19% in math.

Board Member Jorge asked how data and student knowledge is being applied to improve learning for diverse students.

Ms. Landers explained that RCA has prioritized small group instruction focused on vocabulary to specifically support their high population of English language learners. She noted that these targeted groups allow teachers to address individual student needs and improve decoding skills, which is expected to drive better overall reading comprehension compared to whole group instruction.

Board Member Davis asked about iReady's accuracy in terms of predictions.

Ms. Landers said iReady has been highly accurate in predicting end of year student performance. Their tool allows educators to visualize potential outcomes based on current progress providing a ballpark assessment that informs instructional decisions before it is too late to act.

Board member Peter mentioned that AMPS previously maintained a robust credentialing program to help teachers clear their credentials and enhance their instructional skills. He expresses concern over current SARC data showing a high number of teachers who currently lack clear credentials and asked how the staff is combating that.

Ms. Landers highlighted a successful Teach Start partnership with Scoot, a pipeline program that places intern teachers in classrooms while they work toward certification and receive additional professional development. She also noted the recent addition of a second credentialing pipeline program facilitated by the home office to further strengthen the school's long term talent pool.

Mr. Drakeford, Principal at John Henry High School reported significant growth in math proficiency due to reimagined classroom structures, such as dual-sided math notebooks and integrated SAT/SBAC prep, which they are now expanding to the 9th grade. While

ELA scores were stagnant due to previous staffing challenges, the school is now fully staffed and focused on professional development to replicate their math success across all departments.

Board member Davis asked if there is high retention pipeline of RCA students to JHHS.

Mr. Drakeford noted that many incoming students transition from RCA and he is working with Ms. Landers to review 8th grade academic data and implement early supports for struggling scholars as they enter the 9th grade.

Board member Peter notes that 42% of the student population are English learners and expresses concern that this demographic is currently in the red on the school's performance dashboard. He asks the leadership team to explain their current strategies and interventions specifically designed to support these students.

Mr. Drakeford reported that JHHS achieved 27% growth among multilingual learners on their SBAC assessments. To sustain this progress, the school is utilizing a bilingual instructional assistant and moving away from full translations to encourage students to engage more deeply with the core curriculum.

Board member Peter asked for the projected graduation percentages for the current academic year.

Mary said graduation rates were 94% in 2019, 79% in 2023, 94.4% in 2024, and 92.2% in 2025, graduating A-G.

Board Chair Rodolfo urged the leadership team to meticulously review four-year cohort graduation data before submitting it to CALPADS, noting that discrepancies often arise when enrolled students who never attend are still counted in official metrics. He asked the team about credit recovery.

Mary stated that the school utilizes the Edgenuity platform for credit recovery, primarily targeting 11th and 12th graders while requiring 9th graders to repeat Algebra in person.

C. Approval of Emergency Teleconference Exception Due to Illness for Board Member Liz

R. Ornelas made a motion to approve emergency teleconference exception due to illness for Board Member Liz.
D. Leung seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

L. Martinez	Abstain
J. Lerma	Aye

Roll Call

M. DiGiorgio	Aye
R. Ornelas	Aye
P. Hanley	Aye
D. Leung	Aye

IV. Closed Session

A. CONFERENCE WITH LEGAL COUNSEL— ANTICIPATED LITIGATION

The board reconvened from closed session at 7:50pm and there were no reportable actions.

V. Business I

A. Staff Presentation: School Accountability Report Card

Maria Arechiga, Chief of Staff, presented the 2024-25 School Accountability Report Cards (SARCs) for the five Amethod Public Schools LEAs, which are legally required annual reports covering performance, staffing, and finances. These reports are compiled using data from CALPADS and internal department reviews.

Board member Liz pointed out the schools appear to have different mission statements. As a point of alignment, she suggested the team work toward standardizing these mission statements across all schools, given that they all operate under the same umbrella organization.

B. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Downtown Charter Academy

P. Hanley made a motion to approve School Accountability Report Card 2024-25 for Downtown Charter Academy.
J. Lerma seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Hanley	Aye
L. Martinez	Aye
J. Lerma	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
D. Leung	Aye

C. Review and Consideration of Approval of School Accountability Report Card 2024-25 for John Henry High School

M. DiGiorgio made a motion to approve School Accountability Report Card 2024-25 for John Henry High School.

R. Ornelas seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Leung	Aye
M. DiGiorgio	Aye
P. Hanley	Aye
R. Ornelas	Aye
L. Martinez	Aye
J. Lerma	Aye

D. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Oakland Charter Academy

R. Ornelas made a motion to approve School Accountability Report Card 2024-25 for Oakland Charter Academy.
P. Hanley seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

R. Ornelas	Aye
L. Martinez	Aye
D. Leung	Aye
M. DiGiorgio	Aye
J. Lerma	Aye
P. Hanley	Aye

E. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Academy

D. Leung made a motion to approve School Accountability Report Card 2024-25 for Richmond Charter Academy.
J. Lerma seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lerma	Aye
M. DiGiorgio	Aye
D. Leung	Aye
R. Ornelas	Aye
P. Hanley	Aye
L. Martinez	Aye

F. Review and Consideration of Approval of School Accountability Report Card 2024-25 for Richmond Charter Elementary- Benito Juarez

M. DiGiorgio made a motion to approve School Accountability Report Card 2024-25 for Richmond Charter Elementary- Benito Juarez.
P. Hanley seconded the motion.

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

Roll Call

M. DiGiorgio	Aye
L. Martinez	Aye
J. Lerma	Aye
R. Ornelas	Aye
D. Leung	Aye
P. Hanley	Aye

G. Nomination and Approval of Appointment of Members to the Audit Committee

R. Ornelas made a motion to nominate Rodolfo, Davis, and Liz to the Audit Committee.
D. Leung seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lerma	Aye
L. Martinez	Aye
R. Ornelas	Aye
M. DiGiorgio	Aye
P. Hanley	Aye
D. Leung	Aye

H. Review and Consideration of Acceptance of 2024-25 Audit Report

Board Chair Rodolfo said the entire board will be reviewing and approving the audit since the committee was just formed. Going forward, the Audit Committee will support the Board by:
assisting the Board in selecting an auditor, if necessary, negotiating the auditor's compensation, conferring with the auditor regarding the Corporation's financial affairs, and reviewing and accepting or rejecting the audit. He noted this is the language stated in the bylaws.

Maria, Chief of Staff reported that due to a legislative bill, the organization received an audit extension until late January 29th from the authorizers. She celebrated this as the first audit in some time to return an unmodified status with no findings, confirming that all material weaknesses from previous audits have been successfully resolved.
R. Ornelas made a motion to approve the 2024-25 Audit Report.
M. DiGiorgio seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Leung	Aye
L. Martinez	Aye
R. Ornelas	Aye
P. Hanley	Aye
M. DiGiorgio	Aye

Roll Call

J. Lerma Aye

I. Review and Consideration of Approval of Referral Protocol Policy

Mary, Senior Director of Student Services and Special Education presented a new policy in response to Senate Bill 154. The policy is designed to ensure timely identification, referral, and coordination of behavioral health services for students. The policy aims to promote equitable access to these supports, specifically focusing on high risk populations such as students with disabilities, foster youth, and homeless youth.

Board member Liz asked who the designee would be as stated in the policy.

Mary said she would be the designee conducting the annual needs assessment.
R. Ornelas made a motion to approve Referral Protocol Policy.
D. Leung seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Hanley Aye
D. Leung Aye
J. Lerma Aye
M. DiGiorgio Aye
R. Ornelas Aye
L. Martinez Aye

J. Review and Consideration of Approval of 2026-27 Academic Calendar

Maria, Chief of Staff presented a draft of the 2026-27 academic calendar, which was developed by the senior leadership team using the previous year's schedule and neighboring district benchmarks as a starting point. The new draft proposes pushing the school start date back by one week for better alignment with West Contra Costa and reintroducing the February break to address previous dips in student attendance.

Board member Peter pointed out a typo in the June dates for summer school session.
D. Leung made a motion to approve 2026-27 Academic Calendar with the correction to summer school dates 6/14-6/30.
R. Ornelas seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

D. Leung Aye
L. Martinez Aye
M. DiGiorgio Aye
P. Hanley Aye
J. Lerma Aye
R. Ornelas Aye

K. Review and Consideration of Approval of Engagement Letter with Fisher Phillips

Adrienne, CEO announced that AMPS is retaining Fisher Phillips as defense counsel. This engagement is managed through insurance via Sedgwick Claims Management, with a $50,000 deductible for self-insured retention per claim.
D. Leung made a motion to approve Engagement Letter with Fisher Phillips.
P. Hanley seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

J. Lerma	Aye
R. Ornelas	Aye
L. Martinez	Aye
D. Leung	Aye
M. DiGiorgio	Aye
P. Hanley	Aye

L. Review and Consideration of Approval of Oakland Charter High School Closure Plan

Mary, Senior Director of Student Services and Special Education presented a plan for the closure of Oakland Charter High School. The plan requires board approval to meet authorizer requirements, details the management of student records, funds, assets, and ongoing communication with families.
R. Ornelas made a motion to approve Oakland Charter High School Closure Plan.
D. Leung seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

P. Hanley	Aye
J. Lerma	Aye
D. Leung	Aye
R. Ornelas	Aye
L. Martinez	Aye
M. DiGiorgio	Aye

M. Review and Consideration of Approval of Lease Amendment for Downtown Charter Academy

Adrienne, CEO presented a renewal to the lease for the existing facility for Downtown Charter Academy. The current lease ends June 30th, 2026 and this amendment will add 6 years to the lease. Which will cover DCA through another charter term, with two additional one-year optional extensions, for a total term up to eight years.
R. Ornelas made a motion to approve Lease Amendment for Downtown Charter Academy.
M. DiGiorgio seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

R. Ornelas	Aye
P. Hanley	Aye
D. Leung	Aye
M. DiGiorgio	Aye
J. Lerma	Aye
L. Martinez	Aye

N. CEO Report

Adrienne, CEO provided an update on the ongoing DCA material revision and noted that charter renewals for both DCA and BJE are for next year. Additionally, she reported that enrollment and ADA levels overall remain near budget targets despite minor declines at a few sites, and will be updated in the second interim reports. She shared highlights from the recent student government pinning ceremony at RCA.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:17 PM.

Respectfully Submitted,
R. Ornelas

THE ORDER OF BUSINESS MAY BE CHANGED WITHOUT NOTICE. *Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice.* ***REASONABLE LIMITATIONS MAY BE PLACED ON PUBLIC TESTIMONY.*** *The Governing Board's presiding officer reserves the right to impose reasonable time limits on public testimony to ensure that the agenda is completed.* ***REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY.*** *Pursuant to the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, any individual with a disability who requires reasonable accommodation to attend or participate in this meeting of the Governing Board may request assistance by contacting the Amethod Public School Inc., 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172 sallyli@amethodschools.org.* ***FOR MORE INFORMATION.*** *For more information concerning this agenda, please contact Amethod Public Schools Main Administration, 1450 Marina Way South Second Floor. Richmond, CA 94804; telephone, (510) 436-0172; Email: sallyli@amethodschools.org*

Coversheet

Approval of January Check Registers

Section: II. Consent
Item: B. Approval of January Check Registers
Purpose: Vote
Submitted by:
Related Material: January 2026 Check Register.pdf

Company name: Amethod Public Schools
Report name: Check register
Created on: 2/3/2026

	Date	Vendor	Document no.	Amount	Notes
	1/13/2026	LEEX001--Mahogany Lee	12084	106.50	
	1/13/2026	POWE002--Michele Powell	12085	24.10	
	1/14/2026	VELI000--Alan Veliz	12086	24.80	
	1/14/2026	AMAZ000--AMAZON CAPITAL SERVICES, INC.	12087	1,601.94	
	1/14/2026	ATTX481--AT&T MOBILITY	12088	1,925.93	
	1/14/2026	AYAH000--Aya Healthcare, Inc	12089	86,870.00	Board-approved contract; required SPED services
	1/14/2026	BAYP000--Bay Pro	12090	1,552.61	
	1/14/2026	BLIC000--Blick Art Materials LLC	12091	912.03	
	1/14/2026	BRAD000--Brady Industries	12092	1,379.02	
	1/14/2026	CACH000--CA Charter Schools Conference Registration	12093	1,400.00	
	1/14/2026	CHAR003--CharterSafe	12094	49,188.00	
	1/14/2026	CME 000--CME Security Services	12095	1,840.00	
	1/14/2026	COLL000--College Board	12096	5,964.93	
	1/14/2026	CONT000--Contra Costa County Charter Coalition	12097	15,000.00	
	1/14/2026	CONT479--Contra Costa County Office of Education	12098	16,000.00	
	1/14/2026	EBMU974--EBMUD PAYMENT CENTER	12099	1,089.23	
	1/14/2026	EDSP000--Ed Sped Solutions, Inc	12100	24,360.00	
	1/14/2026	DARW000--Elise Darwish	12101	4,450.00	
	1/14/2026	EVER723--EVERON FKA ADT COMMERCIAL	12102	396.69	
	1/14/2026	HOPS000--HopSkipDrive, Inc	12103	2,169.17	
	1/14/2026	INDU000--Industry Specific Solutions	12104	27,245.00	

1/14/2026	KIMB000--Kimberlin Company, PLLC	12105	3,000.00	
1/14/2026	LANG000--Language Line Services, Inc	12106	160.31	
1/14/2026	LEGA000--Legacy Mechanical & Energy Services, Inc.	12107	1,380.77	
1/14/2026	MCGR000--MCGRAW HILL LLC	12108	5,802.09	
1/14/2026	MEAS000--Measure Education Inc	12109	8,239.88	
1/14/2026	NAVI000--Navitas Credit Corp	12110	3,110.19	
1/14/2026	OMEG000--Omega Pest Control, Inc.	12111	175.00	
1/14/2026	RSOV000--R & S Overhead Garage Door Inc	12112	265.90	
1/14/2026	REED000--Reed Brothers Security	12113	1,509.49	
1/14/2026	REVO000--Revolution Foods, PBC	12114	2,793.90	
1/14/2026	SAFE001--SafeTight Security	12115	3,175.32	
1/14/2026	SAPH000--Saphira Education Assoc. LLC	12116	1,125.00	
1/14/2026	COHE000--Sarah R Cohen	12117	6,840.00	
1/14/2026	SATO000--Satori Impact Inc	12118	499.89	
1/14/2026	SCOO000--Scoot Education	12119	82,067.00	Board-approved contract; substitute services
1/14/2026	STAR000--Star Elevator, Inc.	12120	205.14	
1/14/2026	EDUC002--The Education Team	12121	8,483.52	
1/14/2026	TRSC000--TRS/CPR Education	12122	1,740.00	
1/14/2026	WADF000--Wadford Martial Arts	12123	1,500.00	
1/16/2026	AMAZ000--AMAZON CAPITAL SERVICES, INC.	12124	1,801.45	
1/16/2026	ATTX478--AT&T	12125	752.85	
1/16/2026	CHAR002--Charter Impact	12126	18,134.43	
1/16/2026	CHAR003--CharterSafe	12127	49,188.00	
1/16/2026	EDSP000--Ed Sped Solutions, Inc	12128	22,600.00	

1/16/2026	EVER645--EVERON FKA ADT COMMERCIAL	12129	206.36	
1/16/2026	GET 000--Get Empowered	12130	6,175.00	
1/16/2026	HOME000--Home Depot Credit Services	12131	2,009.95	
1/16/2026	IMAG000--Imagine Learning LLC	12132	31,553.02	
1/16/2026	INDU000--Industry Specific Solutions	12133	4,731.39	
1/16/2026	KIMB000--Kimberlin Company, PLLC	12134	10,000.00	
1/16/2026	MCGR000--MCGRAW HILL LLC	12135	6,043.60	
1/16/2026	OOMA000--Ooma Inc	12136	197.44	
1/16/2026	RIVI000--Riviera Finance	12137	69,290.00	Board-approved contract; required SPED services
1/16/2026	SCHO000--School Specialty LLC	12138	77.17	
1/16/2026	SCOO000--Scoot Education	12139	13,593.64	
1/16/2026	YOUN000--Young & Minney & Corr, LLP			
1/23/2026	AMAZ000--AMAZON CAPITAL SERVICES, INC.	12141	4,552.91	
1/23/2026	ATTX073--AT&T	12142	152.55	
1/23/2026	BAYA000--Bay Alarm	12143	867.81	
1/23/2026	BLIC000--Blick Art Materials LLC	12144	659.41	
1/23/2026	EBMU023--EBMUD PAYMENT CENTER	12145	313.20	
1/23/2026	EBMU861--EBMUD PAYMENT CENTER	12146	197.55	
1/23/2026	EBMU046--EBMUD PAYMENT CENTER	12147	340.84	
1/23/2026	EBMU941--EBMUD PAYMENT CENTER	12148	389.14	
1/23/2026	EBMU296--EBMUD PAYMENT CENTER	12149	908.88	
1/23/2026	EDUC001--Educational Networks, Inc.	12150	1,987.50	
1/23/2026	GET 000--Get Empowered	12151	1,200.00	

1/23/2026	GUAR000--Guardian	12152	21,136.91
1/23/2026	INDU000--Industry Specific Solutions	12153	4,607.50
1/23/2026	IXL 000--IXL Learning	12154	5,395.00
1/23/2026	MONT000--Joyce Montgomery	12155	3,900.00
1/23/2026	KING000--King III of America, LLC	12156	78.34
1/23/2026	LEGA000--Legacy Mechanical & Energy Services, Inc.	12157	575.00
1/23/2026	MBCO000--MB Consulting Company	12158	2,175.00
1/23/2026	OMEG000--Omega Pest Control, Inc.	12159	350.00
1/23/2026	PACI002--Pacific Office Automation	12160	92.19
1/23/2026	PROC000--Procopio		
1/23/2026	BAUT000--Rojas Building Solution and Janitorial Services	12162	36,710.00
1/23/2026	SCHO000--School Specialty LLC	12163	275.15
1/23/2026	SCOO000--Scoot Education	12164	4,417.00
1/23/2026	SHUT000--Shutterfly Lifetouch, LLC Accts Receivable	12165	1,434.21
1/23/2026	SPEC000--SpectrumVoIP	12166	176.93
1/23/2026	STAP000--Staples	12167	837.27
1/23/2026	SWIN000--Swing Education	12168	4,886.00
1/28/2026	SAFE001--SafeTight Security	12169	485.25
1/28/2026	BECK000--Becker Boards Small LLC	12170	10,000.00
1/28/2026	INDU000--Industry Specific Solutions	12171	5,820.00
1/28/2026	SCOO000--Scoot Education	12172	2,015.48
1/28/2026	SENE000--Seneca	12173	19,296.00
1/28/2026	STAP000--Staples	12174	2,268.58
1/28/2026	EDUC002--The Education Team	12175	532.83

1/30/2026	BRAD000--Brady Industries	12176	14,029.45	
1/30/2026	CONT824--Contra Costa Health Services	12177	591.00	
1/30/2026	CONT839--Contra Costa Health Services	12178	591.00	
1/30/2026	CONT214--Contra Costa Health Services	12179	591.00	
1/30/2026	EBMU961--EBMUD PAYMENT CENTER	12180	1,139.86	
1/30/2026	EBMU226--EBMUD PAYMENT CENTER	12181	908.88	
1/30/2026	EBMU827--EBMUD PAYMENT CENTER	12182	978.72	
1/30/2026	EMEE000--Eme Enterprise Inc.	12183	115.88	
1/30/2026	EVER046--EVERON FKA ADT COMMERCIAL	12184	1,285.44	
1/30/2026	INTE001--International Fire Equipment	12185	879.14	
1/30/2026	LEGA000--Legacy Mechanical & Energy Services, Inc.	12186	8,821.88	
1/30/2026	MVPS000--MVP Sports	12187	5,206.50	
1/30/2026	REST001--Restoration Management Company	12188	71,495.53	Board-approved expenditure; JHHS repair
1/30/2026	SCHO003--School Food Solutions L3C	12189	2,680.53	
1/30/2026	SCOO000--Scoot Education	12190	146,584.14	Board-approved contract; substitute services
1/30/2026	SONI000--Sonitrol	12191	674.76	
1/30/2026	SWIN000--Swing Education	12192	6,020.00	
1/30/2026	UNIT000--United Coach Tours	12193	1,132.00	
1/30/2026	UPNE000--UpNex Sports Academy	12194	3,825.00	

Coversheet

CEO Report

Section: V. Business I
Item: B. CEO Report
Purpose: FYI
Submitted by:
Related Material: CEO Report 2.26.2026.pdf

AMPS Leadership Presentation

CEO Update

February 26, 2026

AMPS

HONOR HARD WORK

Renewal/Material Revision Updates

- Charter Renewals for DCA & BJE:
  - Engaged contractors
  - Partnering w/FIA & 5C
  - Working toward July submissions
- DCA Material Revision
  - Engaging with and hosting OUSD board members
  - Decision hearing March 4th @ 6pm

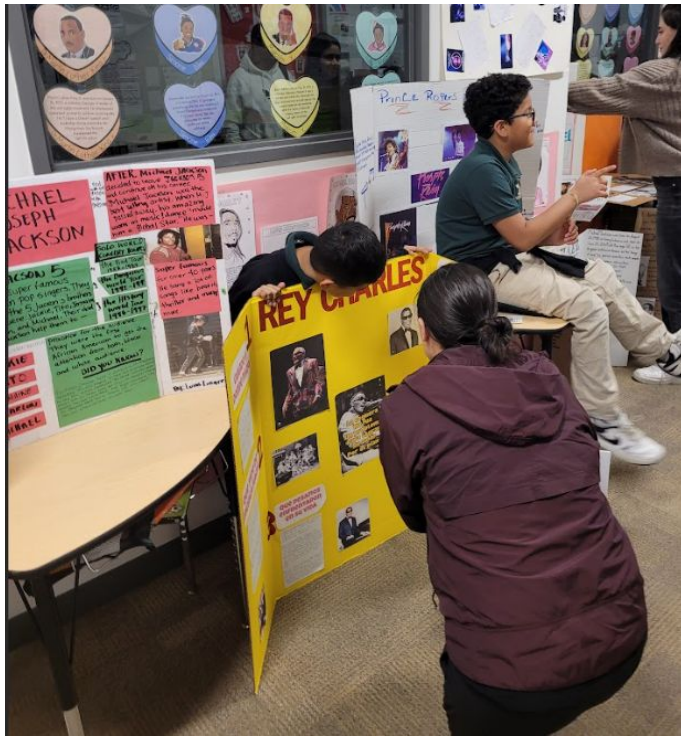
AMPS
HONOR HARD WORK

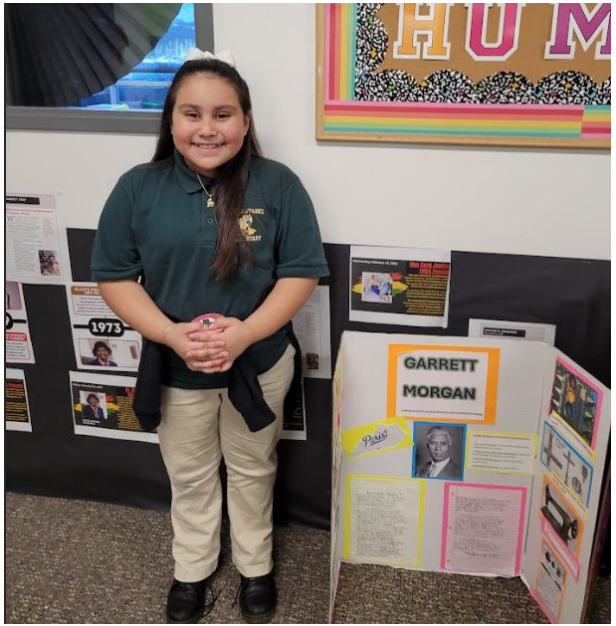
School Site Events

- RCA Wellness Field Trip
- DCA Bessie Coleman Paper Airplane Contest
- BJE Black History Month Wax Museum

AMPS
HONOR HARD WORK

BJE Black History Month Wax Museum







BJE Black History Month Wax Museum







BJE Black History Month Wax Museum



AMPS

HONOR HARD WORK

Enrollment/ADA Updates

School	Enrollment	ADA	Budgeted ADA
BJE	460	430.63	437.10
DCA	317	309.59	304.00
JHHS	328	303.85	308.76
OCA	196	176.78	186.00
RCA	293	263.31	274.35

- TrustEd
- Attendance Works

AMPS
HONOR HARD WORK

Coversheet

LCAP Mid Year Update

Section: V. Business I
Item: D. LCAP Mid Year Update
Purpose: FYI
Submitted by:
Related Material: 2026 Mid-Year Board Update DCA _ LCAP.pdf
2026 Mid-Year Board Update JHHS _ LCAP.pdf
2026 Mid-Year Board Update OCA _ LCAP.pdf
2026 Mid-Year Board Update RCA _ LCAP.pdf
2026 Mid-Year Board Update BJE _ LCAP.pdf

Downtown Charter Academy

Mid-Year Board Update

LCAP 2025-2026

LCAP Overview

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	Met
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.	Met
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	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
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	Met
Increase percentage of students scoring Proficient and above on CAST assessment	In Progress
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 Progres
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, 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.	Met
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	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
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	Met
Maintain a very low expulsion rate	Met
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Met
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	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
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 & Expenditures

Goal 1: Standards-Based Instruction and Academic Support

All academic curriculum remains standards-based across grade levels and content areas. Students identified for Tier 1 and Tier 2 support continue to receive targeted services and tutoring in Math and English, as needed, to ensure academic progress. Professional development has been provided to staff to strengthen implementation of curricular materials and instructional practices. All actions and expenditures related to this goal are proceeding as planned.

Goal 2: Family Engagement and Communication

During the first two months of school, parents received training on accessing and navigating the Student Information System (PowerSchool), as well as communication platforms including ParentSquare and Google Classroom. We continue to host regular monthly meetings, both in-person and virtual, to engage families and gather meaningful input to inform school programming and continuous improvement efforts. All actions and expenditures related to this goal are proceeding as planned.

Goal 3: Attendance and Social-Emotional Learning

Student attendance remains strong. To further support student well-being, we have added a wellness/school counselor who provides Social-Emotional Learning (SEL) lessons using the Second Step curriculum. These efforts contribute to a positive school climate and support students' overall development. All actions and expenditures related to this goal are proceeding as planned.

John Henry High School

Mid-Year Board Update

John Henry High School
LCAP 2024-2025

LCAP Overview

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	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.	Met
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	In Progress
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	Met
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.	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 Met
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
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.	Met
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	
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."	In Progress
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	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
Decrease the MS dropout rate or maintain a rate below 3.5%	In Progress
Increase the 5 year cohort graduation rate or meet the overall state average for baseline year	In Progress

Actions & Expenditures

Goal 1: Standards-Based Curriculum and Academic Support
All academic curriculum remains fully standards-based. Students receiving Tier 1 and Tier 2 supports continue to access targeted services and tutoring in both Math and English as needed. Additionally, professional development has been provided to teachers to strengthen implementation of curricular materials and instructional practices. All related actions and expenditures are proceeding as planned.

Goal 2: Family Engagement and Communication
During the first two months of school, families received training on accessing and navigating the Student Information System (PowerSchool), as well as communication platforms including ParentSquare and Google Classroom. We continue to hold regular monthly meetings, both in-person and virtual, to engage families and gather input to inform school programming and decision-making. All related actions and expenditures are proceeding as planned.

Goal 3: Student Attendance and Social-Emotional Learning
Student attendance remains strong. We have expanded our student support services by adding a wellness/school counselor who delivers Social-Emotional Learning (SEL) lessons using the Second Step curriculum. These services support the overall well-being and development of our students. All related actions and expenditures are proceeding as planned.

Oakland Charter Academy

Mid-Year Board Update

LCAP 2025-2026

LCAP Overview

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	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.	Met
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	In progress
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.	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.

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."	In progress
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	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
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 & Expenditures

Goal 1: Academic Rigor and Interventions The school is actively implementing a Common Core-aligned college preparatory program that integrates targeted supports for all student subgroups. To achieve this, they have successfully provided standards-aligned instructional materials, maintained facilities in good repair, and ensured all teachers participated in a 5-Day Annual Summit. While specific staffing for paraprofessionals to support English Learners and students with disabilities has been met, several academic performance metrics remain in progress. These include improving SBAC ELA and Math proficiency, increasing CAST assessment scores, and ensuring students achieve at least one year of progress in core subjects as measured by internal assessments. Additionally, efforts to increase English Learner growth on the ELPI and improve reclassification rates are ongoing. All actions & expenditures proceeded primarily as planned.

Goal 2: Parent Engagement The school is focused on creating an engaged parent community that is actively connected to the school environment. Progression toward this goal is currently in progress, with the school scheduling at least three Family Support Team (FST) meetings. Parents are regularly invited to participate in school-site decision-making and attend various family events, including parent-teacher conferences and specialized workshops. These actions aim to foster a collaborative environment where parents are fully invested in the school's developmental goals .All actions & expenditures proceeded primarily as planned.

Goal 3: Safe and Inclusive Community To cultivate a safe, inclusive, and welcoming school community, the school is monitoring several social-emotional and behavioral metrics. Current efforts are in progress to achieve 90% or greater Average Daily Attendance and to decrease chronic absenteeism. The school is also working to reduce suspension rates while maintaining a very low expulsion rate. To ensure students feel a sense of belonging and safety, the school is utilizing student surveys to measure perceptions of the school community. These initiatives are designed to support the holistic health and academic investment of both students and staff. All actions & expenditures proceeded primarily as planned.

Richmond Charter Academy

Mid-Year Board Update

LCAP 2025-2026

LCAP Overview

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	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.	Met
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	In Progress
Increase percent of EL students growing at least one ELPI level/maintaining the highest ELPI level or meet the state average for baseline year.	Met
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.	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.	Met
Parents invited to parent/family events, including parent-teacher conferences, ongoing parent meetings and workshops, and other school events	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	
Decrease student chronic absenteeism or meet the overall state average for baseline year	Met
Decrease suspension rate or meet the overall state average for baseline year	Met
Maintain a very low expulsion rate	Met
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	Met
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	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
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	In Progress

Actions & Expenditures

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.

Benito Juarez Elementary

Mid-Year Board Update

LCAP 2025-2026

LCAP Overview

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	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.	Met
Increase percentage of students scoring Proficient or above on SBAC ELA or meet the overall state average for baseline year.	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
Increase percentage of students scoring Proficient or above on SBAC Math or meet the overall state average for baseline year.	Met
Increase percentage of students scoring Proficient and above on CAST assessment	Not met
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.	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.

Annual Measurable Outcome ("AMO")	Status
90% or greater Average Daily Attendance	In progress with average ADA over 90%
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	Met
Increase the percent of students responding "agree" or "strongly agree" to "I really feel like a part of my school's community."	In progress
Increase the percent of students responding "agree" or "strongly agree" to "I feel safe at school."	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
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	In progress

Actions & Expenditures

Goal 1:Academic Rigor and Interventions The school continues to provide a rigorous, Common Core-aligned program by ensuring that students have access to standards-aligned materials, a broad course of study, and facilities that are in good repair. Key actions such as the 5-Day Annual Summit for teachers and the provision of specialized paraprofessionals for English learners and students with disabilities have been successfully met. Academic outcomes show that students have met baseline proficiency goals for SBAC ELA and Math, though progress toward CAST assessment goals was not met mid-year. Ongoing work is focused on increasing the number of fully credentialed teachers—which remains a challenge—and ensuring all student subgroups achieve at least one year of progress in core subjects. All actions & expenditures proceeded primarily as planned.

Goal 2: Parent Engagement Efforts to build an engaged parent community are currently in progress, with all planned actions and expenditures proceeding as intended. The school is working toward providing regular opportunities for parents to participate in site-based decision-making through at least three Family Support Team (FST). Additionally, ongoing outreach continues to invite families to school events, parent-teacher conferences, and specialized workshops to strengthen the connection between home and school. All actions & expenditures proceeded as planned.

Goal 3: Safe and Inclusive Community The school is making steady progress toward creating a safe and inclusive environment, with average daily attendance currently maintaining a rate above 90%. While efforts to decrease chronic absenteeism and suspension rates remain in progress, the school has successfully maintained a very low expulsion rate. A notable change in planned activities for this goal is the current absence of a home office position for the Community Outreach Coordinator. Baseline surveys have been administered to assess student feelings of safety and belonging, and the school is now working toward end-of-year targets for these social-emotional metrics. All actions & expenditures proceeded as planned.

Coversheet

Review and Consideration of Approval of Policies on Immigration Enforcement at School Sites

Section: V. Business I
Item: E. Review and Consideration of Approval of Policies on Immigration Enforcement at School Sites
Purpose: Vote
Submitted by: Maria Arechiga
Related Material: AB 49 Update.pdf
Immigration Enforcement Policy.pdf

BACKGROUND:

Assembly Bill (AB) 49, signed by the Governor earlier this year, states that schools may not allow an officer or employee of an agency conducting immigration enforcement to enter a nonpublic area of a school site for any purpose without being presents with a valid judicial warrant, judicial subpoena, or a court order. AB 49 all local educational agencies (LEAs) to adopt the model policies provided by the California Attorney General or equivalent policies by March 1, 2026

RECOMMENDATION:

Staff recommends approval.

CALIFORNIA DEPARTMENT OF EDUCATION

TONY THURMOND
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

December 9, 2025

Dear County and District Superintendents and Charter School Administrators:

Updated Guidance Regarding Required Local Policies on Immigration Enforcement at Schoolsites

Assembly Bill (AB) 49, signed by the Governor earlier this year, states that schools may not allow an officer or employee of an agency conducting immigration enforcement to enter a nonpublic area of a schoolsite for any purpose without being presented with a valid judicial warrant, judicial subpoena, or a court order. I co-sponsored AB 49 in response to strong concern about what I have heard from the field about the impacts of immigration enforcement on our students, families, and school communities.

In accordance with AB 49, the California Attorney General has updated and released model policies "limiting assistance with immigration enforcement at public schools, to the fullest extent possible consistent with federal and state law, and ensuring that public schools remain safe and accessible to all California residents, regardless of immigration status." **AB 49 requires all local educational agencies (LEAs) to adopt the model policies or equivalent policies by March 1, 2026.** The model policies and related guidance are available at https://oag.ca.gov/system/files/media/school-guidance-model-k12.pdf.

The California Department of Education (CDE) has created a portal for LEAs to submit copies of updated, board-approved policies implementing AB 49 at https://www3.cde.ca.gov/ImmigrationEnforcementPolicy/iepolicy.aspx?r=lea. **All LEAs are requested to submit their AB 49-compliant policies to the CDE portal on or before March 1, 2026.**

For further information on resources to include immigrant families and their students in California schools, please visit the CDE Including Immigrant Families web page at https://www.cde.ca.gov/ls/pf/if/.

Sincerely,

Tony Thurmond
State Superintendent of Public Instruction

AMPS

HONOR HARD WORK

Immigration Enforcement Policy

Board Policy Number: 5403
Adopted: February 26, 2026

Amethod Public Schools ("AMPS" or "Charter School") supports all students' right to education regardless of immigration status. State law requires that all public schools adopt policies in that regard.

AMPS provides information about children's educational rights as contained in this Policy, to all families upon enrollment and/or with the Annual Notices.

AMPS will provide the Attorney General's *Know Your Educational Rights* handout to all families. This handout is also posted in all administrative buildings on campus and is available on the school website.

Gathering and Handling Student and Family Information

AMPS does not request citizenship or immigration documents, information, or proof of citizenship or immigration status for enrollment, other than documents we might review but not retain to establish a child's birthdate. AMPS does not collect information about students' or families' citizenship or immigration status except when state or federal law requires it to administer education programs.

Enrollment Documentation

For Proof of Residency, AMPS accepts:

- Property tax bills
- Rental contracts, leases, or payment receipts
- Utility service contracts, statements, or payment receipts
- Pay stubs
- Voter registration
- Correspondence from government agencies
- Declaration of residency executed by parent or legal guardian

For Age Verification, AMPS accepts:

- Certified birth record
- Statement by local registrar or county recorder certifying date of birth
- Baptism certificate
- Passport
- When none are available, an affidavit from parent, guardian, or custodian, or other appropriate proof

AMPS

HONOR HARD WORK

In most cases, any one document from each category is sufficient. Age-verification documents (e.g. birth certificates or passports) that reveal immigration or citizenship status will be used only to verify age and will not be retained in the student's education record.

Students experiencing homelessness may enroll even without typical documentation if otherwise eligible, consistent with the McKinney-Vento Homeless Assistance Act.

Special Program Information

When law requires national origin information for special programs (such as language instruction for English learners), AMPS may ask for (but does not require) place of birth, U.S. entry date, and date first attending U.S. school. AMPS does not use this information to discriminate nor to prevent enrollment if families choose not to provide it.

Social Security Information

AMPS does not collect entire social security numbers or cards for enrollment. AMPS may request the last four digits of an adult household member's Social Security number only to establish federal benefit program eligibility. When such information is requested, AMPS explains this limited purpose and will clarify that not providing it does not bar enrollment.

AMPS treats all students equitably in receiving school services, including lunch programs, transportation, extra-curricular activities and educational instruction.

Sharing Student Information

AMPS requires written parental consent (or consent from students aged 18+) before releasing personally identifiable student information, except when FERPA permits disclosure without consent (such as directory information or information relevant to legitimate educational interests).

AMPS' requests for written consent include:

- Parent, guardian, or eligible student's signature and date
- Description of records disclosed
- Reason for release
- Parties receiving the information
- If requested, a copy of the records

Parents may choose to withhold such consent, in which case, AMPS does not release it. AMPS permanently keeps consent notices with record files.

AMPS

HONOR HARD WORK

AMPS avoids disclosing information that might indicate a student's or family's citizenship or immigration status unless the Family Educational Rights and Privacy Act (FERPA), other federal or state law, or a valid court order, warrant, or subpoena authorizes it. AMPS provides parent or guardian notification before responding to court orders, warrants, or subpoenas, except for child abuse/neglect investigations or when the subpoena, warrant, or order prohibits disclosure.

FERPA exceptions do not authorize disclosure for immigration enforcement purposes. Immigration enforcement does not serve a legitimate educational interest, and immigration status is not directory information.

Families can review our complete Education Records and Student Information Policy upon request and/or on the school website. AMPS provides annual notice of this policy, including directory information and opt-out rights.

Immigration Enforcement Officers

Without a valid judicial warrant or subpoena, or court order, AMPS does not disclose student education records or any personally identifiable information about students or their families—in any form—to immigration enforcement officers conducting an immigration enforcement action without written parental consent, including students' home address and travel schedules.

When a valid judicial warrant, subpoena, or court order requires disclosure, AMPS notifies parents or guardians as soon as practicable.

Response to Information Requests

When AMPS receives information requests related to immigration or citizenship status of a student, staff:

1. Notify a designated school official
2. Provide students and families with appropriate notice and description of the request
3. Document verbal or written requests from immigration authorities
4. Unless prohibited, provide students and parents with copies of documents issued by immigration enforcement officers

On-Campus Immigration Enforcement

Consistent with California law, AMPS does not permit immigration enforcement officers to enter nonpublic areas of a school for immigration enforcement activity unless they present a valid judicial warrant or court order.

Response Procedures

As early as possible, AMPS personnel shall notify the school Principal or designee and Home Office of any request by an immigration or law-enforcement officer seeking access to the school site or any student to conduct

AMPS

HONOR HARD WORK

immigration enforcement, or any requests for review of school documents (including for the service of lawful subpoenas, petitions, complaints etc.).

In addition, if an officer appears on campus specifically for immigration-enforcement purposes, personnel must take the following actions:

1. Advise the officer that before proceeding with the request, and absent exigent circumstances, school personnel must first receive notification and direction from the Principal or designee;

2. Ask to see (and make a copy of or note) the officer's credentials (name and badge number), and ask for, and copy or note, the phone number of the officer's supervisor;

3. Ask the officer for her/his reason for being on school grounds and document it;

4. Ask the officer to produce any documentation that authorizes school access;

5. Make copies and retain a copy of all documents provided by the officer. Retain one copy for school records;

6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, school personnel should comply with the officer's orders and immediately contact the Principal and Home Office.

- If the officer does not declare that exigent circumstances exist, school personnel shall respond to the requirements of the officer's documentation as follows. If the officer has:
  - **An ICE (Immigration and Customs Enforcement) administrative warrant:** AMPS personnel shall inform the officer that they cannot consent to any request without first consulting with the Charter School's legal counsel or CEO or designee;
  - **A federal judicial warrant (search-and-seizure warrant or arrest warrant):** Prompt compliance with such a warrant is usually legally required. If feasible, consult with the Charter School's legal counsel or CEO or designee before providing the officer/agent access to the person or materials specified in the warrant;
  - **A subpoena for production of documents or other evidence:** Immediate compliance is not required. Therefore, the Charter School personnel shall inform the Charter School's legal counsel or CEO or designee of the subpoena and await further instructions on how to proceed.

School personnel should not consent to access by an immigration-enforcement officer, except as described above. At the same time, personnel shall never physically impede an officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If the officer enters the premises without consent, personnel shall document his or her actions while on campus and if feasible, accompany them at all times.

AMPS

HONOR HARD WORK

After the encounter with the immigration officer, AMPS personnel shall promptly take written notes of all interactions with the officer. AMPS personnel shall provide notes, and associated documents collected, of the interaction to legal counsel or CEO or designee. The Charter School's legal counsel or designated administrator shall submit a timely report to the governing board regarding the officer's requests and actions and the Charter School's response(s) The notes taken by personnel must include, but are not limited to:

1. List or copy of the officer's credentials and contact information;
2. List of all school personnel who communicated with the officer;
3. Details of the officer's request;
4. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant/subpoena, and whether the warrant/subpoena was signed by a judge ;
5. Charter School personnel's response to the officer's request;
6. Any further action taken by the officer/agent;
7. Photo or copy of all/any information presented by the agent.

Any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes will be reported to the Bureau of Children's Justice in the California Department of Justice at BCJ@doj.ca.gov

Responding to the Detention or Deportation of a Student's Family Member

Emergency Preparedness

AMPS encourages families to have emergency phone numbers and know where they keep important documentation (birth certificates, passports, Social Security cards, doctors' contacts, medication lists, allergy lists) to prepare for potential family member detention or deportation.

AMPS permits and encourages students and families to update emergency contact information throughout the school year and provide alternative contacts when no parent or guardian is available. Families may include a trusted adult guardian as a secondary or tertiary emergency contact in case parents or guardians are detained.

AMPS encourages families to develop Family Safety Plans to store at known locations. These plans identify trusted adults who can care for students if parents or guardians cannot. Students should know who their trusted adult is, that this person is their contact if parents are detained or deported, and how to reach them.

AMPS

HONOR HARD WORK

When Parents Are Detained or Deported

If immigration authorities detain or deport a student's parent or guardian, AMPS:

- Uses the student's emergency card contact information to release the student to designated emergency contacts
- Releases the student to an adult presenting a Caregiver's Authorization Affidavit on the student's behalf
- Contacts child protective services if the school cannot arrange timely care through emergency contacts, a Caregiver's Authorization Affidavit, or other parent-provided information or instructions

Responding to Hate Crimes and Bullying

AMPS prohibits discrimination, harassment, intimidation, and bullying based on protected characteristics including but not limited to, immigration status, nationality, race, ethnicity, citizenship status, color, religion, national origin, ancestry, or association with any protected group.

AMPS promptly and thoroughly investigates complaints of unlawful harassment or discrimination and takes appropriate corrective action when warranted. AMPS trains teachers, staff, and personnel to recognize their legal duty to eliminate hostile environments and respond to harassment incidents and informs students who experience hate crimes of their right to report them.

AMPS' Uniform Complaint Policy and Harassment, Intimidation, Discrimination and Bullying Policy are available for review upon request and/or on the school's website.

Coversheet

Comprehensive School Safety Plans Presentation

Section: V. Business I
Item: F. Comprehensive School Safety Plans Presentation
Purpose: FYI
Submitted by:
Related Material: CSSP Presentation.pdf

Comprehensive School Safety Plans (CSSP) Updates 2025-2026

AMPS
HONOR HARD WORK

Honor Hard Work

CSSP Background

AMPS
HONOR HARD WORK

The Comprehensive School Safety Plan (CSSP) is a legally required plan that outlines Amethod Public Schools' strategies and procedures to ensure safe and secure learning environments for all students and staff.

The CSSP is developed in accordance with California Education Code Section 32282 and is reviewed and updated annually by March 1

The plan includes procedures for:

- Emergency response and crisis management
- Threat assessment and violence prevention
- Staff and student safety protocols
- Communication procedures during emergencies
- Coordination with law enforcement and emergency responders
- Compliance with current state safety laws and regulations

Purpose of This Presentation:
To provide the Board of Directors with updates to the CSSP to ensure continued compliance, improved emergency preparedness, and strengthened safety practices across all Amethod Public Schools.

CSSP Updates

AMPS
HONOR HARD WORK

1. Immigration Enforcement Notification (SAFE Act – SB 98)
2. Sudden Cardiac Arrest Response
3. Online Criminal Threats
4. Student Electronic Device Use During Emergencies
5. Instructional Continuity Plan and Notifying Teachers of Dangerous Students

AMPS HONOR HARD WORK

Immigration Enforcement Notification (SAFE Act – SB 98)

Per **Senate Bill 98** (SAFE Act):

Schools must notify staff and families if immigration enforcement activity is confirmed on campus.

Aligned with:

- U.S. Immigration and Customs Enforcement (ICE)
- U.S. Customs and Border Protection (CBP)

Sudden Cardiac Arrest Response

AMPS
HONOR HARD WORK

Legal Requirement

Under **California Education Code Section 32282**, schools must include cardiac emergency procedures in their CSSP.

Each site designates:

- Team Leader (Administrator)
- CPR/AED Certified Responders
- Communications Coordinator (911 contact)

AMPS
HONOR HARD WORK

Online Criminal Threats

(SB 19 – Safe Schools and Places of Worship Act)

Under the **Safe Schools and Places of Worship Act**:

Willful threats (including electronic posts) may violate Penal Code 422.2.

Threats that are:

- Specific
- Immediate
- Unequivocal

→ Referred to law enforcement.

Student Electronic Device Use During Emergencies

Under **California Assembly Bill 962**, schools may restrict student device use during emergencies to:

- Ensure attention to life-safety instructions
- Prevent cellular network saturation
- Avoid drawing attention during lockdown
- Prevent misinformation/social media risks

Coversheet

Review and Consideration of Approval of Comprehensive School Safety Plans for Downtown Charter Academy

Section: V. Business I
Item: G. Review and Consideration of Approval of Comprehensive School Safety Plans for Downtown Charter Academy
Purpose: Vote
Submitted by: Marisol Magana
Related Material: 2026_DCA_School Safety Plan_2026.02.pdf

BACKGROUND:

Pursuant to California Education Code §§ 32280–32289, including § 32286, the school has completed the annual review and update of its Comprehensive School Safety Plan. The Education Code requires that the plan be reviewed, updated, and adopted by the governing board no later than March 1 of each year.

The plan outlines policies and procedures related to emergency preparedness, disaster response, campus supervision, student discipline, child abuse reporting, and coordination with local emergency responders, consistent with guidance from the California Department of Education.

RECOMMENDATION:

Staff recommends the approval of Comprehensive School Safety Plan prior to the March 1 statutory deadline in order to ensure compliance with California Education Code requirements.

Comprehensive School Safety Plan

DOWNTOWN CHARTER ACADEMY

2025-2026
School Year

Downtown Charter Academy
2000 Dennison Street
Oakland, CA 94606

Amethod Public Schools

Table of Contents

The Comprehensive School Safety Plan Overview:.....3
General School Information :.....4
A. School Profile:.....4
B. Safe School Mission:.....5
C. AMPS Mission & Motto.....5
D. Description of School Facilities:.....5
E. Personal Characteristics of Students & Staff 2025-2026.....5
F. Notifications and Assurances:.....6
Safe School Reports :.....6
A. School Crimes Status:.....6
B. Safe School Assessment Resources:.....7
C. Safe Schools Needs Assessment:.....7
D. Conclusions of 2025-26 Safe Schools Assessment:.....8
Safe School Action Plans :.....9
Sample Communications Forms and Postings:.....11
A. Serious injury or other unplanned and unprecedented event:.....11
B. Responding to Inquiries – Site Director/Principal's Template:.....12
C. Lockdown – Sample School Messenger Connect Message – English.....13
D. Immigration Enforcement Notification (SAFE Act) Procedure.....14
Emergency Response Plan:.....15
A. Emergency Contact Datasheet:.....16
B. Communication Signals:.....16
C. Action Evacuate:.....17
D. Action "Drop – Take Cover":.....17
E. Action Duck Cover and Hold:.....18
F. Action "Lockdown".....18
G. Action "Shelter in Place" and "Secure Campus".....19
H. Action "Directed Transportation".....19
I. Action "Student Release":.....20
J. Action "Civil Disturbance":.....20
K. Action "Hazardous Material Incident".....20
L. Action "Medical Emergency".....21
M. Action "Fire":.....22
N. Action "Active Assailant on Campus":.....22
O. Action "Earthquake:.....23
P. Action "Bomb Threat – Bomb or Suspicious Device":.....23
Q. Pandemic Influenza:.....24
R. Staff "Buddy" List:.....25
S. Use of Facilities.....25
Evacuation Maps:.....26
SEMS (Standardized Emergency Management System Plan).....29

A. Organization Chart:....29
B. Roles and Responsibilities:....30
Policies and Regulations Related to Student Safety....33
1. Online criminal threats....33
2. Bomb Threats:....33
3. Bullying:....34
4. Campus Security:....36
5. Child Abuse Prevention:....37
6. Child Abuse Reporting....38
7. Comprehensive School Safety Plan....42
8. Conduct:....45
9. Discipline....46
10. Dress and Grooming....50
11. Earthquake Emergency Procedures System....51
12. Fire Drills and Fires....53
13. Hate Motivated Behavior....54
14. Nondiscrimination/Harassment....54
15. Notification of Dangerous Pupils....57
16. Student Disturbances....59
17. Safe Ingress and Egress....60
18. Sexual Harassment....61
19. Visitors/Outsiders....62
20. Weapons and Dangerous Instruments....62
21. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)....64
22. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)....67
23. Protocol for Responding to Opioid Overdoses (SB 10)....70
24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response....72
25. Procedure Student Electronic Device Use During Emergencies....73
Instructional Continuity Plan....74
A. Introduction and Purpose....74
B. Engagement with Pupils and Families....74
C. Access to Instruction....76
D. Instructional Continuity....77
E. Access (Equity, Accessibility, and Inclusion)....77
F. Professional Learning....78
G. Well-Being and Support Services....78
H. Site-Based Collaboration....79
I. Integration with Comprehensive School Safety Plan (CSSP)....79
J. Review and update of this Instructional Continuity Plan (ICP)....80
References....81

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/Principal: 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/Principal 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.

<u>Facilities:</u>

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 2025-2026

Student Demographics by Subgroups: 25-26	%
American Indian or Alaska Native	0.3%
Asian	74.8%
Hispanic	9.40%
White, not Hispanic	0.63%
African American	11.9%
Two more races	1.3%
English Learners	16.0%
Special Education	7.9%
Socioeconomically Disadvantaged	73.0%
Staff Demographics by Ethnicity	DCA
Asian	31.0%
Hispanic	13.8%
White, not Hispanic	24.1%
African American	6.9%
Other	24.2%

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 02/20/2026
- All school staff will have access to the plan after it is shared with the AMPS governing board on 02/26/2026.
- 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 2025-26 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 2025-2026 and forward:

- We strive to enhance the social emotional climate 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, Downtown Charter Academy has determined that it will focus on the following priorities for action to create a safe, secure campus and a positive learning environment emphasizing responsible and respectful behavior.

A. Component 1: People and Programs:

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

B. Component 2: Places:

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

	Component 1: People and Programs – Create a Caring and Connected School Climate	
Goal #1	Assure a safe physical environment.	
Objective 1.1	Improve external and internal security: Related activities: ● Add additional cameras to camera system ● Ensure exterior doors remain locked at all times. ● Increase safety of students during commute to and from school by clearly marking traffic patterns and walkways communicating these to students and families frequently ● Develop a site emergency directory & directory by department ● Set up a phone relay sequence so that someone in the office is always available ● Provide rooms without window coverings with tape and material to cover windows ● Introduce students and staff to custodial staff Resources needed: Funds to add cameras, personnel to monitor building security Personnel: Risk Manager. Training: Training will be needed to operate cameras Administration: This will be done by site administration working together with home office administration	Persons Responsible: Administration at site and home office Timeline for Implementation: Feb 2025 -ongoing
Objective 1.2	Increase students' collaborative skills and abilities to communicate, have positive interactions that minimize conflict and show acceptance toward others. Related Activities: ● Strengthen Advisory Curriculum ● Provide training to teachers to promote effective teaching of SEL/Advisory Curriculum ● Develop peer mentoring program ● Have a schoolwide character education curriculum ● Expand Restorative Justice and CRT modules Resources needed: funding for training outlined below Personnel:Administration, Teachers, Counselors and Staff Training: Training will be needed to support RJ, peer mentor trainers and students; Training will be needed on implementation of character education curriculum Administration: Site administration will coordinate and work with participating students and staff	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: Feb 2025-ongoing
Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	

	Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body. Related Activities: ● Bring in outside facilitator to train teachers & staff ● Build on the capacity of expert staff on site ● Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. Resources needed: Time and funding for outside facilitator Personnel: Outside facilitator, counselor, administrators Training: Professional development, observation and debrief cycles. Administration: Site administration will coordinate with home office staff and work with staff	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: Feb 2025 - ongoing
	Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals	
Goal #2	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	Expansion of student participation in academic activities Related activities: ● Expanding the PBIS rewards program ● Expanding the School Store offerings ● Continued recognition assemblies ● Celebrate academic successes classroom by classroom and schoolwide Resources needed: Funds to support incentives Personnel: Administration, staff and teachers Training: N/A Administration: Administration will work together with staff to establish incentives and programs	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: Feb 2025, ongoing

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/Principal'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/Principal'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/Principal 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/Principal 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.

D. Immigration Enforcement Notification (SAFE Act) Procedure

1. Purpose
In compliance with SB 98 (Pérez), also known as the SAFE Act, this procedure ensures that parents, guardians, and school employees are promptly notified if immigration enforcement activity is confirmed on school grounds.

2. Identification of Immigration Enforcement
The School Leader or designated site administrator shall identify "confirmed immigration enforcement" when:

- An individual identifies themselves as an agent of Immigration and Customs Enforcement (ICE) or Customs and Border Protection (CBP) and presents credentials or legal process (e.g., judicial warrants).
- The school verifies that an enforcement action (arrest, interview, or surveillance) is actively occurring on campus or at a school-sponsored event.

3. Notification Protocols
Upon confirmation of enforcement activity, the school will execute the following:

- Employee Notification: All staff members shall be notified via the school's internal emergency communication system (Parentsquare/email) as soon as it is safe to do so.

- Parent/Guardian Notification: A formal notice will be sent to all parents and guardians via ParentSquare.
- Timing: Notifications must occur immediately following the confirmation of the event, ensuring transparency while maintaining site safety.
- Content: The notice shall state that immigration enforcement was present, the general nature of the activity (if known), and any impact on school operations. It shall *not* include the names or identifying details of any students or staff involved.

Template 1: Parent/Guardian Notification
This message will be sent via ParentSquare

Subject: Important Safety Update regarding [School Name]

Dear Families,

In accordance with California law and our commitment to a safe learning environment, we are notifying you that the presence of immigration enforcement was confirmed at our school site today.

- Date: [Insert Date]
- Time of Confirmation: [Insert Time]
- Location: [Insert General Location, e.g., Main Entrance / Front Office]

Please be assured that all students and staff remain our top priority. We do not share student information or allow access to non-public areas of our campus without a valid judicial warrant, as required by AB 49. School operations are [continuing as normal / modified as follows].

For more information on your rights and available support, please review the California Attorney General's Know Your Educational Rights Guide or visit the California Immigrant Resources Portal.

Template 2: Staff/Employee Notification
This message is for internal distribution only to ensure staff can manage student well-being.

Subject: URGENT: SAFE Act Notification – Confirmed Enforcement Activity

All Staff,

This is a mandatory notification per SB 98 (SAFE Act). Immigration enforcement activity has been confirmed on campus.

- Confirmed At: [Insert Time]
- Location: [Insert Specific Location]
- Current Status: [e.g., Officers have departed / Officers are currently in the front office]

Action Required:

1. Do Not Panic: Maintain a calm environment for all students.
2. Refer All Inquiries: If approached by any agent, immediately contact [Principal]. Do not provide student records or access to classrooms without direct administrative approval.

3. Support Students: Be mindful of students who may be experiencing heightened anxiety. Refer students in need of immediate support to the counseling office.

We will provide further updates as the situation evolves.

Administration Team

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/Principal
Command Center Location: Blacktop lot
Release of Students Location: Buttercup Grill Parking lot 1000 Cotton Street Oakland, CA 94606

Emergency Phone Numbers:
Emergency – 911
Fire/Paramedic Emergency – 911
Non-Emergency OPD - (510) 777-3333

Public Utilities:
Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000
Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000
Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:
Chief Executive Officer: Adrienne Barnes - (510) 734-1555
Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308
Senior Operations Director : Marisol Magaña - (510) 334-9221

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

Staff w/Walkie Talkies:
Site Director/Principal 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/Principal 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/Principal 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/Principal 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 "Secure Campus"

Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.

- Action:
    - All students and staff go inside
    - Close all doors, window, and vents
    - Cancel outdoor activities until further notice
    - Continue teaching and daily school activities - indoors

Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
    - Lock Classroom Door - Continue normal instruction
    - Transition from a Secure Campus to Lockdown can happen at any moment
    - All students and staff remain in classrooms - No student release from class - even at the bell until all clear
    - Parents/Guardian will be notified by the Principal when a "Secure Campus" is initiated and when it is lifted.

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/Principal or designee.
- Action:
    - "Student Release" will be considered by the Site Director/Principal 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/Principal's or designee's judgment.
    - Names on emergency contact cards should be compared to an identification card with a photograph of the person to whom the student is released.
- Student Release Procedures:

- Use signs to designate "Student pick-up area."
- Use signs to direct parents to line up (e.g. alpha, grade levels or room #'s).
- Release younger students first.
- Provide escort to parent/guardian if necessary

J. Action "Civil Disturbance":

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

- Warning: The Site Director/Principal or designee will signal for a "Lockdown".
- Action:
  - Follow Site Director/Principal'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:
  - 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/Principal will direct other action as required.
  - Remain in designated area until contacted

L. Action "Medical Emergency"

Medical emergencies including the following:
Heart attack
Stopped breathing

Severe bleeding
Poisoning
Diabetic emergencies
Heat Stroke

- Warning: Medical emergencies usually occur without warning.
- If a medical emergency occurs during school hours, the following emergency actions will be accomplished 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.

M. 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/Principal notifies (or assigns designee to notify) assistant Site Director/Principal, dean of instruction, campus supervisors, support staff
    - Site Director/Principal 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/Principal or his/her designee.
    - Site Director/Principal debriefs staff, parents/community (School Messenger, etc.) and students.
    - Follow Student Release Procedures (if directed by CEO or 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/Principal 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

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/Principal 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 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/Principal's or designee's instructions for appropriate emergency procedures.

Q. 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/Principal 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/

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 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).

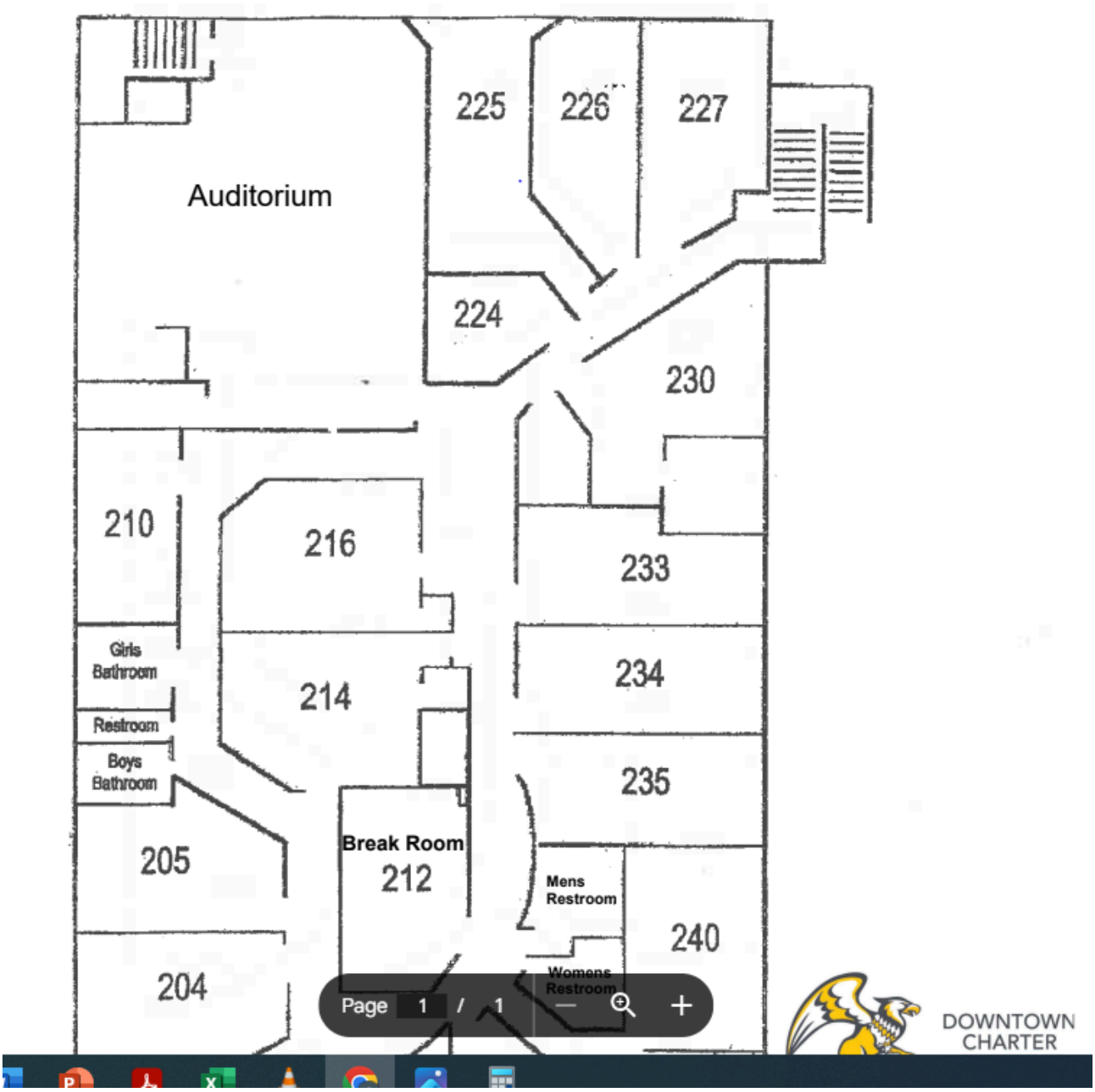
S. Use of Facilities

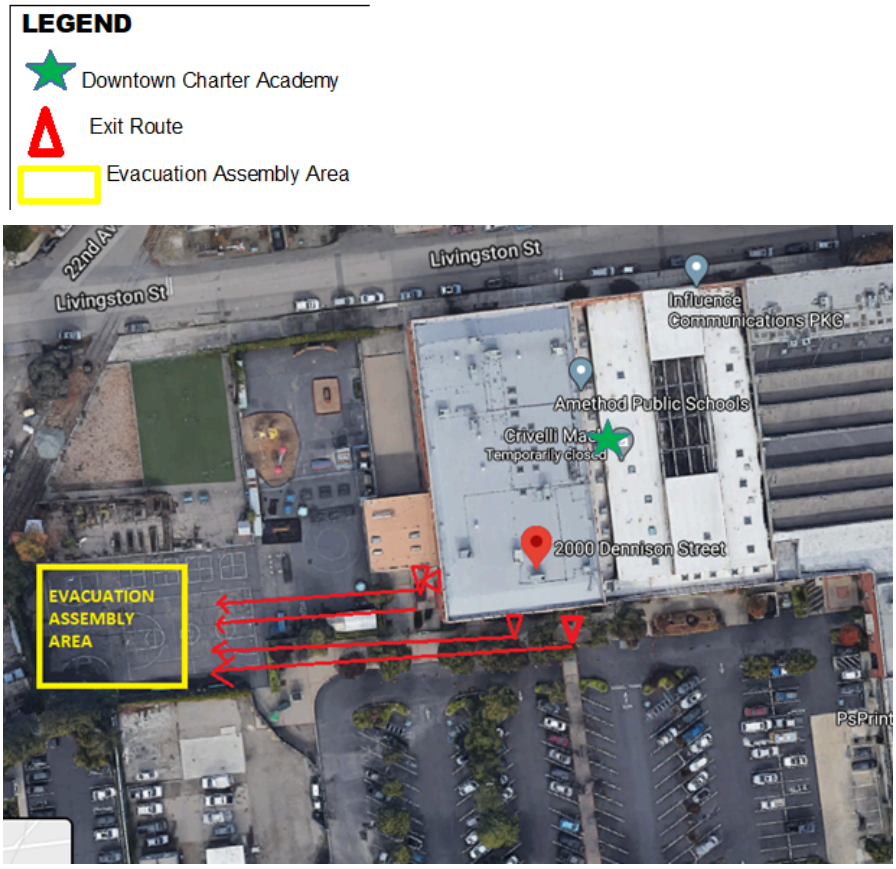
The School shall grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing 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





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/Principal'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	Ms. Magaña
Finance Chief	Adrienne Barnes
Claims FEMA/State	Adrienne Barnes

B. Roles and Responsibilities:

1. Incident Commander (Site Director/Principal)

The Incident Commander (Site Director/Principal) 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/Principal) 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/Principal) and takes over the duties of the IC (Site Director/Principal) if the IC (Site Director/Principal) 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/Principal)
___2. Keep unauthorized people away from the IC (Site Director/Principal)
___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/Principal) 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/Principal) 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/Principal)
___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/Principal), turn off gas supply, water supply and/or electricity
___5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Principal/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/Principal)
___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/Principal)
___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/Principal)
___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/Principal)
___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/Principal) 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/Principal). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director/Principal)
___8. Web Page Update Team § Using the school's orAMPS 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/Principal)
___2. Claims/Procurements /Community Helpers Team

- Track financial records, staff hours, purchasing, etc.
- Complete state and federal claim forms for IC (Site Director/Principal)
- 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. Online criminal threats

Pursuant to the Safe Schools and Places of Worship Act (SB 19), Amethod Public Schools recognizes that willful threats of violence against the school site, including electronic posts or images, are criminal offenses under Penal Code Section 422.2. Any threat that is specific, immediate, and unequivocal will be referred to law enforcement for investigation. The school will coordinate with local authorities to ensure evidence is preserved and that individuals—including those under 18—receive the appropriate legal and/or rehabilitative referrals as mandated by California law.

2. 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.

3. 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/Principal 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/Principal 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/Principal 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/Principal/CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director/Principal, or Site Director/Principal'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/Principal, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director/Principal 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/Principal or assistant Site Director/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/Principal, 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/Principal/ 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/Principal 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.

4. 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/Principal 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/Principal/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

5. Child Abuse Prevention:

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/Principal/CEO or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Site Director/Principal/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/Principal/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

6. Child Abuse Reporting

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

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

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

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/Principal, 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/Principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director/Principal shall inform the CEO or designee.

The Site Director/Principal 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/Principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director/Principal, 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/Principal 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/Principal 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/Principal 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/Principal/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/Principal/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.

7. 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 Director/Principals/Site Director/Principals. 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/Principal 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/Principal 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/Principal 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/Principal 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.

8. 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/Principal 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/Principal 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.

9. 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/Principal/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/Principal/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/Principal 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/Principal 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/Principal 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/Principal/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/Principal/CEO or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.
The Site Director/Principal 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/Principal 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.

10. 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/Principal, 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.

11. 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/Principal 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/Principal 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/Principal 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/Principal 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/Principal 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/Principal 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/Principal 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/Principal 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/Principal or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Principal/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.

12. Fire Drills and Fires

Fire Drills:
The Site Director/Principal shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)
1. The Site Director/Principal 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/Principal 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/Principal 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/Principal 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/Principal, 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.

13. 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/Principal/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/Principal Upon receiving such a complaint, the Site Director/Principal 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/Principal/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.

14. 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/Principal 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/Principal/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/Principal, 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/Principal, 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/Principal, 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/Principal 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/Principal 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.

15. Notification of Dangerous Pupils

AMPS will inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the below listed acts as described in any of these subdivisions:
Education Code 48900 subdivision [except subdivision (h)]
Education Code 48900.2 (sexual harassment)
Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
Education Code 48900.7 (terrorist threat)

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Confidential Information
Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

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

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

Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon

that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:
The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:
1. Confiscate the object and deliver it to the Site Director/Principal immediately.
2. Immediately notify the Site Director/Principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director/Principal. When informing the Site Director/Principal 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.

16. 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/Principal 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/Principal. 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/Principal 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.

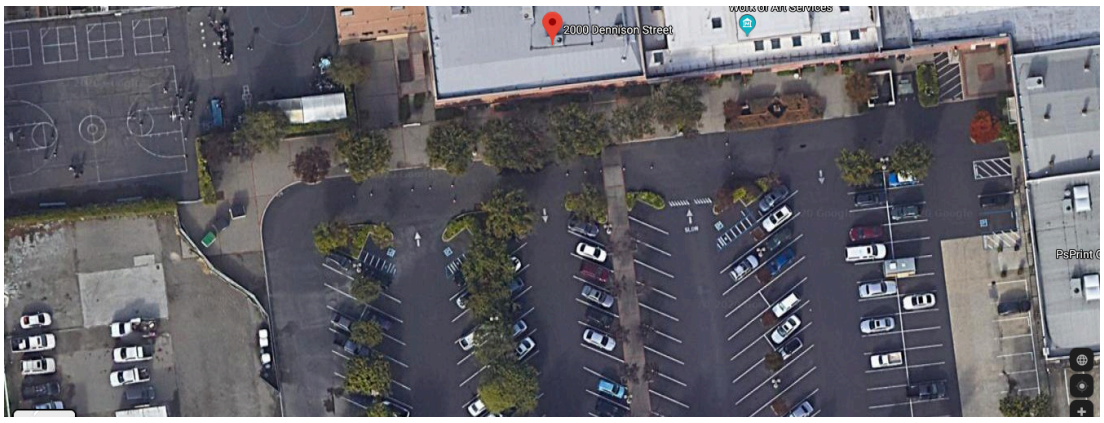
17. Safe Ingress and Egress

Traffic, drop-off and pick-up zone:

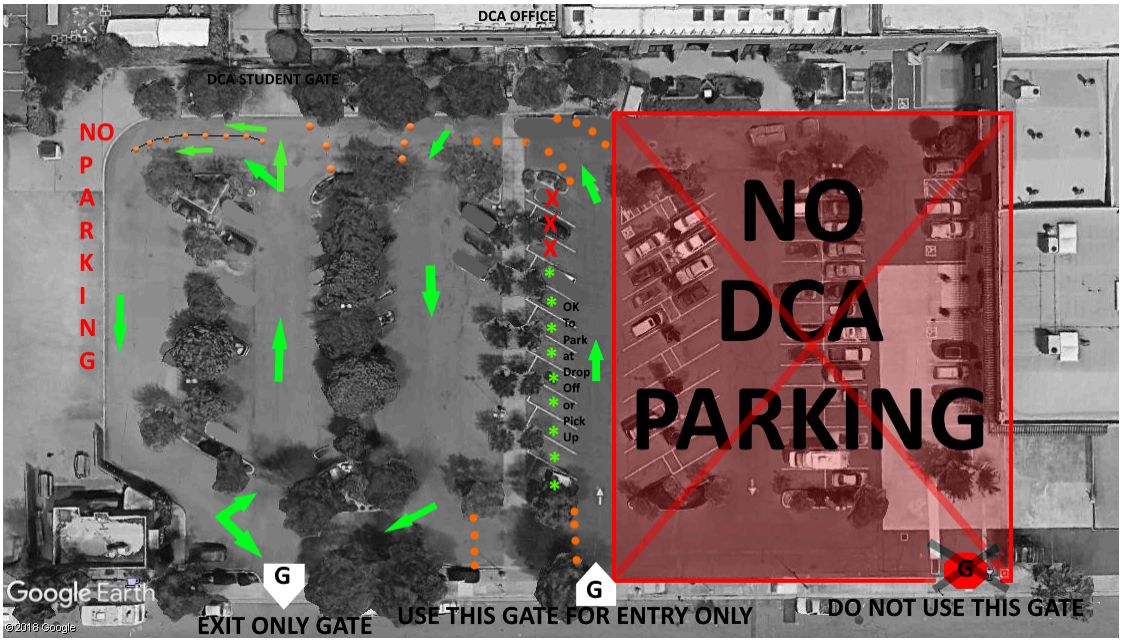
Pick up and Drop off Procedures: All students being dropped off at DCA must be dropped off at the curb in front of the school. Students may enter the campus only through the monitored side gate, and must then congregate in a designated area, under staff supervision, until homeroom begins. Students are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



18. 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/Principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director/Principal Once notified, the Site Director/Principal or designee shall take the steps to investigate and address the allegation.

<u>Complaint Process and Disciplinary Actions:</u>
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 Director/Principals/Site Director/Principals 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.

19. Visitors/Outsiders

The Site Director/Principal 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/Principal 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/Principal 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/Principal's Registration Authority:
The Site Director/Principal 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/Principal 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/Principal or designee denies or revokes a visitor's registration privileges, the Site Director/Principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director/Principal 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.

20. 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 Diretor 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/Principal immediately
2. Immediately notify the Site Director/Principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director/Principal

Please refer to AMPS Board Policy- 5039 Campus Search and Seizure Policy.
When informing the Site Director/Principal 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/Principal 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)

21. 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/Principal immediately. The Site Director/Principal, 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/Principal/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/Principal 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.

22. 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/Principal 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/Principal 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/Principal/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.

23. 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.

24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response

1. Purpose

Per Education Code § 32282, this procedure outlines the school's response to a sudden cardiac arrest (SCA) or similar life-threatening medical emergency on school grounds.

2. Cardiac Emergency Response Team (CERT)

The school shall designate a site-specific response team, which typically includes:

- Team Leader: Designated Administrator.
- Responders: Staff members with current CPR/AED certification (e.g., Coaches, PE Teachers, Health Clerks).
- Communications Coordinator: Front office staff responsible for 911 contact and meeting EMS.

3. Emergency Response Protocol (The "Chain of Survival")

In the event of a suspected cardiac arrest (victim is unresponsive and not breathing normally):

- Check & Call: Immediately call 911. Assign a specific person to meet paramedics at the school entrance.
- Retrieve AED: Direct a staff member to retrieve the nearest Automated External Defibrillator (AED).
- Start CPR: Initiate hands-only CPR (chest compressions) immediately.
- Apply AED: Follow the AED's voice prompts as soon as it arrives.
- Coordinate with EMS: Provide first responders with the time of collapse and a summary of care provided.

4. AED Maintenance & Requirements
- Location: AEDs must be available for use within 3–5 minutes of any location on campus, especially near athletic facilities.
- Inspections: AEDs must be tested at least every 90 days for operability, with a written log maintained for at least two years.

5. Training & Communication
- Staff Notification: The Safety Lead shall annually notify all staff of the location of all AED units and the school's emergency response plan.
- Athletic Programs: Coaches must maintain valid CPR certification and ensure an AED is present at all on-campus athletic activities.
- Student Awareness: Schools serving grades 6–12 must annually notify students of AED locations.

6. Post-Event Procedures
- Documentation: Complete a California EMS Medical Report and an internal incident report.
- Debrief: Conduct a formal review with the CERT to evaluate the response and identify plan improvements.

25. Procedure Student Electronic Device Use During Emergencies

1. Purpose and Scope

In accordance with AB 962, Amethod Public Schools establishes specific conditions under which student smartphone and electronic device use is prohibited, including during situations of perceived danger or active emergencies. These restrictions are designed to:
- Ensure student attention remains focused on staff life-safety instructions.
- Prevent the saturation of local cellular networks needed by Emergency First Responders.
- Minimize the risk of drawing attention to students in "Lockdown" or "Run, Hide, Fight" scenarios (e.g., ringtones, light from screens).
- Prevent the spread of misinformation or the inadvertent disclosure of tactical school positions via social media.

2. Explicit Prohibitions & Restricted Situations

Student use of smartphones or electronic devices is strictly prohibited during the following emergency protocols:
- Lockdown / Active Threat: Devices must be silenced and stowed immediately. Students are prohibited from using devices until an "All Clear" is issued by the School Leader or Law Enforcement.

- Secure Campus / Shelter-in-Place: Students may not use devices to record, stream, or post images of the incident, as this may compromise safety or privacy.
- Evacuation: Devices must remain stowed while in transit to the assembly point to ensure students can hear verbal directions and navigate hazards.

3. Exceptions
Exceptions to this prohibition may be granted only under the following circumstances:

- Direct Instruction: A staff member explicitly authorizes use for a specific safety purpose.
- Medical Necessity: Use is required for a student's health (e.g., monitoring a blood glucose levels via a linked app), as documented in the student's Individualized Education Program (IEP) or 504 Plan.
- Emergency Contact: Once students reach a designated "Safe Zone" and are cleared by the Incident Commander, a supervised "Family Reconnection Communication Window" will be established.

4. Enforcement and Notice
Failure to comply with these emergency communication protocols may result in the temporary confiscation of the device and disciplinary action per the School's Student Code of Conduct. This policy shall be communicated annually to parents/guardians and students.

Instructional Continuity Plan

A. Introduction and Purpose

This instructional Continuity Plan ensures that teaching and learning continue during emergency situations such as natural disasters, pandemics, or other unanticipated events that cause prolonged school closures. The plan addresses communication strategies and equitable access to instruction.

Amethod Public Schools adopted this Instructional Continuity Plan (ICP) on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

B. Engagement with Pupils and Families

Communication tools are important in this arena and DCA schools and departments will engage with pupils and their families as soon as practicable. DCA will publish a weekly staff communication to share pertinent information network-wide for school site leadership.
but no later than five calendar days following an emergency. Upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications on how to access materials (as needed), whether these materials are mandated or optional, and address the need to have all school sites remain

in constant communication with their respective communities. In collaboration with the Communications Department, site leaders will communicate with staff and the school community and keep them informed on how the network is responding to the natural disaster or emergency.

Methods for two-way communication
Site leaders will use any communication methods, including but not limited to emails, ParentSquare, phone calls and texts, school marquees, and social media. Other methods will be considered if electricity is not available to keep the communication clear, consistent, and constant. All communication will be in languages representative of student and family populations. Site administrators will also hold a weekly group check-in with all staff and bi-weekly to monthly meetings with parents to address any questions or concerns swiftly.

Teachers will also hold designated hours each day when they will be accessible online to provide consistency and structure.

Plans for unforeseen events
Crisis communication plans include mass notification systems for SMS, phone, and email. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaborate with media outlets to inform our communities.

Support for Special Needs
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners - Designated and integrated ELD instruction will continue during remote learning. Bilingual support staff will assist EL students and families in navigating digital platforms and assignments.

Low-Income Students - Priority for device and hotspot distribution. Partnerships with local agencies to provide basic needs (e.g., food, hygiene supplies). Access to community learning hubs where feasible.

Community and Family Wellness
AMPS will work to share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, and provide a link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp and the National Suicide Prevention Lifeline 1-800273-8255 widely.

Staff Wellness
DCA acknowledges the importance of staff wellness and will work to support staff by implementing staff resilience, consultation, and mental health support in one or more of the following ways: Provide training on secondary traumatic stress and self-care. Promote mindfulness techniques and staff social support. Open and routine communication with staff members, encouraging self-care.

C. Access to Instruction

Timeline for Access

As required, AMPs will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. DCA is fully equipped to go to remote instruction if an emergency arose, with all staff and students having computer access, Google Suite, and owl projectors if teachers are on campus.

Conditions for Resuming Access to In-Person Instruction.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

Remote Instruction

As required, DCA Schools' remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. Based on student need, remote instruction will be outlined in the DCA's Remote Instruction Handbook regarding communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

Access to Instructional Materials

As required, remote instruction will align with access and equity expectations. Instructional lessons can be accessed through Clever, Google Classroom, or Schoology, the Learning Management System (LMS). Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in-person pick-up is not available or feasible, arrangements will be made to mail materials.

Access to School Work

As required, remote instruction will align with access and equity expectations. Clever, Google Classroom, or Schoology (LMS) is the primary platform designated for in-person and remote instruction. Submitting classwork can be done through Google Classroom or Schoology in either remote or in-person settings. Additionally, all DCA instructional applications are accessible as single sign-on (SSO) through the Clever Dashboard. In most of these applications, students complete work here, and teachers can enter grades into Google Classroom.

Temporary Reassignment

In the event of an emergency, DCA provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning. The communication department, in tandem

with Enrollment, will provide guidance applicable to the situation and support families via appointments, phone calls, and email exchanges.

D. Instructional Continuity

Communication Protocols

In the event of an emergency, DCA will communicate information with parents/caregivers via: automated phone calls, email notifications, text messages, announcements on the website, and DCA social media. DCA will provide communication weekly. Families, students, and staff will have regular communication from school officials in case of an emergency school closure. DCA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

DCA is committed to a one-to-one model, ensuring Chromebooks and Wi-Fi are available for every student enrolled. DCA will continue to communicate information regarding low-cost or no-cost internet access for our students. For students who lack internet access at home, the school site will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. If students do not have access to connectivity, they will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom.

Instruction and Assessment

All distance learning will comply with California Education Code Sections 51747 and 51749.5 There will be Synchronous instruction: Live daily check-ins, virtual office hours, and Zoom or Google Meet lessons. Teachers will hold virtual office hours to assist students and maintain the community. Teachers can monitor progress by monitoring student work submissions for competition and correctness. There will also be asynchronous instruction with posted assignments, recorded videos, and self-paced modules on learning platforms like Google Classroom or Schoology. Printed instructional packets will be provided when digital access is not feasible

E. Access (Equity, Accessibility, and Inclusion)

Individualized Education Plans (IEPs)

Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners

In order to help mitigate the barriers our English learners face, the AMPs will utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners and offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels. We will prioritize oral language development during synchronous/live distance Learning instruction and encourage oral language practice during asynchronous/self-paced distance Learning instruction. Teachers will regularly

monitor student progress, adapt instruction and/or provide interventions when necessary and when available, and will provide bilingual paraprofessionals at each site to support small group instruction and provide translation. Sites and Staff will engage families of English Learners through virtual FST/ELAC meetings and other means to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency. services.

F. Professional Learning

AMP will continue to provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. AMPs will continue to provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to train on any new platforms, provide dedicated time for planning and collaboration. Continue to have instructional resources available that support including: motivation and engagement techniques, online tools, distance Learning training , Zoom/Google Meets training.

G. Well-Being and Support Services

DCA remains committed to providing ongoing social-emotional support for all students. To do this DCA will send tailored communication to students and families regarding the mental health supports available including mental health and wellness resources on district and school websites and in communications with families (newsletters, emails,
texts, robocalls, etc.)

Whole School Safety and Prevention Plan
This will include providing professional development time to increase trauma knowledge and skills. Provide information about mental health and wellness resources on the district and school websites and in communication with families. Dedicated time to have staff conduct routine check-ins using a trauma- and resilience-informed lens and provide the link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

Community and Family Wellness
AMPs will collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English. AMPs will share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient
assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

Staff Wellness
AMPs acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation,
and mental health support. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care. District and Site Administrators will promote mindfulness techniques and staff social supports. Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

Plan to provide access back up
Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Plans to ensure continuity
Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. Counseling will continue to implement its PBIS program. Second Step as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs After Care program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the CEO to ensure all students are safe and have access to essential programs.

English Learners English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services while DCA operates throughout an emergency, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses

H. Site-Based Collaboration

Return to Site-Based Learning
At the core of this plan, the goal of returning to in-person instruction as quickly as possible once DCA is able to meet the multiple conditions of reopening is paramount. Following an emergency, the DCA will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

DCA will set a school reopening target date and communicate that with staff, students, and families.

I. Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan (ICP) will be included as an integral component of AMPs Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan.

J. Review and update of this Instructional Continuity Plan (ICP)

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1

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

Coversheet

Review and Consideration of Approval of Comprehensive School Safety Plans for John Henry High School

Section: V. Business I
Item: H. Review and Consideration of Approval of Comprehensive School Safety Plans for John Henry High School
Purpose: Vote
Submitted by: Marisol Magana
Related Material: 2026_JHHS_School Safety Plan_2026.02.pdf

BACKGROUND:

Pursuant to California Education Code §§ 32280–32289, including § 32286, the school has completed the annual review and update of its Comprehensive School Safety Plan. The Education Code requires that the plan be reviewed, updated, and adopted by the governing board no later than March 1 of each year.

The plan outlines policies and procedures related to emergency preparedness, disaster response, campus supervision, student discipline, child abuse reporting, and coordination with local emergency responders, consistent with guidance from the California Department of Education.

RECOMMENDATION:

Staff recommends the approval of Comprehensive School Safety Plan prior to the March 1 statutory deadline in order to ensure compliance with California Education Code requirements.

Comprehensive School Safety Plan



2025-2026
School Year

John Henry High School
1402 Marina Way S.
Richmond, CA 94804

Amethod Public Schools

Table of Contents

The Comprehensive School Safety Plan Overview:.....4
General School Information:.....5
A. School Profile:.....5
B. Safe School Mission:.....5
C. AMPS Mission & Motto.....5
D. Description of School Facilities:.....5
E. Personal Characteristics of Students & Staff 2025-2026.....6
F. Notifications and Assurances:.....6
Safe School Reports:.....7
A. School Crimes Status:.....7
B. Safe School Assessment Resources:.....7
C. Safe Schools Needs Assessment:.....7
D. Conclusions of 2025-2026 Safe Schools Assessment:.....8
Safe School Action Plans:.....8
School Safety Practices, Policies and Procedures:.....10
A. Bullying Prevention:.....10
B. Visitors:.....10
Sample Communications Forms and Postings:.....10
A. Serious injury or other unplanned and unprecedented event:.....10
B. Responding to Inquiries – Site Director's Template:.....11
C. Lockdown – Sample Parent Square Message.....12
D. Immigration Enforcement Notification (SAFE Act) Procedure.....13
Emergency Response Plan:.....14
A. Emergency Contact Datasheet:.....14
B. Communication Signals:.....15
C. Action Evacuate:.....16
D. Action "Drop – Take Cover":.....16
E. Action Duck Cover and Hold:.....16
F. Action "Lockdown".....17
G. Action "Shelter in Place" and "Secure Campus".....18
H. Action "Directed Transportation".....18
I. Action "Student Release":.....19
J. Action "Civil Disturbance":.....19
K. Action "Hazardous Material Incident".....19
L. Action "Medical Emergency".....20
M. Action "Fire":.....20
N. Action "Active Assailant on Campus":.....21
O. Action "Earthquake:.....21
P. Action "Bomb Threat – Bomb or Suspicious Device":.....22
Q. Pandemic Influenza:.....23
R. Staff "Buddy" List:.....24

S. Use of Facilities..... 24
Evacuation Maps:..... 24
SEMS (Standardized Emergency Management System Plan)..... 25
A. Organization Chart:..... 25
B. Roles and Responsibilities:..... 27
Policies and Regulations Related to Student Safety..... 30
1. Online criminal threats..... 30
2. Bomb Threats:..... 30
3. Bullying:..... 31
4. Campus Security:..... 34
5. Child Abuse Prevention:..... 34
6. Child Abuse Reporting:..... 35
7. Comprehensive School Safety Plan..... 39
8. Conduct:..... 42
9. Discipline..... 43
10. Dress and Grooming..... 48
11. Earthquake Emergency Procedures System..... 48
12. Fire Drills and Fires..... 50
13. Hate Motivated Behavior..... 51
14. Nondiscrimination/Harassment..... 52
15. Notification of Dangerous Pupils..... 55
16. Student Disturbances..... 56
17. Safe Ingress and Egress..... 57
18. Sexual Harassment..... 58
19. Visitors/Outsiders..... 59
21. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)..... 61
22. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)... 62
23. Protocol for Responding to Opioid Overdoses (SB 10)..... 63
24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response..... 65
25. Procedure Student Electronic Device Use During Emergencies..... 65
Instructional Continuity Plan..... 67
A. Introduction and Purpose..... 67
B. Engagement with Pupils and Families..... 67
C. Access to Instruction..... 68
D. Instructional Continuity..... 69
E. Access (Equity, Accessibility, and Inclusion)..... 70
F. Professional Learning..... 70
G. Well-Being and Support Services..... 70
H. Site-Based Collaboration..... 72
I. Integration with Comprehensive School Safety Plan (CSSP)..... 72
J. Review and update of this Instructional Continuity Plan (ICP)..... 72
References..... 73

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:
Stacy Drakeford - School Site Director
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:
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 2025-2026

Student Demographics by Ethnicity:	%
Asian	1%
Hispanic	92%
White, not Hispanic	1%
African American	4%
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 2026 school year was shared with:

- Parents on the FST on 2/23/2026
- 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	4
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
• Improve dropping off/picking up students • Prevent and reduce vandalism and graffiti • Prepare students and staff for crisis emergencies

Provide each Student with Resiliency Skills (Expectations, Caring and Participation) by enhancing:
• Community service opportunities • Problem solving skills • Parent involvement • Sense of purpose and future • Good Communication skills • Participation in academic activities • Character/value education • High academic self-expectations

Assure a Safe, Respectful Accepting, and Emotionally Nurturing Environment by promoting:
• Positive structure in classroom • Prevention and intervention strategies • Anti-bullying • Effective teacher/student relationships • Parent Involvement • Extra-curricular activities • Conflict resolution skills • Personal and social responsibility • Participation in and collaboration of parents/students/community

D. Conclusions of 2025-2026 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 2026

- 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 2026-2027 school year.

Safe School Action Plans:

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

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

B. Component 2: Places:
   - Goal #1: Assure a safe, respectful, accepting, and emotionally nurturing environment.

Component 1: People and Programs – Create a Caring and Connected School Climate		
Goal #1	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body. Related Activities: ● Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. Resources needed: Anchor texts Personnel: Counselor and administrators Training: Professional development and observations Administration: Site administration will coordinate with home office staff and work with staff	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: August 2023-ongoing.
Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals		
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	Expansion of student participation in academic activities & the college going culture of the the school Related activities: ● Development of a structured Advisory program ● Continued recognition assemblies & earned privileges ● Celebrate academic successes classroom by classroom and schoolwide Resources needed: Funds to support incentives	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: August 2023-ongoing

	Personnel: Administration, staff and teachers Training: Naviance and Kickboard training for experienced and novice staff Administration: Administration will work together with staff to establish incentives and programs	

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.

D. Immigration Enforcement Notification (SAFE Act) Procedure

1. Purpose
In compliance with SB 98 (Pérez), also known as the SAFE Act, this procedure ensures that parents, guardians, and school employees are promptly notified if immigration enforcement activity is confirmed on school grounds.

2. Identification of Immigration Enforcement
The School Leader or designated site administrator shall identify "confirmed immigration enforcement" when:

- An individual identifies themselves as an agent of Immigration and Customs Enforcement (ICE) or Customs and Border Protection (CBP) and presents credentials or legal process (e.g., judicial warrants).
- The school verifies that an enforcement action (arrest, interview, or surveillance) is actively occurring on campus or at a school-sponsored event.

3. Notification Protocols
Upon confirmation of enforcement activity, the school will execute the following:

- Employee Notification: All staff members shall be notified via the school's internal emergency communication system (Parentsquare/email) as soon as it is safe to do so.
- Parent/Guardian Notification: A formal notice will be sent to all parents and guardians via ParentSquare.
- Timing: Notifications must occur immediately following the confirmation of the event, ensuring transparency while maintaining site safety.
- Content: The notice shall state that immigration enforcement was present, the general nature of the activity (if known), and any impact on school operations. It shall *not* include the names or identifying details of any students or staff involved.

Template 1: Parent/Guardian Notification
This message will be sent via ParentSquare

Subject: Important Safety Update regarding [School Name]

Dear Families,

In accordance with California law and our commitment to a safe learning environment, we are notifying you that the presence of immigration enforcement was confirmed at our school site today.

- Date: [Insert Date]
- Time of Confirmation: [Insert Time]
- Location: [Insert General Location, e.g., Main Entrance / Front Office]

Please be assured that all students and staff remain our top priority. We do not share student information or allow access to non-public areas of our campus without a valid judicial warrant, as required by AB 49. School operations are [continuing as normal / modified as follows].

For more information on your rights and available support, please review the California Attorney General's Know Your Educational Rights Guide or visit the California Immigrant Resources Portal.

Template 2: Staff/Employee Notification
This message is for internal distribution only to ensure staff can manage student well-being.

Subject: URGENT: SAFE Act Notification – Confirmed Enforcement Activity

All Staff,

This is a mandatory notification per SB 98 (SAFE Act). Immigration enforcement activity has been confirmed on campus.

- Confirmed At: [Insert Time]
- Location: [Insert Specific Location]
- Current Status: [e.g., Officers have departed / Officers are currently in the front office]

Action Required:
1. Do Not Panic: Maintain a calm environment for all students.
2. Refer All Inquiries: If approached by any agent, immediately contact [Principal]. Do not provide student records or access to classrooms without direct administrative approval.
3. Support Students: Be mindful of students who may be experiencing heightened anxiety. Refer students in need of immediate support to the counseling office.

We will provide further updates as the situation evolves.

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 Executive Officer: Adrienne Barnes - (510) 734-1555
Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308
Senior Operations Director : Marisol Magaña - (510) 334-9221

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 "Secure Campus"

Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
    - All students and staff go inside
    - Close all doors, window, and vents
    - Cancel outdoor activities until further notice
    - Continue teaching and daily school activities - indoors

Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
    - Lock Classroom Door - C<u>ontinue normal instruction</u>
    - Transition from a Secure Campus to Lockdown can happen at any moment
    - All students and staff remain in classrooms - No student release from class - even at the bell <u>until all clear</u>
    - Parents/Guardian will be notified by the Principal when a "Secure Campus" is initiated and when it is lifted.

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	Omar Padilla
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):	Tomika Johnson
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, Tomika Johnson
Procuring food & water	Elvira Maldonado
Staff/student supplies	Jeanette Guillen
Medical Supplies	Tomika Johnson
Medical First Aid	Charlani Banks
Damage Assessment	Stacy Drakeford
Disaster Plan Updates	Stacy Drakeford
Crisis Team	Stacy Drakeford /Omar Padilla
Parent Pick-up	Jeanette Guillen, Charlani Banks, Omar Padilla, Tomika Johnson
Builders/Sanitations	Omar Padilla, Mirna Torres
Finance Chief	Adrienne Barnes
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. Online criminal threats
Pursuant to the Safe Schools and Places of Worship Act (SB 19), Amethod Public Schools recognizes that willful threats of violence against the school site, including electronic posts or images, are criminal offenses under Penal Code Section 422.2. Any threat that is specific, immediate, and unequivocal will be referred to law enforcement for investigation. The school will coordinate with local authorities to ensure evidence is preserved and that individuals—including those under 18—receive the appropriate legal and/or rehabilitative referrals as mandated by California law.

2. 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.

3. 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.

<u>Bullying Prevention:</u>

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. 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/Principal 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 Principal/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/Principal/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

5. Child Abuse Prevention:

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

6. 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 reported who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call:

Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324.
Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:
Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

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

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

Reportable Offenses:
A mandated reporter shall make a report using the procedures provided below whenever, in

his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

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

Any 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.

7. 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.

8. 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.

9. 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.

10. 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 areto 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.

11. 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.

<u>Earthquake While Indoors at School:</u>
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.

12. 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.

13. 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.

14. 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 Directo/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

15. Notification of Dangerous Pupils

AMPS will inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the below listed acts as described in any of these subdivisions:
Education Code 48900 subdivision [except subdivision (h)]
Education Code 48900.2 (sexual harassment)
Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
Education Code 48900.7 (terrorist threat)

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Confidential Information
Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher

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

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's wilful misconduct that occurred on district or school property or during district or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.
The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects:
The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:
1. Confiscate the object and deliver it to the Site Director/Principal/Principal immediately.
2. Immediately notify the Site Director/Principal/Principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director/Principal. When informing the Site Director/Principal 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.

16. 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.

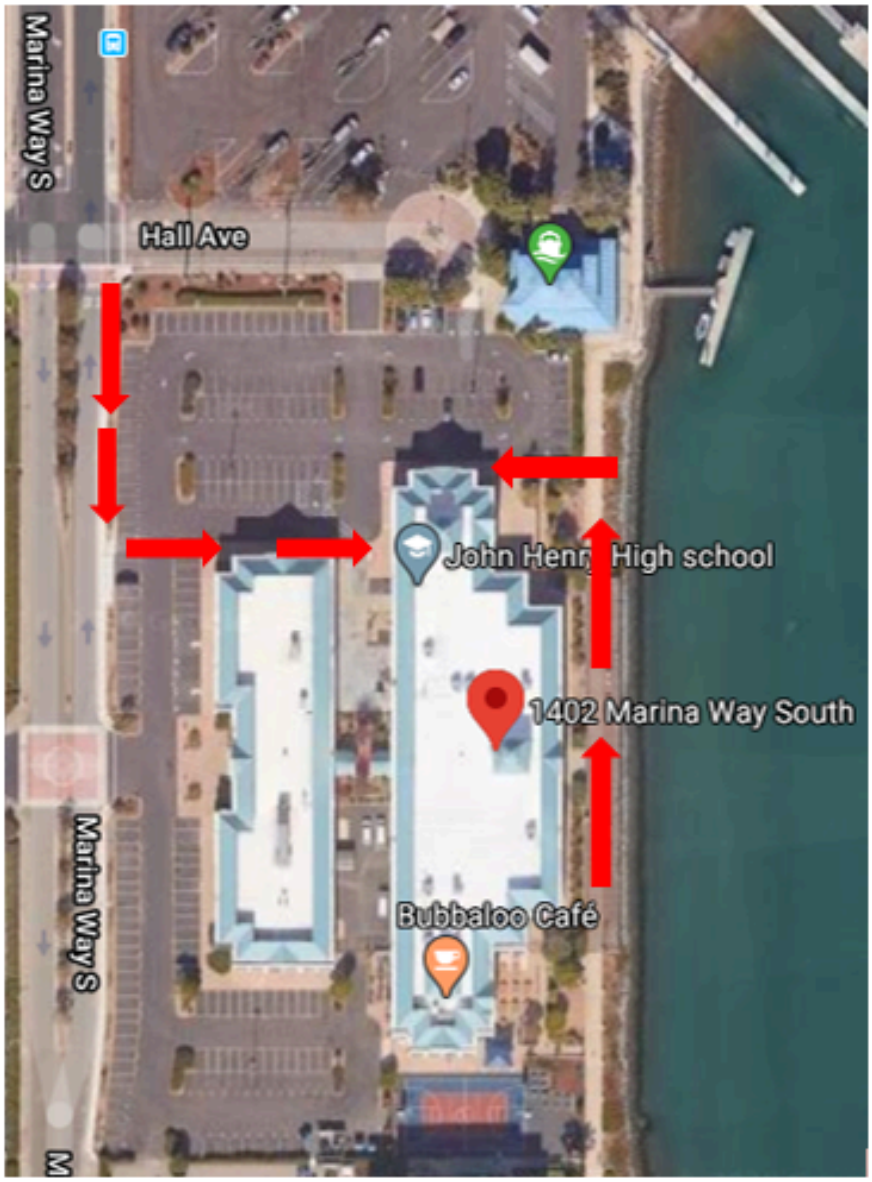
Extension of Class Period
During any disturbance in which additional students might become involved while changing classes, the Site Director or designee may notify all staff that any class currently in session will be extended until further notice. Upon receiving this notification, staff shall ensure 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.

17. 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.



18. 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.

19. 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.

20. 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)

21. 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.

22. 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.

23. 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.

24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response

1. Purpose

Per Education Code § 32282, this procedure outlines the school's response to a sudden cardiac arrest (SCA) or similar life-threatening medical emergency on school grounds.

2. Cardiac Emergency Response Team (CERT)

The school shall designate a site-specific response team, which typically includes:

- Team Leader: Designated Administrator.
- Responders: Staff members with current CPR/AED certification (e.g., Coaches, PE Teachers, Health Clerks).
- Communications Coordinator: Front office staff responsible for 911 contact and meeting EMS.

3. Emergency Response Protocol (The "Chain of Survival")

In the event of a suspected cardiac arrest (victim is unresponsive and not breathing normally):

- Check & Call: Immediately call 911. Assign a specific person to meet paramedics at the school entrance.
- Retrieve AED: Direct a staff member to retrieve the nearest Automated External Defibrillator (AED).
- Start CPR: Initiate hands-only CPR (chest compressions) immediately.
- Apply AED: Follow the AED's voice prompts as soon as it arrives.
- Coordinate with EMS: Provide first responders with the time of collapse and a summary of care provided.

4. AED Maintenance & Requirements

- Location: AEDs must be available for use within 3–5 minutes of any location on campus, especially near athletic facilities.
- Inspections: AEDs must be tested at least every 90 days for operability, with a written log maintained for at least two years.

5. Training & Communication

- Staff Notification: The Safety Lead shall annually notify all staff of the location of all AED units and the school's emergency response plan.
- Athletic Programs: Coaches must maintain valid CPR certification and ensure an AED is present at all on-campus athletic activities.
- Student Awareness: Schools serving grades 6–12 must annually notify students of AED locations.

6. Post-Event Procedures

- Documentation: Complete a California EMS Medical Report and an internal incident report.
- Debrief: Conduct a formal review with the CERT to evaluate the response and identify plan improvements.

25. Procedure Student Electronic Device Use During Emergencies

1. Purpose and Scope

In accordance with AB 962, Amethod Public Schools establishes specific conditions under which student smartphone and electronic device use is prohibited, including during situations of perceived danger or active emergencies. These restrictions are designed to:

- Ensure student attention remains focused on staff life-safety instructions.
- Prevent the saturation of local cellular networks needed by Emergency First Responders.
- Minimize the risk of drawing attention to students in "Lockdown" or "Run, Hide, Fight" scenarios (e.g., ringtones, light from screens).
- Prevent the spread of misinformation or the inadvertent disclosure of tactical school positions via social media.

2. Explicit Prohibitions & Restricted Situations

Student use of smartphones or electronic devices is strictly prohibited during the following emergency protocols:

- Lockdown / Active Threat: Devices must be silenced and stowed immediately. Students are prohibited from using devices until an "All Clear" is issued by the School Leader or Law Enforcement.
- Secure Campus / Shelter-in-Place: Students may not use devices to record, stream, or post images of the incident, as this may compromise safety or privacy.
- Evacuation: Devices must remain stowed while in transit to the assembly point to ensure students can hear verbal directions and navigate hazards.

3. Exceptions

Exceptions to this prohibition may be granted only under the following circumstances:

- Direct Instruction: A staff member explicitly authorizes use for a specific safety purpose.
- Medical Necessity: Use is required for a student's health (e.g., monitoring a blood glucose levels via a linked app), as documented in the student's Individualized Education Program (IEP) or 504 Plan.
- Emergency Contact: Once students reach a designated "Safe Zone" and are cleared by the Incident Commander, a supervised "Family Reconnection Communication Window" will be established.

4. Enforcement and Notice

Failure to comply with these emergency communication protocols may result in the temporary confiscation of the device and disciplinary action per the School's Student Code of Conduct. This policy shall be communicated annually to parents/guardians and students.

Instructional Continuity Plan

A. Introduction and Purpose

This instructional Continuity Plan ensures that teaching and learning continue during emergency situations such as natural disasters, pandemics, or other unanticipated events that cause prolonged school closures. The plan addresses communication strategies and equitable access to instruction.

Amethod Public Schools adopted this Instructional Continuity Plan (ICP) on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

B. Engagement with Pupils and Families

Communication tools are important in this arena and JHHS schools and departments will engage with pupils and their families as soon as practicable. JHHS will publish a weekly staff communication to share pertinent information network-wide for school site leadership. but no later than five calendar days following an emergency. Upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications on how to access materials (as needed), whether these materials are mandated or optional, and address the need to have all school sites remain in constant communication with their respective communities. In collaboration with the Communications Department, site leaders will communicate with staff and the school community and keep them informed on how the network is responding to the natural disaster or emergency.

Methods for two-way communication

Site leaders will use any communication methods, including but not limited to emails, ParentSquare, phone calls and texts, school marquees, and social media. Other methods will be considered if electricity is not available to keep the communication clear, consistent, and constant. All communication will be in languages representative of student and family populations. Site administrators will also hold a weekly group check-in with all staff and bi-weekly to monthly meetings with parents to address any questions or concerns swiftly.

Teachers will also hold designated hours each day when they will be accessible online to provide consistency and structure.

Plans for unforeseen events

Crisis communication plans include mass notification systems for SMS, phone, and email. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaborate with media outlets to inform our communities.

Support for Special Needs
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners - Designated and integrated ELD instruction will continue during remote learning. Bilingual support staff will assist EL students and families in navigating digital platforms and assignments.

Low-Income Students - Priority for device and hotspot distribution. Partnerships with local agencies to provide basic needs (e.g., food, hygiene supplies). Access to community learning hubs where feasible.

Community and Family Wellness
Amps will work to share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, and provide a link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp and the National Suicide Prevention Lifeline 1-800273-8255 widely.

Staff Wellness
JHHS acknowledges the importance of staff wellness and will work to support staff by implementing staff resilience, consultation, and mental health support in one or more of the following ways: Provide training on secondary traumatic stress and self-care. Promote mindfulness techniques and staff social support. Open and routine communication with staff members, encouraging self-care.

C. Access to Instruction
Timeline for Access
As required, AMPs will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. JHHS is fully equipped to go to remote instruction if an emergency arose, with all staff and students having computer access, Google Suite, and owl projectors if teachers are on campus.

Conditions for Resuming Access to In-Person Instruction.
Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

Remote Instruction
As required, JHHS Schools' remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. Based on student need, remote instruction will be outlined in the JHHS's Remote Instruction Handbook regarding communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

Access to Instructional Materials
As required, remote instruction will align with access and equity expectations. Instructional lessons can be accessed through Clever, Google Classroom, or Schoology, the Learning Management System (LMS). Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in-person pick-up is not available or feasible, arrangements will be made to mail materials.

Access to School Work
As required, remote instruction will align with access and equity expectations. Clever, Google Classroom, or Schoology (LMS) is the primary platform designated for in-person and remote instruction. Submitting classwork can be done through Google Classroom or Schoology in either remote or in-person settings. Additionally, all JHHS instructional applications are accessible as single sign-on (SSO) through the Clever Dashboard. In most of these applications, students complete work here, and teachers can enter grades into Google Classroom.

Temporary Reassignment
In the event of an emergency, JHHS provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning. The communication department, in tandem with Enrollment, will provide guidance applicable to the situation and support families via appointments, phone calls, and email exchanges.

D. Instructional Continuity
Communication Protocols
In the event of an emergency, JHHS will communicate information with parents/caregivers via: automated phone calls, email notifications, text messages, announcements on the website, and JHHS social media. JHHS will provide communication weekly. Families, students, and staff will have regular communication from school officials in case of an emergency school closure. JHHS will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness
JHHS is committed to a one-to-one model, ensuring Chromebooks and Wi-Fi are available for every student enrolled. JHHS will continue to communicate information regarding low-cost or no-cost internet access for our students. For students who lack internet access at home, the school site will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. If students do not have access to connectivity, they will be provided with alternate materials and assignments that ensure

instructional continuity. We will provide technical support to families to connect and access the online classroom.

Instruction and Assessment
All distance learning will comply with California Education Code Sections 51747 and 51749.5 There will be Synchronous instruction: Live daily check-ins, virtual office hours, and Zoom or Google Meet lessons. Teachers will hold virtual office hours to assist students and maintain the community. Teachers can monitor progress by monitoring student work submissions for competition and correctness. There will also be asynchronous instruction with posted assignments, recorded videos, and self-paced modules on learning platforms like Google Classroom or Schoology. Printed instructional packets will be provided when digital access is not feasible

E. Access (Equity, Accessibility, and Inclusion)
Individualized Education Plans (IEPs)
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners
In order to help mitigate the barriers our English learners face, the AMPs will utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners and offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels. We will prioritize oral language development during synchronous/live distance Learning instruction and encourage oral language practice during asynchronous/self-paced distance Learning instruction. Teachers will regularly monitor student progress, adapt instruction and/or provide interventions when necessary and when available, and will provide bilingual paraprofessionals at each site to support small group instruction and provide translation. Sites and Staff will engage families of English Learners through virtual FST/ELAC meetings and other means to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency. services.

F. Professional Learning
AMPS will continue to provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. AMPs will continue to provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to train on any new platforms, provide dedicated time for planning and collaboration. Continue to have instructional resources available that support including: motivation and engagement techniques, online tools, distance Learning training , Zoom/Google Meets training.

G. Well-Being and Support Services

JHHS remains committed to providing ongoing social-emotional support for all students. To do this JHHS will send tailored communication to students and families regarding the mental health supports available including mental health and wellness resources on district and school websites and in communications with families (newsletters, emails,
texts, robocalls, etc.)

Whole School Safety and Prevention Plan
This will include providing professional development time to increase trauma knowledge and skills. Provide information about mental health and wellness resources on the district and school websites and in communication with families. Dedicated time to have staff conduct routine check-ins using a trauma- and resilience-informed lens and provide the link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

Community and Family Wellness
AMPs will collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English. AMPs will share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient
assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

Staff Wellness
AMPs acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation,
and mental health support. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care. District and Site Administrators will promote mindfulness techniques and staff social supports. Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

Plan to provide access back up
Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Plans to ensure continuity
Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. Counseling will continue to implement its PBIS program. Second Step as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs After Care program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the CEO to ensure all students are safe and have access to essential programs.

English Learners English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services while JHHS operates throughout an emergency, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses.

H. Site-Based Collaboration

Return to Site-Based Learning
At the core of this plan, the goal of returning to in-person instruction as quickly as possible once JHHS is able to meet the multiple conditions of reopening is paramount. Following an emergency, the JHHS will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

JHHS will set a school reopening target date and communicate that with staff, students, and families.

I. Integration with Comprehensive School Safety Plan (CSSP)
This Instructional Continuity Plan (ICP) will be included as an integral component of AMPs Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan.

J. Review and update of this Instructional Continuity Plan (ICP)
This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1

References

B. 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

C. 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

D. 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

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

Coversheet

Review and Consideration of Approval of Comprehensive School Safety Plans for Oakland Charter Academy

Section: V. Business I
Item: I. Review and Consideration of Approval of Comprehensive School Safety Plans for Oakland Charter Academy
Purpose: Vote
Submitted by: Marisol Magana
Related Material: 2026 OCA School Safety Plan 02.2026.pdf

BACKGROUND:

Pursuant to California Education Code §§ 32280–32289, including § 32286, the school has completed the annual review and update of its Comprehensive School Safety Plan. The Education Code requires that the plan be reviewed, updated, and adopted by the governing board no later than March 1 of each year.

The plan outlines policies and procedures related to emergency preparedness, disaster response, campus supervision, student discipline, child abuse reporting, and coordination with local emergency responders, consistent with guidance from the California Department of Education.

RECOMMENDATION:

Staff recommends the approval of Comprehensive School Safety Plan prior to the March 1 statutory deadline in order to ensure compliance with California Education Code requirements.

Comprehensive School Safety Plan



2025-2026
School Year

Oakland Charter Academy
4215 Foothill Blvd.
Oakland, CA 94601

Amethod Public Schools

Table of Contents

The Comprehensive School Safety Plan Overview:.....4
General School Information :.....5
A. School Profile:.....5
B. Safe School Mission:.....5
C. AMPS Mission & Motto.....5
D. Description of School Facilities:.....5
E. Personal Characteristics of Students & Staff 2025-2026.....5
F. Notifications and Assurances:.....6
Safe School Reports :.....7
A. School Crimes Status:.....7
B. Safe School Assessment Resources:.....7
C. Safe Schools Needs Assessment:.....7
D. Conclusions of 2025-26 Safe Schools Assessment:.....9
Safe School Action Plans:.....10
School Safety Practices, Policies and Procedures:.....11
A. Bully Prevention:.....11
B. Safe Ingress/Egress Procedures:.....11
Sample Communications Forms and Postings:.....12
A. Serious injury or other unplanned and unprecedented event:.....12
B. Responding to Inquiries – Site Director/Principal's.....12
C. Lockdown – Sample Parent Square Connect Message – English.....13
D. Immigration Enforcement Notification (SAFE Act) Procedure.....14
Emergency Response Plan:.....16
A. Emergency Contact Datasheet:.....16
B. Communication Signals:.....16
C. Action Evacuate:.....17
D. Action "Drop – Take Cover":.....17
E. Action Duck Cover and Hold:.....18
F. Action "Lockdown".....18
G. Action "Shelter in Place" and "Secure Campus".....19
H. Action "Student Release":.....19
I. Action "Civil Disturbance":.....20
J. Action "Hazardous Material Incident".....20
K. Action "Medical Emergency".....21
L. Action "Fire":.....21
M. Action "Active Assailant on Campus":.....22
N. Action "Earthquake:.....22
O. Action "Bomb Threat – Bomb or Suspicious Device":.....23
P. Pandemic Influenza:.....24
Q. Staff "Buddy" List:.....24
R. Use of Facilities.....25
Evacuation Maps:.....25

SEMS (Standardized Emergency Management System Plan)....26
A. Organization Chart:....26
B. Roles and Responsibilities:....27
Policies and Regulations Related to Student Safety....31
1. Online criminal threats:....31
2. Bomb Threats:....31
3. Bullying:....32
4. Campus Security:....34
5. Child Abuse Prevention:....34
6. Child Abuse Reporting:....35
7. Comprehensive School Safety Plan....39
8. Conduct:....42
9. Discipline....44
10. Dress and Grooming....48
11. Earthquake Emergency Procedures System....48
12. Fire Drills and Fires....50
13. Hate Motivated Behavior....51
14. Nondiscrimination/Harassment....51
15. Notification of Dangerous Pupils....54
16. Student Disturbances....56
17. Safe Ingress and Egress....57
18. Sexual Harassment....57
19. Visitors/Outsiders....57
20. Weapons and Dangerous Instruments....58
21. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)....60
22. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)....62
23. Protocol for Responding to Opioid Overdoses (SB 10)....65
24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response....68
25. Procedure Student Electronic Device Use During Emergencies....68
Instructional Continuity Plan....69
A. Introduction and Purpose....69
B. Engagement with Pupils and Families....70
C. Access to Instruction....71
D. Instructional Continuity....72
E. Access (Equity, Accessibility, and Inclusion)....72
F. Professional Learning....73
G. Well-Being and Support Services....73
H. Site-Based Collaboration....74
I. Integration with Comprehensive School Safety Plan (CSSP)....75
J. Review and update of this Instructional Continuity Plan (ICP)....75
References....76

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

Prepared by:
Site Leader
Safety Coordinator
FST

Reviewed & Approved by:

- ❏ Oakland Police Department Officer
- ❏ AMPS Governing Board

Date Approved:

General School Information :

A. School Profile:
Oakland Charter Academy serves 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/Principal 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:
OCA 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 2025-2026

Student Demographics by Ethnicity:	%

Asian	2.5%
Hispanic	84.5%
White, not Hispanic	8.5%
African American	3.0%
Pacific Islander	1.5%
English Learners	57.5%
Special Education	8.5%
Socioeconomically Disadvantaged	86.5%
Staff Demographics by Ethnicity	%
Asian	11.8%
Hispanic	41.2%
White, not Hispanic	11.8%
African American	35.2%

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 on 02/20/26
- All school staff will have access to the plan after it is shared with the AMPS governing board on 02/26/2026
- 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	3
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 2025-26 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.

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.

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	Improve external and internal security: Related activities: ● Add additional cameras to camera system ● Increase safety at crosswalks at start and end of school by ensuring campus staff are available and present during welcome and dismissal. ● Develop a site emergency directory & directory by department ● Provide rooms without window coverings with window coverings. Resources needed: cameras, window coverings Personnel: Safety Coordinator Training: Training will be needed to operate cameras and use of window coverings. Administration: This will be done by site administration working together with home office administration and the safety coordinator.	Persons Responsible: Administration at site and home office, Safety Coordinator Timeline for Implementation: 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	Improve student and staff understanding of emergency plans and expectations. Related Activities: ● Facilitate to train staff and questions. ● Include regular and ongoing tiered professional development opportunities for staff and students. Resources needed: Meeting Times and Dates Personnel: Safety Coordinator, Teachers, Administration, Students Training: Professional development, observation and debrief cycles. Administration: Site administration will coordinate with home office staff and work with staff	Persons Responsible: Administrators, teachers, Safety Coordinator Timeline for Implementation: -ongoing
	Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals	
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	Expansion of student participation in academic activities Related activities: ● Expanding the Kickboard program ● Expanding the Merit Store offerings ● Recognition assemblies ● Celebrate academic successes classroom by classroom and schoolwide Resources needed: Funds to support incentives Personnel: Administration, staff and teachers Training: N/A Administration: Administration will work together with Culture Coordinator and staff to establish incentives and programs	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: ongoing

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/Principal'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/Principal's

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/Principal 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/Principal 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.

D. Immigration Enforcement Notification (SAFE Act) Procedure

1. Purpose
In compliance with SB 98 (Pérez), also known as the SAFE Act, this procedure ensures that parents, guardians, and school employees are promptly notified if immigration enforcement activity is confirmed on school grounds.

2. Identification of Immigration Enforcement
The School Leader or designated site administrator shall identify "confirmed immigration enforcement" when:

- An individual identifies themselves as an agent of Immigration and Customs Enforcement (ICE) or Customs and Border Protection (CBP) and presents credentials or legal process (e.g., judicial warrants).
- The school verifies that an enforcement action (arrest, interview, or surveillance) is actively occurring on campus or at a school-sponsored event.

3. Notification Protocols
Upon confirmation of enforcement activity, the school will execute the following:

- Employee Notification: All staff members shall be notified via the school's internal emergency communication system (Parentsquare/email) as soon as it is safe to do so.
- Parent/Guardian Notification: A formal notice will be sent to all parents and guardians via ParentSquare.
- Timing: Notifications must occur immediately following the confirmation of the event, ensuring transparency while maintaining site safety.

- Content: The notice shall state that immigration enforcement was present, the general nature of the activity (if known), and any impact on school operations. It shall *not* include the names or identifying details of any students or staff involved.

Template 1: Parent/Guardian Notification
This message will be sent via ParentSquare

Subject: Important Safety Update regarding [School Name]

Dear Families,

In accordance with California law and our commitment to a safe learning environment, we are notifying you that the presence of immigration enforcement was confirmed at our school site today.

- Date: [Insert Date]
- Time of Confirmation: [Insert Time]
- Location: [Insert General Location, e.g., Main Entrance / Front Office]

Please be assured that all students and staff remain our top priority. We do not share student information or allow access to non-public areas of our campus without a valid judicial warrant, as required by AB 49. School operations are [continuing as normal / modified as follows].

For more information on your rights and available support, please review the California Attorney General's Know Your Educational Rights Guide or visit the California Immigrant Resources Portal.

Template 2: Staff/Employee Notification
This message is for internal distribution only to ensure staff can manage student well-being.

Subject: URGENT: SAFE Act Notification – Confirmed Enforcement Activity

All Staff,

This is a mandatory notification per SB 98 (SAFE Act). Immigration enforcement activity has been confirmed on campus.

- Confirmed At: [Insert Time]
- Location: [Insert Specific Location]
- Current Status: [e.g., Officers have departed / Officers are currently in the front office]

Action Required:

1. Do Not Panic: Maintain a calm environment for all students.
2. Refer All Inquiries: If approached by any agent, immediately contact [Principal]. Do not provide student records or access to classrooms without direct administrative approval.
3. Support Students: Be mindful of students who may be experiencing heightened anxiety. Refer students in need of immediate support to the counseling office.

We will provide further updates as the situation evolves.

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): Phillip Ellingberg, Site Director/Principal
Command Center Location: Front Parking Lot 4215 Foothill Blvd.
Release of Students Location: Blacktop Gate 4215 Foothill Blvd.

Emergency Phone Numbers:
Emergency – 911
Fire/Paramedic Emergency – 911
Non-Emergency OPD - (510) 777-3333

Public Utilities:
Electricity: Call 9-1-1 first, then call PG&E at 1-800-743-5000
Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000
Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:
Chief Executive Officer: Adrienne Barnes - (510) 734-1555
Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308
Senior Operations Director : Marisol Magaña - (510) 334-9221

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/Principal to announce all clear and dismiss students to next class as appropriate.

Persons responsible:

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

C. Action Evacuate:

- Warning: The warning signal at the school for Action "Evacuate" or Evacuate shall be the ringing of the usual fire alarm and/or announcement to evacuate. Safety Coordinator Call 911.
- Action "Evacuate" consists of:
  - Students and staff shall move in an orderly fashion from inside of the school building(s) to the designated assembly area. Close and lock doors.
  - Removal of student/staff Emergency Data Cards from office to an outside area of safety
  - Teachers ensure 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/Principal 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/Principal Set up and man Command Center.
    - Site Director/Principal 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/Principal 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 "Secure Campus"
Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
    - All students and staff go inside
    - Close all doors, window, and vents
    - Cancel outdoor activities until further notice
    - Continue teaching and daily school activities - indoors

Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
    - Lock Classroom Door - Continue normal instruction
    - Transition from a Secure Campus to Lockdown can happen at any moment
    - All students and staff remain in classrooms - No student release from class - even at the bell until all clear
    - Parents/Guardian will be notified by the Principal when a "Secure Campus" is initiated and when it is lifted.

H. Action "Student Release":
May be appropriate for active assailant, earthquake, fire, flood, severe windstorm.

- Warning: Verbal communication by the Site Director/Principal or designee.
- Action:

    - "Student Release" will be considered by the Site Director/Principal 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/Principal'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/Principal or designee will signal for a "Lockdown".
- Action:
    - Follow Site Director/Principal'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/Principal 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/Principal notifies (or assigns designee to notify) assistant Site Director/Principal, dean of instruction, campus supervisors, support staff
    - Site Director/Principal 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/Principal or his/her designee.
    - Site Director/Principal 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/Principal 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/Principal 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/Principal'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/Principal/Principal 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.

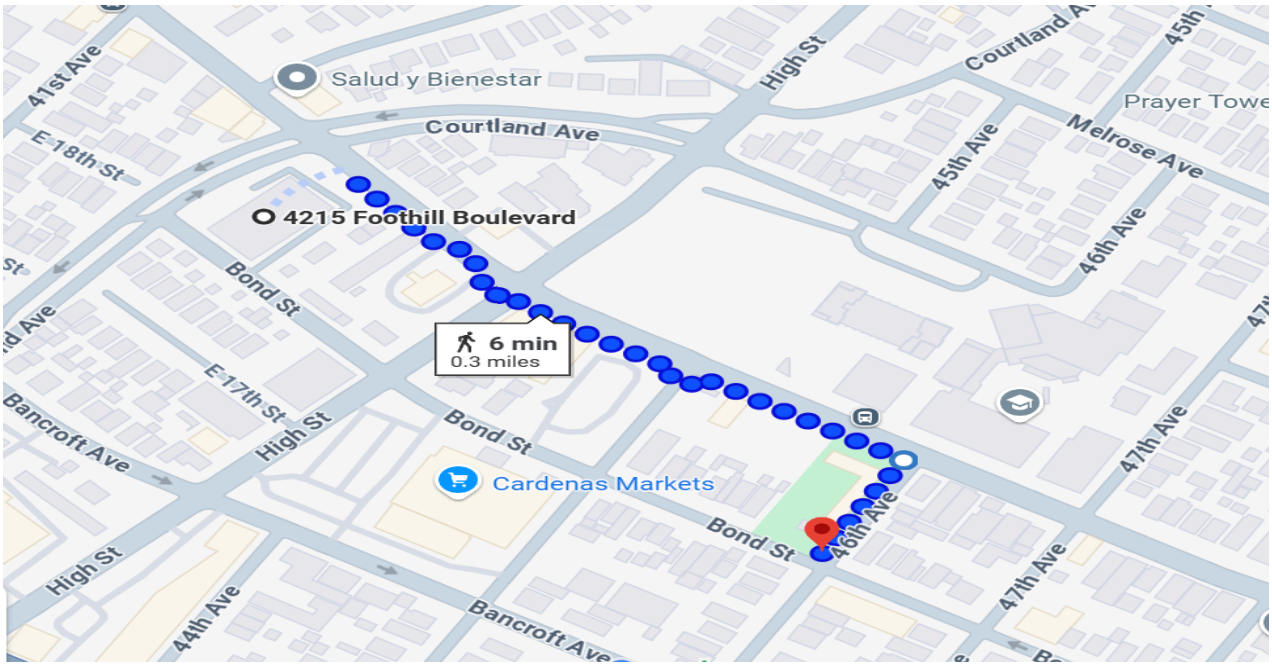
"Parent Square" All call system will be used to communicate with parents as needed. Staff communications will happen through email, google hangouts and Zoom meeting. For more information: http://www.pandemicflu.gov/plan/

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:	Phillip Ellingberg
Deputy Incident Commander	Phillip Ellingberg
Location of Command Center	Blacktop 4215 Foothill Blvd.
Alternative Location on campus	Chevron Gas Station 4265 Foothill Blvd Oakland, CA 94601 Fremont Pool 4550 Foothill Blvd Oakland, CA 94601
Alternative Location off campus	Site 1: Cesar Chavez Park Foothill Blvd & Bridge Ave, Oakland, CA 94601 Site 2: Cardenas Parking Lot 1630 High St Oakland, CA 94601
Emergency Operations Coordinator (Coordinates with Command Staff):	Phillip Ellingberg
Liaison to outside agencies:	Phillip Ellingberg
Training	Mr. Burgara
PIO (Public Information Officer)	Phillip Ellingberg

Crisis Response Leader	Phillip Ellingberg, Oakland Police Department
Plans Chief	Phillip Ellingberg
Documentation	Mr. Burgara
Messages	Phillip Ellingberg
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	Phillip Ellingberg
Disaster Plan Updates	Phillip Ellingberg
Crisis Team	7th Grade History
Parent Pick-up	Ms. Ramirez
Builders/Sanitations	Wellness Counselor
Finance Chief	Adrienne Barnes
Claims FEMA/State	Adrienne Barnes

B. Roles and Responsibilities:

1. Incident Commander (Site Director/Principal)

The Incident Commander (Site Director/Principal) 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/Principal) 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 Director/Principals, 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/Principal) and takes over the duties of the IC (Site Director/Principal) if the IC (Site Director/Principal) 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/Principal)
___2. Keep unauthorized people away from the IC (Site Director/Principal)
___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/Principal) 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/Principal) 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/Principal)
___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/Principal), turn off gas supply, water supply and/or electricity
___5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Site Director/Principal/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/Principal)
___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/Principal)
___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/Principal)
___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/Principal)
___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/Principal) 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/Principal). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Site Director/Principal)
___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/Principal)
___2. Claims/Procurements /Community Helpers Team
- Track financial records, staff hours, purchasing, etc.
- Complete state and federal claim forms for IC (Site Director/Principal)
- 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. Online criminal threats:
Pursuant to the Safe Schools and Places of Worship Act (SB 19), Amethod Public Schools recognizes that willful threats of violence against the school site, including electronic posts or images, are criminal offenses under Penal Code Section 422.2. Any threat that is specific, immediate, and unequivocal will be referred to law enforcement for investigation. The school will coordinate with local authorities to ensure evidence is preserved and that individuals—including those under 18—receive the appropriate legal and/or rehabilitative referrals as mandated by California law.

2. 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.

3. 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/Principal 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.

<u>Bullying Prevention:</u>
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/Principal 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/Principal 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/Principal/CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Site Director/Principal, or Site Director/Principal'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/Principal, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Site Director/Principal 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/Principal or assistant Site Director/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/Principal, 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/Principal/ 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/Principal 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.

4. 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/Principalv 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/Principal/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/Principal/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

5. Child Abuse Prevention:
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/Principal/CEO or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect. The Site Director/Principal/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/Principal/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

6. 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 reported who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

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

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

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/Principal, 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/Principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Site Director/Principal shall inform the CEO or designee.
The Site Director/Principal 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/Principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Site Director/Principal, 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/Principal/Principal 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/Principal 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/Principal 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/Principal 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/Principal 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.

7. 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 Director/Principals/Site Director/Principals. 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/Principal 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/Principal 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/Principal 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/Principal 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.

8. 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/Principal/Principal 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/Principal 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/Principal/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.

9. 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/Principal/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/Principal/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/Principal/Principal 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/Principal/Principal 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/Principal 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/Principal/CEO, or Site Director/Principal'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/Principal/CEO or designee shall notify parents/guardians, in writing, about the availability of AMPS rules related to discipline.
The Site Director/Principal/Principal 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/Principal 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.

10. 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/Principal, 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.

11. 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/Principal/Principal 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/Principal 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/Principal/Principal 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/Principal 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/Principal 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/Principal 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/Principal 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/Principal 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/Principal or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Site Director/Principal/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.

12. Fire Drills and Fires
Fire Drills:
The Site Director/Principal shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)
1. The Site Director/Principal 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/Principal 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/Principal 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/Principal 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/Principal, 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.

13. 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/Principal/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/Principal/Principal Upon receiving such a complaint, the Site Director/Principal/Principal 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/Principal/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.

14. 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/Principal 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/Principal/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/Principal, 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/Principal/Principal, 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/Principal/Principal, 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/Principal 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/Principal/Principal 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.

15. Notification of Dangerous Pupils
AMPS will inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the below listed acts as described in any of these subdivisions:
Education Code 48900 subdivision [except subdivision (h)]
Education Code 48900.2 (sexual harassment)
Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)

Education Code 48900.7 (terrorist threat)

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Confidential Information
Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's wilful misconduct that occurred on district or school property or during district or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.
The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.
Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

<u>Reporting of Injurious Objects:</u>
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/Principal/Principal immediately.
2. Immediately notify the Site Director/Principal/Principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director/Principal. When informing the Site Director/Principal 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.

16. 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/Principal 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/Principal/Principal. 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/Principal/Principal 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.

17. 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.

18. 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/Principal/Principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Site Director/Principal/Principal Once notified, the Site Director/Principal/Principal 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 Director/Principals/Site Director/Principals 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.

19. Visitors/Outsiders

The Site Director/Principal 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/Principal/Principal 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/Principal/Principal 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/Principal"s Registration Authority:
The Site Director/Principal/Principal 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/Principal/Principal 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/Principal or designee denies or revokes a visitor's registration privileges, the Site Director/Principal/Principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Site Director/Principal/Principal 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.

20. 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/Principal 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/Principal immediately
2. Immediately notify the Site Director/Principal/Principal, who shall take appropriate action
3. Immediately notify the local law enforcement agency and the Site Director/Principal/Principal

When informing the Site Director/Principal/Principal 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/Principal/Principal 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)

21. 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/Principal immediately. The Site Director/Principal, 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/Principal/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/Principal 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.

22. 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/Principal 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/Principal 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/Principal/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.

23. 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.

24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response

1. Purpose

Per Education Code § 32282, this procedure outlines the school's response to a sudden cardiac arrest (SCA) or similar life-threatening medical emergency on school grounds.

2. Cardiac Emergency Response Team (CERT)

The school shall designate a site-specific response team, which typically includes:

- Team Leader: Designated Administrator.
- Responders: Staff members with current CPR/AED certification (e.g., Coaches, PE Teachers, Health Clerks).
- Communications Coordinator: Front office staff responsible for 911 contact and meeting EMS.

3. Emergency Response Protocol (The "Chain of Survival")

In the event of a suspected cardiac arrest (victim is unresponsive and not breathing normally):

- Check & Call: Immediately call 911. Assign a specific person to meet paramedics at the school entrance.
- Retrieve AED: Direct a staff member to retrieve the nearest Automated External Defibrillator (AED).
- Start CPR: Initiate hands-only CPR (chest compressions) immediately.
- Apply AED: Follow the AED's voice prompts as soon as it arrives.
- Coordinate with EMS: Provide first responders with the time of collapse and a summary of care provided.

4. AED Maintenance & Requirements

- Location: AEDs must be available for use within 3–5 minutes of any location on campus, especially near athletic facilities.
- Inspections: AEDs must be tested at least every 90 days for operability, with a written log maintained for at least two years.

5. Training & Communication

- Staff Notification: The Safety Lead shall annually notify all staff of the location of all AED units and the school's emergency response plan.
- Athletic Programs: Coaches must maintain valid CPR certification and ensure an AED is present at all on-campus athletic activities.
- Student Awareness: Schools serving grades 6–12 must annually notify students of AED locations.

6. Post-Event Procedures

- Documentation: Complete a California EMS Medical Report and an internal incident report.
- Debrief: Conduct a formal review with the CERT to evaluate the response and identify plan improvements.

25. Procedure Student Electronic Device Use During Emergencies

1. Purpose and Scope

In accordance with AB 962, Amethod Public Schools establishes specific conditions under which student smartphone and electronic device use is prohibited, including during situations of perceived danger or active emergencies. These restrictions are designed to:

- Ensure student attention remains focused on staff life-safety instructions.
- Prevent the saturation of local cellular networks needed by Emergency First Responders.
- Minimize the risk of drawing attention to students in "Lockdown" or "Run, Hide, Fight" scenarios (e.g., ringtones, light from screens).
- Prevent the spread of misinformation or the inadvertent disclosure of tactical school positions via social media.

2. Explicit Prohibitions & Restricted Situations
Student use of smartphones or electronic devices is strictly prohibited during the following emergency protocols:

- Lockdown / Active Threat: Devices must be silenced and stowed immediately. Students are prohibited from using devices until an "All Clear" is issued by the School Leader or Law Enforcement.
- Secure Campus / Shelter-in-Place: Students may not use devices to record, stream, or post images of the incident, as this may compromise safety or privacy.
- Evacuation: Devices must remain stowed while in transit to the assembly point to ensure students can hear verbal directions and navigate hazards.

3. Exceptions
Exceptions to this prohibition may be granted only under the following circumstances:

- Direct Instruction: A staff member explicitly authorizes use for a specific safety purpose.
- Medical Necessity: Use is required for a student's health (e.g., monitoring a blood glucose levels via a linked app), as documented in the student's Individualized Education Program (IEP) or 504 Plan.
- Emergency Contact: Once students reach a designated "Safe Zone" and are cleared by the Incident Commander, a supervised "Family Reconnection Communication Window" will be established.

4. Enforcement and Notice
Failure to comply with these emergency communication protocols may result in the temporary confiscation of the device and disciplinary action per the School's Student Code of Conduct. This policy shall be communicated annually to parents/guardians and students.

Instructional Continuity Plan

A. Introduction and Purpose
This instructional Continuity Plan ensures that teaching and learning continue during emergency situations such as natural disasters, pandemics, or other unanticipated events that cause prolonged school closures. The plan addresses communication strategies and equitable access to instruction.

Amethod Public Schools adopted this Instructional Continuity Plan (ICP) on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

B. Engagement with Pupils and Families

Communication tools are important in this arena and OCA schools and departments will engage with pupils and their families as soon as practicable. OCA will publish a weekly staff communication to share pertinent information network-wide for school site leadership. but no later than five calendar days following an emergency. Upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications on how to access materials (as needed), whether these materials are mandated or optional, and address the need to have all school sites remain in constant communication with their respective communities. In collaboration with the Communications Department, site leaders will communicate with staff and the school community and keep them informed on how the network is responding to the natural disaster or emergency.

Methods for two-way communication

Site leaders will use any communication methods, including but not limited to emails, ParentSquare, phone calls and texts, school marquees, and social media. Other methods will be considered if electricity is not available to keep the communication clear, consistent, and constant. All communication will be in languages representative of student and family populations. Site administrators will also hold a weekly group check-in with all staff and bi-weekly to monthly meetings with parents to address any questions or concerns swiftly.

Teachers will also hold designated hours each day when they will be accessible online to provide consistency and structure.

Plans for unforeseen events

Crisis communication plans include mass notification systems for SMS, phone, and email. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaborate with media outlets to inform our communities.

Support for Special Needs

Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners - Designated and integrated ELD instruction will continue during remote learning. Bilingual support staff will assist EL students and families in navigating digital platforms and assignments.

Low-Income Students - Priority for device and hotspot distribution. Partnerships with local agencies to provide basic needs (e.g., food, hygiene supplies). Access to community learning hubs where feasible.

Community and Family Wellness

Amps will work to share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, and provide a link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp and the National Suicide Prevention Lifeline 1-800273-8255 widely.
Staff Wellness
OCA acknowledges the importance of staff wellness and will work to support staff by implementing staff resilience, consultation, and mental health support in one or more of the following ways: Provide training on secondary traumatic stress and self-care. Promote mindfulness techniques and staff social support. Open and routine communication with staff members, encouraging self-care.

C. Access to Instruction
Timeline for Access
As required, AMPs will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. OCA is fully equipped to go to remote instruction if an emergency arose, with all staff and students having computer access, Google Suite, and owl projectors if teachers are on campus.

Conditions for Resuming Access to In-Person Instruction.
Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

Remote Instruction
As required, OCA Schools' remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. Based on student need, remote instruction will be outlined in the OCA's Remote Instruction Handbook regarding communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

Access to Instructional Materials
As required, remote instruction will align with access and equity expectations. Instructional lessons can be accessed through Clever, Google Classroom, or Schoology, the Learning Management System (LMS). Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in-person pick-up is not available or feasible, arrangements will be made to mail materials.

Access to School Work
As required, remote instruction will align with access and equity expectations. Clever, Google Classroom, or Schoology (LMS) is the primary platform designated for in-person and remote

instruction. Submitting classwork can be done through Google Classroom or Schoology in either remote or in-person settings. Additionally, all OCA instructional applications are accessible as single sign-on (SSO) through the Clever Dashboard. In most of these applications, students complete work here, and teachers can enter grades into Google Classroom.

Temporary Reassignment
In the event of an emergency, OCA provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning. The communication department, in tandem with Enrollment, will provide guidance applicable to the situation and support families via appointments, phone calls, and email exchanges.

D. Instructional Continuity
Communication Protocols
In the event of an emergency, OCA will communicate information with parents/caregivers via: automated phone calls, email notifications, text messages, announcements on the website, and OCA social media. OCA will provide communication weekly. Families, students, and staff will have regular communication from school officials in case of an emergency school closure. OCA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness
OCA is committed to a one-to-one model, ensuring Chromebooks and Wi-Fi are available for every student enrolled. OCA will continue to communicate information regarding low-cost or no-cost internet access for our students. For students who lack internet access at home, the school site will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. If students do not have access to connectivity, they will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom.

Instruction and Assessment
All distance learning will comply with California Education Code Sections 51747 and 51749.5
There will be Synchronous instruction: Live daily check-ins, virtual office hours, and Zoom or Google Meet lessons. Teachers will hold virtual office hours to assist students and maintain the community. Teachers can monitor progress by monitoring student work submissions for competition and correctness. There will also be asynchronous instruction with posted assignments, recorded videos, and self-paced modules on learning platforms like Google Classroom or Schoology. Printed instructional packets will be provided when digital access is not feasible

E. Access (Equity, Accessibility, and Inclusion)
Individualized Education Plans (IEPs)
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized

education programs (IEPs).

English Learners
In order to help mitigate the barriers our English learners face, the AMPs will utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners and offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels. We will prioritize oral language development during synchronous/live distance Learning instruction and encourage oral language practice during asynchronous/self-paced distance Learning instruction. Teachers will regularly monitor student progress, adapt instruction and/or provide interventions when necessary and when available, and will provide bilingual paraprofessionals at each site to support small group instruction and provide translation. Sites and Staff will engage families of English Learners through virtual FST/ELAC meetings and other means to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency. services.

F. Professional Learning
AMP will continue to provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. AMPs will continue to provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to train on any new platforms, provide dedicated time for planning and collaboration. Continue to have instructional resources available that support including: motivation and engagement techniques, online tools, distance Learning training , Zoom/Google Meets training.

G. Well-Being and Support Services
OCA remains committed to providing ongoing social-emotional support for all students. To do this OCA will send tailored communication to students and families regarding the mental health supports available including mental health and wellness resources on district and school websites and in communications with families (newsletters, emails,
texts, robocalls, etc.)

Whole School Safety and Prevention Plan
This will include providing professional development time to increase trauma knowledge and skills. Provide information about mental health and wellness resources on the district and school websites and in communication with families. Dedicated time to have staff conduct routine check-ins using a trauma- and resilience-informed lens and provide the link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

Community and Family Wellness
AMPs will collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English. AMPs will share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient
assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

Staff Wellness
AMPs acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation,
and mental health support. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care. District and Site Administrators will promote mindfulness techniques and staff social supports. Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

Plan to provide access back up
Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Plans to ensure continuity
Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. Counseling will continue to implement its PBIS program. Second Step as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs After Care program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the CEO to ensure all students are safe and have access to essential programs.

English Learners English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services while OCA operates throughout an emergency, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses

H. Site-Based Collaboration
Return to Site-Based Learning
At the core of this plan, the goal of returning to in-person instruction as quickly as possible once OCA is able to meet the multiple conditions of reopening is paramount. Following an emergency, the OCA will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards

- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

OCA will set a school reopening target date and communicate that with staff, students, and families.

I. Integration with Comprehensive School Safety Plan (CSSP)
This Instructional Continuity Plan (ICP) will be included as an integral component of AMPs Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan.

J. Review and update of this Instructional Continuity Plan (ICP)
This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1

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

Coversheet

Review and Consideration of Approval of Comprehensive School Safety Plans for Richmond Charter Academy

Section: V. Business I
Item: J. Review and Consideration of Approval of Comprehensive School Safety Plans for Richmond Charter Academy
Purpose: Vote
Submitted by: Marisol Magana
Related Material: 2026_RCA_School Safety Plan_2026.02.pdf

BACKGROUND:

Pursuant to California Education Code §§ 32280–32289, including § 32286, the school has completed the annual review and update of its Comprehensive School Safety Plan. The Education Code requires that the plan be reviewed, updated, and adopted by the governing board no later than March 1 of each year.

The plan outlines policies and procedures related to emergency preparedness, disaster response, campus supervision, student discipline, child abuse reporting, and coordination with local emergency responders, consistent with guidance from the California Department of Education.

RECOMMENDATION:

Staff recommends the approval of Comprehensive School Safety Plan prior to the March 1 statutory deadline in order to ensure compliance with California Education Code requirements.

Comprehensive School Safety Plan

RICHMOND CHARTER ACADEMY

2025-2026
School Year

Richmond Charter Academy
1450 Marina Way S.
Richmond, CA 94804

Amethod Public Schools

Table of Contents

The Comprehensive School Safety Plan Overview:.....4
General School Information:.....4
A. School Profile:.....4
B. Safe School Mission:.....5
C. AMPS Mission & Motto.....5
D. Description of School Facilities:.....5
E. Personal Characteristics of Students & Staff.....5
F. Notifications and Assurances:.....6
School Safe Reports:.....6
A. School Crimes Status:.....6
B. Safe School Assessment Resources:.....7
C. Safe Schools Needs Assessment:.....7
D. Conclusions of 2026 Safe Schools Assessment:.....9
Safe Schools Action Plan:.....9
School Safety Policies, Practices, and Procedures.....12
A. Bully Prevention:.....12
B. Safe Ingress/Egress Procedures:.....13
Sample Communication Forms and Postings:.....13
A. Serious injury or other unplanned and unprecedented event:.....13
B. Responding to Inquiries – Principal's/Principal's Template:.....14
C. Lockdown – Sample School Messenger Connect Message – English Initial message:.....14
D. Immigration Enforcement Notification (SAFE Act) Procedure.....15
Emergency Response Plan:.....17
A. Emergency Contact Datasheet:.....17
B. Communication Signals:.....18
A. Action Evacuate:.....18
B. Action "Drop – Take Cover":.....19
C. Action "Duck Cover and Hold":.....19
D. Action "Lockdown".....20
G. Action "Shelter in Place" and "Secure Campus".....20
H. Action "Directed Transportation".....21
I. Action "Student Release":.....21
J. Action "Civil Disturbance":.....22
K. Action "Hazardous Material Incident".....22
L. Action "Medical Emergency".....23
M. Action "Fire":.....23
N. Action "Active Assailant on Campus":.....24
O. Action "Earthquake:".....24
P. Action "Bomb Threat – Bomb or Suspicious Device":.....25
Q. Pandemic Influenza:.....26
R. Staff "Buddy" List:.....27
S. Use of Facilities.....27

Evacuation Maps:....27
SEMS (Standardized Emergency Management System Plan)....29
A. Organization Chart:....29
B. Roles and Responsibilities:....30
Policies and Regulations Related to Student Safety....33
1. Online criminal threats....34
2. Bomb Threats:....34
3. Bullying:....35
4. Campus Security:....37
5. Child Abuse Prevention:....38
6. Child Abuse Reporting:....38
7. Comprehensive School Safety Plan....43
8. Conduct:....46
9. Discipline....47
10. Dress and Grooming....51
11. Earthquake Emergency Procedures System....52
12. Fire Drills and Fires....54
13. Hate Motivated Behavior....55
14. Nondiscrimination/Harassment....55
15. Notification of Dangerous Pupils....59
16. Student Disturbances....61
17. Safe Ingress and Egress....61
18. Sexual Harassment....62
19. Visitors/Outsiders....62
20. Weapons and Dangerous Instruments....63
21. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)....65
22. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)....66
23. Protocol for Responding to Opioid Overdoses (SB 10)....67
24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response....67
25. Procedure Student Electronic Device Use During Emergencies....68
Instructional Continuity Plan....69
A. Introduction and Purpose....69
B. Engagement with Pupils and Families....69
C. Access to Instruction....70
D. Instructional Continuity....71
E. Access (Equity, Accessibility, and Inclusion)....72
F. Professional Learning....72
G. Well-Being and Support Services....73
H. Site-Based Collaboration....74
I. Integration with Comprehensive School Safety Plan (CSSP)....74
J. Review and update of this Instructional Continuity Plan (ICP)....74
References....75

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:
Principal/Principal: Jasmine Landers School Site:
Richmond Charter Academy
School Address: 1450 Marina Way South, Richmond, CA 94804
Principal School Phone: 510-235-2465
Principal Email Address: 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 Principal, 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 Principal 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.

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 2025-2026 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

X Improve safety of school grounds	Improve ingress/egress routes
XImprove 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:

Positive structure in classroom	X Prevention and intervention strategies
Fair, consistent discipline and consequences	X Anti-bullying
X Acceptance of diversity	Ongoing staff development
X Drug-Free school	X Student support (MTSS Systems)
X Character/values education	X Effective teacher/student relationships
X Parent Involvement	X Suicide prevention/response plans
High behavior expectations	X Extra-curricular activities

X Conflict resolution skills	Student recognition
X Anger Management	Supervision of students across all settings
Personal and social responsibility	Gang suppression
Participation in and collaboration of parents/students/community	

D. Conclusions of 2026 Safe Schools Assessment:

Areas of Pride and Strength:

- After school program (ASES)
- Committed and caring teachers, staff, community
- Small school atmosphere
- School Counselor Group
- Cultural programming and monthly incentives
- Robust intervention programming
- Consistent professional development and opportunities for growth
- Friday lunch; students get to go outside and socialize with friends
- Student Government

Areas to improve:

- Pick up concerns (students not going home after dismissal)
- Transitions from class to class
- Boys Restroom for damages to the facility
- Implementing dispersal of walkie talkies

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 2025-26 and forward:

- We strive to enhance the safety of students, staff, and community safety during the school day where students feels a sense of pride and belonging and we will measure this based on the data from the Youth Truth Survey in the 2025-2026 school year.

Safe Schools Action Plan:

- Shout outs for staff at the end of the week for each professional development and collect feedback and respond to the feedback base what people put in
- Try to have staff events for potlucks for holiday season, have wellness days,
- When people hit their data target for each week are acknowledged, green crew
- Observational feedback on what they can improve on.
- Staff TITAN of the month

- Students
  - Spirit Week

    - Student events; black history programming, monthly incentives, special breakfast, free dress
    - Formed SGA to get student insight and opinions for what students want
    - Award ceremony, implemented TITAN pride award and most improved
    - For student we use class dojo for incentives for behavioral
    - data chats, where we talk to students on how they are performing
    - Tutoring
    - Take student feedback and implement it such as allowing for jewelry, nails, hair colors
    - Have clubs for afterschool program
    - Field trips
    - behavioral trackers for students
    - Trying to implement a night rally

- Community
    - Coffee with Admin
    - Invite parents to the awards
    - Attendance meetings, 504, SST and IEP meetings
    - Monthly communication about student events; TITAN corner
    - Visual adult presence during pick up and drop off

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 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. Throughout the 2025-2026 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	Create a safer, more efficient environment during drop off and pick up times	Persons Responsible:

	Related activities: ● Create painted walkways going to/from school building to sidewalk ● Teaching students & staff on where it is safe to walk ● Explicitly teaching students the proper manner we expect them to walk during drop off and pick up ● Introduce Traffic Personnel to students' class by class ● Outline expectations around how to treat traffic personnel to students and community members ● Create colored nameplates so traffic personnel knows if the person pick up student is legally allowed to ● Reach out to city officials to create lights on street to help traffic slow down ● Three - way stop sign for entrance ● Establish an area in RCA parking lot for parents to use when they are waiting for students in different grade levels. Resources needed: Funds needed to paint & perhaps professional help with painting the areas and walkways Personnel: Traffic Personnel/ Teaching Staff/ Principal Training: PD for Staff- How to teach class about traffic/ parking lot expectations for teachers and instructional aides Administration: This will be done by site administration working together with home office administration	Administration at site and home office, Safety Coordinator, Traffic Personnel, Community Outreach Coordinator Timeline for Implementation: August 2025 -2026 School year

Goal #2	Assure on-going professional development to ensure supportive, nurturing teacher-student relationships in the classroom.	
	Increase teachers and staff members ability to communicate and have positive interactions that minimize conflict and show acceptance towards our diverse student body. Related Activities: ● Bring in outside facilitator to train teachers & staff ● Build on the capacity of expert staff on site ● Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. Resources needed: Time and funding for outside facilitator Personnel: Outside facilitator, counselor and wellness counselor, administrators, Check in & Connect Lead, Culture Coordinator Training: Professional development, observation and debrief cycles. Administration: Site administration will coordinate with home office staff and work with staff	Persons Responsible: Administrators, teachers, school counselors. Timeline for Implementation: August 2025 -2026 School year

	Component 2: Places – Create a Physical Environment That Communicates Respect for Learning and for Individuals	
Goal #1	Assure a safe, respectful, accepting, and emotionally nurturing environment.	
	Expansion of student participation in academic activities via PBIS (Class Dojo at RCA) Related activities: • Expanding the Class Dojo program activities and incentives • Expanding the Class Dojo Store offerings • Continued recognition assemblies • Celebrate academic successes classroom by classroom and schoolwide Resources needed: Funds to support incentives Personnel: Administration, staff and teachers Training: How to effectively implement positive reinforcement through Kickboard Administration: School Leadership will work together with Grade Level Leads to establish incentives and programs	Persons Responsible: School Leadership Team, Grade Level Leads, teachers, paraprofessionals & teacher assistants Timeline for Implementation: August 2025-2026 School year

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.

Principal'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 – Principal's/Principal'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 Principal 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 Principal 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.

D. Immigration Enforcement Notification (SAFE Act) Procedure

1. Purpose
In compliance with SB 98 (Pérez), also known as the SAFE Act, this procedure ensures that parents, guardians, and school employees are promptly notified if immigration enforcement activity is confirmed on school grounds.

2. Identification of Immigration Enforcement
The School Leader or designated site administrator shall identify "confirmed immigration enforcement" when:

- An individual identifies themselves as an agent of Immigration and Customs Enforcement (ICE) or Customs and Border Protection (CBP) and presents credentials or legal process (e.g., judicial warrants).
- The school verifies that an enforcement action (arrest, interview, or surveillance) is actively occurring on campus or at a school-sponsored event.

3. Notification Protocols
Upon confirmation of enforcement activity, the school will execute the following:

- Employee Notification: All staff members shall be notified via the school's internal emergency communication system (Parentsquare/email) as soon as it is safe to do so.
- Parent/Guardian Notification: A formal notice will be sent to all parents and guardians via ParentSquare.
- Timing: Notifications must occur immediately following the confirmation of the event, ensuring transparency while maintaining site safety.
- Content: The notice shall state that immigration enforcement was present, the general nature of the activity (if known), and any impact on school operations. It shall *not* include the names or identifying details of any students or staff involved.

Template 1: Parent/Guardian Notification
This message will be sent via ParentSquare

Subject: Important Safety Update regarding [School Name]

Dear Families,

In accordance with California law and our commitment to a safe learning environment, we are notifying you that the presence of immigration enforcement was confirmed at our school site today.

- Date: [Insert Date]
- Time of Confirmation: [Insert Time]
- Location: [Insert General Location, e.g., Main Entrance / Front Office]

Please be assured that all students and staff remain our top priority. We do not share student information or allow access to non-public areas of our campus without a valid judicial warrant, as required by AB 49. School operations are [continuing as normal / modified as follows].

For more information on your rights and available support, please review the California Attorney General's Know Your Educational Rights Guide or visit the California Immigrant Resources Portal.

Template 2: Staff/Employee Notification
This message is for internal distribution only to ensure staff can manage student well-being.

Subject: URGENT: SAFE Act Notification – Confirmed Enforcement Activity

All Staff,

This is a mandatory notification per SB 98 (SAFE Act). Immigration enforcement activity has been confirmed on campus.

- Confirmed At: [Insert Time]
- Location: [Insert Specific Location]
- Current Status: [e.g., Officers have departed / Officers are currently in the front office]

Action Required:

1. Do Not Panic: Maintain a calm environment for all students.
2. Refer All Inquiries: If approached by any agent, immediately contact [Principal]. Do not provide student records or access to classrooms without direct administrative approval.
3. Support Students: Be mindful of students who may be experiencing heightened anxiety. Refer students in need of immediate support to the counseling office.

We will provide further updates as the situation evolves.

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 1-800-743-5000Gas: Call 9-1-1 first, then call PG&E at 1-800-743-5000 Water: EBMUD 866-403-2683

AMPS Home Office Phone Numbers:
Chief Executive Officer: Adrienne Barnes - (510) 734-1555
Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308
Senior Operations Director : Marisol Magaña - (510) 334-9221

Hospitals:
Richmond Kaiser - (510) 307-1500

Staff w/WalkieTalkies:

- Principals
- 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: Principal to announce all clear and dismiss students to the next class as appropriate.

Persons responsible:

Parent Pick up:	Ms. Guevera, Ms. Ramirez
Student supervision:	All teachers, counselors, school staff overseen by administration
Persons responsible for rooms/all clear:	Ms. Landers, Ms. Lopez, Ms. Carloni

A. 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:

1. 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.
2. Removal of student/staff Emergency Data Cards from office to an outside area of safety
3. 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

B. 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:

1. Command "Drop – Take Cover" is given
2. Move away from buildings, trees, fences and power lines
3. Drop to your knees
4. Clasp both hands behind your neck
5. Bury your face in your arms

6. Make your body as small as possible
7. 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:

C. Earthquake
D. Explosion

C. 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

D. 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 "Secure Campus"

Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - All students and staff go inside
  - Close all doors, window, and vents
  - Cancel outdoor activities until further notice
  - Continue teaching and daily school activities - indoors

Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lock Classroom Door - Continue normal instruction
  - Transition from a Secure Campus to Lockdown can happen at any moment
  - All students and staff remain in classrooms - No student release from class - even at the bell until all clear
  - Parents/Guardian will be notified by the Principal when a "Secure Campus" is initiated and when it is lifted.

H. Action "Directed Transportation"

1. 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.
2. Action "Directed Transportation" consists of:
    - Transporting students to a safe area.
3. 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 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

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 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.

1. 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 stude 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:

- 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.

M. 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)

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:

G. Active assailant/armed suspect
H. Trespasser
I. Thief or vandal
J. 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

O. Action "Earthquake:"

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

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

- Inside school building:
- The teacher, or staff member in authority, will implement Action "Duck, Cover, and Hold".
- Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
- Implement Action "Evacuate" when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
- Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
- Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run!
- Take roll and maintain control of students.
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first 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.

P. 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

1. 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

Q. 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:

1. Review instructions for staff and students
2. Ensure distance learning plan is in place
3. Ensure distribution plan for distribution of chromebooks and student materials
4. Ensure support staff are adequately assigned to students who require further support
5. Ensure weekly lesson plans are submitted
6. 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/

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:



Evacuation Directions

Check safely exited the classroom.

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

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 (Principal)
Deputy Incident Commander	Dean Gabriela Lopez (Dean of Students-RCA)
Location of Command Center	Safety Lead Location
Alternative Location on campus	Upstairs Admin Office
Alternative Location off campus	Site 1: Public Park (Lucretia Edwards Shoreline Park)(located south of campus) Site 2: Rosie the Riveter WWII Home Front National Historical Park Site 3: Marina Bay Yacht Harbor
Emergency Operations Coordinator (Coordinates with Command Staff):	Briana Ramirez (Admin Assistant- Safety Coordinator)
Liaison to outside agencies:	Jasmine Landers (Principal)

Training	Gabriela Lopez (Safety Coordinator)

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

B. Roles and Responsibilities:

1. Incident Commander (Principal)

The Incident Commander (Principal) 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 (Principal) 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 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 (Principal) and takes over the duties of the IC (Principal) if the IC (Principal) 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 (Principal)
___2. Keep unauthorized people away from the IC (Principal)
___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 (Principal) 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 (Principal) 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 (Principal)
___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 (Principal), turn off gas supply, water supply and/or electricity
___5. Oversee "Logistics" for equipment and supplies

6. Command Staff - Training Coordinator – Principal/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 (Principal)
___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 (Principal)
___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 (Principal)

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 (Principal)
___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 (Principal)
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 (Principal) 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 (Principal). Report status of resources. Prepare estimates of incident escalation or de-escalation. Report missing, absent, and medical students/staff to IC (Principal)
___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 (Principal)
___2. Claims/Procurements /Community Helpers Team

- Track financial records, staff hours, purchasing, etc.
- Complete state and federal claim forms for IC (Principal)
- 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/disaste

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. Online criminal threats

Pursuant to the Safe Schools and Places of Worship Act (SB 19), Amethod Public Schools recognizes that willful threats of violence against the school site, including electronic posts or images, are criminal offenses under Penal Code Section 422.2. Any threat that is specific, immediate, and unequivocal will be referred to law enforcement for investigation. The school will coordinate with local authorities to ensure evidence is preserved and that individuals—including those under 18—receive the appropriate legal and/or rehabilitative referrals as mandated by California law.

2. 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

3. 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/ Principal/ 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.

<u>Bullying Prevention:</u>

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/Principal/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 Principal /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 Principal/CEO or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

The CEO, Principal, or Principal'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 Principal, or any other available school employee. Within one business day of receiving such a report, a staff member shall notify the Principal 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 Principal 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 Principal, 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/Principal 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/Principal 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.

Phone Policy:

To support a safe, focused, and inclusive learning environment, RCA has implemented a "No Phone" Policy for the 2025-2026 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.

4. 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/Principal 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 Principal 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

5. Child Abuse Prevention:

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 Principal 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

6. Child Abuse Reporting:

At RCA and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —"When in Doubt, Report it Out!" According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reported who has knowledge of, or observes, a child in his or her professional capacity or within

the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call:

Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324.
Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

Definitions:
Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)
1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangerment of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

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

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

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

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

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

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

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

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

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

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

Contra Costa County Social Services Agency
1305 Macdonald Ave
Richmond, CA 94801
510- 577-3500

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

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

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)
The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
a. The child's name and address, present location, and, where applicable, school, grade, and class
b. The names, addresses, and telephone numbers of the child's parents/guardians
c. The name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child

d. 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 Principal, 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 Principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the Principal shall inform the CEO or designee.

The Principal 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 Principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, Principal, 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 Principal 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 Principal 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 Principal 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/Principal 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/Principal or designee also shall notify all employees that:
4. 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)
5. 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

7. 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)

<u>The Comprehensive School Safety Plan:</u>
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.

<u>Tactical Response Plan:</u>
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 Principals. 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 Principal 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 Principal 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 Principal 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 Principal 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.

8. 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 Principal 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, hatemotivated 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)

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

10. 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)
11. Plagiarism or dishonesty on school work or tests
12. Inappropriate attire
13. Tardiness or unexcused absence from school
14. 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 Principal/Principal/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.

9. 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 Principal/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 Principal/Principal/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 Principal/Principal 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 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
9. Character Reflection Time after school hours as provided in the section below entitled "Character Reflection Time”
10. Community service as provided in the section below entitled "Community Service"
11. In accordance with AMPS Board policy and administrative regulation, restriction or disqualification from participation in extracurricular activities
12. Reassignment to an alternative educational environment
13. . 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 Principal/Principal or designee shall notify parents/guardians of the detention at least one day in advance. The student shall not be detained unless the Principal 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 Principal/CEO, Principal, or Principal'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 Principal/Principal/CEO or designee shall notify parents/guardians, in writing, about the availability of CMO rules related to discipline. (Education Code 35291, 48980)
The Principal/Principal 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 Principal 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.

10. 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 Principal, staff and parents/guardians at RCAl 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:
2. Shoes must be worn at all times. Sandals are not allowed.
3. 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.
4. Hats, caps and other head coverings shall not be worn at school except for religious exceptions.
5. 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.
6. Hair shall be clean and neatly groomed.

11. 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)
2. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff
3. 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.
4. 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 Principal/Principal 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 Principal/Principal 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 Principal/Principal 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:
2. 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.
3. In the lab, burners should be extinguished, if possible, before taking cover.
4. As soon as possible, staff shall move students away from windows, shelves, and heavy objects or furniture that may fall.
5. After the earthquake, the Principal or designee shall determine whether planned evacuation routes and assembly locations are safe and shall communicate with teachers and other staff.
6. When directed by the Principal 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.
7. 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:
7. Staff shall direct students to walk away from buildings, trees, overhead power lines, power poles, or exposed wires.
8. Staff shall have students perform the drop procedure.

9. . 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 Principal 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 Principal 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 Principal 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 Principal or designee shall contact the CEO or designee and request further instructions after assessing the earthquake damage.
8. The Principal/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.

12. Fire Drills and Fires

Fire Drills:
The Principal shall hold fire drills not less than twice every school year at the secondary level. (Education Code 32001)
2. The Principal shall notify staff as to the schedule for fire drills.
3. Whenever a fire drill is held, all students, teachers and other employees shall be directed to leave the building.
4. Teachers shall ascertain that no student remains in the building.
5. Teachers shall be prepared to select alternate exits and shall direct their classes to these exits whenever the designated escape route is blocked. The Principal 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 Principal 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 Principal 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 Principal, 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.

13. 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 Principal/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 Principal/Principal Upon receiving such a complaint, the Principal/Principal 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 Principal/Principal/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.

14. 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 Principal 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.

<u>Enforcement of CMO Policy:</u>
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 Directo/pPrincipal/CEO or any other staff member. In addition, any student who observes any such incident is strongly encouraged to report the incident to the Principal/Principal, 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 Principal/Principal, 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 Principal/Principal, 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 Principal/Principalt 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 Principal/Principal 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.

15. Notification of Dangerous Pupils

AMPS will inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the below listed acts as described in any of these subdivisions:
Education Code 48900 subdivision [except subdivision (h)]
Education Code 48900.2 (sexual harassment)
Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
Education Code 48900.7 (terrorist threat)

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Confidential Information
Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's willful misconduct that occurred on AMPS or school property or during AMPS school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

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

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

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

Reporting of Injurious Objects:
The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:
1. Confiscate the object and deliver it to the Site Director/Principal immediately.
2. Immediately notify the Site Director/Principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director/Principal. When informing the Site Director/Principal 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.

16. 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/Principal 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 Principal/Principal. 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 Principal/Principal 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.

17. 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.

18. 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 Principal/Principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the Principal/Principal Once notified, the Principal/Principal 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. Principals/Principals 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.

19. Visitors/Outsiders

The Principal/Principal 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 Principal/Principal 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 Principal/Principal 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

Principal"s Registration Authority:
The Principal/Principal 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 Principal/Principal 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 Principal or designee denies or revokes a visitor's registration privileges, the Principal/Principal or designee may request that the individual promptly leave school grounds. When a visitor is directed to leave, the Principal/Principall 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.

20. 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 Diretor/Principal 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)

4. 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

5. Ammunition or reloaded ammunition

6. 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

7. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices

8. 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

9. 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

10. 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.

11. 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:

8. Confiscate the object and deliver it to the Principal immediately

9. Immediately notify the Principal/Principal, who shall take appropriate action

10. Immediately notify the local law enforcement agency and the Principal/Principal

When informing the Principal/Principal 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 Principal/Principal 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)

21. 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 Principal immediately. The Principal, 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 Principal/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.

22. 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 Principal 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 Principal 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 Principal/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.

23. 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.

24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response

1. Purpose

Per Education Code § 32282, this procedure outlines the school's response to a sudden cardiac arrest (SCA) or similar life-threatening medical emergency on school grounds.

2. Cardiac Emergency Response Team (CERT)
The school shall designate a site-specific response team, which typically includes:
- Team Leader: Designated Administrator.
- Responders: Staff members with current CPR/AED certification (e.g., Coaches, PE Teachers, Health Clerks).
- Communications Coordinator: Front office staff responsible for 911 contact and meeting EMS.

3. Emergency Response Protocol (The "Chain of Survival")
In the event of a suspected cardiac arrest (victim is unresponsive and not breathing normally):
- Check & Call: Immediately call 911. Assign a specific person to meet paramedics at the school entrance.
- Retrieve AED: Direct a staff member to retrieve the nearest Automated External Defibrillator (AED).
- Start CPR: Initiate hands-only CPR (chest compressions) immediately.
- Apply AED: Follow the AED's voice prompts as soon as it arrives.
- Coordinate with EMS: Provide first responders with the time of collapse and a summary of care provided.

4. AED Maintenance & Requirements
- Location: AEDs must be available for use within 3–5 minutes of any location on campus, especially near athletic facilities.
- Inspections: AEDs must be tested at least every 90 days for operability, with a written log maintained for at least two years.

5. Training & Communication
- Staff Notification: The Safety Lead shall annually notify all staff of the location of all AED units and the school's emergency response plan.
- Athletic Programs: Coaches must maintain valid CPR certification and ensure an AED is present at all on-campus athletic activities.
- Student Awareness: Schools serving grades 6–12 must annually notify students of AED locations.

6. Post-Event Procedures
- Documentation: Complete a California EMS Medical Report and an internal incident report.
- Debrief: Conduct a formal review with the CERT to evaluate the response and identify plan improvements.

25. Procedure Student Electronic Device Use During Emergencies

1. Purpose and Scope
In accordance with AB 962, Amethod Public Schools establishes specific conditions under which student smartphone and electronic device use is prohibited, including during situations of perceived danger or active emergencies. These restrictions are designed to:
- Ensure student attention remains focused on staff life-safety instructions.
- Prevent the saturation of local cellular networks needed by Emergency First Responders.
- Minimize the risk of drawing attention to students in "Lockdown" or "Run, Hide, Fight" scenarios (e.g., ringtones, light from screens).
- Prevent the spread of misinformation or the inadvertent disclosure of tactical school positions via social media.

2. Explicit Prohibitions & Restricted Situations
Student use of smartphones or electronic devices is strictly prohibited during the following emergency protocols:

- Lockdown / Active Threat: Devices must be silenced and stowed immediately. Students are prohibited from using devices until an "All Clear" is issued by the School Leader or Law Enforcement.
- Secure Campus / Shelter-in-Place: Students may not use devices to record, stream, or post images of the incident, as this may compromise safety or privacy.
- Evacuation: Devices must remain stowed while in transit to the assembly point to ensure students can hear verbal directions and navigate hazards.

3. Exceptions
Exceptions to this prohibition may be granted only under the following circumstances:

- Direct Instruction: A staff member explicitly authorizes use for a specific safety purpose.
- Medical Necessity: Use is required for a student's health (e.g., monitoring a blood glucose levels via a linked app), as documented in the student's Individualized Education Program (IEP) or 504 Plan.
- Emergency Contact: Once students reach a designated "Safe Zone" and are cleared by the Incident Commander, a supervised "Family Reconnection Communication Window" will be established.

4. Enforcement and Notice
Failure to comply with these emergency communication protocols may result in the temporary confiscation of the device and disciplinary action per the School's Student Code of Conduct. This policy shall be communicated annually to parents/guardians and students.

Instructional Continuity Plan

A. Introduction and Purpose

This instructional Continuity Plan ensures that teaching and learning continue during emergency situations such as natural disasters, pandemics, or other unanticipated events that cause prolonged school closures. The plan addresses communication strategies and equitable access to instruction.
Amethod Public Schools adopted this Instructional Continuity Plan (ICP) on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

B. Engagement with Pupils and Families

Communication tools are important in this arena and RCA schools and departments will engage with pupils and their families as soon as practicable. RCA will publish a weekly staff communication to share pertinent information network-wide for school site leadership.
but no later than five calendar days following an emergency. Upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications on how to access materials (as needed),

whether these materials are mandated or optional, and address the need to have all school sites remain in constant communication with their respective communities. In collaboration with the Communications Department, site leaders will communicate with staff and the school community and keep them informed on how the network is responding to the natural disaster or emergency.

Methods for two-way communication
Site leaders will use any communication methods, including but not limited to emails, ParentSquare, phone calls and texts, school marquees, and social media. Other methods will be considered if electricity is not available to keep the communication clear, consistent, and constant. All communication will be in languages representative of student and family populations. Site administrators will also hold a weekly group check-in with all staff and bi-weekly to monthly meetings with parents to address any questions or concerns swiftly.

Teachers will also hold designated hours each day when they will be accessible online to provide consistency and structure.

Plans for unforeseen events
Crisis communication plans include mass notification systems for SMS, phone, and email. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaborate with media outlets to inform our communities.

Support for Special Needs
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).
English Learners - Designated and integrated ELD instruction will continue during remote learning. Bilingual support staff will assist EL students and families in navigating digital platforms and assignments.
Low-Income Students - Priority for device and hotspot distribution. Partnerships with local agencies to provide basic needs (e.g., food, hygiene supplies). Access to community learning hubs where feasible.

Community and Family Wellness
Amps will work to share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, and provide a link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp and the National Suicide Prevention Lifeline 1-800273-8255 widely.

Staff Wellness
RCA acknowledges the importance of staff wellness and will work to support staff by implementing staff resilience, consultation, and mental health support in one or more of the following ways: Provide training on secondary traumatic stress and self-care. Promote mindfulness techniques and staff social support. Open and routine communication with staff members, encouraging self-care.

C. Access to Instruction

Timeline for Access
As required, AMPs will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. RCA is fully equipped to go to remote instruction if an emergency arose, with all staff and students having computer access, Google Suite, and owl projectors if teachers are on campus.

Conditions for Resuming Access to In-Person Instruction.
Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

Remote Instruction
As required, RCA Schools' remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. Based on student need, remote instruction will be outlined in the RCA's Remote Instruction Handbook regarding communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

Access to Instructional Materials
As required, remote instruction will align with access and equity expectations. Instructional lessons can be accessed through Clever, Google Classroom, or Schoology, the Learning Management System (LMS). Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in-person pick-up is not available or feasible, arrangements will be made to mail materials.

Access to School Work
As required, remote instruction will align with access and equity expectations. Clever, Google Classroom, or Schoology (LMS) is the primary platform designated for in-person and remote instruction. Submitting classwork can be done through Google Classroom or Schoology in either remote or in-person settings. Additionally, all RCA instructional applications are accessible as single sign-on (SSO) through the Clever Dashboard. In most of these applications, students complete work here, and teachers can enter grades into Google Classroom.

Temporary Reassignment
In the event of an emergency, RCA provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning. The communication department, in tandem with Enrollment, will provide guidance applicable to the situation and support families via appointments, phone calls, and email exchanges.

D. Instructional Continuity

Communication Protocols
In the event of an emergency, RCA will communicate information with parents/caregivers via: automated phone calls, email notifications, text messages, announcements on the website, and RCA social media. RCA will provide communication weekly. Families, students, and staff will have regular communication from school officials in case of an emergency school closure. RCA will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness
RCA is committed to a one-to-one model, ensuring Chromebooks and Wi-Fi are available for every student enrolled. RCA will continue to communicate information regarding low-cost or no-cost internet access for our students. For students who lack internet access at home, the school site will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. If students do not have access to connectivity, they will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom.

Instruction and Assessment
All distance learning will comply with California Education Code Sections 51747 and 51749.5 There will be Synchronous instruction: Live daily check-ins, virtual office hours, and Zoom or Google Meet lessons. Teachers will hold virtual office hours to assist students and maintain the community. Teachers can monitor progress by monitoring student work submissions for competition and correctness. There will also be asynchronous instruction with posted assignments, recorded videos, and self-paced modules on learning platforms like Google Classroom or Schoology. Printed instructional packets will be provided when digital access is not feasible

E. Access (Equity, Accessibility, and Inclusion)

Individualized Education Plans (IEPs)
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners
In order to help mitigate the barriers our English learners face, the AMPs will utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners and offer a comprehensive program of Designated and Integrated English Language Development to all EL students, targeted to their specific language proficiency levels. We will prioritize oral language development during synchronous/live distance Learning instruction and encourage oral language practice during asynchronous/self-paced distance Learning instruction. Teachers will regularly monitor student progress, adapt instruction and/or provide interventions when necessary and when available, and will provide bilingual paraprofessionals at each site to support small group instruction and provide translation. Sites and Staff will engage families of English Learners through virtual FST/ELAC meetings and other means to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency. services.

F. Professional Learning

AMP will continue to provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. AMPs will continue to provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to train on any new platforms, provide dedicated time for planning and collaboration. Continue to have instructional resources available that support including: motivation and engagement techniques, online tools, distance Learning training , Zoom/Google Meets training.

G. Well-Being and Support Services

RCA remains committed to providing ongoing social-emotional support for all students. To do this RCA will send tailored communication to students and families regarding the mental health supports available including mental health and wellness resources on district and school websites and in communications with families (newsletters, emails,
texts, robocalls, etc.)

Whole School Safety and Prevention Plan
This will include providing professional development time to increase trauma knowledge and skills. Provide information about mental health and wellness resources on the district and school websites and in communication with families. Dedicated time to have staff conduct routine check-ins using a trauma- and resilience-informed lens and provide the link to CDE's Resources for Students in Crisis:
https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

Community and Family Wellness
AMPs will collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English. AMPs will share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient
assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

Staff Wellness
AMPs acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation,
and mental health support. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care. District and Site Administrators will promote mindfulness techniques and staff social supports. Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

Plan to provide access back up
Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Plans to ensure continuity
Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. Counseling will continue to implement its PBIS program. Second Step as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs After Care program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the CEO to ensure all students are safe and have access to essential programs.

English Learners English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services while RCA operates throughout an emergency, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses

H. Site-Based Collaboration

Return to Site-Based Learning

At the core of this plan, the goal of returning to in-person instruction as quickly as possible once RCA is able to meet the multiple conditions of reopening is paramount. Following an emergency, the RCA will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

RCA will set a school reopening target date and communicate that with staff, students, and families.

I. Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan (ICP) will be included as an integral component of AMPs Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan.

J. Review and update of this Instructional Continuity Plan (ICP)

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1

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

Coversheet

Review and Consideration of Approval of Comprehensive School Safety Plans for Richmond Charter Elementary- Benito Juarez

Section: V. Business I
Item: K. Review and Consideration of Approval of Comprehensive School Safety Plans for Richmond Charter Elementary- Benito Juarez
Purpose: Vote
Submitted by: Marisol Magana
Related Material: 2026 BJE School Safety Plan 02.2026.pdf

BACKGROUND:

Pursuant to California Education Code §§ 32280–32289, including § 32286, the school has completed the annual review and update of its Comprehensive School Safety Plan. The Education Code requires that the plan be reviewed, updated, and adopted by the governing board no later than March 1 of each year.

The plan outlines policies and procedures related to emergency preparedness, disaster response, campus supervision, student discipline, child abuse reporting, and coordination with local emergency responders, consistent with guidance from the California Department of Education.

RECOMMENDATION:

Staff recommends the approval of Comprehensive School Safety Plan prior to the March 1 statutory deadline in order to ensure compliance with California Education Code requirements.

Comprehensive School Safety Plan

BENITO JUAREZ ELEMENTARY

2025-2026
School Year

Benito Juarez Elementary
1450 Marina Way S.
Richmond, CA 94804

Amethod Public Schools

Table of Contents

The Comprehensive School Safety Plan Overview:.....4
General School Information:.....5
A. School Profile:.....5
B. Safe School Mission:.....5
C. AMPS Mission & Motto.....5
D. Description of School Facilities:.....5
E. Personal Characteristics of Students & Staff 2025-2026.....6
F. Notifications and Assurances:.....6
Safe School Reports :.....7
Safe School Action Plans:.....10
School Safety Practices, Policies and Procedures:.....12
A. Bully Prevention:.....12
B. Safe Ingress/Egress Procedures:.....12
Sample Communications Forms and Postings:.....15
A. Serious injury or other unplanned and unprecedented event:.....15
B. Responding to Inquiries –Site Director's Template:.....16
C. Lockdown – Sample School Messenger Connect Message.....17
D. Immigration Enforcement Notification (SAFE Act) Procedure.....18
Emergency Response Plan:.....20
A. Emergency Contact Datasheet:.....20
B. Communication Signals:.....21
C. Action Evacuate:.....21
D. Action "Drop – Take Cover":.....22
E. Action "Duck Cover and Hold":.....22
F. Action "Lockdown".....23
G. Action "Shelter in Place" and "Secure Campus".....24
H. Action "Directed Transportation".....24
I. Action "Student Release":.....25
J. Action "Civil Disturbance":.....25
K. Action "Hazardous Material Incident".....26
L. Action "Medical Emergency".....26
M. Action "Fire":.....27
N. Action "Active Assailant on Campus":.....27
O. Action "Earthquake:".....28
P. Action "Bomb Threat – Bomb or Suspicious Device":.....29
Q. Pandemic Influenza:.....29
R. Staff "Buddy" List:.....31
S. Use of Facilities.....31
Evacuation Maps:.....32
SEMS (Standardized Emergency Management System Plan).....33
A. Organization Chart:.....33
B. Roles and Responsibilities:.....34

Policies and Regulations Related to Student Safety....38
1. Online criminal threats....38
2. Bomb Threats:....38
3. Bullying:....39
4. Campus Security:....41
5. Child Abuse Prevention:....42
6. Child Abuse Reporting:....42
7. Comprehensive School Safety Plan....47
9. Discipline....51
10. Dress and Grooming....56
11. Earthquake Emergency Procedures System....56
12. Fire Drills and Fires....58
13. Hate Motivated Behavior....59
14. Nondiscrimination/Harassment....60
15. Notification of Dangerous Pupils....63
16. Student Disturbances....64
17. Safe Ingress and Egress....65
18. Sexual Harassment....66
19. Visitors/Outsiders....66
20. Weapons and Dangerous Instruments....67
21. Adaptations for Students with Disabilities During Disaster Procedures (SB 323)....69
22. Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity (SB 671)....71
23. Protocol for Responding to Opioid Overdoses (SB 10)....74
24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response....76
25. Procedure Student Electronic Device Use During Emergencies....77
Instructional Continuity Plan....78
A. Introduction and Purpose....78
B. Engagement with Pupils and Families....78
C. Access to Instruction....80
D. Instructional Continuity....81
E. Access (Equity, Accessibility, and Inclusion)....81
F. Professional Learning....82
G. Well-Being and Support Services....82
H. Site-Based Collaboration....83
I. Integration with Comprehensive School Safety Plan (CSSP)....83
J. Review and update of this Instructional Continuity Plan (ICP)....84
References....85

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:

Janice Galindo
BJE
1450 Marina Way S. Richmond, CA 94804
(510) 215-7009
jgalindo@amethodschools.org

Prepared by:
Dean of Instruction - Janice Galindo

Reviewed & Approved by

- ❏ Richmond Fire Department Officer:
- ❏ AMPS Governing Board

General School Information:

A. School Profile:

At AMPS Benito Juarez Elementary (BJE), we proudly serve nearly 500 students in grades transitional kindergarten through fifth grade. Our goal is to nurture academic excellence, social growth, and a strong sense of community among all learners.

Our mission is to ensure every student not only meets but exceeds state standards. Through a rigorous, interactive curriculum, we inspire a lifelong love of learning while helping students grow socially and emotionally. We believe that with hard work, perseverance, and support, our students can reach any goal they set.

At BJE, we are dedicated to developing innovative thinkers and confident risk-takers who are prepared to contribute positively to their academic and personal growth. We focus on educating the whole child by strengthening character, building community, and integrating rigorous instruction across academics, the arts, and essential 21st-century skills. By explicitly teaching problem-solving, communication, and social skills, we prepare our students to thrive in middle school, high school, college, and beyond.

Benito Juarez Elementary is located at 1450 Marina Way South, 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:
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 2025-2026

Student Demographics by Ethnicity	BJE
Asian	1.7%
Hispanic	90.9%
Caucasian (White, not Hispanic)	2.3%
African American	3.2%
Two or more races	1.3%
Uncommitted	0.60%
English Learners	52.2%
Special Education	11.7%
Socioeconomically Disadvantaged	80.7%
Staff Demographics by Ethnicity	BJE
Asian	7.9%
Hispanic	50%
White, not Hispanic	10.5%
African American	15.8%
Other	15.8%

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	
Improve safety of school grounds	Improve ingress/egress routes
Improve safety of buildings/classrooms	X Improve safety of gates (update locks)
Improve internal security	Prepare students and staff for crisis emergencies
X Improve exterior and/or perimeter security	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
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 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 2025-2026 Safe Schools Assessment:
Areas of Pride and Strength:

- Implementation of Restorative Justice practices

- Updates in the After school program (ASES)
- Committed and caring community along with highly qualified teachers and staff
- School Counselor Groups
- Speedy communication to the community
- Smart Dismissal Number student identification for easy pick up.

Safe School Action Plans:

At the start of the 2024–25 school year, the front office was relocated to the side door entrance of the building. The traffic loop for drop-off and pick-up at BJE remains in its designated parking lot, with the far gate used for BJE and the first gate for RCA.

We are pleased to share that after consistent collaboration with families and neighboring businesses, dismissal traffic has improved significantly. Parents are now following all traffic guidelines—no more U-turns in the street or parking in neighboring business lots. These positive changes have made arrival and dismissal times safer and more organized for everyone.

To support these improvements, several new measures have been implemented:

- A traffic guard now assists with both vehicle and pedestrian traffic at the school entrance and exit during dismissal.
- White cone blockers clearly guide cars through the updated traffic route, ensuring a smooth and efficient flow.
- Bolted safety gates have been installed to define the walking path for students traveling to their cars, preventing congestion and improving visibility. These gates also mark off our walker lane, making it more distinct and secure.

Additionally, we have launched Smart Dismissal, a program that provides each student and their authorized guardian with a unique identification number. When a guardian arrives, their number is entered into the system, allowing for immediate, safe, and verified student release. This digital process ensures smoother coordination and enhanced security during pick-up.

Morning drop-off continues to run smoothly, and afternoon pick-up is now safer and more efficient thanks to these updates. Student and staff safety remain our top priority, and we will continue refining our dismissal procedures to maintain a secure and orderly environment for all.

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.	
	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 <u>Related Activities:</u> ● Bring in outside facilitator to train teachers & staff ● Build on the capacity of expert staff on site ● Include regular and ongoing tiered professional development opportunities for staff in Restorative Justice practices and how to de-escalate difficult situations. <u>Resources needed:</u> Time and funding for outside facilitator <u>Personnel:</u> Outside facilitator, counselor and wellness counselor, administrators <u>Training:</u> Professional development, observation and debrief cycles. <u>Administration:</u> Site administration will coordinate with home office staff and work with staff	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.	
	Expansion of student participation in positive behavioral activities via PBIS REWARDS <u>Related activities:</u> ● Expanding PBIS activities and incentives	Persons Responsible: School Leadership Team, Grade Level Leads, teachers, paraprofessionals &

	• Expanding PBIS offerings • Continued recognition assemblies • Celebrate academic successes by classroom and schoolwide Resources needed: Funds to support incentives Personnel: Administration, staff and teachers Training: How to effectively implement the PBIS Rewards Administration: School Leadership will work together with Grade Level Leads to establish incentives and programs	teacher assistants Timeline for Implementation: May 2020-ongoing

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 drop off their walkers at the black gate and ensure students make it in the building. If students are late, parents walk students inside and sign them in. For pick up parents show their Smart Dismissal Tag to traffic personnel and then meet their walkers at

the walker line.
Carpool: Parents are encouraged to carpool to school.
Morning Drop-Off Procedures: 7:30AM - 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.

Afternoon Pick-up Procedures:

For pick up, guardians must have their Smart Dismissal tag. This tag matches a tag that attached to the student's back pack. The number is recorded by our traffic personnel and then it appears in the system on our teachers' computers for students to be released. Students are held at the gate until their car gets closer and then they are called to go to a numbered spot.
Parents are to follow the instructions below:
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.



- K-1 students are released via smart dismissal at 2:30 PM
- 2nd - 5th Grade Students are released via smart dismissal at 3:00 PM

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. Otherwise the sibling must be 18 years of age.

Child Abuse Reporting Procedures

The motto that we follow at AMPS when it comes to child abuse reporting is—"When in Doubt, Report it Out!" According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reported who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324. Report must be sent to: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

More details on policy and procedures for child abuse reporting can be found on page 17 of the *AMPS Employee Handbook*, , edited annually, most recent revision- July 2020.

Suspension & Expulsion Policies and Procedures

The procedures by which Amethod Public School pupils can be suspended or expelled (California Education Code 47605(b)(5)(J)) are followed for every instance of suspension and expulsion. The purpose of suspension and expulsion procedures are to ensure a safe and effective learning environment for every Benito-Juarez Elementary School student. Those who present an immediate threat to the health and safety of others will be suspended. A student may be subject to suspension when it is determined that he/she:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense. (Education Code 48900(a)).
- A student who aids or abets the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31, may be suspended, but not expelled. However, a student may be suspended or expelled pursuant to Education Code 48900(a) once he/she has been adjudged by a juvenile court to have committed, as an aider or abettor, a crime of physical violence in which the victim suffered great or serious bodily injury. (Education Code 48900(q))
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of an object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Site Director or designee concurrence. (Education Code 48900(b))
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance as defined in Health and Safety Code

11053-11058, alcoholic beverage, or intoxicant of any kind. (Education Code 48900(c))
- Caused or attempted to deface or destruction of school property including facilities interior and exterior
- Defiance of specific school, or classroom rules
- Stole, or attempted to steal school or private property
- Committed, or attempted to commit robbery or extortion
- Possessed or used tobacco or any product containing nicotine, or tobacco products
- Committed an obscene act or engaged in habitual vulgarity.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. Such acts include, but are not limited to hazing, cheating, forgery, gambling, and willful disobedience to school personnel
- Possessed an imitation firearm (any replica substantially similar to an existing firearm as determined by school personnel) as to lead a reasonable person to conclude the replica is indeed a firearm
- Committed or attempted to commit a sexual assault or committed sexual battery
- Harassed, threatened, or intimidated a student who is a complaining witness in school disciplinary proceedings
- Harassment because of sex, race, ancestry, physical or mental disability, age or any other protected basis
- Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in Education Code 33032.5

A student may be suspended for any of the acts listed above if the activity is related to school attendance and occurs at any time, including but not limited to: (1) while on school grounds; (2) while coming or going from school; (3) whether on or off the school campus; (4) during or while going or coming from a school sponsored activity.
Expulsion is an action taken by the AMPS Board of Governance for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion is used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to him/herself or others. (Education Code 48915) Expulsion is a drastic step that may affect a child's future, and as such, every effort will be made to develop an educational program that encourages mutual respect among students, staff, and community. Our school's policy will provide all students with the opportunity to due process in accordance with Ed Code 49073-49079. These policies will be reviewed annually.

For more details on AMPS Suspension and Expulsion policy, including discipline of students with special needs, please consult the BJE Family Handbooks which 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

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.

D. Immigration Enforcement Notification (SAFE Act) Procedure

1. Purpose
In compliance with SB 98 (Pérez), also known as the SAFE Act, this procedure ensures that parents, guardians, and school employees are promptly notified if immigration enforcement activity is confirmed on school grounds.

2. Identification of Immigration Enforcement
The School Leader or designated site administrator shall identify "confirmed immigration enforcement" when:

- An individual identifies themselves as an agent of Immigration and Customs Enforcement (ICE) or Customs and Border Protection (CBP) and presents credentials or legal process (e.g., judicial warrants).
- The school verifies that an enforcement action (arrest, interview, or surveillance) is actively occurring on campus or at a school-sponsored event.

3. Notification Protocols
Upon confirmation of enforcement activity, the school will execute the following:

- Employee Notification: All staff members shall be notified via the school's internal emergency communication system (Parentsquare/email) as soon as it is safe to do so.
- Parent/Guardian Notification: A formal notice will be sent to all parents and guardians via ParentSquare.
- Timing: Notifications must occur immediately following the confirmation of the event, ensuring transparency while maintaining site safety.
- Content: The notice shall state that immigration enforcement was present, the general nature of the activity (if known), and any impact on school operations. It shall *not* include the names or identifying details of any students or staff involved.

Template 1: Parent/Guardian Notification
This message will be sent via ParentSquare

Subject: Important Safety Update regarding [School Name]

Dear Families,

In accordance with California law and our commitment to a safe learning environment, we are notifying you that the presence of immigration enforcement was confirmed at our school site today.

- Date: [Insert Date]
- Time of Confirmation: [Insert Time]
- Location: [Insert General Location, e.g., Main Entrance / Front Office]

Please be assured that all students and staff remain our top priority. We do not share student information or allow access to non-public areas of our campus without a valid judicial warrant, as required by AB 49. School operations are [continuing as normal / modified as follows].

For more information on your rights and available support, please review the California Attorney General's Know Your Educational Rights Guide or visit the California Immigrant Resources Portal.

Template 2: Staff/Employee Notification
This message is for internal distribution only to ensure staff can manage student well-being.

Subject: URGENT: SAFE Act Notification – Confirmed Enforcement Activity

All Staff,

This is a mandatory notification per SB 98 (SAFE Act). Immigration enforcement activity has been confirmed on campus.

- Confirmed At: [Insert Time]
- Location: [Insert Specific Location]
- Current Status: [e.g., Officers have departed / Officers are currently in the front office]

Action Required:

1. Do Not Panic: Maintain a calm environment for all students.
2. Refer All Inquiries: If approached by any agent, immediately contact [Principal]. Do not provide student records or access to classrooms without direct administrative approval.

3. Support Students: Be mindful of students who may be experiencing heightened anxiety. Refer students in need of immediate support to the counseling office.

We will provide further updates as the situation evolves.

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 Executive Officer: Adrienne Barnes - (510) 734-1555
Chief Strategy and Compliance Officer: Maria Arechiga - (510) 660-3308
Senior Operations Director : Marisol Magaña - (510) 334-9221

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, Ms. Azor, 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 "Secure Campus"

Shelter in Place

- Warning: fire in the community, hazardous material spills, unhealthy air quality outside, or dangerous wildlife on or near campus.
- Action:
  - All students and staff go inside
  - Close all doors, window, and vents
  - Cancel outdoor activities until further notice
  - Continue teaching and daily school activities - indoors

Secure Campus

- Warning: threat of violence or police action in the surrounding community requires precautionary measures or medical emergencies
- Action:
  - Lock Classroom Door - Continue normal instruction
  - Transition from a Secure Campus to Lockdown can happen at any moment
  - All students and staff remain in classrooms - No student release from class - even at the bell until all clear
  - Parents/Guardian will be notified by the Principal when a "Secure Campus" is initiated and when it is lifted.

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 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

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 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:

- 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 stude 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:

- 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.

M. 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)

N. Action "Active Assailant on Campus":

A dangerous person could be someone with a legitimate purpose on campus (student, staff, or authorized visitor) or an unauthorized person:
- ❑ *Active assailant/armed suspect*
- ❑ *Trespasser*
- ❑ *Thief or vandal*
- ❑ *Registered sex offender*

Warning: The site director or designee will signal for a "Lockdown"

Action: In the event of a dangerous person on campus, do the following:

- Inside school building
    - Implement "Lockdown", however do not post red or green placards
    - Construct barriers using furniture, desks, etc., as far from the door and windows as possible
- Instruct students to lie down behind the barriers
- Do not open doors until after the lockdown is 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

O. Action "Earthquake:"

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

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

- Inside school building:
- The teacher, or staff member in authority, will implement Action "Duck, Cover, and Hold".
- Try to avoid glass and falling objects, areas where there are large panels of glass and/or heavy suspended light fixtures.
- Implement Action "Evacuate" when, in the judgment of the staff member, the earthquake is over and tremors have subsided.
- Special consideration should be given to exit routes as some exits have heavy roof structures over the doorways.
- Follow the approved route to the assembly area, keep away from trees, power poles, etc. Do not run!
- Take roll and maintain control of students.
- Avoid touching electrical wires and metal objects such as chain link fences.
- Render first 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.

P. 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

Q. 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/

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:



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	Ms. Galindo (Dean)
Location of Command Center	Front Desk Area
Alternative Location on campus	BJE Playground near picnic tables
Alternative Location off campus	Site 1: Public Park (Lucretia Edwards Shoreline Park)(located south of campus) Site 2: Rosie the Riveter WWII Home Front National Historical Park Site 3: Marina Bay Yacht Harbor
Emergency Operations Coordinator (Coordinates with Command Staff):	Irma Castillo (Registrar)
Liaison to outside agencies:	Dr. Walker (Site Director)
Training	Deans, Galindo and Azor
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	Adrienne Barnes
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. Online criminal threats

Pursuant to the Safe Schools and Places of Worship Act (SB 19), Amethod Public Schools recognizes that willful threats of violence against the school site, including electronic posts or images, are criminal offenses under Penal Code Section 422.2. Any threat that is specific, immediate, and unequivocal will be referred to law enforcement for investigation. The school will coordinate with local authorities to ensure evidence is preserved and that individuals—including those under 18—receive the appropriate legal and/or rehabilitative referrals as mandated by California law.

2. 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.

<u>Receiving Threats</u>

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.

3. 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.

4. 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

5. Child Abuse Prevention:

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.

6. Child Abuse Reporting:

At BJE and throughout all of the AMPS school sites it is the policy to report any and all suspected Child abuse. —"When in Doubt, Report it Out!" According to California Penal Code section 11165.7, a mandated reporter is defined as a teacher, an instructional aide, a classified employee of a public school, etc. Pursuant to California Penal Code 11166, a mandated reported who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse, must report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. The number to call Contra Costa County Children and Family Services is: 877-881-1116 or 510-374-3324. Report must be sent to:
https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf

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

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

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

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

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

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

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

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

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

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

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

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

Contra Costa County Social Services Agency
1305 Macdonald Ave
Richmond, CA 94801
510- 577-3500

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

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

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

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

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

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

3. Internal Reporting:
The mandated reporter shall not be required to disclose his/her identity to his/her supervisor, the Site Director, or the CEO or designee. (Penal Code 11166). However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the site director as soon as possible after the initial telephone report to the appropriate agency. When 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.

7. 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.

8. 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:

15. Conduct that endangers students, staff, or others, including, but not limited to, physical violence, possession of a firearm or other weapon, and terrorist threats.
16. Discrimination, harassment, intimidation, or bullying of students or staff, including sexual harassment, hatemotivated 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
17. Conduct that disrupts the orderly classroom or school environment
18. Willful defiance of staff's authority
19. Damage to or theft of property belonging to students, staff, or the district
20. Obscene acts or use of profane, vulgar, or abusive language
21. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs
22. 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.

23. 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)

24. Plagiarism or dishonesty on school work or tests
25. Inappropriate attire
26. Tardiness or unexcused absence from school
27. 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.

9. 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.

10. 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.

11. 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.

<u>Earthquake While Indoors at School:</u>
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.

12. 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.

13. 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.

14. 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 Directo/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.

15. Notification of Dangerous Pupils

AMPS will inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the below listed acts as described in any of these subdivisions:
Education Code 48900 subdivision [except subdivision (h)]
Education Code 48900.2 (sexual harassment)
Education Code 48900.3 (hate violence)
Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
Education Code 48900.7 (terrorist threat)

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section.

A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity.

Confidential Information
Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the

teacher

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

- Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the CEO or designee immediately and the CEO or designee shall initiate legal and security measures to protect the employee and others in the workplace
- According to Ed Code 48904 and 48905, the CEO or designee may pursue legal action on behalf of an employee again a student or his/her parent/guardian to recover damages to the employee or his/her property caused by the student's wilful misconduct that occurred on district or school property or during district or school activity.
- CEO or designee shall ensure employees receive adequate training in crisis prevention, classroom management, effective communication techniques, procedures for responding to active shooter situation, etc.
- CEO or designee shall inform teachers of crimes and offenses committed by students who may pose a danger in the classroom, as well as when the CEO or designee reasonably suspects that students have committed crimes and offenses that may pose a danger in the classroom. (Ed Code 48201, 49079)
- CEO or designee will make available 2-way communication with law enforcement and within the school so that emergencies that occur will be communicated effectively and efficiently

This Policy was approved by the AMPS Board of Governance on October 23, 2019.
The CEO or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. Employees may not carry or possess pepper spray on school property or at school activities. On a case-by-case basis, however, the CEO or designee may allow the possession of a pepper spray weapon that meets the requirements of Penal Code 12403.7 when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

<u>Reporting of Injurious Objects:</u>
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/Principal/Principal immediately.
2. Immediately notify the Site Director/Principal/Principal, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the Site Director/Principal. When informing the Site Director/Principal 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.

16. 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.

17. 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.

18. 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.

19. 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.

20. 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 21/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade
4. Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
5. Any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, carbon dioxide pressure, or spring action, or any spot marker gun
6. Any other dangerous device, instrument, or weapon, including those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchaku, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
7. Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

Any employee may take any weapon or dangerous instrument from the personal possession of a student while the student is on school premises or under the authority of the district. (Education Code 49331, 49332)

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

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

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

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

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

21. 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.

22. 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.

23. 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.

24. Protocol for Sudden Cardiac Arrest (SCA) Emergency Response

1. Purpose

Per Education Code § 32282, this procedure outlines the school's response to a sudden cardiac arrest (SCA) or similar life-threatening medical emergency on school grounds.

2. Cardiac Emergency Response Team (CERT)

The school shall designate a site-specific response team, which typically includes:

- Team Leader: Designated Administrator.
- Responders: Staff members with current CPR/AED certification (e.g., Coaches, PE Teachers, Health Clerks).
- Communications Coordinator: Front office staff responsible for 911 contact and meeting EMS.

3. Emergency Response Protocol (The "Chain of Survival")
In the event of a suspected cardiac arrest (victim is unresponsive and not breathing normally):

- Check & Call: Immediately call 911. Assign a specific person to meet paramedics at the school entrance.
- Retrieve AED: Direct a staff member to retrieve the nearest Automated External Defibrillator (AED).
- Start CPR: Initiate hands-only CPR (chest compressions) immediately.
- Apply AED: Follow the AED's voice prompts as soon as it arrives.
- Coordinate with EMS: Provide first responders with the time of collapse and a summary of care provided.

4. AED Maintenance & Requirements

- Location: AEDs must be available for use within 3–5 minutes of any location on campus, especially near athletic facilities.
- Inspections: AEDs must be tested at least every 90 days for operability, with a written log maintained for at least two years.

5. Training & Communication

- Staff Notification: The Safety Lead shall annually notify all staff of the location of all AED units and the school's emergency response plan.
- Athletic Programs: Coaches must maintain valid CPR certification and ensure an AED is present at all on-campus athletic activities.
- Student Awareness: Schools serving grades 6–12 must annually notify students of AED locations.

6. Post-Event Procedures

- Documentation: Complete a California EMS Medical Report and an internal incident report.
- Debrief: Conduct a formal review with the CERT to evaluate the response and identify plan improvements.

25. Procedure Student Electronic Device Use During Emergencies

1. Purpose and Scope
In accordance with AB 962, Amethod Public Schools establishes specific conditions under which student smartphone and electronic device use is prohibited, including during situations of perceived danger or active emergencies. These restrictions are designed to:

- Ensure student attention remains focused on staff life-safety instructions.
- Prevent the saturation of local cellular networks needed by Emergency First Responders.
- Minimize the risk of drawing attention to students in "Lockdown" or "Run, Hide, Fight" scenarios (e.g., ringtones, light from screens).
- Prevent the spread of misinformation or the inadvertent disclosure of tactical school positions via social media.

2. Explicit Prohibitions & Restricted Situations
Student use of smartphones or electronic devices is strictly prohibited during the following emergency protocols:

- Lockdown / Active Threat: Devices must be silenced and stowed immediately. Students are prohibited from using devices until an "All Clear" is issued by the School Leader or Law Enforcement.
- Secure Campus / Shelter-in-Place: Students may not use devices to record, stream, or post images of the incident, as this may compromise safety or privacy.
- Evacuation: Devices must remain stowed while in transit to the assembly point to ensure students can hear verbal directions and navigate hazards.

3. Exceptions
Exceptions to this prohibition may be granted only under the following circumstances:

- Direct Instruction: A staff member explicitly authorizes use for a specific safety purpose.
- Medical Necessity: Use is required for a student's health (e.g., monitoring a blood glucose levels via a linked app), as documented in the student's Individualized Education Program (IEP) or 504 Plan.
- Emergency Contact: Once students reach a designated "Safe Zone" and are cleared by the Incident Commander, a supervised "Family Reconnection Communication Window" will be established.

4. Enforcement and Notice
Failure to comply with these emergency communication protocols may result in the temporary confiscation of the device and disciplinary action per the School's Student Code of Conduct. This policy shall be communicated annually to parents/guardians and students.

Instructional Continuity Plan

A. Introduction and Purpose

This instructional Continuity Plan ensures that teaching and learning continue during emergency situations such as natural disasters, pandemics, or other unanticipated events that cause prolonged school closures. The plan addresses communication strategies and equitable access to instruction.

Amethod Public Schools adopted this Instructional Continuity Plan (ICP) on June 24, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

B. Engagement with Pupils and Families

Communication tools are important in this arena and BJE schools and departments will engage with pupils and their families as soon as practicable. BJE will publish a weekly staff communication to share pertinent information network-wide for school site leadership.

but no later than five calendar days following an emergency. Upon issuance of a need to activate the Learning Continuity Plan, we will provide clear communications on how to access materials (as needed), whether these materials are mandated or optional, and address the need to have all school sites remain in constant communication with their respective communities. In collaboration with the Communications Department, site leaders will communicate with staff and the school community and keep them informed on how the network is responding to the natural disaster or emergency.

Methods for two-way communication
Site leaders will use any communication methods, including but not limited to emails, ParentSquare, phone calls and texts, school marquees, and social media. Other methods will be considered if electricity is not available to keep the communication clear, consistent, and constant. All communication will be in languages representative of student and family populations. Site administrators will also hold a weekly group check-in with all staff and bi-weekly to monthly meetings with parents to address any questions or concerns swiftly.

Teachers will also hold designated hours each day when they will be accessible online to provide consistency and structure.

Plans for unforeseen events
Crisis communication plans include mass notification systems for SMS, phone, and email. In the event of a power outage, redeploy communications staff to other districts/cities with separate power providers, and collaborate with media outlets to inform our communities.

Support for Special Needs
Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners - Designated and integrated ELD instruction will continue during remote learning. Bilingual support staff will assist EL students and families in navigating digital platforms and assignments.

Low-Income Students - Priority for device and hotspot distribution. Partnerships with local agencies to provide basic needs (e.g., food, hygiene supplies). Access to community learning hubs where feasible.

Community and Family Wellness
Amps will work to share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, and provide a link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp and the National Suicide Prevention Lifeline 1-800273-8255 widely.

Staff Wellness
BJE acknowledges the importance of staff wellness and will work to support staff by implementing staff resilience, consultation, and mental health support in one or more of the

following ways: Provide training on secondary traumatic stress and self-care. Promote mindfulness techniques and staff social support. Open and routine communication with staff members, encouraging self-care.

C. Access to Instruction

Timeline for Access

As required, AMPs will provide access to in-person or remote instruction as soon as practicable, but no more than 10 instructional days following the emergency. BJE is fully equipped to go to remote instruction if an emergency arose, with all staff and students having computer access, Google Suite, and owl projectors if teachers are on campus.

Conditions for Resuming Access to In-Person Instruction.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

Remote Instruction

As required, BJE Schools' remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs. Based on student need, remote instruction will be outlined in the BJE's Remote Instruction Handbook regarding communicating with students and families, online classroom design, student support, work & attendance, and addressing students with special needs.

Access to Instructional Materials

As required, remote instruction will align with access and equity expectations. Instructional lessons can be accessed through Clever, Google Classroom, or Schoology, the Learning Management System (LMS). Students requiring physical copies of materials can pick them up at a designated location in the district. In the event that in-person pick-up is not available or feasible, arrangements will be made to mail materials.

Access to School Work

As required, remote instruction will align with access and equity expectations. Clever, Google Classroom, or Schoology (LMS) is the primary platform designated for in-person and remote instruction. Submitting classwork can be done through Google Classroom or Schoology in either remote or in-person settings. Additionally, all BJE instructional applications are accessible as single sign-on (SSO) through the Clever Dashboard. In most of these applications, students complete work here, and teachers can enter grades into Google Classroom.

Temporary Reassignment

In the event of an emergency, BJE provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning. The communication department, in tandem with Enrollment, will provide guidance applicable to the situation and support families via appointments, phone calls, and email exchanges.

D. Instructional Continuity

Communication Protocols

In the event of an emergency, BJE will communicate information with parents/caregivers via: automated phone calls, email notifications, text messages, announcements on the website, and BJE social media. BJE will provide communication weekly. Families, students, and staff will have regular communication from school officials in case of an emergency school closure. BJE will engage with pupils and families within 5 calendar days following an emergency through these various forms of communication.

Technological Readiness

BJE is committed to a one-to-one model, ensuring Chromebooks and Wi-Fi are available for every student enrolled. BJE will continue to communicate information regarding low-cost or no-cost internet access for our students. For students who lack internet access at home, the school site will provide either individual internet hotspot devices, regular access to on-site internet-connected computers (if allowed by the local school board and county health orders), or recorded instruction and electronic materials/assignments. If students do not have access to connectivity, they will be provided with alternate materials and assignments that ensure instructional continuity. We will provide technical support to families to connect and access the online classroom.

Instruction and Assessment

All distance learning will comply with California Education Code Sections 51747 and 51749.5 There will be Synchronous instruction: Live daily check-ins, virtual office hours, and Zoom or Google Meet lessons. Teachers will hold virtual office hours to assist students and maintain the community. Teachers can monitor progress by monitoring student work submissions for competition and correctness. There will also be asynchronous instruction with posted assignments, recorded videos, and self-paced modules on learning platforms like Google Classroom or Schoology. Printed instructional packets will be provided when digital access is not feasible

E. Access (Equity, Accessibility, and Inclusion)

Individualized Education Plans (IEPs)

Special Education - IEP services will be delivered virtually or via alternative means as appropriate. Case managers will schedule regular check-ins and provide individualized resources. All accommodations and modifications will be adapted for virtual settings. Lessons and learning tasks for students with disabilities reflect their IEP goals and accommodations in all models. Students with disabilities will be graded in accordance with their individualized education programs (IEPs).

English Learners

In order to help mitigate the barriers our English learners face, the AMPs will utilize the principles identified in California's English Learner Roadmap to implement instructional programs for English Learners and offer a comprehensive program of Designated and Integrated

English Language Development to all EL students, targeted to their specific language proficiency levels. We will prioritize oral language development during synchronous/live distance Learning instruction and encourage oral language practice during asynchronous/self-paced distance Learning instruction. Teachers will regularly monitor student progress, adapt instruction and/or provide interventions when necessary and when available, and will provide bilingual paraprofessionals at each site to support small group instruction and provide translation. Sites and Staff will engage families of English Learners through virtual FST/ELAC meetings and other means to determine how we can best meet the needs of EL students and families as they potentially face additional difficulties due to the emergency. services.

F. Professional Learning

AMP will continue to provide professional learning opportunities for teachers to increase capacity to implement current best practice teaching strategies across all grade levels and curriculum. AMPs will continue to provide the collaborative time necessary to implement new strategies, to review student performance data, and make informed decisions in order to improve curriculum and instruction. Instructional leaders will support teachers in building confidence within the new model by providing opportunities to train on any new platforms, provide dedicated time for planning and collaboration. Continue to have instructional resources available that support including: motivation and engagement techniques, online tools, distance Learning training , Zoom/Google Meets training.

G. Well-Being and Support Services

BJE remains committed to providing ongoing social-emotional support for all students. To do this BJE will send tailored communication to students and families regarding the mental health supports available including mental health and wellness resources on district and school websites and in communications with families (newsletters, emails,
texts, robocalls, etc.)

Whole School Safety and Prevention Plan

This will include providing professional development time to increase trauma knowledge and skills. Provide information about mental health and wellness resources on the district and school websites and in communication with families. Dedicated time to have staff conduct routine check-ins using a trauma- and resilience-informed lens and provide the link to CDE's Resources for Students in Crisis: https://www.cde.ca.gov/ls/cg/mh/studentcrisishelp.asp

Community and Family Wellness

AMPs will collaborate with local government and private agencies to provide workshops and support services regarding adult and student mental health, trauma responsiveness, suicide prevention, and resilience. Including services in languages other than English. AMPs will share resources for basic and physical health needs: food banks, Medi-Cal, Covered California, energy programs, Section 8 housing, prescription and patient
assistance programs, unemployment supports, local job postings, local CalFresh and food distribution, free internet access, etc.

Staff Wellness

AMPs acknowledges the importance of staff wellness and will work to support staff through the implementation of staff resilience, consultation,
and mental health support. Prior to school opening, and ongoing, provide training on secondary traumatic stress and self-care. District and Site Administrators will promote mindfulness

techniques and staff social supports. Leadership is committed to open and routine communication with staff members, encouraging self-care (e.g., saying no, accepting oneself and others, not being at 100% all the time).

Plan to provide access back up
Back up supplies and medicines are kept on hand at the school sites in case of an emergency.

Plans to ensure continuity
Special Education Students who are eligible for Special Education services will receive the services and supports listed in their IEPs in the respective instructional model (Distance Learning vs. Hybrid). Special Education providers will work together with general education teachers to create schedules which allow students to access live teaching sessions as well as IEP services. Counseling will continue to implement its PBIS program. Second Step as an additional resource for teachers to support Social Emotional Learning. All teachers are encouraged to utilize these resources. During staff meetings, staff discuss the social and emotional well-being of students and what tiered approach will be utilized for a student of concern. The district has shared numerous resources with our families regarding trauma and links to community resources, which address anxiety and stress, hotlines and websites, time management tips, and information on how to stay productive. The district will partner with local community organizations to ensure all students have access to counseling services.

After-school Programs After Care program, which supports working families, will operate within the guidelines and capabilities that the emergency dictates. They will work closely with the CEO to ensure all students are safe and have access to essential programs.

English Learners English Learners will have dedicated Designated ELD time built into their synchronous learning sessions. Language objectives are built into online learning to support ELs language acquisition through Designated and Integrated ELD.

Food and Nutrition Services while BJE operates throughout an emergency, students will continue to be offered school breakfasts and lunches. Meals will be available for pick up at identified school campuses

H. Site-Based Collaboration

Return to Site-Based Learning
At the core of this plan, the goal of returning to in-person instruction as quickly as possible once BJE is able to meet the multiple conditions of reopening is paramount. Following an emergency, the BJE will consider the following before resuming in-person learning on campus:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus is free from debris and hazards
- Internet fiber lines are connected and functioning
- Sufficient staff available
- Kitchens are operational for meals

BJE will set a school reopening target date and communicate that with staff, students, and families.

I. Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan (ICP) will be included as an integral component of AMPs Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan.

J. Review and update of this Instructional Continuity Plan (ICP)

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis: This Instructional Continuity Plan will be reviewed and updated in collaboration with educational partners, considering feedback and lessons learned on the following basis: Annually through the Comprehensive School Safety Plan update process before March 1

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

D. Department of Homeland Security Bomb Threat Checklist

Have Bomb Threat Checklist printed and posted in front office.

Coversheet

2nd Interim Presentation

Section: V. Business I
Item: L. 2nd Interim Presentation
Purpose: FYI
Submitted by:
Related Material: AMPS Second Interim Presentation.pdf

AMPS Second Interim Budgets

February 26, 2026

AMPS

HONOR HARD WORK

Intro

- Revenues
  - Updated LCFF calculator
  - Enrollment reductions at OCA, RCA & JHHS
  - ADA holding ~93% (95%+ @ DCA)
- Expenses
  - Reductions in salary expense & increased substitute expense
  - Increased SPED expense
    - NPS, 1:1s
    - Celebration Speech 2425 expense of $267k

AMPS
HONOR HARD WORK

BJE - Revenue

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Enrollment	*470.00*	*470.00*	*470.00*	*475.00*	*475.00*
Average Daily Attendance	*437.10*	*437.10*	*437.10*	*441.75*	*441.75*
Revenues					
State Aid - Revenue Limit	6,204,951	6,272,085	$ 6,302,509	6,477,879	6,678,289
Federal Revenue	400,147	401,866	$ 370,754	405,279	405,279
Other State Revenue	2,372,034	2,372,534	$ 2,223,964	2,420,583	2,424,766
Other Local Revenue	133,370	133,370	$ 133,927	134,789	134,789
Total Revenue	**$ 9,110,502**	**$ 9,179,855**	**$ 9,031,154**	**$ 9,438,530**	**$ 9,643,123**

AMPS

HONOR HARD WORK

BJE - Expense

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Expenses					
Certificated Salaries	2,075,190	1,764,914	$ 1,784,914	2,203,530	2,246,900
Classified Salaries	1,144,922	924,175	$ 924,175	1,139,825	1,162,621
Benefits	644,022	621,278	$ 611,143	695,376	708,765
Books and Supplies	1,050,458	971,958	$ 843,209	951,881	965,043
Subagreement Services	784,300	1,387,906	$ 1,390,000	836,205	847,968
Operations and Housekeeping	503,700	563,895	$ 563,895	577,905	592,472
Facilities, Repairs and Other Leases	1,312,803	1,346,503	$ 1,346,503	1,377,320	1,416,127
Professional/Consulting Services	1,462,381	1,452,023	$ 1,425,313	1,513,866	1,530,030
Depreciation					
Total Expenses	**$ 9,088,699**	**$ 9,143,575**	**$ 9,000,074**	**$ 9,372,024**	**$ 9,545,465**

AMPS

HONOR HARD WORK

BJE - Fund Balance

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Total Revenue	$ 9,110,502	$ 9,179,855	$ 9,031,154	$ 9,438,530	$ 9,643,123
Total Expenses	$ 9,088,699	$ 9,143,575	$ 9,000,074	$ 9,372,024	$ 9,545,465
Surplus (Deficit)	$ 21,803	$ 36,280	$ 31,079	$ 66,506	$ 97,658
Fund Balance, Beginning of Year	$ 5,765,184	$ 3,295,326	$ 3,295,326	$ 3,331,606	$ 3,398,112
Fund Balance, End of Year	$ 5,786,987	$ 3,331,606	$ 3,326,405	$ 3,398,112	$ 3,495,770
	64.0%	*36.4%*	36.96%	*36.3%*	*36.6%*

AMPS

HONOR HARD WORK

DCA - Revenue

FY25-26 DCA
Multi-Year Forecast
Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Enrollment	*320.00*	*320.00*	*318.00*	*448.00*	*420.00*
Average Daily Attendance	*304.00*	*304.00*	*302.10*	*425.60*	*399.00*
Revenues					
State Aid - Revenue Limit	$4,254,562	$4,213,599	$4,165,490	$6,066,959	5,868,228
Federal Revenue	$240,007	$247,972	$257,794	$290,062	295,018
Other State Revenue	$1,250,087	$1,221,412	$1,206,837	$1,532,743	1,421,040
Other Local Revenue	$97,430	$104,649	$104,886	$104,649	104,649
Total Revenue	**$5,842,087**	**$5,787,633**	**$5,735,008**	**$7,994,413**	**$ 7,688,935**

AMPS
HONOR HARD WORK

DCA - Expense

FY25-26 DCA
Multi-Year Forecast
Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Expenses					
Certificated Salaries	$1,656,515	$1,441,724	$1,444,224	$2,389,868	2,350,666
Classified Salaries	$739,078	$704,350	$704,350	$1,030,029	1,050,630
Benefits	$504,310	$474,309	$474,309	$696,072	701,205
Books and Supplies	$297,925	$304,653	$305,697	$480,886	444,462
Subagreement Services	$176,500	$477,471	$474,971	$178,096	172,756
Operations and Housekeeping	$316,300	$311,000	$332,297	$454,776	438,120
Facilities, Repairs and Other Leases	$1,113,680	$1,009,175	$999,175	$1,131,165	1,084,475
Professional/Consulting Services	$1,031,107	$1,026,259	$987,519	$1,419,392	1,333,508
Depreciation	$2,183	$2,183	$2,183	$102,183	102,183
Total Expenses	**$ 5,837,600**	**$ 5,751,125**	**$5,724,725**	**$ 7,882,468**	**$ 7,678,005**

AMPS
HONOR HARD WORK

DCA - Fund Balance

FY25-26 DCA
Multi-Year Forecast
Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Total Revenue	$5,842,087	$5,787,633	$5,735,008	$7,994,413	$ 7,688,935
Total Expenses	$ 5,837,600	$ 5,751,125	$5,724,725	$ 7,882,468	$ 7,678,005
Surplus (Deficit)	$ 4,487	$ 36,507	$ 10,282	$ 111,945	$ 10,930
Fund Balance, Beginning of Year	$ 4,888,147	$ 4,694,749	$ 4,694,749	$ 4,731,256	$ 4,843,202
Fund Balance, End of Year	$ 4,892,634	$ 4,731,256	$ 4,705,031	$ 4,843,202	$ 4,854,132
	83.8%	*82.3%*	*82.2%*	*61.4%*	*63.2%*

AMPS
HONOR HARD WORK

OCA - Revenue

FY25-26 OCA
Multi-Year Forecast
Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
Enrollment	*210.00*	*200.00*	*200.00*	*210.00*	*210.00*
Average Daily Attendance	*195.30*	*186.00*	*184.00*	*195.30*	*195.30*
Revenues					
State Aid - Revenue Limit	2,821,821	2,683,741	$ 2,426,651	2,884,898	2,974,047
Federal Revenue	206,671	204,180	$ 223,071	213,104	214,412
Other State Revenue	937,298	916,851	$ 898,991	983,601	984,009
Other Local Revenue	112,874	112,874	$ 112,874	112,874	112,874
Total Revenue	**$ 4,078,664**	**$ 3,917,647**	**$ 3,661,587**	**$ 4,194,476**	**$ 4,285,341**

AMPS
HONOR HARD WORK

OCA - Expense

FY25-26 OCA
Multi-Year Forecast
Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Expenses					
Certificated Salaries	1,186,273	856,133	$ 859,633	1,314,048	1,340,079
Classified Salaries	571,517	530,649	$ 530,649	541,262	552,087
Benefits	352,699	285,317	$ 280,564	373,890	379,070
Books and Supplies	340,775	323,780	$ 283,003	337,711	343,582
Subagreement Services	164,500	630,394	$ 625,394	198,784	199,081
Operations and Housekeeping	333,100	277,192	$ 298,900	298,910	307,160
Facilities, Repairs and Other Leases	439,798	427,521	$ 433,548	438,390	449,585
Professional/Consulting Services	602,589	625,495	$ 619,983	651,597	655,438
Depreciation	22,327	22,327	$ 22,327	22,327	22,327
Total Expenses	**$ 4,013,578**	**$ 3,978,808**	**$ 3,954,001**	**$ 4,176,918**	**$ 4,248,409**

AMPS
HONOR HARD WORK

OCA - Fund Balance

FY25-26 OCA
Multi-Year Forecast
Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Total Revenue	**$ 4,078,664**	**$ 3,917,647**	**$ 3,661,587**	**$ 4,194,476**	**$ 4,285,341**
Total Expenses	**$ 4,013,578**	**$ 3,978,808**	**$ 3,954,001**	**$ 4,176,918**	**$ 4,248,409**
Surplus (Deficit)	**$ 65,086**	**$ (61,162)**	**$ (292,414)**	**$ 17,558**	**$ 36,932**
Fund Balance, Beginning of Year	$ 5,639,468	$ 5,369,465	$ 5,369,465	$ 5,077,051	$ 5,094,609
Fund Balance, End of Year	**$ 5,704,554**	**$ 5,308,303**	**$ 5,077,051**	**$ 5,094,609**	**$ 5,131,542**
	142.1%	***133.4%***	***133.4%***	***122.0%***	***120.8%***

AMPS
HONOR HARD WORK

RCA - Revenue

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Enrollment	*320.00*	*295.00*	*292.00*	*320.00*	*330.00*
Average Daily Attendance	*297.60*	*274.35*	*274.48*	*297.60*	*306.90*
Revenues					
State Aid - Revenue Limit	4,012,455	3,698,815	$ 3,707,160	4,304,248	4,682,664
Federal Revenue	255,214	252,322	$ 285,999	274,105	284,423
Other State Revenue	1,192,385	1,192,385	$ 1,159,212	1,208,862	1,258,376
Other Local Revenue	371,809	377,484	$ 381,829	90,329	90,329
Total Revenue	**$ 5,831,863**	**$ 5,521,006**	**$ 5,534,199**	**$ 5,877,544**	**$ 6,315,792**

AMPS

HONOR HARD WORK

RCA - Expense

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Expenses					
Certificated Salaries	1,572,714	1,146,918	$ 1,044,577	1,690,587	1,740,554
Classified Salaries	600,325	550,923	$ 550,923	592,091	636,885
Benefits	443,075	388,475	$ 357,238	471,128	484,661
Books and Supplies	349,604	324,942	$ 307,242	325,832	340,177
Subagreement Services	212,800	816,364	$ 1,016,650	296,978	312,595
Operations and Housekeeping	278,200	334,345	$ 334,095	339,220	350,518
Facilities, Repairs and Other Leases	1,089,902	1,139,501	$ 1,139,762	1,121,408	1,154,593
Professional/Consulting Services	622,183	546,563	$ 526,820	537,304	750,742
Depreciation	473,347	473,347	$ 473,347	442,067	442,067
Total Expenses	**$ 5,642,150**	**$ 5,721,379**	**$ 5,750,655**	**$ 5,816,613**	**$ 6,212,794**

AMPS

HONOR HARD WORK

RCA - Fund Balance

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Total Revenue	$ 5,831,863	$ 5,521,006	$ 5,534,199	$ 5,877,544	$ 6,315,792
Expenses					
Total Expenses	$ 5,642,150	$ 5,721,379	$ 5,750,655	$ 5,816,613	$ 6,212,794
Surplus (Deficit)	$ 189,713	$ (200,373)	$ (216,456)	$ 60,931	$ 102,998
Fund Balance, Beginning of Year	$ (65,556)	$ 513,924	$ 513,924	$ 297,468	$ 358,398
Fund Balance, End of Year	$ 124,156	$ 313,551	$ 297,468	$ 358,398	$ 461,396
	2.2%	*5.5%*	*5.2%*	*6.2%*	*7.4%*

AMPS

HONOR HARD WORK

JHHS - Revenue

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
Enrollment	*340.00*	*332.00*	*338.00*	*340.00*	*340.00*
Average Daily Attendance	*316.20*	*308.76*	*310.96*	*316.20*	*316.20*
Revenues					
State Aid - Revenue Limit	5,160,639	5,040,059	5,079,854	5,312,562	5,467,189
Federal Revenue	274,083	281,019	272,509	274,204	274,204
Other State Revenue	897,373	833,699	913,855	919,647	932,711
Other Local Revenue	78,937	87,827	101,752	87,827	87,827
Total Revenue	**$ 6,411,032**	**$ 6,242,604**	**$ 6,367,970**	**$ 6,594,240**	**$ 6,761,931**

AMPS

HONOR HARD WORK

JHHS - Expense

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
Expenses					
Certificated Salaries	1,850,555	1,567,113	1,574,613	1,887,316	1,924,813
Classified Salaries	645,187	582,099	582,099	658,090	671,252
Benefits	507,902	468,902	469,265	517,694	527,681
Books and Supplies	570,384	357,387	331,008	394,701	400,915
Subagreement Services	165,300	765,530	770,530	168,008	170,851
Operations and Housekeeping	337,100	447,374	452,374	456,348	466,873
Facilities, Repairs and Other Leases	1,074,131	1,139,669	1,139,669	1,092,820	1,123,411
Professional/Consulting Services	1,047,998	959,491	970,352	959,436	993,924
Depreciation	193,801	193,801	193,801	3,163	3,163
Total Expenses	**$ 6,392,359**	**$ 6,481,366**	**$ 6,483,711**	**$ 6,137,577**	**$ 6,282,883**

AMPS

HONOR HARD WORK

JHHS - Fund Balance

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Total Revenue	$ 6,411,032	$ 6,242,604	$ 6,367,970	$ 6,594,240	$ 6,761,931
Total Expenses	$ 6,392,359	$ 6,481,366	$ 6,483,711	$ 6,137,577	$ 6,282,883
Surplus (Deficit)	$ 18,673	$ (238,762)	$ (115,741)	$ 456,664	$ 479,048
Fund Balance, Beginning of Year	$ 2,551,350	$ 1,848,016	$ 1,848,016	$ 1,609,254	$ 2,065,918
Fund Balance, End of Year	$ 2,570,023	$ 1,609,254	$ 1,732,275	$ 2,065,918	$ 2,544,966
	43.5%	*24.8%*	*26.7%*	*33.7%*	*40.5%*

AMPS

HONOR HARD WORK

Summary

- Fund Balances remain strong
- Reserves meet or exceed minimum requirements
- Continued focus on retention & recruitment

AMPS

HONOR HARD WORK

Coversheet

Review and Consideration of Approval of 2nd Interim Report for Downtown Charter Academy

Section: V. Business I
Item: M. Review and Consideration of Approval of 2nd Interim Report for Downtown Charter Academy
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: DCA Second Interim Budget 2.20.2026_Full.pdf

BACKGROUND:

Second Interim Budget Report for DCA.

RECOMMENDATION:

Staff recommends approval

FY25-26 DCA

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
State COLA	*2.30%*	*2.30%*	*2.30%*	*3.02%*	*3.42%*
Other Revenue COLA	*n/a*	*n/a*		*0.00%*	*0.00%*
Expense COLA	*2.85%*	*2.85%*	*2.85%*	*2.70%*	*2.76%*
Enrollment	*320.00*	*320.00*	*318.00*	*448.00*	*420.00*
Average Daily Attendance	*304.00*	*304.00*	*302.10*	*425.60*	*399.00*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$3,007,187	$2,972,354	$2,932,093	$4,309,112	$ 4,220,247
8012 Education Protection Account	$60,800	$60,800	$60,420	$85,120	79,800
8019 State Aid - Prior Year		-$14,360	-$14,360	$0	-
8096 In Lieu of Property Taxes	$1,186,575	$1,194,805	$1,187,337	$1,672,727	1,568,181
	$4,254,562	$4,213,599	$4,165,490	$6,066,959	5,868,228
Federal Revenue					
8181 Special Education - Entitlement	$36,260	$44,225	$44,225	$46,110	59,861
8182 Special Education - Discretionary					-
8220 Federal Child Nutrition	$100,511	$100,511	$80,511	$140,716	131,921
8290 Title I, Part A - Basic Low Income	$84,577	$84,577	$100,693	$84,577	84,577
8291 Title II, Part A - Teacher Quality	$8,659	$8,659	$12,507	$8,659	8,659
8293 Title III - Limited English				$0	-
8294 Title V, Part B - PCSG				$0	-
8295 Charter Facility Incentive Grant				$0	-
8296 Other Federal Revenue	$10,000	$10,000	$10,000	$10,000	10,000
8299 Prior Year Federal Revenue			$9,858	$0	-
	$240,007	$247,972	$257,794	$290,062	295,018
Other State Revenue					
8311 State Special Education	$276,783	$276,783	$264,383	$399,198	355,112
8520 Child Nutrition	$9,514	$9,514	$29,514	$13,721	13,304
8545 School Facilities (SB740)	$413,083	$413,083	$414,674	$595,781	560,713
8550 Mandated Cost	$6,126	$6,238	$6,238	$6,426	6,646
8560 State Lottery	$82,992	$78,880	$78,880	$80,701	75,657
8598 Prior Year Revenue	$0		-$23,767	$0	-
8599 Other State Revenue	$461,590	$436,915	$436,915	$436,915	409,608
	$1,250,087	$1,221,412	$1,206,837	$1,532,743	1,421,040
Other Local Revenue					
8634 Food Service Sales				$0	-
8650 Lease and Rental Income				$0	-
8660 Interest Revenue				$0	-
8689 Other Fees and Contracts			$237	$0	-
8690 Other Local Revenue	$97,430	$104,649	$104,649	$104,649	104,649
8698 ASB Fundraising				$0	-
8699 School Fundraising				$0	-
	$97,430	$104,649	$104,886	$104,649	104,649

Total Revenue	**$5,842,087**	**$5,787,633**	**$5,735,008**	**$7,994,413**	**$ 7,688,935**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	$1,172,748	$957,957	$957,957	$1,655,431	1,688,539
1170 Teachers' Substitute Hours	$0	$0		$0	-
1175 Teachers' Extra Duty/Stipends	$12,500	$12,500	$15,000	$100,000	15,000
1200 Pupil Support Salaries	$75,790	$75,790	$75,790	$117,096	119,438
1300 Administrators' Salaries	$395,478	$395,478	$395,478	$517,342	527,689
1900 Other Certificated Salaries	$0	$0		$0	-
	$1,656,515	$1,441,724	$1,444,224	$2,389,868	2,350,666
Classified Salaries					
2100 Instructional Salaries	$534,569	$499,841	$499,841	$724,848	739,345
2200 Support Salaries	$51,180	$51,180	$51,180	$128,315	130,881
2300 Classified Administrators' Salaries				$0	-
2400 Clerical and Office Staff Salaries	$153,330	$153,330	$153,330	$176,866	180,404
2900 Other Classified Salaries				$0	-
	$739,078	$704,350	$704,350	$1,030,029	1,050,630
Benefits					
3101 STRS	$0	$0		$0	-
3202 PERS	$0	$0		$0	-
3301 OASDI	$148,527	$148,527	$148,527	$212,034	210,880
3311 Medicare	$34,736	$34,736	$34,736	$49,589	49,319
3401 Health and Welfare	$257,400	$227,400	$227,400	$345,462	352,371
3501 State Unemployment	$18,130	$18,130	$18,130	$24,010	24,010
3601 Workers' Compensation	$33,538	$33,538	$33,538	$47,879	47,618
3901 Other Benefits	$11,978	$11,978	$11,978	$17,099	17,006
	$504,310	$474,309	$474,309	$696,072	701,205
Books and Supplies					
4100 Textbooks and Core Curricula	$50,000	$68,000	$68,000	$100,000	96,338
4200 Books and Other Materials	$1,500	$1,500	$1,500	$1,500	1,500
4302 School Supplies	$25,500	$25,500	$20,000	$40,000	38,535
4303 Technology Supplies	$500	$2,500	$2,500	$500	500
4304 Non-Instructional Supplies	$1,000	$1,000	$2,500	$1,438	1,385
4305 Software	$15,300	$15,300	$15,300	$21,998	21,193
4310 Office Expense	$15,000	$15,000	$15,000	$21,567	20,777
4311 Business Meals	$5,000	$5,000	$5,000	$7,189	6,926
4312 School Fundraising	$0			$0	-
4315 Custodial Supplies	$10,200	$10,200	$10,200	$12,000	12,331
4320 Educational Software	$15,000	$5,082	$11,126	$10,000	10,276
4326 Art & Music Supplies	$5,000	$5,000	$5,000	$7,500	7,707
4327 MS/HS Sports Supplies	$0	$214	$214	$0	-
4328 Student Activity Supplies & Materials	$2,000	$3,000	$5,000	$5,000	5,138
4335 PE Supplies	$400	$918	$918	$1,500	1,541
4350 Uniforms	$0	$11,414	$11,414	$25,000	25,690
4400 Noncapitalized Equipment	$5,000	$2,500	$2,000	$5,000	5,000
4420 Noncapitalized Computer Equipment	$10,000	$10,000	$10,000	$30,000	25,000
4421 Noncapitalized Classroom Furniture, E	$25,000	$5,000	$5,000	$25,000	5,000
4700 Food Services	$110,025	$110,025	$110,025	$158,194	152,400
4720 Other Food	$1,500	$7,500	$5,000	$7,500	7,225
	$297,925	$304,653	$305,697	$480,886	444,462

Subagreement Services					
5101 Nursing	$0	$0		$0	-
5102 Special Education	$101,800	$200,000	$200,000	$100,000	100,000
5103 Substitute Teacher	$25,000	$239,971	$239,971	$25,000	25,000
5104 Transportation	$5,000	$10,000	$10,000	$7,189	6,926
5105 Security	$15,000	$12,500	$10,000	$15,405	15,830
5106 Other Educational Consultants	$29,700	$15,000	$15,000	$30,502	25,000
	$176,500	$477,471	$474,971	$178,096	172,756
Operations and Housekeeping					
5201 Auto and Travel	$3,100	$3,000	$10,000	$4,457	4,294
5300 Dues & Memberships	$9,100	$20,000	$20,000	$13,084	12,605
5400 Insurance	$91,600	$50,000	$64,297	$131,702	126,879
5501 Utilities	$115,000	$140,000	$140,000	$165,347	159,291
5502 Janitorial/Trash Removal	$81,500	$81,500	$81,500	$117,181	112,889
5531 ASB Expenses	$0			$0	-
5540 Public Donations	$0			$0	-
5550 Pledge Write Off	$0			$0	-
5900 Communications	$15,000	$15,000	$15,000	$21,567	20,777
5901 Postage and Shipping	$1,000	$1,500	$1,500	$1,438	1,385
	$316,300	$311,000	$332,297	$454,776	438,120
Facilities, Repairs and Other Leases					
5601 Rent	$916,180	$916,180	$916,180	$943,665	971,975
5602 Additional Rent	$0			$0	-
5603 Equipment Leases	$20,000	$20,000	$20,000	$25,000	25,000
5604 Other Leases	$0			$0	-
5605 Real/Personal Property Taxes	$25,000	$0	$0	$10,000	10,000
5610 Repairs and Maintenance	$100,000	$20,000	$10,000	$100,000	25,000
5615 Repairs and Maintenance - Building	$50,000	$50,000	$50,000	$50,000	50,000
5616 Repairs and Maintenance - Computer	$2,500	$2,500	$2,500	$2,500	2,500
5618 Repairs and Maintenance - Auto	$0	$495	$495	$0	-
5625 Storage	$0			$0	-
	$1,113,680	$1,009,175	$999,175	$1,131,165	1,084,475
Professional/Consulting Services					
5801 IT	$20,000	$15,000	$15,000	$20,000	19,268
5802 Audit & Taxes	$20,000	$18,000	$18,000	$20,540	21,107
5803 Legal	$5,000	$20,000	$10,000	$25,135	5,829
5804 Professional Development	$35,000	$35,000	$35,000	$50,323	48,480
5805 General Consulting	$47,600	$40,000	$30,000	$68,439	50,000
5806 Special Activities	$50,000	$25,000	$25,000	$50,000	48,169
5807 Bank Charges	$1,000	$500	$50	$1,438	1,385
5808 Printing	$800	$800	$800	$1,150	1,108
5809 Other taxes and fees	$16,900	$2,500	$2,500	$2,500	2,408
5810 Payroll Service Fee	$10,000	$10,000	$10,000	$14,378	13,851
5811 Management Fee	$583,448	$578,763	$573,501	$799,441	768,894
5812 District Oversight Fee	$42,546	$42,280	$41,799	$60,670	58,682
5813 Business Services	$70,200	$70,200	$70,200	$100,934	97,237
5814 SPED Encroachment	$3,054	$3,054	$5,669	$4,453	4,150
5815 Public Relations	$7,100	$0	$0	$0	-
5816 Legal Settlement	$15,059	$14,662	$0	$0	-
5820 Scholarship Expense	$0			$0	-
5830 Field Trips	$15,000	$15,000	$15,000	$21,567	20,777

5836	Fingerprinting	$1,000	$500	$500	$2,000	1,927
5839	Fundraising Fees	$0			$0	-
5851	Marketing and Student Recruiting	$14,900	$20,000	$20,000	$21,423	20,639
5873	Sports Contractors	$0			$0	-
5874	Sports	$0			$0	-
5875	Staff Recruiting	$7,500	$7,500	$7,500	$7,500	7,500
5877	Student Activities	$65,000	$100,000	$100,000	$140,000	134,873
5878	Student Assessment	$0	$7,500	$7,000	$7,500	7,225
		$1,031,107	$1,026,259	$987,519	$1,419,392	1,333,508
Depreciation						
6900	Depreciation Expense	$2,183	$2,183	$2,183	$102,183	102,183
		$2,183	$2,183	$2,183	$102,183	102,183
Interest						
7438	Interest Expense	-	-		-	-
		-	-		-	-
Total Expenses		**$ 5,837,600**	**$ 5,751,125**	**$5,724,725**	**$ 7,882,468**	**$ 7,678,005**
Surplus (Deficit)		**$ 4,487**	**$ 36,507**	**$ 10,282**	**$ 111,945**	**$ 10,930**
	Fund Balance, Beginning of Year	$ 4,888,147	$ 4,694,749	$ 4,694,749	$ 4,731,256	$ 4,843,202
	Fund Balance, End of Year	**$ 4,892,634**	**$ 4,731,256**	**$ 4,705,031**	**$ 4,843,202**	**$ 4,854,132**
		83.8%	***82.3%***	***82.2%***	***61.4%***	***63.2%***

Coversheet

Review and Consideration of Approval of 2nd Interim Report for John Henry High School

Section: V. Business I
Item: N. Review and Consideration of Approval of 2nd Interim Report for John Henry High School
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: JHHS Second Interim Budget 2.20.2026_Full.pdf

BACKGROUND:

Second Interim Budget Report for JHHS.

RECOMMENDATION:

Staff recommends approval.

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
State COLA	*2.30%*	*2.30%*	*2.30%*	*3.02%*	*3.42%*
Other Revenue COLA	*n/a*	*n/a*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.85%*	*2.85%*	*2.85%*	*2.70%*	*2.76%*
Enrollment	*340.00*	*332.00*	*338.00*	*340.00*	*340.00*
Average Daily Attendance	*316.20*	*308.76*	*310.96*	*316.20*	*316.20*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 5,097,399	$ 4,978,307	$ 5,017,662	$ 5,295,814	$ 5,449,953
8012 Education Protection Account	63,240	$ 61,752	62,192	16,748	17,236
8019 State Aid - Prior Year	-	-		-	-
8096 In Lieu of Property Taxes	-	-	-	-	-
	5,160,639	5,040,059	5,079,854	5,312,562	5,467,189
Federal Revenue					
8181 Special Education - Entitlement	39,900	$ 46,836	48,285	40,022	40,022
8182 Special Education - Discretionary	-	-	-	-	-
8220 Federal Child Nutrition	115,913	$ 115,913	75,913	115,913	115,913
8290 Title I, Part A - Basic Low Income	96,304	$ 96,304	123,886	96,304	96,304
8291 Title II, Part A - Teacher Quality	11,966	$ 11,966	14,425	11,966	11,966
8293 Title III - Limited English	-	-	-	-	-
8294 Title V, Part B - PCSG	-	-		-	-
8295 Charter Facility Incentive Grant	-	-	-	-	-
8296 Other Federal Revenue	10,000	$ 10,000	10,000	10,000	10,000
8299 Prior Year Federal Revenue	-	-		-	-
	274,083	281,019	272,509	274,204	274,204
Other State Revenue					
8311 State Special Education	279,967	$ 274,798	298,704	288,422	298,286
8520 Child Nutrition	10,971	$ 10,971	50,971	11,303	11,689
8545 School Facilities (SB740)	429,660	$ 419,551	435,202	442,636	444,355
8550 Mandated Cost	18,003	$ 18,350	18,350	18,516	19,610
8560 State Lottery	86,323	$ 83,983	84,581	86,323	86,323
8598 Prior Year Revenue	-	-		-	-
8599 Other State Revenue	72,448	$ 26,046	26,046	72,448	72,448
	897,373	833,699	913,855	919,647	932,711
Other Local Revenue					
8634 Food Service Sales	-	-	-	-	-
8650 Lease and Rental Income	-	-	-	-	-
8660 Interest Revenue	-	-	-	-	-
8689 Other Fees and Contracts	-	-	-	-	-
8690 Other Local Revenue	78,937	$ 87,827	101,752	87,827	87,827

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions						
8698	ASB Fundraising	-	-	-	-	-
8699	School Fundraising	-	-	-	-	-
		78,937	87,827	101,752	87,827	87,827
Total Revenue		**$ 6,411,032**	**$ 6,242,604**	**$ 6,367,970**	**$ 6,594,240**	**$ 6,761,931**
Expenses						
Certificated Salaries						
1100	Teachers' Salaries	1,421,544	1,138,102	1,138,102	1,449,975	1,478,975
1170	Teachers' Substitute Hours	-	-	-	-	-
1175	Teachers' Extra Duty/Stipends	12,500	12,500	20,000	12,500	12,500
1200	Pupil Support Salaries	75,790	75,790	75,790	77,306	78,852
1300	Administrators' Salaries	340,721	340,721	340,721	347,535	354,486
1900	Other Certificated Salaries	-	-	-	-	-
		1,850,555	1,567,113	1,574,613	1,887,316	1,924,813
Classified Salaries						
2100	Instructional Salaries	252,352	189,264	189,264	257,399	262,547
2200	Support Salaries	234,868	234,868	234,868	239,565	244,357
2300	Classified Administrators' Salaries	-	-	-	-	-
2400	Clerical and Office Staff Salaries	157,967	157,967	157,967	161,126	164,349
2900	Other Classified Salaries	-	-	-	-	-
		645,187	582,099	582,099	658,090	671,252
Benefits						
3101	STRS	-	-	-	-	-
3202	PERS	-	-	-	-	-
3301	OASDI	154,736	154,736	154,736	157,815	160,956
3311	Medicare	36,188	36,188	36,188	36,908	37,643
3401	Health and Welfare	257,400	218,400	218,400	262,548	267,799
3501	State Unemployment	17,150	17,150	20,000	17,150	17,150
3601	Workers' Compensation	34,940	34,940	34,940	35,636	36,345
3901	Other Benefits	7,487	7,487	5,000	7,636	7,788
		507,902	468,902	469,265	517,694	527,681
Books and Supplies						
4100	Textbooks and Core Curricula	250,000	75,000	80,000	100,000	100,000
4200	Books and Other Materials	10,000	1,000	1,000	1,500	1,541
4302	School Supplies	20,000	10,000	10,000	10,270	10,270
4303	Technology Supplies	-	2,500	2,500	2,568	2,638
4304	Non-Instructional Supplies	900	1,200	1,200	1,232	1,266
4305	Software	59,200	52,878	25,000	54,306	55,805

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions						
4310	Office Expense	15,000	15,000	15,000	15,405	15,405
4311	Business Meals	2,500	2,500	2,500	2,500	2,500
4312	School Fundraising	-	-		-	-
4315	Custodial Supplies	10,000	10,000	10,000	10,270	10,553
4320	Educational Software	15,100	17,500	17,500	17,973	18,469
4326	Art & Music Supplies	100	100	100	103	106
4327	MS/HS Sports Supplies	-	1,500	2,000	1,541	1,583
4328	Student Activity Supplies & Materials	-	350	350	359	369
4335	PE Supplies	300	1,500	1,500	1,500	1,500
4350	Uniforms	10,000	14,474	14,474	14,865	14,865
4400	**Noncapitalized Equipment**	**5,000**			**-**	**-**
4420	Noncapitalized Computer Equipment	20,000	20,000	16,000	20,000	20,000
4421	Noncapitalized Classroom Furniture, E	25,000	-	-	5,000	5,000
4700	Food Services	126,884	126,884	126,884	130,310	133,907
4720	Other Food	400	5,000	5,000	5,000	5,138
		570,384	357,387	331,008	394,701	400,915
Subagreement Services						
5101	Nursing	-	-	-	-	-
5102	Special Education	100,300	325,000	325,000	103,008	105,851
5103	Substitute Teacher	25,000	410,530	410,530	25,000	25,000
5104	Transportation	20,000	15,000	15,000	20,000	20,000
5105	Security	10,000	10,000	15,000	10,000	10,000
5106	Other Educational Consultants	10,000	5,000	5,000	10,000	10,000
		165,300	765,530	770,530	168,008	170,851
Operations and Housekeeping						
5201	Auto and Travel	5,000	3,500	3,500	3,595	3,694
5300	Dues & Memberships	8,800	40,000	40,000	40,000	41,104
5400	Insurance	37,000	112,874	112,874	115,922	119,121
5501	Utilities	200,000	200,000	200,000	205,400	211,069
5502	Janitorial/Trash Removal	70,300	75,000	80,000	75,000	75,000
5531	ASB Expenses	-	-	-	-	-
5540	Public Donations	-	-	-	-	-
5550	Pledge Write Off	-	-	-	-	-
5900	Communications	15,000	15,000	15,000	15,405	15,830
5901	Postage and Shipping	1,000	1,000	1,000	1,027	1,055
		337,100	447,374	452,374	456,348	466,873
Facilities, Repairs and Other Leases						
5601	Rent	971,631	971,631	971,631	1,000,780	1,030,804
5602	Additional Rent	-	-	-	-	-

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions						
5603	Equipment Leases	20,000	20,000	20,000	20,540	21,107
5604	Other Leases	-	-	-	-	-
5605	Real/Personal Property Taxes	10,000	76,538	76,538	10,000	10,000
5610	Repairs and Maintenance	10,000	10,000	10,000	10,000	10,000
5615	Repairs and Maintenance - Building	60,000	60,000	60,000	50,000	50,000
5616	Repairs and Maintenance - Computers	2,500	1,500	1,500	1,500	1,500
5618	Repairs and Maintenance - Auto	-	-		-	-
5625	Storage	-	-		-	-
		1,074,131	1,139,669	1,139,669	1,092,820	1,123,411
Professional/Consulting Services						
5801	IT	12,000	12,000	12,000	12,324	12,664
5802	Audit & Taxes	12,000	17,000	17,000	17,000	17,469
5803	Legal	25,000	15,000	15,000	10,000	20,000
5804	Professional Development	40,000	35,000	35,000	35,000	35,000
5805	General Consulting	30,000	30,000	30,000	30,000	30,000
5806	Special Activities	35,000	5,000	5,000	5,135	5,277
5807	**Bank Charges**	**1,000**	100	100	103	**103**
5808	Printing	1,000	2,000	2,000	2,054	2,111
5809	Other taxes and fees	35,000	16,000	10,000	16,432	16,886
5810	Payroll Service Fee	900	12,000	12,000	12,324	12,664
5811	Management Fee	641,103	625,653	636,797	658,413	676,585
5812	District Oversight Fee	51,606	50,401	50,799	53,126	54,672
5813	**Business Services**	**85,151**	44,000	44,657	45,188	**46,435**
5814	SPED Encroachment	-	2,838	7,500	2,915	**2,995**
5815	Public Relations	25,000	-	-		
5816	Legal Settlement	16,638			-	-
5820	Scholarship Expense	-	-	-	-	-
5830	Field Trips	-	7,500	7,500	**7,888**	8,106
5836	Fingerprinting	600	-	-	500	514
5839	Fundraising Fees	-	-	-	-	-
5851	**Marketing and Student Recruiting**	**5,000**	15,000	15,000	**5,000**	**5,138**
5873	Sports Contractors	-	-	-	-	-
5874	Sports	21,000	-	-	-	-
5875	Staff Recruiting	5,000	10,000	10,000	5,000	5,138
5877	Student Activities	5,000	20,000	20,000	**21,035**	21,616
5878	Student Assessment	-	40,000	40,000	20,000	20,552
		1,047,998	959,491	970,352	959,436	993,924
Depreciation						
6900	Depreciation Expense	193,801	193,801	193,801	3,163	3,163

FY25-26 JHHS

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
	193,801	193,801	193,801	3,163	3,163
Interest					
7438 Interest Expense	-	-	-	-	-
	-	-	-	-	-
Total Expenses	**$ 6,392,359**	**$ 6,481,366**	**$ 6,483,711**	**$ 6,137,577**	**$ 6,282,883**
Surplus (Deficit)	**$ 18,673**	**$ (238,762)**	**$ (115,741)**	**$ 456,664**	**$ 479,048**
Fund Balance, Beginning of Year	$ 2,551,350	$ 1,848,016	$ 1,848,016	$ 1,609,254	$ 2,065,918
Fund Balance, End of Year	**$ 2,570,023**	**$ 1,609,254**	**$ 1,732,275**	**$ 2,065,918**	**$ 2,544,966**
	43.5%	***24.8%***	***26.7%***	***33.7%***	***40.5%***

Coversheet

Review and Consideration of Approval of 2nd Interim Report for Oakland Charter Academy

Section: V. Business I
Item: O. Review and Consideration of Approval of 2nd Interim Report for Oakland Charter Academy
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: OCA Second Interim Budget 2.20.2026_Full.pdf

BACKGROUND:

Second Interim Budget Report for OCA.

RECOMMENDATION:

Staff recommends approval.

FY25-26 OCA
Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
State COLA	*2.30%*	*2.30%*	*2.30%*	*3.02%*	*3.42%*
Other Revenue COLA	*n/a*	*n/a*	*n/a*	*0.00%*	*0.00%*
Expense COLA	*2.85%*	*2.85%*	*2.85%*	*2.70%*	*2.76%*
Enrollment	*210.00*	*200.00*	*200.00*	*210.00*	*210.00*
Average Daily Attendance	*195.30*	*186.00*	*184.00*	*195.30*	*195.30*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 1,658,640	$ 1,915,509	$ 1,898,706	$ 2,078,254	$ 2,167,403
8012 Education Protection Account	400,884	37,200	$ 36,800	39,060	39,060
8019 State Aid - Prior Year	-	-	$ (232,027)	-	-
8096 In Lieu of Property Taxes	762,297	731,032	$ 723,172	767,584	767,584
	2,821,821	2,683,741	$ 2,426,651	2,884,898	2,974,047
Federal Revenue					
8181 Special Education - Entitlement	31,220	28,729	$ 32,190	26,161	27,469
8182 Special Education - Discretionary	-	-		-	-
8220 Federal Child Nutrition	76,074	76,074	$ 76,074	79,878	79,878
8290 Title I, Part A - Basic Low Income	80,425	80,425	$ 86,918	86,918	86,918
8291 Title II, Part A - Teacher Quality	8,952	8,952	$ 10,147	10,147	10,147
8293 Title III - Limited English	-	-		-	-
8294 Title V, Part B - PCSG	-	-		-	-
8295 Charter Facility Incentive Grant	-	-		-	-
8296 Other Federal Revenue	10,000	10,000	$ 10,000	10,000	10,000
8299 Prior Year Federal Revenue	-	-	$ 7,742	-	-
	206,671	204,180	$ 223,071	213,104	214,412
Other State Revenue					
8311 State Special Education	183,262	165,541	$ 165,541	173,818	173,818
8520 Child Nutrition	7,201	7,201	$ 7,201	7,789	8,055
8545 School Facilities (SB740)	251,344	251,344	$ 284,915	284,915	284,915
8550 Mandated Cost	4,248	4,248	$ 4,248	4,135	4,276
8560 State Lottery	53,317	50,592	$ 50,592	53,122	53,122
8598 Prior Year Revenue	-	-	$ (51,432)	-	-
8599 Other State Revenue	437,926	437,926	$ 437,926	459,822	459,822
	937,298	916,851	$ 898,991	983,601	984,009
Other Local Revenue					
8634 Food Service Sales	-	-		-	-
8650 Lease and Rental Income	-	-		-	-
8660 Interest Revenue	-	-		-	-
8689 Other Fees and Contracts	-	-		-	-
8690 Other Local Revenue	112,874	112,874	$ 112,874	112,874	112,874
8698 ASB Fundraising	-	-		-	-
8699 School Fundraising	-	-		-	-
	112,874	112,874	$ 112,874	112,874	112,874

FY25-26 OCA
Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Total Revenue	**$ 4,078,664**	**$ 3,917,647**	**$ 3,661,587**	**$ 4,194,476**	**$ 4,285,341**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	924,603	$ 492,463	$ 492,463	943,355	962,222
1170 Teachers' Substitute Hours	-	-		-	-
1175 Teachers' Extra Duty/Stipends	12,500	12,500	$ 16,000	12,500	12,500
1200 Pupil Support Salaries	-	-		-	-
1300 Administrators' Salaries	249,170	351,170	$ 351,170	358,193	365,357
1900 Other Certificated Salaries	-	-		-	-
	1,186,273	856,133	$ 859,633	1,314,048	1,340,079
Classified Salaries					
2100 Instructional Salaries	420,862	379,993	$ 379,993	387,593	395,345
2200 Support Salaries	38,896	38,896	$ 38,896	39,674	40,468
2300 Classified Administrators' Salaries	-	-		-	-
2400 Clerical and Office Staff Salaries	111,759	111,759	$ 111,759	113,995	116,274
2900 Other Classified Salaries	-	-		-	-
	571,517	530,649	$ 530,649	541,262	552,087
Benefits					
3101 STRS	-	-		-	-
3202 PERS	-	-		-	-
3301 OASDI	108,983	85,981	$ 85,981	115,029	117,314
3311 Medicare	25,488	20,108	$ 20,108	26,902	27,436
3401 Health and Welfare	171,600	132,600	$ 132,600	182,988	184,648
3501 State Unemployment	13,230	13,230	$ 13,230	13,720	13,720
3601 Workers' Compensation	24,609	24,609	$ 22,645	25,974	26,490
3901 Other Benefits	8,789	8,789	$ 6,000	9,277	9,461
	352,699	285,317	$ 280,564	373,890	379,070
Books and Supplies					
4100 Textbooks and Core Curricula	50,000	75,746	$ 91,000	75,746	75,746
4200 Books and Other Materials	-			-	-
4302 School Supplies	25,300	15,000	$ 5,000	16,175	16,622
4303 Technology Supplies	100	1,500	$ 2,000	1,618	1,662
4304 Non-Instructional Supplies	-			-	-
4305 Software	78,900	67,000	$ 25,000	72,249	74,244
4310 Office Expense	25,000	15,000	$ 10,000	15,000	15,000
4311 Business Meals	5,000	1,500	$ 2,500	1,500	1,500
4312 School Fundraising	-			-	-
4315 Custodial Supplies	10,000	10,000	$ 10,000	10,000	10,000
4320 Educational Software	18,900	18,900	$ 10,000	19,410	19,946
4326 Art & Music Supplies	2,000	2,000	$ 2,000	2,000	2,000
4327 MS/HS Sports Supplies	1,000	3,243	$ 4,112	3,243	3,243
4328 Student Activity Supplies & Materials	2,000	5,000	$ 5,000	5,000	5,000
4335 PE Supplies	1,800	250	$ 250	257	264

FY25-26 OCA
Multi-Year Forecast
Revised 2/20/2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
4350	Uniforms	-	12,866	$ 12,866	13,213	13,578
4400	Noncapitalized Equipment	5,000	-		-	-
4420	Noncapitalized Computer Equipment	25,000	10,000	$ 15,000	10,000	10,000
4421	Noncapitalized Classroom Furniture, E	5,000	-	$ -	-	-
4700	Food Services	83,275	83,275	$ 83,275	89,800	92,278
4720	Other Food	2,500	2,500	$ 5,000	2,500	2,500
		340,775	323,780	$ 283,003	337,711	343,582
Subagreement Services						
5101	Nursing	-	-		-	-
5102	Special Education	100,000	150,000	$ 150,000	150,000	150,000
5103	Substitute Teacher	25,000	457,394	$ 457,394	25,000	25,000
5104	Transportation	14,500	10,000	$ 10,000	10,784	11,081
5105	Security	10,000	8,000	$ 8,000	8,000	8,000
5106	Other Educational Consultants	15,000	5,000	$ -	5,000	5,000
		164,500	630,394	$ 625,394	198,784	199,081
Operations and Housekeeping						
5201	Auto and Travel	-	500	$ 1,000	539	554
5300	Dues & Memberships	8,400	15,892	$ 20,000	17,137	17,610
5400	Insurance	85,200	41,000	$ 60,000	44,212	45,433
5501	Utilities	178,000	162,500	$ 162,500	175,232	180,068
5502	Janitorial/Trash Removal	44,400	44,400	$ 44,400	47,879	49,200
5531	ASB Expenses	-			-	-
5540	Public Donations	-			-	-
5550	Pledge Write Off	-			-	-
5900	Communications	16,200	12,000	$ 10,000	12,940	13,297
5901	Postage and Shipping	900	900	$ 1,000	971	997
		333,100	277,192	$ 298,900	298,910	307,160
Facilities, Repairs and Other Leases						
5601	Rent	362,298	362,298	$ 362,298	373,167	384,362
5602	Additional Rent	-	-		-	-
5603	Equipment Leases	25,000	15,000	$ 15,000	15,000	15,000
5604	Other Leases	-	-		-	-
5605	Real/Personal Property Taxes	10,000	10,223	$ 17,000	10,223	10,223
5610	Repairs and Maintenance	10,000	5,000	$ 4,000	5,000	5,000
5615	Repairs and Maintenance - Building	30,000	35,000	$ 35,000	35,000	35,000
5616	Repairs and Maintenance - Computers	2,500	-	$ 250	-	-
5618	Repairs and Maintenance - Auto	-			-	-
5625	Storage	-			-	-
		439,798	427,521	$ 433,548	438,390	449,585
Professional/Consulting Services						
5801	IT	15,000	10,000	$ 7,500	10,000	10,000
5802	Audit & Taxes	21,000	17,000	$ 17,000	17,000	17,000
5803	Legal	-	35,000	$ 53,222	25,000	15,000
5804	Professional Development	10,000	22,000	$ 22,000	22,000	22,000

FY25-26 OCA
Multi-Year Forecast
Revised 2/20/2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
5805	General Consulting	14,200	14,200	$ 20,000	15,313	15,735
5806	Special Activities	5,000	4,000	$ 4,000	4,000	4,000
5807	Bank Charges	-			-	-
5808	Printing	-	750	$ 500	809	831
5809	Other taxes and fees	24,200	10,000	$ 5,000	10,784	11,081
5810	Payroll Service Fee	800	8,000	$ 8,000	8,627	8,865
5811	Management Fee	407,866	391,765	$ 366,159	422,459	434,119
5812	District Oversight Fee	28,218	26,837	$ 26,587	28,849	29,740
5813	Business Services	46,560	46,560	$ 46,560	46,560	46,560
5814	SPED Encroachment	-	1,881	$ 5,000	2,028	2,084
5815	Public Relations	-			-	-
5816	Legal Settlement	12,145	-	$ -	-	-
5820	Scholarship Expense	-			-	-
5830	Field Trips	-			-	-
5836	Fingerprinting	1,500	250	$ -	270	277
5839	Fundraising Fees	-			-	-
5851	Marketing and Student Recruiting	13,300	5,000	$ 5,573	5,392	5,541
5873	Sports Contractors	-			-	-
5874	Sports	300	475	$ 475	512	526
5875	Staff Recruiting	-	1,277	$ 1,908	1,377	1,415
5877	Student Activities	2,500	29,000	$ 29,000	29,000	29,000
5878	Student Assessment	-	1,500	$ 1,500	1,618	1,662
		602,589	625,495	$ 619,983	651,597	655,438
Depreciation						
6900	Depreciation Expense	22,327	22,327	$ 22,327	22,327	22,327
		22,327	22,327	$ 22,327	22,327	22,327
Total Expenses		**$ 4,013,578**	**$ 3,978,808**	**$ 3,954,001**	**$ 4,176,918**	**$ 4,248,409**
Surplus (Deficit)		**$ 65,086**	**$ (61,162)**	**$ (292,414)**	**$ 17,558**	**$ 36,932**
Fund Balance, Beginning of Year		$ 5,639,468	$ 5,369,465	$ 5,369,465	$ 5,077,051	$ 5,094,609
Fund Balance, End of Year		**$ 5,704,554**	**$ 5,308,303**	**$ 5,077,051**	**$ 5,094,609**	**$ 5,131,542**
		142.1%	***133.4%***	***133.4%***	***122.0%***	***120.8%***

Coversheet

Review and Consideration of Approval of 2nd Interim Report for Richmond Charter Academy

Section: V. Business I
Item: P. Review and Consideration of Approval of 2nd Interim Report for Richmond Charter Academy
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: RCA Second Interim Budget 2.20.2026_Full.pdf

BACKGROUND:

Second Interim Budget Report for RCA.

RECOMMENDATION:

Staff recommends approval

FY25-26 RCA

Multi-Year Forecast

Revised 2.20.2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
State COLA	*2.30%*	*2.30%*	*2.30%*	*2.41%*	*3.06%*
Other Revenue COLA	*n/a*	*n/a*		*0.00%*	*0.00%*
Expense COLA	*2.85%*	*2.85%*	*2.85%*	*2.70%*	*2.76%*
Enrollment	*320.00*	*295.00*	*292.00*	*320.00*	*330.00*
Average Daily Attendance	*297.60*	*274.35*	*274.48*	*297.60*	*306.90*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 2,205,285	$ 2,558,049	$ 2,564,732	$ 3,086,142	$ 3,406,552
8012 Education Protection Account	613,779	54,870	$ 54,896	58,590	61,380
8019 State Aid - Prior Year	-	-	$ 1,121	-	-
8096 In Lieu of Property Taxes	1,193,391	1,085,896	$ 1,086,411	1,159,516	1,214,732
	4,012,455	3,698,815	$ 3,707,160	4,304,248	4,682,664
Federal Revenue					
8181 Special Education - Entitlement	40,880	37,988	$ 42,920	38,587	41,857
8182 Special Education - Discretionary	-	-		-	-
8220 Federal Child Nutrition	102,502	102,502	$ 82,502	102,502	105,705
8290 Title I, Part A - Basic Low Income	91,911	91,911	$ 109,890	109,890	113,324
8291 Title II, Part A - Teacher Quality	9,921	9,921	$ 13,126	13,126	13,536
8293 Title III - Limited English	-	-		-	-
8294 Title V, Part B - PCSG	-	-		-	-
8295 Charter Facility Incentive Grant	-	-		-	-
8296 Other Federal Revenue	10,000	10,000	$ 10,000	10,000	10,000
8299 Prior Year Federal Revenue	-	-	$ 27,561	-	-
	255,214	252,322	$ 285,999	274,105	284,423
Other State Revenue					
8311 State Special Education	263,498	263,498	$ 263,498	269,848	286,796
8520 Child Nutrition	9,702	9,702	$ 29,702	9,936	10,560
8545 School Facilities (SB740)	404,386	404,386	$ 404,386	414,132	429,784
8550 Mandated Cost	6,116	6,116	$ 5,632	6,263	6,656
8560 State Lottery	81,245	81,245	$ 74,659	81,245	83,784
8598 Prior Year Revenue	-	-	$ (2,348)	-	-
8599 Other State Revenue	427,438	427,438	$ 383,683	427,438	440,795
	1,192,385	1,192,385	$ 1,159,212	1,208,862	1,258,376
Other Local Revenue					
8634 Food Service Sales	-	-		-	-
8650 Lease and Rental Income	-	-		-	-
8660 Interest Revenue	-	-		-	-
8689 Other Fees and Contracts	291,500	291,500	$ 291,500	-	-
8690 Other Local Revenue	80,309	85,984	$ 90,329	90,329	90,329

FY25-26 RCA

Multi-Year Forecast

Revised 2.20.2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
8698 ASB Fundraising	-	-		-	-
8699 School Fundraising	-	-		-	-
	371,809	377,484	$ 381,829	90,329	90,329
Total Revenue	**$ 5,831,863**	**$ 5,521,006**	**$ 5,534,199**	**$ 5,877,544**	**$ 6,315,792**
Expenses					
Certificated Salaries					
1100 Teachers' Salaries	1,128,693	702,897	$ 650,000	1,233,995	1,271,015
1170 Teachers' Substitute Hours	12,500	12,500	$ -	12,500	12,500
1175 Teachers' Extra Duty/Stipends	12,500	12,500	$ 25,000	12,500	12,500
1200 Pupil Support Salaries	83,645	83,645	$ 56,166	86,154	88,739
1300 Administrators' Salaries	335,376	335,376	$ 313,411	345,437	355,800
1900 Other Certificated Salaries	-	-		-	-
	1,572,714	1,146,918	$ 1,044,577	1,690,587	1,740,554
Classified Salaries					
2100 Instructional Salaries	399,075	349,673	$ 349,673	384,803	423,379
2200 Support Salaries	82,326	82,326	$ 82,326	84,796	87,340
2300 Classified Administrators' Salaries	-	-		-	-
2400 Clerical and Office Staff Salaries	118,924	118,924	$ 118,924	122,492	126,167
2900 Other Classified Salaries	-	-		-	-
	600,325	550,923	$ 550,923	592,091	636,885
Benefits					
3101 STRS	-	-		-	-
3202 PERS	-	-		-	-
3301 OASDI	134,728	134,728	$ 110,000	143,153	147,401
3311 Medicare	31,509	31,509	$ 25,000	33,479	34,473
3401 Health and Welfare	218,400	163,800	$ 163,800	232,986	239,976
3501 State Unemployment	17,150	17,150	$ 17,150	17,640	17,640
3601 Workers' Compensation	30,423	30,423	$ 30,423	32,325	33,284
3901 Other Benefits	10,865	10,865	$ 10,865	11,545	11,887
	443,075	388,475	$ 357,238	471,128	484,661
Books and Supplies					
4100 Textbooks and Core Curricula	90,700	90,700	$ 80,000	93,149	98,711
4200 Books and Other Materials	1,000	250	$ 250	257	272
4302 School Supplies	33,900	20,000	$ 15,000	20,540	21,766
4303 Technology Supplies	-	2,500	$ 2,500	2,568	2,721
4304 Non-Instructional Supplies	1,600	3,500	$ 3,500	3,595	3,809
4305 Software	52,400	25,000	$ 25,000	25,675	27,208

FY25-26 RCA

Multi-Year Forecast

Revised 2.20.2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
4310 Office Expense	7,500	7,500	$ 7,500	7,703	8,162
4311 Business Meals	2,500	1,000	$ 2,500	1,000	1,060
4312 School Fundraising	-	-		-	-
4315 Custodial Supplies	10,000	10,000	$ 10,000	10,270	10,553
4320 Educational Software	18,100	18,100	$ 18,100	18,589	19,102
4326 Art & Music Supplies	1,500	1,500	$ 1,500	1,541	1,583
4327 MS/HS Sports Supplies	2,500	1,500	$ 500	1,541	1,583
4328 Student Activity Supplies & Materials	2,200	2,200	$ 2,200	2,259	2,322
4335 PE Supplies	600	600	$ 600	616	633
4350 Uniforms	-	10,888	$ 10,888	11,182	11,491
4400 Noncapitalized Equipment	2,500	2,500	$ -	2,500	2,500
4420 Noncapitalized Computer Equipment	10,000	10,000	$ 10,000	10,000	10,000
4421 Noncapitalized Classroom Furniture, Equ	-	-	$ -	-	-
4700 Food Services	112,204	112,204	$ 112,204	112,438	116,265
4720 Other Food	400	5,000	$ 5,000	411	435
	349,604	324,942	$ 307,242	325,832	340,177
Subagreement Services					
5101 Nursing	-	-		-	-
5102 Special Education	115,000	225,000	$ 350,000	250,000	264,928
5103 Substitute Teacher	51,400	569,714	$ 650,000	25,000	25,000
5104 Transportation	2,500	2,750	$ 2,750	2,568	2,721
5105 Security	13,900	13,900	$ 13,900	14,275	14,669
5106 Other Educational Consultants	30,000	5,000	$ -	5,135	5,277
	212,800	816,364	$ 1,016,650	296,978	312,595
Operations and Housekeeping					
5201 Auto and Travel	900	500	$ 250	924	979
5300 Dues & Memberships	6,200	6,200	$ 6,200	6,367	6,748
5400 Insurance	75,000	108,745	$ 108,745	111,681	118,350
5501 Utilities	127,700	150,000	$ 150,000	150,000	150,000
5502 Janitorial/Trash Removal	52,400	52,400	$ 52,400	53,815	57,028
5531 ASB Expenses	-	-		-	-
5540 Public Donations	-	-		-	-
5550 Pledge Write Off	-	-		-	-
5900 Communications	15,000	15,000	$ 15,000	15,405	16,325
5901 Postage and Shipping	1,000	1,500	$ 1,500	1,027	1,088
	278,200	334,345	$ 334,095	339,220	350,518
Facilities, Repairs and Other Leases					
5601 Rent	1,030,502	1,030,502	$ 1,030,502	1,061,417	1,093,259
5602 Additional Rent	-	-		-	-

FY25-26 RCA

Multi-Year Forecast

Revised 2.20.2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions						
5603	Equipment Leases	21,900	19,000	$ 19,000	22,491	23,834
5604	Other Leases	-	-		-	-
5605	Real/Personal Property Taxes	10,000	60,199	$ 60,199	10,000	10,000
5610	Repairs and Maintenance	2,500	4,800	$ 5,061	2,500	2,500
5615	Repairs and Maintenance - Building	25,000	25,000	$ 25,000	25,000	25,000
5616	Repairs and Maintenance - Computers	-	-		-	-
5618	Repairs and Maintenance - Auto	-	-		-	-
5625	Storage	-	-		-	-
		1,089,902	1,139,501	$ 1,139,762	1,121,408	1,154,593
Professional/Consulting Services						
5801	IT	15,000	12,000	$ 10,000	12,324	13,060
5802	Audit & Taxes	20,000	17,000	$ 17,000	17,459	17,459
5803	Legal	10,000	20,000	$ 20,000	10,000	10,000
5804	Professional Development	25,000	30,000	$ 15,000	25,675	27,208
5805	General Consulting	42,800	30,000	$ 20,000	30,810	32,650
5806	Special Activities	-	500	$ 500	-	-
5807	Bank Charges	500	500	$ 250	514	544
5808	Printing	-	-	$ 1,000	-	-
5809	Other taxes and fees	25,000	7,500	$ 7,500	7,703	7,703
5810	Payroll Service Fee	10,000	10,000	$ 10,000	10,270	10,883
5811	Management Fee	350,000	300,000	$ 300,000	300,000	505,263
5812	District Oversight Fee	40,125	36,988	$ 37,060	43,042	46,827
5813	Business Services	66,206	40,000	$ 40,000	40,000	40,000
5814	SPED Encroachment	-	2,500	$ 5,260	2,568	-
5815	Public Relations	-	-		-	-
5816	Legal Settlement	16,152	-	$ -	-	-
5820	Scholarship Expense	-	-		-	-
5830	Field Trips	-	-		-	-
5836	Fingerprinting	1,100	500	$ 250	1,130	1,197
5839	Fundraising Fees	-	-		-	-
5851	Marketing and Student Recruiting	300	6,575	$ 10,000	2,500	2,649
5873	Sports Contractors	-	-		-	-
5874	Sports	-	-		-	-
5875	Staff Recruiting	-	2,500	$ 3,000	2,500	2,649
5877	Student Activities	-	30,000	$ 30,000	30,810	32,650
5878	Student Assessment	-	-	$ -	-	-
		622,183	546,563	$ 526,820	537,304	750,742
Depreciation						
6900	Depreciation Expense	473,347	473,347	$ 473,347	442,067	442,067

FY25-26 RCA

Multi-Year Forecast

Revised 2.20.2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
	473,347	473,347	$ 473,347	442,067	442,067
Interest					
7438 Interest Expense	-	-		-	-
	-	-		-	-
Total Expenses	**$ 5,642,150**	**$ 5,721,379**	**$ 5,750,655**	**$ 5,816,613**	**$ 6,212,794**
Surplus (Deficit)	**$ 189,713**	**$ (200,373)**	**$ (216,456)**	**$ 60,931**	**$ 102,998**
Fund Balance, Beginning of Year	$ (65,556)	$ 513,924	$ 513,924	$ 297,468	$ 358,398
Fund Balance, End of Year	**$ 124,156**	**$ 313,551**	**$ 297,468**	**$ 358,398**	**$ 461,396**
	2.2%	***5.5%***	***5.2%***	***6.2%***	***7.4%***

Coversheet

Review and Consideration of Approval of 2nd Interim Report for Richmond Charter Elementary- Benito Juarez

Section: V. Business I
Item: Q. Review and Consideration of Approval of 2nd Interim Report for Richmond Charter Elementary- Benito Juarez
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: BJE Second Interim Budget 2.20.2026_Full.pdf

BACKGROUND:

Second Interim Budget Report for BJE.

RECOMMENDATION:

Staff recommends approval

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
State COLA	*2.30%*	*2.30%*	*2.30%*	*2.41%*	*3.06%*
Other Revenue COLA	*n/a*	*0.00%*	*0.00%*	*0.00%*	*0.00%*
Expense COLA	*2.85%*	*2.85%*	*2.85%*	*2.70%*	*2.76%*
Enrollment	*470.00*	*470.00*	*470.00*	*475.00*	*475.00*
Average Daily Attendance	*437.10*	*437.10*	*437.10*	*441.75*	*441.75*
Revenues					
State Aid - Revenue Limit					
8011 LCFF State Aid	$ 4,364,738	$ 4,454,592	$ 4,451,798	$ 4,641,051	$ 4,841,461
8012 Education Protection Account	87,420	87,420	$ 87,420	88,350	88,350
8019 State Aid - Prior Year	-	-	$ 33,218	-	-
8096 In Lieu of Property Taxes	1,752,793	1,730,073	$ 1,730,073	1,748,478	1,748,478
	6,204,951	6,272,085	$ 6,302,509	6,477,879	6,678,289
Federal Revenue					
8181 Special Education - Entitlement	67,200	68,919	$ 71,050	68,919	68,919
8182 Special Education - Discretionary	-				
8220 Federal Child Nutrition	160,378	160,378	$ 85,378	162,084	162,084
8290 Title I, Part A - Basic Low Income	146,223	146,223.00	$ 181,886	147,779	147,779
8291 Title II, Part A - Teacher Quality	14,280	14,280.00	$ 21,523	14,432	14,432
8293 Title III - Limited English	-	-			-
8294 Title V, Part B - PCSG	-				-
8295 Charter Facility Incentive Grant	-	-			-
8296 Other Federal Revenue	12,066	12,066	$ 10,917	12,066	12,066
8299 Prior Year Federal Revenue	-	-			-
	400,147	401,866	$ 370,754	405,279	405,279
Other State Revenue					
8311 State Special Education	387,801	389,021	$ 387,680	400,556	400,556
8520 Child Nutrition	15,180	15,180	$ 90,180	15,711	15,711
8545 School Facilities (SB740)	593,942	593,942	$ 617,140	614,727	618,629
8550 Mandated Cost	9,251	8,969	$ 9,074	9,199	9,480
8560 State Lottery	119,328	118,891	$ 118,891	120,597	120,597
8598 Prior Year Revenue	-		$ (135,497)		-
8599 Other State Revenue	1,246,531	1,246,531	$ 1,136,496	1,259,792	1,259,792
	2,372,034	2,372,534	$ 2,223,964	2,420,583	2,424,766
Other Local Revenue					
8634 Food Service Sales	-	-			-
8650 Lease and Rental Income	-	-			-
8660 Interest Revenue	-	-			-
8689 Other Fees and Contracts	-	-			-
8690 Other Local Revenue	133,370	133,370	$ 133,370	134,789	134,789

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions						
8698	ASB Fundraising	-	-			-
8699	School Fundraising	-	-	$ 557		-
		133,370	133,370	$ 133,927	134,789	134,789
Total Revenue		**$ 9,110,502**	**$ 9,179,855**	**$ 9,031,154**	**$ 9,438,530**	**$ 9,643,123**
Expenses						
Certificated Salaries						
1100	Teachers' Salaries	1,589,312	1,286,964	$ 1,286,964	1,691,692	1,725,525
1170	Teachers' Substitute Hours	-	-		-	-
1175	Teachers' Extra Duty/Stipends	15,000	15,000	$ 35,000	35,000	35,000
1200	Pupil Support Salaries	82,707	78,948	$ 78,948	81,316	82,943
1300	Administrators' Salaries	388,171	384,002	$ 384,002	395,522	403,432
1900	Other Certificated Salaries	-	-		-	-
		2,075,190	1,764,914	$ 1,784,914	2,203,530	2,246,900
Classified Salaries						
2100	Instructional Salaries	936,340	715,592	$ 715,592	924,985	943,484
2200	Support Salaries	86,587	86,587	$ 86,587	89,185	90,969
2300	Classified Administrators' Salaries	-	-		-	-
2400	Clerical and Office Staff Salaries	121,995	121,995	$ 121,995	125,655	128,168
2900	Other Classified Salaries	-	-		-	-
		1,144,922	924,175	$ 924,175	1,139,825	1,162,621
Benefits						
3101	STRS	-	-		-	-
3202	PERS	-	-		-	-
3301	OASDI	199,647	200,074	$ 200,074	206,048	210,150
3311	Medicare	46,692	46,791	$ 46,791	48,189	49,148
3401	Health and Welfare	312,000	288,600	$ 288,600	353,496	360,566
3501	State Unemployment	24,500	24,500	$ 24,500	24,500	24,500
3601	Workers' Compensation	45,082	45,178	$ 45,178	46,527	47,453
3901	Other Benefits	16,101	16,135	$ 6,000	16,617	16,948
		644,022	621,278	$ 611,143	695,376	708,765
Books and Supplies						
4100	Textbooks and Core Curricula	350,000	350,000	$ 300,000	350,000	350,000
4200	Books and Other Materials	20,000	2,500	$ 1,500	2,568	2,638
4302	School Supplies	99,800	50,000	$ 40,000	51,350	52,767
4303	Technology Supplies	2,600	10,000	$ 7,500	10,270	10,553
4304	Non-Instructional Supplies	400	2,000	$ 2,000	2,054	2,111
4305	Software	44,900	44,900	$ 44,900	46,603	47,889

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

		2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions						
4310	Office Expense	39,900	30,000	$ 20,000	30,810	31,660
4311	Business Meals	25,000	25,000	$ 5,000	25,000	25,000
4312	School Fundraising	-	-			-
4315	Custodial Supplies	25,000	35,000	$ 35,000	35,945	36,937
4320	Educational Software	50,000	50,000	$ 57,251	51,350	52,767
4326	Art & Music Supplies	1,200	15,000		15,405	15,830
4327	MS/HS Sports Supplies	-	-			-
4328	Student Activity Supplies & Materials	300	12,000	$ 12,000	12,324	12,664
4335	PE Supplies	-	5,000	$ 2,500	5,135	5,277
4350	Uniforms	40,000	40,000	$ 40,000	22,500	23,121
4400	Noncapitalized Equipment	75,000	25,000	$ 25,000	25,000	25,000
4420	Noncapitalized Computer Equipment	75,000	75,000	$ 50,000	50,000	50,000
4421	Noncapitalized Classroom Furniture, Equi	25,000	15,000	$ 15,000	25,000	25,000
4700	Food Services	175,558	175,558	$ 175,558	180,298	185,274
4720	Other Food	800	10,000	$ 10,000	10,270	10,553
		1,050,458	971,958	$ 843,209	951,881	965,043
Subagreement Services						
5101	Nursing	-	-			-
5102	Special Education	299,400	390,000	$ 425,000	400,530	411,585
5103	Substitute Teacher	100,000	662,906	$ 700,000	100,000	100,000
5104	Transportation	24,900	25,000	$ 25,000	25,675	26,384
5105	Security	60,000	60,000	$ 60,000	60,000	60,000
5106	Other Educational Consultants	300,000	250,000	$ 180,000	250,000	250,000
		784,300	1,387,906	$ 1,390,000	836,205	847,968
Operations and Housekeeping						
5201	Auto and Travel	5,000	5,000	$ 5,000	5,135	5,135
5300	Dues & Memberships	20,000	20,000	$ 20,000	20,000	20,000
5400	Insurance	93,700	127,395	$ 127,395	130,835	134,446
5501	Utilities	234,000	260,000	$ 260,000	267,020	274,390
5502	Janitorial/Trash Removal	125,000	125,000	$ 125,000	128,375	131,918
5531	ASB Expenses	-	-			-
5540	Public Donations	-	-			-
5550	Pledge Write Off	-	-			-
5900	Communications	25,000	25,000	$ 25,000	25,000	25,000
5901	Postage and Shipping	1,000	1,500	$ 1,500	1,541	1,583
		503,700	563,895	$ 563,895	577,905	592,472
Facilities, Repairs and Other Leases						
5601	Rent	1,158,003	1,158,003	$ 1,158,003	1,192,743	1,228,525
5602	Additional Rent	-	-			-

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
5603 Equipment Leases	29,900	29,900	$ 29,900	30,707	31,555
5604 Other Leases	-	-			-
5605 Real/Personal Property Taxes	34,900	68,600	$ 68,600	68,600	70,493
5610 Repairs and Maintenance	10,000	10,000	$ 10,000	10,270	10,553
5615 Repairs and Maintenance - Building	80,000	80,000	$ 80,000	75,000	75,000
5616 Repairs and Maintenance - Computers	-	-			-
5618 Repairs and Maintenance - Auto	-	-			-
5625 Storage	-	-			-
	1,312,803	1,346,503	$ 1,346,503	1,377,320	1,416,127
Professional/Consulting Services					
5801 IT	35,000	25,000	$ 25,000	25,675	26,384
5802 Audit & Taxes	20,000	20,000	$ 20,000	20,540	21,107
5803 Legal	15,000	15,000	$ 15,000	30,000	15,000
5804 Professional Development	75,000	75,000	$ 75,000	75,000	75,000
5805 General Consulting	50,000	50,000	$ 50,000	51,350	52,767
5806 Special Activities	50,000	50,000	$ 25,000	51,350	52,767
5807 Bank Charges	1,000	1,000	$ 1,000	1,027	1,055
5808 Printing	-	-			-
5809 Other taxes and fees	25,000	25,000	$ 15,000	25,000	25,000
5810 Payroll Service Fee	1,000	20,000	$ 17,500	20,540	21,107
5811 Management Fee	911,050	911,050	$ 911,050	943,853	964,312
5812 District Oversight Fee	62,050	62,050	$ 62,693	64,779	66,783
5813 Business Services	102,382	102,382	$ 102,382	106,265	109,198
5814 SPED Encroachment	3,003	4,041	$ 14,188	4,150	4,265
5815 Public Relations	15,000	-			-
5816 Legal Settlement	24,896	-		-	-
5820 Scholarship Expense	-	-			-
5830 Field Trips	20,000	20,000	$ 20,000	20,000	20,000
5836 Fingerprinting	3,000	500	$ 500	2,500	2,569
5839 Fundraising Fees	-	-			-
5851 Marketing and Student Recruiting	5,000	15,000	$ 15,000	15,000	15,000
5873 Sports Contractors	-	-			-
5874 Sports	-	-			-
5875 Staff Recruiting	29,000	25,000	$ 25,000	25,000	25,000
5877 Student Activities	15,000	25,000	$ 25,000	25,675	26,384
5878 Student Assessment		6,000	$ 6,000	6,162	6,332
	1,462,381	1,452,023	$ 1,425,313	1,513,866	1,530,030
Depreciation					
6900 Depreciation Expense	110,923	110,923	$ 110,923	76,115	75,538

FY25-26 BJE

Multi-Year Forecast

Revised 2/20/2026

	2025-26 Preliminary Budget	2025-26 First Interim Budget	2025-26 Second Interim Budget	2026-27 Forecast	2027-28 Forecast
Assumptions					
	110,923	110,923	$ 110,923	76,115	75,538
Interest					
7438 Interest Expense	-	-		-	-
	-	-		-	-
Total Expenses	**$ 9,088,699**	**$ 9,143,575**	**$ 9,000,074**	**$ 9,372,024**	**$ 9,545,465**
Surplus (Deficit)	**$ 21,803**	**$ 36,280**	**$ 31,079**	**$ 66,506**	**$ 97,658**
Fund Balance, Beginning of Year	$ 5,765,184	$ 3,295,326	$ 3,295,326	$ 3,331,606	$ 3,398,112
Fund Balance, End of Year	**$ 5,786,987**	**$ 3,331,606**	**$ 3,326,405**	**$ 3,398,112**	**$ 3,495,770**
	64.0%	***36.4%***	**36.96%**	***36.3%***	***36.6%***

Coversheet

Review and Consideration of Approval of Amplify Kit Quotes

Section:	V. Business I
Item:	R. Review and Consideration of Approval of Amplify Kit Quotes
Purpose:	Vote
Submitted by:	Michelle Coleman
Related Material:	CA-Amethod Public Schools(OCA) CA Science Kits GK-8 251124.pdf CA-Amethod Public Schools(BJE) CA Science Kits GK-8 251124.pdf

BACKGROUND:

Amethod Public Schools is purchasing Amplify Science kits to support hands-on learning at Benito Juarez Elementary (BJE), Richmond Charter Academy (RCA), and Oakland Charter Academy (OCA). These physical kits are being acquired separately from the digital access to provide the necessary materials for science experiments scheduled for the second half of the current curriculum. By securing these resources now, the schools ensure that students have all the tactical components required to complete their science units through the end of the 2025-2026 school year.

RECOMMENDATION:

Staff recommends approval.

Amplify.

Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #:	Q-695398-1
PQ #:	PQ 260101-504151
Date:	1/1/2026
Expires On:	1/31/2026
Delivery Service Level:	Standard

Customer Contact Information
Michelle Coleman
Amethod Public Schools
5103748064
mcoleman@amethodschools.org

Amplify Contact Information
Lance Burbank
Account Executive
lburbank@amplify.com

OCA

OCA

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
Amplify Science MS Traits and Reproductions Kit	1.00	$341.60	$341.60
Amplify Science MS Earth's Changing Climate Kit	1.00	$190.40	$190.40
Amplify Science MS Thermal Energy Kit	5.00	$632.80	$3,164.00
Amplify Science MS Chemical Reactions Kit	1.00	$509.60	$509.60
Amplify Science MS Populations and Resources Kit	1.00	$352.80	$352.80
Amplify Science MS Matter and Energy in Ecosystems Kit	1.00	$201.60	$201.60
Amplify Science MS Light Waves Kit	1.00	$823.20	$823.20
Amplify Science MS Natural Selection Kit	1.00	$252.00	$252.00
Amplify Science MS Evolutionary History Kit	1.00	$492.80	$492.80
TOTAL			$6,328.00

SUBTOTAL	$6,328.00
ESTIMATED SALES TAX (10%)	$632.80
GRAND TOTAL	$6,960.80

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.

- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: http://www.amplify.com/w-9.pdf

License and Services Term:

- Licenses: 07/01/2025 until 06/30/2026.
- Professional Development (PD) Services:
  - For purchases made on or before 12/31/25, unless otherwise stated above, PD Services expire 18 months from the order date. Any unused PD Services after 18 months will be forfeited.
  - For purchases on or after 1/1/26, please visit http://amplify.com/pd-expirationterms for information about the term for PD Services and when they expire, unless otherwise outlined herein.
- All other services: 18 months from order date. Unless otherwise stated above, all other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

California Sales Tax
Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit amplify.com/ordering-support to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:
Please include these three documents with your order:

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

If submitting a purchase order:
To expedite your order, please visit amplify.com/ordering-support where you can submit your signed purchase order. You can also email a purchase order to IncomingPO@amplify.com or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

If submitting your order via credit card:

- Please email Accountsreceivable@amplify.com to request a secure credit card payment link

If submitting your order via sending a check:

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: amplify.com/ordering-support.**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. Scope. These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's Acceptable Use Policy available at amplify.com/acceptable-use ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.

2. License. Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

3. Restrictions. Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see amplify.com/virtual-patent-marking).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Privacy Policy at amplify.com/customer-privacy ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the Privacy Policy available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at amplify.com/privacy-security aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at amplify.com/customer-requirements.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED “AS IS” AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER’S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER’S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY’S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER’S OR ANY AUTHORIZED USER’S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term/Termination. This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word “including” means “including without limitation.” This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information

Amplify.

Price Quote

Amplify

55 Washington Street, Suite 800
Brooklyn, NY 11201
Phone: (800) 823-1969
Fax: (646) 403-4700

Quote #:	Q-695391-1
PQ #:	PQ 251124-500094
Date:	1/1/2026
Expires On:	1/31/2026
Delivery Service Level:	Standard

Customer Contact Information
Michelle Coleman
Amethod Public Schools
5103748064
mcoleman@amethodschools.org

Amplify Contact Information
Lance Burbank
Account Executive
lburbank@amplify.com

BJE

BJE

PRODUCT	QUANTITY	PRICE	TOTAL PRICE
Amplify Science Elementary School: Grade K Kits	3.00	$3,058.72	$9,176.16
Amplify Science Elementary School: Grade 1 Kits	3.00	$2,946.72	$8,840.16
Amplify Science Elementary School: Grade 2 Kits	3.00	$3,056.48	$9,169.44
Amplify Science Elementary School: Grade 3 Kits	3.00	$4,870.88	$14,612.64
Amplify Science Elementary School: Grade 4 Kits	3.00	$4,047.68	$12,143.04
Amplify Science Elementary School: Grade 5 Kits	3.00	$3,683.68	$11,051.04
TOTAL			$64,992.48

SUBTOTAL	$64,992.48
ESTIMATED SALES TAX (10%)	$6,499.25
GRAND TOTAL	$71,491.73

Scope and Duration

Payment Terms:

- This Price Quote (including all pricing and other terms) is valid through Quote Expiration Date stated above.
- Payment terms: net 30 days.
- Prices do not include sales tax, if applicable.
- Pricing terms in the Price Quote are based on the scope of purchase and other terms herein.
- The Federal Tax ID # for Amplify Education, Inc. is 13-4125483. A copy of Amplify's W-9 can be found at: http://www.amplify.com/w-9.pdf

License and Services Term:

- Licenses: 07/01/2025 until 06/30/2026.
- Professional Development (PD) Services:
  - For purchases made on or before 12/31/25, unless otherwise stated above, PD Services expire 18 months from the order date. Any unused PD Services after 18 months will be forfeited.
  - For purchases on or after 1/1/26, please visit http://amplify.com/pd-expirationterms for information about the term for PD Services and when they expire, unless otherwise outlined herein.
- All other services: 18 months from order date. Unless otherwise stated above, all other services purchased must be scheduled and delivered within such term or will be forfeited.

Special Terms:

- FOR SHIPPED MATERIALS:
  - Print materials and kits are non-returnable and non-refundable, except in the case of defective or missing materials reported by Customer within 60 days of receipt.
- FOR SERVICES:
  - Training and professional development sessions cancelled with less than one week notice will be deemed delivered.

Quote Special Terms

California Sales Tax
Please note that for California customers, we have included a Sales Tax Estimate calculated at 10% of the price of all print materials indicated in the price table above, to aid with budgeting. The exact sales tax amount due may vary based on county and/or municipality.

How to Order Our Products

Amplify would like to process your order as quickly as possible. Please visit amplify.com/ordering-support to find all the information you need for submitting your order. We accept the following forms of payment: purchase orders, checks, and credit card payments (Visa, MasterCard, Discover and American Express). In order for us to assist you, please help us by following these instructions:
Please include these three documents with your order:

- Authorized purchase order or check
- A copy of your Price Quote
- A copy of your Tax-Exemption Certificate

If submitting a purchase order:
To expedite your order, please visit amplify.com/ordering-support where you can submit your signed purchase order. You can also email a purchase order to IncomingPO@amplify.com or fax it to (646) 403-4700. Purchase Orders can also be mailed to our Order Management Department at the address below.

If submitting your order via credit card:

- Please email Accountsreceivable@amplify.com to request a secure credit card payment link

If submitting your order via sending a check:

- Please mail your documents directly to our Order Management Department and notify your sales representative of the check number and check amount.
- Please note that mailing a check can add up to two weeks of processing time for your order. For faster processing of your order, please submit your order via Purchase Order or Credit Card Authorization Form.

The information requested above is essential to ensure the smooth completion of your order with Amplify. Failure to submit documents will prevent your order from processing.

Our Order Management Department is located at 55 Washington Street, Suite 800, Brooklyn, NY 11201. Please note that mailing any documents can result in delays of up to two weeks. **For faster processing of your order, we recommend you submit a purchase order via our website: amplify.com/ordering-support.**

This Price Quote is subject to the Customer Terms & Conditions of Amplify Education, Inc. attached and available at amplify.com/customer-terms. Issuance of a purchase order or payment pursuant to this Price Quote, or usage of the products specified herein, shall be deemed acceptance of such Terms & Conditions.

Terms & Conditions

1. Scope. These Terms and Conditions (the "Customer Terms") are a legal agreement between Amplify Education, Inc. ("Amplify") and your school, district, state agency, or other educational organization ("you" or "Customer") for the license and use of one or more of Amplify products or services (the "Products"), as specified in the receipt, price quote, proposal, renewal letter, or other ordering document containing the details of this purchase (the "Quote"). Unless otherwise specified in the Quote, these Customer Terms and the Quote constitute the entire agreement between Amplify and Customer regarding the license and use of the Products (the "Agreement"). This Agreement becomes effective at the earliest of the following: (i) issuing a purchase order, shipment request, or payment against the Quote; (ii) accessing, downloading, or using the Products; or (iii) otherwise accepting this Agreement. You represent and warrant that: (1) you are of legal age to accept this Agreement; (2) you are authorized to accept this Agreement and to access and use the Products; and (3) your use of the Products will comply at all times with Amplify's Acceptable Use Policy available at amplify.com/acceptable-use ("AUP"). If you do not agree to this Agreement, do not access, download, or use the Products.

2. License. Subject to the terms and conditions of the Agreement, Amplify grants to Customer a non-exclusive, non-transferable, non-sublicensable license to access and use, and permit Authorized School Users, as defined below, to access and use the Products in accordance with the AUP, for the duration specified in the Quote (the "Term"), and for the number of Authorized School Users specified in the Quote for whom Customer has paid the applicable fees to Amplify. "Authorized School User" means an individual teacher or other personnel employed by Customer, or an individual student registered or authorized for instruction with Customer, who Customer permits to access and use the Products subject to the terms and conditions of the Agreement, solely while such individual is so employed or so registered. Each Authorized School User's access and use of the Products will be subject to Amplify's AUP in addition to the terms and conditions of the Agreement. Violations of this Agreement or the AUP may result in suspension or termination of the applicable account.

3. Restrictions. Customer may access and use the Products solely for non-commercial instructional and administrative purposes. Guidelines for such purposes may be detailed in materials associated with the Product you are accessing. Further, Customer may not, except as expressly authorized or directed by Amplify: (a) copy, modify, translate, distribute, disclose, or create derivative works based on the contents of, sell, or otherwise exploit, the Products, or any part thereof; (b) decompile, disassemble, reverse engineer the Products, or otherwise use the Products to develop functionally similar products or services; (c) modify, alter, or delete any of the copyright, trademark, or other proprietary notices in or on the Products; (d) rent, lease, or lend the Products or use the Products for the benefit of any third party; (e) avoid, circumvent, or disable any security or digital rights management device, procedure, protocol, or mechanism in the Products; or (f) permit any Authorized User or third party to do any of the foregoing. Customer also agrees that any works created in violation of this section are derivative works, and, as such, Customer agrees to assign, and hereby assigns, all right, title, and interest in such works to Amplify. The Products and derivatives thereof may be subject to export control laws, restrictions, regulations, and orders of the U.S. and other jurisdictions (together, "Export Laws"). Customer agrees to comply with all applicable Export Laws, and will not, and will not permit Authorized School Users to, export, or transfer for the purpose of re-export, any Product to any prohibited or embargoed country in violation of any U.S. export law or regulation. Further, Customer represents that it is not a party subject to sanctions by the U.S. Office of Foreign Assets Control or included on any restricted party list maintained by the U.S. Bureau of Industry and Security. The software and associated documentation portions of the Products are "commercial items" (as defined at 48 CFR 2.101), comprising "commercial computer software" and "commercial computer software documentation," as those terms are used in 48 CFR 12.212. Accordingly, if Customer is the U.S. Government or its contractor, Customer will receive only those rights set forth in this Agreement in accordance with 48 CFR 227.7201-227.7204 (for Department of Defense and their contractors) or 48 CFR 12.212 (for other U.S. Government licensees and their contractors).

4. Reservation of Rights. SUBSCRIPTION PRODUCTS ARE LICENSED, NOT SOLD. Subject to the limited rights expressly granted hereunder, all rights, title, and interest in and to all Products, including all related IP Rights, are and will remain the sole and exclusive property of Amplify or its third-party licensors. "IP Rights" means, collectively, rights under patent, trademark, copyright, and trade secret laws, and any other intellectual property or proprietary rights recognized in any country or jurisdiction worldwide. Customer must promptly notify Amplify of any violation of Amplify's IP Rights in the Products, and will reasonably assist Amplify as necessary to remedy any such violation. Amplify Products are protected by patents (see amplify.com/virtual-patent-marking).

5. Payments. In consideration of the Products, Customer will pay to Amplify (or other party designated on the Quote) the fees specified in the Quote in full within 30 days of the date of invoice, except as otherwise agreed by the parties or for those amounts that are subject to a good faith dispute of which Customer has notified Amplify in writing. Customer will be responsible for all state or local sales, use or gross receipts taxes, and federal excise taxes unless Customer provides a then-current tax exemption certificate in advance of the delivery, license, or performance of any Product, as applicable.

6. Shipments. Unless otherwise specified on the Quote, physical Products will be shipped FOB origin in the US (Incoterms 2010 EXW outside of the US) and are deemed accepted by Customer upon receipt. Upon acceptance of such Products, orders are non-refundable, non-returnable, and non-exchangeable, except in the case of defective or missing materials reported to Amplify by Customer within 60 days of receipt. In such case, Customer may not return Products without Amplify's written authorization.

7. Account Information. For subscription Products, the authentication of Authorized School Users is based in part upon information supplied by Customer or Authorized School Users, as applicable. Customer will and will cause its Authorized School Users to (a) provide accurate information to Amplify or a third-party service as applicable, and promptly report any changes to such information, (b) not share login credentials or otherwise allow others to use their account, (c) maintain the confidentiality and security of their account information, and (d) use the Products solely via such authorized accounts. Customer agrees to notify Amplify immediately of any unauthorized use of its or its Authorized School Users' accounts or related authentication information. Amplify will not be responsible for any losses arising out of the unauthorized use of accounts created by or for Customer and its Authorized School Users.

8. Confidentiality. Customer acknowledges that, in connection with this Agreement, Amplify has provided or will provide to Customer and its Authorized School Users certain sensitive or proprietary information, including software, source code, assessment instruments, research, designs, methods, processes, customer lists, training materials, product documentation, know-how, or trade secrets, in whatever form ("Confidential Information"). Customer agrees (a) not to use Confidential Information for any purpose other than use of the Products in accordance with this Agreement and (b) to take all steps reasonably necessary to maintain and protect the Confidential Information of Amplify in strict confidence. Confidential Information shall not include information that, as evidenced by Customer's contemporaneous written records: (i) is or becomes publicly available through no fault of Customer; (ii) is rightfully known to Customer prior to the time of its disclosure; (iii) has been independently developed by Customer without any use of the Confidential Information; or (iv) is subsequently learned from a third party not under any confidentiality obligation.

9. Student Data. The parties acknowledge and agree that in the course of providing the Products to the Customer, Amplify may collect, receive, or generate information that directly relates to an identifiable current or former student of Customer ("Student Data"). Student Data may include personal information from a student's "educational records," as defined by the Family Educational Rights and Privacy Act of 1974 ("FERPA"). Student Data is owned and controlled by the Customer and Amplify receives Student Data as a "school official" under Section 99.31 of FERPA for the purpose of providing the Products hereunder. Individually and collectively, Amplify and Customer agree to uphold our obligations, as applicable, under FERPA, the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA"), and applicable state laws relating to student data privacy. Amplify's Privacy Policy at amplify.com/customer-privacy ("Privacy Policy") will govern collection, use, and disclosure of Student Data collected or stored on behalf of Customer under this Agreement. Customer is responsible for providing notice and obtaining appropriate consents under applicable laws to authorize Authorized School Users' use of the Products, including making a copy of the Privacy Policy available to the parents or guardians of users who are under the age of 13. In addition, Amplify has entered into the Data Privacy Agreements listed at amplify.com/privacy-security aligned with state and national templates to facilitate compliance with applicable state laws and help expedite Customer's student data privacy documentation process.

10. Customer Materials and Requirements. Customer represents, warrants, and covenants that it has all the necessary rights, including consents and IP Rights, in connection with any data, information, content, and other materials provided to or collected by Amplify on behalf of Customer or its Authorized School Users using the Products or otherwise in connection with this Agreement ("Customer Materials"), and that Amplify has the right to use such Customer Materials as contemplated hereunder or for any other purposes required by Customer. Customer is solely responsible for the accuracy, integrity, completeness, quality, legality, and safety of such Customer Materials. Customer is responsible for meeting hardware, software, telecommunications, and other requirements listed at amplify.com/customer-requirements.

11. Warranty Disclaimer. PRODUCTS ARE PROVIDED "AS IS" AND WITHOUT WARRANTY OF ANY KIND BY AMPLIFY. AMPLIFY EXPRESSLY DISCLAIMS ALL WARRANTIES, EXPRESS OR IMPLIED, INCLUDING ANY WARRANTY AS TO TITLE, NON-INFRINGEMENT, MERCHANTABILITY, OR FITNESS FOR A PARTICULAR PURPOSE OR USE. CUSTOMER ASSUMES RESPONSIBILITY FOR SELECTING THE PRODUCTS TO ACHIEVE CUSTOMER'S INTENDED RESULTS AND FOR THE ACCESS AND USE OF THE PRODUCTS, INCLUDING THE RESULTS OBTAINED FROM THE PRODUCTS. WITHOUT LIMITING THE FOREGOING, AMPLIFY MAKES NO WARRANTY THAT THE PRODUCTS WILL BE ERROR-FREE OR FREE FROM INTERRUPTIONS OR OTHER FAILURES OR WILL MEET CUSTOMER'S REQUIREMENTS. AMPLIFY IS NEITHER RESPONSIBLE

NOR LIABLE FOR ANY THIRD-PARTY CONTENT OR SOFTWARE INCLUDED IN PRODUCTS, INCLUDING THE ACCURACY, INTEGRITY, COMPLETENESS, QUALITY, LEGALITY, USEFULNESS, OR SAFETY OF, OR IP RIGHTS RELATING TO, SUCH THIRD-PARTY CONTENT AND SOFTWARE. ANY ACCESS TO OR USE OF SUCH THIRD-PARTY CONTENT AND SOFTWARE MAY BE SUBJECT TO THE TERMS AND CONDITIONS AND INFORMATION COLLECTION, USAGE, AND DISCLOSURE PRACTICES OF THIRD PARTIES.

12. Limitation of Liability. IN NO EVENT WILL AMPLIFY BE LIABLE TO CUSTOMER OR TO ANY AUTHORIZED USER FOR ANY INCIDENTAL, SPECIAL, CONSEQUENTIAL, PUNITIVE, RELIANCE, OR COVER DAMAGES, DAMAGES FOR LOST PROFITS, LOST DATA OR LOST BUSINESS, OR ANY OTHER INDIRECT DAMAGES, EVEN IF AMPLIFY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. TO THE EXTENT PERMITTED BY APPLICABLE LAW, AMPLIFY'S ENTIRE LIABILITY TO CUSTOMER OR ANY AUTHORIZED USER ARISING OUT OF PERFORMANCE OR NONPERFORMANCE BY AMPLIFY OR IN ANY WAY RELATED TO THE SUBJECT MATTER OF THIS AGREEMENT, REGARDLESS OF WHETHER THE CLAIM FOR SUCH DAMAGES IS BASED IN CONTRACT, TORT, STRICT LIABILITY, OR OTHERWISE, MAY NOT EXCEED THE AGGREGATE OF CUSTOMER'S OR ANY AUTHORIZED USER'S DIRECT DAMAGES UP TO THE FEES PAID BY CUSTOMER TO AMPLIFY FOR THE AFFECTED PORTION OF THE PRODUCTS IN THE PRIOR 12-MONTH PERIOD. UNDER NO CIRCUMSTANCES WILL AMPLIFY BE LIABLE FOR ANY CONSEQUENCES OF ANY UNAUTHORIZED USE OF THE PRODUCTS THAT VIOLATES THIS AGREEMENT OR ANY APPLICABLE LAW OR REGULATION.

13. Term/Termination. This Agreement will be in effect for the Term and may be renewed or extended by mutual agreement of the parties. Without prejudice to any rights either party may have under this Agreement, in law, equity, or otherwise, a party will have the right to terminate this Agreement if the other party (or in the case of Amplify, an Authorized School User) materially breaches any term, provision, warranty, or representation under this Agreement and fails to correct the breach within 30 days of its receipt of written notice thereof. Upon termination, Customer will: (a) cease using the Products, (b) return, purge, or destroy (as directed by Amplify) all copies of any Products and, if so requested, certify to Amplify in writing that such surrender or destruction has occurred, (c) pay any fees due and owing hereunder, and (d) not be entitled to a refund of any fees previously paid, unless otherwise specified in the Quote. Customer will be responsible for the cost of any continued use of the Products following termination. Upon termination, Amplify will return or destroy any Student Data provided to Amplify hereunder. Notwithstanding the foregoing, nothing will require Amplify to return or destroy any data that does not include Student Data, including de-identified information or data that is derived from access to Student Data but which does not contain Student Data. Sections 3–14 will survive the termination of this Agreement.

14. Miscellaneous. This Agreement, including all addenda, attachments, and the Quote, as applicable, constitutes the entire agreement between the parties relating to the subject matter hereof. The provisions of this Agreement will supersede any conflicting terms and conditions in any Customer purchase order, other correspondence or verbal communication, and will supersede and cancel all prior agreements, written or oral, between the parties relating to the subject matter hereof. This Agreement may not be modified except in writing signed by both parties. All defined terms in this Agreement will apply to their singular and plural forms, as applicable. The word "including" means "including without limitation." This Agreement will be governed by and construed and enforced in accordance with the laws of the U.S., state of New York, without giving effect to the choice of law rules thereof. This Agreement will be binding upon and inure to the benefit of the parties and their respective successors and assigns. The parties expressly understand and agree that their relationship is that of independent contractors. Nothing in this Agreement will constitute one party as an employee, agent, joint venture partner, or servant of another. Each party is solely responsible for all of its employees and agents and its labor costs and expenses arising in connection herewith. Neither this Agreement nor any of the rights, interests or obligations hereunder may be assigned or delegated by Customer or any Authorized School User without the prior written consent of Amplify. If one or more of the provisions contained in this Agreement will for any reason be held to be unenforceable at law, such provisions will be construed by the appropriate judicial body to limit or reduce such provision or provisions so as to be enforceable to the maximum extent compatible with applicable law. Amplify will have no liability to Customer or to third parties for any failure or delay in performing any obligation under this Agreement due to circumstances beyond its reasonable control, including acts of God or nature, fire, earthquake, flood, epidemic, pandemic, strikes, labor stoppages or slowdowns, civil disturbances or terrorism, national or regional emergencies, supply shortages or delays, action by any governmental authority, or interruptions in power, communications, satellites, the Internet, or any other network. Each party represents and warrants that it has all necessary right, power, and authority to enter into this Agreement and to comply with the obligations hereunder.

We are delighted to work with you and we thank you for your order!

Amplify Education, Inc. - Confidential Information

Coversheet

Review and Consideration of Approval of Charter Impact Contract Supplement

Section: V. Business I
Item: S. Review and Consideration of Approval of Charter Impact Contract Supplement
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: CI Contract Supplement - AMPS_2.18.2026.pdf

BACKGROUND:

AMPS and Charter Impact agreed to a reduced scope of services for 2025-26. The proposed contract supplement restores the full scope of services.

RECOMMENDATION:

Approval of contract supplement.

CHARTER IMPACT, LLC

BUSINESS MANAGEMENT AGREEMENT SUPPLEMENT

This supplemental agreement ("Supplement") to the Business Management and Accounting Services Agreement dated June 12, 2025 (the "Agreement") is entered into as of February 27th, 2026 (the "Effective Date") by and between Charter Impact, LLC ("CI"), and Amethod Public Schools ("Client").

The following sections are added to the original Agreement, all other sections remain the same.

ARTICLE 3. COMPENSATION AND EXPENSES

Business Management Services: For services in Exhibit A, the Client will pay CI a flat rate equal to $28,000 per month effective 3/1/26. Annual fees will escalate three percent (3%) per year beginning July 1, 2027.

EXHIBIT A
SCOPE OF WORK: BUSINESS MANAGEMENT SERVICES

1. **IMPLEMENTATION AND TRAINING**
    a. Create a customized accounting database based specifically on the school's reporting needs (both internal and external)
    b. Import historical data to the extent possible (typically monthly balances as far back as data is available) to allow for maximum comparability of financial information
    c. Create, refine or replace existing processes and procedures to increase efficiency and improve the strength of internal controls
    d. Provide training in specific processes and procedures: accounts payable, accounts receivable/deposits

2. **ACCOUNTS PAYABLE PROCESSING**
    a. Review all invoices sent to Charter Impact for proper approval and coding
        i. Any discrepancies will be reported to the Client within three business days of CI becoming aware of the discrepancy. CI is not responsible for communicating any information to Client vendors. The fees described in Section 3.01 are based upon Client cooperation and compliance with CI processes and procedures. Time incurred to process payments outside of the pre-established timeline is subject to additional fees as described in Section 8.04 above.
    b. Enter invoices for each reporting entity, process check payments, and send checks directly to vendors to reduce turn-around time
    c. Provide weekly check registers, accounts payable aging reports, vendor payment history or other ad hoc reports on a recurring or as needed basis

d. On an emergency basis, same day payments can be processed in addition to the weekly cycle (*additional processing fees apply).
e. Complete 1099s for all independent contractors.
    i. It is the Client's sole responsibility to obtain and submit to CI the IRS Form W-9 for all vendors. Client acknowledges that CI is not responsible for processing of Form 1099 for any vendor for which CI has not received a Form W-9 or for any vendor that has not been paid through CI's vendor payment process.

3. **ACCOUNTS RECEIVABLE PROCESSING**
    a. Monitor the receipt of State approved ADA funding amounts and verify balances paid are correct
    b. Work directly with governmental agencies to resolve any issues or discrepancies identified
    c. Review all donor letters and grant agreements for proper coding and revenue recognition in accordance with GAAP
    d. Maintain independent records, as necessary, for both public and private sources to ensure accurate reporting and compliance

4. **BANK RECONCILIATION AND GENERAL LEDGER MAINTENANCE**
    a. Reconcile all bank accounts on a weekly basis for a heightened level of security and monitoring
    b. Maintain general ledger in accordance with GAAP on an ongoing basis, ensuring all revenues and expenses are recorded and reported accurately
    c. Maintain an inventory of fixed assets over the school-designated capitalization threshold and calculate depreciation on a monthly basis

5. **CASH MANAGEMENT**
    a. On a weekly basis, use reconciled bank balance to project daily cash balances for 30 days (for analysis of cash for any period of time over 30 days, the monthly forecast will be utilized)
    b. On a weekly basis, provide schools with amount of cash available for accounts payable or other discretionary spending while ensuring sufficient funds for regularly recurring transactions such as payroll, taxes, rent, insurance, etc.
    c. Plan and manage payment of outstanding debt as needed
    d. Prepare all financial reporting necessary for renewal of loans or lines of credit
    e. Monitor compliance with all debt covenants as a part of the ongoing budgeting and forecasting process
    f. Analyze future cash flow and determine whether schools need to make adjustments to spending or seek other funding options.

6. **MONTHLY FINANCIAL REPORTING**
    a. Provide a monthly reporting package by the 20th day of the following month, assuming all necessary data is received from the school site on a timely basis, to ensure management has the necessary information to make sound business decisions

b. Create financial reporting package based on customized business segments. This includes budgets and forecasts as well.
c. Offer a menu of report options for the monthly financial reports including, but not limited to:
    i. Monthly summary by financial section with bulleted highlights for presentation purposes
    ii. Monthly Cash Flow Forecast and comparison to approved budget
    iii. Budget vs. Actual Report (both current month and year-to-date)
    iv. Schedule of Revenue and Expenses by Period
    v. Comparative Statement of Financial Position
    vi. Combining/Consolidating Statements of Activities and Financial Position
    vii. Statement of Cash Flows (both current month and year-to-date)
    viii. Accounts Payable/Receivable Aging
    ix. Check Register(s)
    x. General Ledger Detail
d. On a monthly basis, review and present the financial package with the school staff to assess the current fiscal condition of the school
e. Provide access to the accounting database via a VPN connection allowing school staff to run reports and see real-time data as it exists in the system

7. **COMPLIANCE AND GRANT REPORTING**
    a. Support school with LCAP development, including preparation of the budget, ensuring adherence to Supplemental and Concentration funding requirements and integrating the LCAP budget into the overall school operating budget
    b. Assist the school with grant applications including the development of grant-specific budgets as well as school long-term projections
    c. In the event that new funding programs become available, funding program elements and pricing will be revised if the Client wishes CI to pursue such funding. These applications will be subject to the timelines and conditions of the funding programs and will be the primary responsibility of the Client.
    d. Track all restricted revenues (both public and private) to ensure compliance with governmental and donor-required restrictions
    e. Provide financial information and reporting to governmental entities, donors, and other supporting organizations for grant compliance

8. **CHARTER AUTHORIZER SUPPORT**
    a. Support the school with all financial and business communications with the charter authorizer. This includes, but is not limited to:
        i. Prepare regular financial reporting (budget and interims)
        ii. Provide ad hoc financial documents and reports as requested
    b. Partner with school leaders to meet with authorizer staff to discuss fiscal health and outlook of the school
    c. Assist in the renewal process by preparing and/or reviewing fiscal narratives, preparing the required forecasts and cash flow projections, and calculating the LCFF with assumptions.

9. **ANNUAL BUDGET CREATION AND REVISIONS**
    a. Work with school staff on an annual basis to create a 5-year budget and cash flow projection on an annual basis to ensure proper future planning
    b. Provide a monthly budget and cash flow report to monitor the cash balance and protect against the gap caused by revenue and expenditure seasonality
    c. Revise the annual forecasts on an as-needed basis (but at least monthly) to provide school staff and board members with accurate year-end projections and the information necessary in a constantly changing environment

10. **AUDIT PREPARATION AND OVERSIGHT WITH AUTHORIZERS**
    a. Maintain electronic records of all transaction support
    b. Work directly with the independent auditors to provide information, thereby reducing client time commitment and audit fees

11. **TAX PREPARATION AND SUPPORT**
    a. Prepare and electronically submit Form 1096 (summary of all 1099 forms) to the IRS for all required vendors and service providers
    b. Prepare and report sales and use tax returns
    c. Provide any and all information necessary for the preparation and submission of Form 990.

12. **STRATEGIC PLANNING**
    a. Work with school management to develop long-term strategies to ensure the school's prosperity
    b. Provide second opinions and act as sounding board for school management on business and financial matters

All other Articles of the Agreement remain the same.

Powered by BoardOnTrack

Accepted and Agreed, as of the Effective Date first written above:

AMETHOD PUBLIC SCHOOLS

Signed: _____

Name: _____

Title: _____

CHARTER IMPACT, LLC

By _____
David Lueck, Co-CEO

Coversheet

Review and Consideration of Approval of Auditor Selection Form

Section:	V. Business I
Item:	T. Review and Consideration of Approval of Auditor Selection Form
Purpose:	Vote
Submitted by:	Maria Arechiga
Related Material:	AMPS_2025-26 Charter Independent Auditor Selection Form (2).pdf Christy_White_Audit_AMPS.pdf

BACKGROUND:

For the auditor selection form: AMPS has an agreement with Christy White with an option to renew for the fiscal year ending in 2026. AMPS recommends that we renew with Christy White for the 25-26 audit for a total cost of
$66,030.

RECOMMENDATION:

Staff recommends approval.

Independent Auditor Selection Form
Fiscal Year 2025/26

Oakland Unfied School District — School District

CDS Code #: 01 61259 0129635 / 01 61259 6111660

Downtown Charter Academy
Oakland Charter Academy — Charter School

Each year the State Controller's Office confirms that the county offices of education, school districts, charter schools and certain joint powers entities have arranged for their annual audits.

Please complete the following for the above charter school:

Audit Firm: Christy White, A Professional Accounting Corporation (dba Christy White, Inc.)

Address: 348 Olive Street San Diego, CA 92103

Telephone: 619-270-8222

2025/26 Fiscal Year Audit Fee $ 66,030

If a multiple year contract, please state the fiscal years covered and fee for each year:

Fiscal Year _____ Fee $ _____

Fiscal Year _____ Fee $ _____

Fiscal Year _____ Fee $ _____

Date of Charter School Governing Board Approval: 2/26/26

The District has verified that this firm is authorized to conduct school audits by confirming this firm's name appears on the Certified Public Accountants Directory Service (i.e. CPADS) for Local Education Audits list. **http://cpads.sco.ca.gov/**

Adrienne Barnes
Authorized Charter Representative (Print Name)

Signed by: Adrienne Barnes 8A9300EA8190048F...
Charter Representative's Signature — 2/19/2026 Date

Sponsoring District Representative's Signature — Date

Charter Schools: Please complete and return to your sponsoring district representative listed below. After reviewing and signing, return to ACOE.

Please return to: Timothy Ryan-Conner

By (date): 3/14/2026

PLEASE RETURN BY MARCH 31, 2026 TO LILY ROCHA GARCIA, DISTRICT BUSINESS & ADVISORY SERVICES, ROOM 348.

CHRISTY WHITE

Proposal for

Amethod Public Schools

Richmond, California

For the fiscal year ending June 30, 2024,
plus optional renewals through June 30, 2026

Submitted on March 19, 2024:

By: Marcy Kearney, CPA
619-270-8222
mkearney@christywhite.com

TABLE OF CONTENTS

TRANSMITTAL LETTER 1

EXECUTIVE SUMMARY 2

GENERAL INFORMATION – ABOUT CW 3

AUDIT STAFFING AND PERSONNEL 5

PAST PERFORMANCE 7

CAPACITY AND METHODOLOGY 9

STATEMENT OF WORK 13

PROPOSED FEES 14

APPENDIX:

QUALITY CONTROL PEER REVIEW OPINION

CHRISTY WHITE

Certified Public Accountants serving K-12 School Districts and Charter Schools throughout California

March 19, 2024

Board of Directors
Amethod Public Schools
Richmond, California

Dear Members of the Board,

Christy White, Inc. (CW) is pleased to respond to Amethod Public Schools's request for Annual Financial Statement Audits for the fiscal year ending June 30, 2024 (plus the two optional renewal periods through 2026).

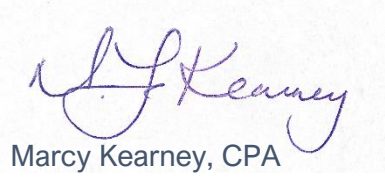
We **specialize in auditing California charter schools**, including High Tech High (16 charter schools), Da Vinci Schools (5 charter schools), and Leadership Public Schools (3 charter schools). In 2022-23, we were providing services to over 110 nonprofit organizations with charter schools and 200+ school districts. We also perform school facility program (SFP) and general obligation bond audits, plus, should the need arise, we have certified fraud examiners on our team to perform forensic audits.

CW will serve Amethod Public Schools with our audit team of charter school nonprofit specialists. For 20 years, our firm has specialized in charter school audits, so you get the benefits of not only an experienced specialized team but an entire firm of more than 50 professionals. As a leader in the K-12 education industry, we provide educational organization audit focused staff training unmatched by other firms. We assure you that every Christy White team member will be trained to handle your audit efficiently and effectively. Moreover, we provide **free training and accounting advice** to our clients.

I, Marcy Kearney, CPA and founding partner, Christy White, have over 45 combined years of local education agency (LEA) audit and consulting experience. We are joined by Partners Heather Daud Rubio, Michael Ash, John Whitehouse, and Kyle Montgomery, plus several experienced auditors and staff. My partners and I have a great deal of interest and **commitment to providing excellent auditing services to Amethod Public Schools.** Our team is committed to meeting all requirements and timelines for the successful completion of the engagement.

After reading through our proposal, should you have any questions, please feel free to contact me by phone at (619) 270-8222 or via email at mkearney@christywhite.com. I would be happy to meet with you!

Sincerely,



Marcy Kearney, CPA
Partner

348 Olive Street
San Diego, CA
92103

O: 619-270-8222
F: 619-260-9085
christywhite.com

EXECUTIVE SUMMARY

Christy White, Inc. (CW), a professional accountancy corporation, is the 2nd largest CPA firm in the number of Local Educational Agencies (LEAs) audited annually. Home-based in San Diego with professional staff that resides across the State to best serve our clients. Marcy Kearney, CPA, and Christy White Brook, CPA, CFE, will lead the proposed auditing services that include an audit of the annual financial statements and compliance for Amethod Public Schools for the fiscal year ending June 30, 2024, plus two optional renewal years.

When considering whether to hire our firm, you will find that CW can be differentiated from our competitors in several areas, such as:

- **EXPERIENCED AND INVOLVED PARTNERS AND MANAGERS:** Christy White Brook, CPA, CFE, President and Partner, has 37 years of audit and consulting experience garnered from 30 years in public accounting and 7 years with School Services of California, Inc. Marcy Kearney, CPA, Audit Partner of the charter school division and tax department, has over 15 years of experience working directly with independent charter schools, other nonprofit organizations, and school districts. You can expect that Ms. White Brook and Ms. Kearney will be accessible to Amethod Public Schools when the audit is underway and lend their expertise freely on accounting and internal control issues.

- **TIMELY AUDITS:** CW is committed to meeting all audit deadlines. All of our audits have been performed according to agreed-upon audit schedules, with the final reports to the State of California filed on time.

- **SECURE REMOTE AUDIT TECHNOLOGY:** Our firm implemented a "virtual office" setting several years preceding the pandemic. With our technology, we are fully capable of conducting a secure remote audit by providing audit-related items via our client-secured online portal (Suralink). Your CW audit manager will help set up you and your staff. The portal is very user-friendly.

- **COMMITMENT TO QUALITY:** CW has received an "unqualified" audit opinion by our peer reviewers regarding our firm's Quality Control Standards. All audits submitted to the State have been approved. Current client references are available upon request.

- **SMOOTH AUDIT PROCESS:** CW specializes in governmental and not-for-profit entities, so the process for the audit will be smooth. CW guarantees that: (1) trained and supervised staff will be on-site; (2) clients will be given a detailed audit plan; (3) CW will be considerate of your staff and their workload; and (4) all audit findings will be discussed before the report is finalized.

- **FINDING SOLUTIONS:** CW is not content to simply identify problem areas that may exist in your Organization but seeks ways to help provide solutions. Any CPA firm can discover a problem, but with our combined backgrounds and experiences, we can supply our clients with a wide range of possible solutions.

The following proposal provides more specific information on the scope of the audit services, our experience, qualifications, client references, and audit approach. We hope that you select our audit firm.

GENERAL INFORMATION – ABOUT CW

LEGAL NAME AND CORPORATE CONTACT INFORMATION

Legal Name: Christy White, A Professional Accountancy Corporation (dba Christy White, Inc.)
Corporate Address: 348 Olive Street, San Diego, CA 92103
Telephone Number: 619-270-8222
Fax Number: 619-260-9085
Email Address: cwhite@christywhite.com
Website: www.christywhite.com

FIRM HISTORY, SERVICES, AND SIZE

Christy White, Inc. was incorporated in 2010, succeeding Nigro Nigro & White (NNW) as the AICPA designated successor firm (Christy White was a founding partner NNW in 1999). Our firm has grown steadily over the past 20 years and now has 30 professionals, including seven CPAs.

We offer services exclusively to local educational agencies (LEAs), including school districts and charter schools. It's our full specialization in LEAs that makes us unique among CPA firms and provides added value to our clients. As your educational audit specialist, CW audits over 200 school districts, 10 county offices of education, 100+ Proposition 39 bonds, 40+ State School Facilities Grant audits, and over 165 charter schools. Our audit clients range in size from large charter schools to mid-size and small entities. We also prepare the annual tax Forms 990/199 for our nonprofit charter school clients. Our consulting capabilities include helping our clients with:

ASB Training	Forensic/Fraud Audits
Attendance Accounting	Business Functions Organization
FASB and Compliance Implementation	Charter School Back Office
Efficiency Studies	Financial Reporting

FIRM LICENSE, AFFILIATIONS AND ASSOCIATIONS

Christy White, Inc. (CW) is incorporated in the State of California. CW is licensed by the State Board of Accountancy. We are a majority women-owned firm. The California State Controller's Office CPA Directory lists Christy White as an eligible CPA firm that conducts LEA audits.

CW is a member of the Private Companies Practice Section (PCPS) and Government Audit Quality Center (GAQC) of the American Institute of CPAs, which requires an independent peer review every three years. We are members of the American Institute of CPAs (AICPA) and the California Society of CPAs. We are also associate members with the California Charter School Association (CCSA), the California Association of School Business Officials (CASBO), the Government Finance Officers' Association (GFOA), and the Association of Certified Fraud Examiners.

CW is also an active participant with the Education Audit Appeals Panel in developing the annual K-12 audit guide and dialogues regularly with State agencies on audit issues that affect our charter school clients.

GENERAL INFORMATION – ABOUT CW (CONT.)

FIRM INDEPENDENCE

One of the benefits of an audit is having an "independent" assessment of your internal controls over financial statements and compliance matters. Our quality control program ensures that we adhere to auditor independence's strictest standards, including those required by the Standards for Audit of Governmental Organization, Programs, Activities and Functions, published by the United States, General Accounting Office. We ensure that all firm partners and any staff working on the engagement do not have any financial or other interests in your Organization other than a strictly professional one. Our continued success as your business partner depends upon our independence.

CW has had no personal or business relationship with Amethod Public Schools or its board members. Should a professional relationship occur that presents an indendence conflict during the contract period, CW would immediately notify Amethod Public Schools.

RESPONSIBLE BUSINESS PRACTICES

Christy White, Inc. is financially stable. We have no long-term debt and have remained fiscally stable throughout our 20-year history. We will not joint venture with another firm on this engagement.

CW has a standing record of performing quality audits. Our clients and the State Controller's Office have accepted all of our audit reports. No client has terminated a contract during the performance of the audit. Additionally, we have not been involved in litigation or any investigation by a state, federal, or professional agency.

There have been no complaints levied by the State Board of Accountancy or other regulatory authority in the history of CW or its predecessor firm of Nigro Nigro & White, PC. None of the CPAs of CW have had any individual complaints or sanctions.

CW'S QUALITY CONTROL SYSTEM

Our quality control systems include policies and procedures in leadership, ethical requirements, acceptance of new clients, personnel management, engagement performance, monitoring, and communication. We actively monitor compliance with our quality control document by reviewing work papers, training on new standards, consultation on complex areas, and sound human resources practices. CW has received the highest level of assurance from our peer reviewer, which is "Pass." Attached is our most recent quality control report.

INDEMNITY

CW has errors and omissions insurance and will indemnify and hold harmless the Organization from and against all losses and claims in the execution of our work or the consequences of any negligence or carelessness on our part. We are also fully insured for workers' compensation. Our current policies are attached.

AUDIT STAFFING AND PERSONNEL

STAFF QUALIFICATIONS

The firm partners and staff of Christy White, Inc. (CW) bring an extensive background of audit and consulting experience to CW clients. We have audited local educational agencies (LEAs) throughout California. We are familiar with the unique issues relative to charter school finance: budgetary constraints, construction accounting, new federal and state program compliance, attendance accounting, state funding models, cash flow management, and more. The audit team will include:

Christy White, Inc. Personnel Assigned	
Name	**Classification**
Marcy Kearney, CPA	Signing Partner
Christy White Brook, CPA, CFE	Assisting Partner
Vanessa Pineda	In-Charge Auditor

ABBREVIATED RESUMES OF CHRISTY WHITE, INC.'S ASSIGNED AUDIT TEAM

Biographies of all staff members assigned to your audit are shown below.



Audit Partner Marcy Kearney, CPA, is a licensed CPA in California with over fifteen years of experience, individually working with public school districts, independent charter schools, and not-for-profit entities for both audit and tax preparation. She manages the tax department and the charter school division of the audit department. Additionally, Marcy has been a long-time member of the California Society of CPAs (CalCPA) and is a member of the American Institute of CPAs (AICPA). Marcy holds a Bachelor of Science degree in Business Administration with an emphasis in Accountancy from Cal State University, San Marcos. To better serve our CW clients and staff, Marcy moved to L.A. in 2014.



President Christy White Brook, CPA, CFE, has served hundreds of school districts and charter schools as an auditor, school finance consultant, professional author, and trainer. Christy provides audit and financial consulting in organizational structure, internal controls, school district reorganization, attendance accounting, forensic and fraud audits, and developing and conducting six workshop series throughout the State. Christy received a Best Volunteer Trainer award from the California Society of CPA's Education Foundation. And she is a Certified Fraud Examiner (CFE) in addition to her CPA license.



Director Vanessa Pineda, a Los Angeles native, helps head up the Los Angeles office of Christy White. She has over ten years of experience in K-12 audits, including school districts, charter schools, county offices of education, Proposition 39 bonds and school facility program audits. Vanessa is a popular workshop leader in our firm, known for her approachable style and practical knowledge. She conducts workshops and in-service training on Attendance and Student Body Fund Accounting. Vanessa holds a degree in Business Administration, with an option in Accounting, from California State University, Los Angeles.

AUDIT STAFFING AND PERSONNEL (CONT.)

STAFF TRAINING PROGRAMS

CW's program of staff development includes two full weeks of focused in-house training in the audit of charter schools and school districts. We also provide opportunities to staff to attend professional training provided by outside providers, such as School Services of California, the California Society of CPAs, and CCSA. A sampling of training programs our staff has attended within the last year include:

Continuing Education Event	Training Provider Organization
Annual California Charter School Conference	California Charter School Association (CCSA)
Annual California Charter School Conference	Charter Schools Development Center (CSDC)
Annual CASBO Conference, Attendance Accounting	California Association of School Business Officials (CASBO)
January, May, and Summer State Budget Workshops	School Services of California, Inc.
School Districts Conference, Not-for-Profit Organizations Conference	California Society of CPAs (CalCPA)
Annual Global Fraud Conference	Association of Certified Fraud Examiners (ACFE)
Single Audit Updates	American Institute of CPAs (AICPA)

STAFF CAPACITY

CW has a corporate office located in San Diego and numerous remote offices throughout California. We have over 50 professional employees, including seven certified public accountants, and sufficient audit capacity to provide excellent audit services to Amethod Public Schools.

EQUAL OPPORTUNITY EMPLOYER

CW is an equal opportunity employer. We do not discriminate based on race, ethnicity, age, or religion. We are in compliance with all applicable federal and state laws and regulations relating to equal opportunity employment, including the Civil Rights Act of 1964, the State Fair Employment Practice Act, and all other applicable Federal and State laws and regulations relating to equal opportunity employment, including Executive Order No. 11246 of September 24, 1965.

PAST PERFORMANCE

SPECIALIZING IN K-12 AUDITS

CW devotes our practice exclusively to K-12 auditing and consulting, including charter schools, schools districts and county offices. A full list of all charter schools served is included on the following page and below is a list of all charter schools in Alameda/Contra Costa Counties as well as nonprofit organizations that operate multiple charter schools. **References can be provided upon request**.

LIST OF ALAMEDA OR CONTRA COSTA COUNTIES CHARTER SCHOOL CLIENTS

In addition to the charter schools listed below, we also audit several school districts in the counties.

Charter School Non-Profit	County	Years Audited
Aurum Preparatory Academy	Alameda	2021-22 through present
Bay Area Technology Charter School	Alameda	2021-22 through present
Leadership Public Schools (3 schools)	Alameda/Contra Costa	2020-21 through present
North Oakland Community Charter School	Alameda	2020-21 through present
The Academy of Alameda (2 schools)	Alameda	2022-23 through present
Unity Schools (2 schools)	Alameda	2022-23 through present
Yu Ming Charter School	Alameda	2018-19 through present

LIST OF NONPROFIT CLIENTS OPERATING MULTIPLE CHARTER SCHOOLS

Charter School Non-Profit	County	Years Audited
Achieve Charter Schools (2 schools)	Butte	New for 2023-24
Compass Charter Schools (3 schools)	Yolo/Los Angeles/San Diego	2012-13 through present
Da Vinci Schools (4 schools)	Los Angeles	2008-09 through present
Discovery Charter Schools (2 schools)	Los Angeles	2021-22 through present
EJE Academies (2 schools)	San Diego	2006-07 through present
Escuela Popular del Pueblo (2 schools)	Santa Clara	New for 2023-24
Fenton Charter Public Schools (5 schools)	Los Angeles	2019-20 through present
Griffin Technology Academies (4 schools)	Solano	2020-21 through present
High Tech High (16 schools)	San Diego	2008-09 through present
High Tech Los Angeles (2 schools)	Los Angeles	2019-20 through present
Ingenium Charter Schools (4 schools)	Los Angeles	2022-23 through present
Lashon Academy (2 schools)	Los Angeles	2022-23 through present
Leadership Public Schools (3 schools)	Alameda/Contra Costa	2020-21 through present
NEW Academy Charter Schools (2 schools)	Los Angeles	2022-23 through present
New Los Angeles Charter Schools (2 schools)	Los Angeles	2022-23 through present
Odyssey Charter Schools (2 schools)	Los Angeles	2022-23 through present
Orange County Academy of Sciences and Arts (2 schools)	Orange	2018-19 through present
Oxford Preparatory Academy (3 schools)	Orange	2016-17 through present
River Island Academies	San Joaquin	New for 2023-24
The Academy of Alameda (2 schools)	Alameda	2022-23 through present
The Accelerated Schools (3 schools)	Los Angeles	2022-23 through present
The Foundation for Hispanic Education (3 schools)	Santa Clara	2022-23 through present
Unity Schools (2 schools)	Alameda	2022-23 through present

PAST PERFORMANCE (CONT.)

FULL LIST OF CURRENT CA CHARTER SCHOOL AUDIT CLIENTS OPERATED BY NONPROFIT ORGANIZATIONS

Charter School Non-Profit	Charter School Non-Profit
ABLE Charter Schools	Leadership Military Academy
Academia Avance Charter School	Leadership Public Schools (3 schools)
Achieve Charter Schools (2 schools)	Learning by Design Charter School
AeroSTEM Academy	Learning for Life Charter School
Agnes J. Johnson Charter School	Lennox Math, Science & Technology Academy
Alma Fuerte Public Charter School	Literacy First Charter School
Almond Acres Charter Academy	Los Angeles Academy of Arts & Enterprise
Aurum Preparatory Academy	Los Angeles College Prep Academy
B.E.S.T Aacademy	Monarch River Academy
Bay Area Technology Charter School	Nevada City School of the Arts
Bitney Prep High Charter School	North County Trade Tech High School
Bullis Charter School	North Oakland Community Charter School
Capitol Collegiate Academy	New Heights Charter School
Chico Country Day School	New Hope Charter School
Clarksville Charter School	NEW Academy Charter Schools (2 schools)
Clear Passage Educational Center	New Los Angeles Charter Schools (2 schools)
Clovis Global Academy	New School of San Francisco
Collegiate Charter High School of Los Angeles	Oasis Charter Public School
College Preparatory Middle School	Odyssey Charter Schools (2 schools)
Compass Charter Schools (3 schools)	Orange County Academy of Sciences and Arts (2 schools)
CORE Butte Charter School	Orange County Educational Arts Academy
CORE Charter School	Oxford Preparatory Academy (2 schools)
Crete Academy	Pacific Community Charter School
Da Vinci RISE High	Palisades Charter High School
Da Vinci Schools (4 schools)	PazLo Education Foundation
Discovery Charter Schools (2 schools)	Plumas Charter School
Dual Language Immersion North County	Provisional Accelerated Learning Academy
EJE Academies (2 schools)	REACH Leadership Academy
El Camino Real Charter High School	Renaissance Arts Academy
El Concilio CA Academies dba Astronaut J. Hernandez Academy	Rising Sun Montessori
Elevate Elementary School	Samueli Academy
Encore Jr./Sr. High School for the Arts	San Carlos Charter Learning Center
Escuela Popular Del Pueblo (2 schools)	San Diego Global Vision Academy
Excelsior Charter School	Santiago Middle School
Excelsior Charter School Corona-Norco	School for Entrepreneurship & Technology
Feather River Charter School	Sierra Expeditionary Learning School
Fenton Charter Public Schools (5 schools)	Shanél Valley Academy
Forest Charter School	Sparrow Academy
Goethe International Charter School	Suncoast Preparatory Academy
Golden Charter Academy	Sycamore Creek Community Charter School
Golden Eagle Charter School	Taylion High Desert Academy/Adelanto
Granite Mountain Charter School	The Academy of Alameda (2 schools)
Griffin Technology Academies (4 schools)	The Accelerated Schools (3 schools)
Hawkings STEAM Charter School	The Foundation for Hispanic Education (3 schools)
High Tech High (16 schools)	Three Rivers Charter School
High Tech Los Angeles (2 schools)	Tree of Life Charter School
Howard Gardner Community Charter	Twin Ridges Home Study Charter School
Ingenium Charter Schools (4 schools)	Twin Rivers Charter School
International School of Monterey	University Preparation School at CSU Channel Islands
Irvine International Academy	Urban Discovery Academy
John Muir Charter School	Village Charter Academy
Kidinnu Academy	Village Charter School
Kinetic Academy	We the People Public Schools
Lake County International Charter School	Wildflower Open Classroom
Lake View Charter School	Yu Ming Charter School
Lashon Academy (2 schools)	Yuba River Charter School

CAPACITY AND METHODOLOGY

SCOPE OF THE AUDIT

The scope of auditing services provided includes the **Annual Financial Statements** of Amethod Public Schools (the nonprofit organization) including its six public charter schools, and Compliance with State Audit and Federal Requirements for the fiscal year ending June 30, 2024, with options to extend through 2026.

The purpose of the financial audits is to render the following opinions and reports:

- Auditor's Opinion on the Financial Statements
- Auditor's Opinion on Internal Controls and Compliance required by *Governmental Auditing Standards*
- Auditor's Opinion on State Compliance Requirements
- Current Year Findings and Recommendations
- Status Report on Prior-Year's Findings and Recommendations

Also, we will conduct the audit to meet procedures required of:

- Federal OMB Uniform Guidance and the Compliance Supplements, when applicable
- Other guides as required by the federal and State agencies, when applicable

RISK ASSESSMENT

CW has long taken a risk-based audit approach in our audits of LEAs for audit effectiveness and efficiency. We will perform our **Audit Risk Assessment** to include, at a minimum:

- Overall Internal control structure; precisely controls over electronic data processing systems, cash collections, cash disbursements, maintenance and operations and segregation of duties
- Compliance with Education Code and federal and state laws and regulations
- Capitalization and depreciation of assets

DOCUMENTATION OF INTERNAL CONTROL STRUCTURES

For each engagement performed, we conduct a thorough **Understanding of Internal Control Systems**, assess control risk, and suggest improvements to our clients. CW is well versed in the Risk-based Assessment Standards and will incorporate these requirements into our audit programs. Areas of **Internal Control** typically evaluated for our charter school clients include:

- Cash receipting and cash management
- Purchasing and accounts payable
- Personnel requisition/terminations and payroll processing
- Inventory and fixed assets
- Attendance and compliance reporting
- Financial Reporting
- Student body activities, if applicable

Our examination of internal controls helps us plan our audit procedures. More importantly, we will communicate both positive control points and points where areas of improvement are needed.

CAPACITY AND METHODOLOGY (CONT.)

APPROACH TO FRAUD RISK AND TESTING

CW plans audit procedures to ensure that the financial statements and compliance areas are materially free of errors and irregularities (i.e., fraud). In doing this, we consider the audit risk of each significant transaction and group of transactions and design tests to ensure the transactions are free of material errors and irregularities. Our procedures meet the fraud risk and testing requirements of the clarified Statements on Auditing Standards (SAS). Suppose fraud is suspected or detected in the preparation of financial statements or the misappropriation of assets. In that case, CW will bring the matter to the attention of the appropriate level in the Organization. You can then take prompt action and prevent further instances from occurring as quickly as possible. We are also skilled in fraud investigations should the need arise.

MANAGEMENT DISCUSSION AND LETTERS

Christy White, Inc. (CW) believes the purpose of a quality audit is to provide management with feedback on the internal control structure's effectiveness, including the data processing systems. We will report all reportable conditions and discuss potential audit findings, observed good fiscal practices, and then recommend ways to enhance the overall effectiveness and efficiency of the Organization as a whole. After thoroughly discussing each finding with management and incorporating the Organization's response, we will issue our final management letter. The audit findings will meet *Government Auditing Standards* and standards established by the State Controller's Office.

PLANNING AND EXIT CONFERENCE MEETINGS

CW works closely with management at various stages during the audit cycle. We will organize both group and one-on-one meetings with school personnel and management, and a governing board representative.

- Audit Planning/Entrance Meeting: During our planning phase, we discuss our proposed audit timelines, deliverables and ask for input on areas deemed "new or high risk."
- Exit Conferences: After fieldwork, we will meet with you to discuss the results of our audit work and preliminary findings, if any. We do not want you to experience "audit surprises." Timely communication is the key to a surprise free audit.
- Review of Draft Audit Reports: Upon the audit's conclusion, we provide you with a draft report (which we are happy to review with you), our findings, and the charter management's response.

We are also available to meet with you on an ad hoc basis if an issue or question arises.

GENERAL AUDITING APPROACH

By following the professional standards prescribed by ***Generally Accepted Auditing Standards*** **(GAAS) and *Government Auditing Standards***, we are confident that we are meeting our professional standards for the industry. We will conduct the audit to meet procedures required of:

- K-12 Audit Guide, as published by the State Controller's Office
- *Government Auditing Standards,* as published by the Federal Office of Management and Budget

Being a leading CPA firm in the LEA industry, we have experience working with State, and Federal agencies in the development of the K-12 audit guide, client resolution of findings, researching laws and regulations and aiding on sensitive client situations further elaborate on our **Audit Project Plan**, which includes the three stages of the audit process described on the following page.

CAPACITY AND METHODOLOGY (CONT.)

THREE STAGE AUDIT PLAN

Stage 1 – Planning and Risk Assessment
Stage 2 – Fieldwork: Internal Controls Evaluation, Compliance Testing, and Financial Statement Substantive Testing
Stage 3 – Drafting and Finalization of Financial Statements, Preparation of Forms 990/199

Stage 1 – Planning and Risk Assessment

We will confer with charter school personnel to discuss our plan to commence the audit. We hold an entrance conference call with representatives from the Board, Executive Director, Business/Finance office, and other department heads to discuss risk, concerns, expectations, and audit protocol. Our planning activities include:

- Reviewing and updating our understanding of the organization
- Identification of critical audit areas, plus changes to compliance areas
- Performing preliminary risk assessments
- Establishing an audit timeline
- Compiling data request lists
- Establishing agreed-upon deadlines

CW plans audit procedures to ensure that the financial statements and compliance areas are materially free of errors and irregularities (i.e., fraud). In doing this, we consider the audit risk of each significant account (e.g., cash, capital assets, accounts payable, and debt) and transaction group (e.g., payroll, cash disbursements, and cash receipts).

Upon assessing audit risk, we then design audit tests to meet the overall objective of the financial statements and compliance areas free of material errors and irregularities, under the clarified Statements on Auditing Standards (SAS).

Stage 2 – Fieldwork: Internal Controls Evaluation, Compliance Testing, and Financial Statement Substantive Testing

CW will gain an understanding of the internal control structure of the organization for financial accounting and compliance over federal and State programs. We also evaluate electronic data, including general and application controls over financial reporting and compliance with laws and regulations.

We develop our substantive testing by utilizing the results of our internal control testing and risk assessments. As in all stages of the audit, we will communicate with the Organization to permit timely resolution of any issues found. We will hold an exit conference with the Organization to summarize our fieldwork results and review significant findings.

Stage 3 – Drafting and Finalization of Financial Statements, Preparation of Forms 990/199

CW will draft the financial statements and provide the draft and any adjusting entries to the Organization for review and approval. Reports to management will include written reports, and discussions will be held with management and the Audit and Finance Committee or Governing Board. After the audit, we will prepare the Forms 990/199, should you contract for our tax services.

CAPACITY AND METHODOLOGY (CONT.)

LEVEL AND NATURE OF SUPPORT REQUIRED

We conduct our audit using a client-driven approach; either fully remote or a combination of off-site and on-site work. We are entirely paperless and have a client portal for ease of document transmission. As such, we can make sample selections in advance of our fieldwork and conduct specific audit tests right from our office. We ask that the accounting staff be generally available to answer questions, upload documentation, and scan sampled document support throughout the audit.

SECURED PORTAL TO UPLOAD YOUR RECORDS WITH EASE

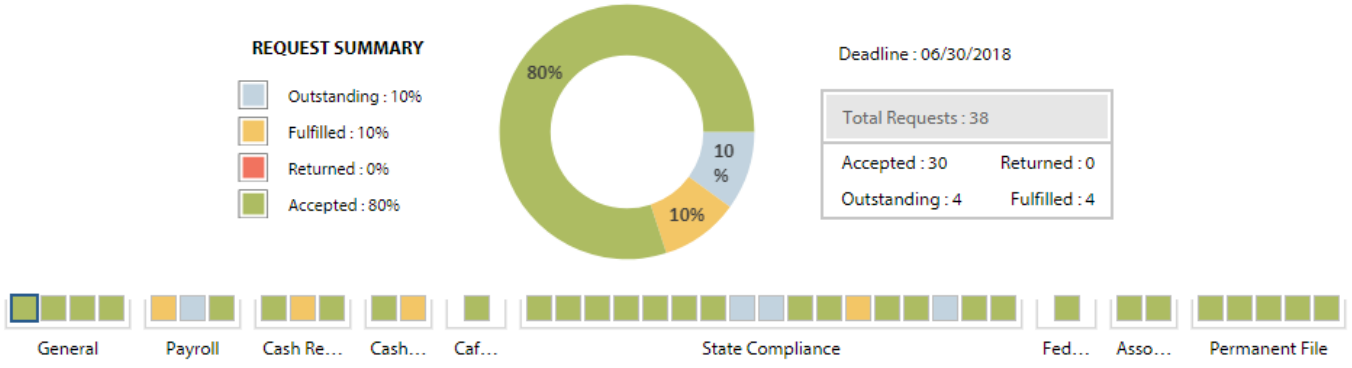
Christy White, Inc. uses a secure portal for seamless document-request coordination. Using the portal means all our requests are in one place, accessible by everyone assigned, and updated in real-time. Some of the key elements are summarized below:

- **Portal Dashboard**: The dashboard provides a real-time snapshot of the audit progress by indicating the number of outstanding, fulfilled, returned, and accepted items in a color-coded and easy to understand interface

- **Security**: Our portal boasts State of the art security in which all data is stored and transferred with AES 256-bit encryption, and servers are housed in SSAE16 Type II SOC1, SOC2 data centers with daily fail-safe backups

- **Drag and Drop Functionality**: To upload documents to the portal, drag and drop the file(s) from your computer to the requested item in the portal, at which time the status will be automatically changed from outstanding to fulfilled

- **Email Notifications**: Receive summary email notifications based on your timing preference (ex. daily, weekly, morning, afternoon, etc.), which provides activity updates for the engagement (ex. when files are uploaded/downloaded, or the status of an item has been changed)



STATEMENT OF WORK

PROPOSED TIMEFRAME

The following is an estimate of the audit and tax work to be conducted each month. The final schedule would be arranged based on the planning meeting that CW holds with you and your stakeholders.

Month	Proposed Work	Percentage of Work Done
April – June	Audit planning; the test of internal controls and state compliance with school site personnel	25%
June – August	Tests of internal controls, state compliance testing with business staff	25%
Late August – November	Year-end fieldwork, depending on when books are closed	25%
October – early December	Reports drafted, reviewed, and finalized	20%
No later than December 15th	Final audit reports distributed	5%
Total		**100%**

Before each phase of the audit, we will discuss the upcoming work with you, provide weekly progress reports, and conduct an exit conference. The exit conference will provide you with the preliminary results of the recent work, recommendations and list any outstanding audit items. Once the audit is completed, we will work on preparation of the tax returns (IRS Form 990/FTB Form 199), which will normally occur between January to May.

ESTIMATED HOURS BY MAJOR WORK SEGMENT

We have reviewed the previous 2021-22 audit report to plan what we believe to be reasonable hours to complete the audit for the 2023-24 fiscal year.

Audit Work Segments	Estimated Hours of Completion
Planning, Supervision/Review	
Planning and Risk Assessment	8
Supervision and Quality Control Review	6
Contingencies/Subsequent Events	3
Board Minutes	5
Correspondence (including Confirmations)	4
Entrance/Exit Conference	3
Internal Control Review/Transaction Testing	
Interviews and Risk Assessment	8
Cash Disbursements & Payroll	15
Cash Receipts	10
Journal Entries	5
State Compliance Testing	
Attendance	25
Unduplicated LCFF Pupil Count	10
All Other Areas	30
Cont'd next col.	

Audit Work Segments	Estimated Hours of Completion
Federal Compliance Testing	
Major Program Determination	5
Interviews of Program Personnel	3
Compliance and Control Testing	20
Substantive Testing Areas	
Current Assets (Cash, Receivables, etc.)	15
Noncurrent Assets (Capital Assets, etc.)	8
Accounts Payable	6
Other Liabilities	8
Net Position	4
Revenues	20
Expenses	10
Report Preparation and Review	
Audit Reports Review and Opinions	25
Management Letters	4
Secretarial	5
Total Audit Hours	**265**

PROPOSED FEES

FEE STRUCTURE FOR AMETHOD PUBLIC SCHOOLS

The proposed fees are all-inclusive and will not change unless there are significant changes in the scope of the audit or tax services proposed, as imposed by state or federal agencies or directly requested by the Organization. Audit fees increase per year at a rate of six percent for Cost of Living Adjustment (COLA). We do not bill for advisory services related to the audit or an application of accounting standards. We encourage our clients to contact us at any time year-round for free advice on general finance and accounting issues.

We propose to conduct the audit engagement and submit the audit reports in compliance with the instructions provided by the State Controller's Office. The fee schedule below includes a list of personnel by classification assigned to the audits, indicating the estimated number of hours and rate per hour for the audits.

Classification	Billing Rates	Estimated Hours	2023-24	2024-25	2025-26
Partner	$ 295	18	$ 5,310	$ 5,629	$ 5,967
Director	225	32	7,200	7,632	8,090
Senior	165	55	9,075	9,620	10,197
Staff	130	150	19,500	20,670	21,910
Paraprofessional	90	10	900	954	1,011
		265			
Audit Fees*			41,985	44,505	47,175
Measure G1 or T audits			15,000	15,900	16,855
Total Audit Fees			**$ 56,985**	**$ 60,405**	**$ 64,030**
Tax Preparation Fees**			2,000	2,000	2,000
Total Professional Fees			**$ 58,985**	**$ 62,405**	**$ 66,030**

**Includes services for aFederal Single Audit under OMB Uniform Guidance (UG). A Federal Single Audit under OMB UG is applicable in any given year that the Organization expends more than $750,000 in Federal funds.*

***Fees noted for preparation of tax returns include Federal IRS Form 990 and related schedules, California Form 199. If these are not the appropriate forms or if any additional Federal or State forms are necessary, this fee may be modified based on the client tax compliance needs (i.e. Form 990-T for reporting of taxable income).*

We will enter into an agreement with Amethod Public Schools in the form of an engagement letter upon acceptance of this proposal document.

We look forward to the opportunity to work with the Amethod Public Schools. Please do not hesitate to contact us with any questions or to arrange an interview. Thank you!

Name of Accounting Firm: Christy White Inc.

Authorized By: M. F. Kearney

Name: Marcy Kearney, CPA Title: Partner Date: March 19, 2024

CHRISTY WHITE

APPENDIX: QUALITY CONTROL PEER REVIEW OPINION

Grant Bennett Associates

A PROFESSIONAL CORPORATION

Report on the Firm's System of Quality Control

February 26, 2021

To Christy White Associates, Inc. and the Peer Review Committee of the California Society of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Christy White Associates, Inc. (the firm) in effect for the year ended December 31, 2019. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility
The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer's Responsibility
Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations
Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

Opinion
In our opinion, the system of quality control for the accounting and auditing practice of Christy White Associates, Inc. in effect for the year ended December 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. Christy White Associates, Inc. has received a peer review rating of *pass*.

Grant Bennett Associates

GRANT BENNETT ASSOCIATES
A PROFESSIONAL CORPORATION
Certified Public Accountants

GBA CPA
www.gbacpa.com

1375 Exposition Boulevard, Suite 230
Sacramento, CA 95815
916/922-5109 FAX 916/641-5200

P.O. Box 223096
Princeville, HI 96722
888/769-7323

Coversheet

Review and Consideration of Approval of CharterSafe Notice

Section: V. Business I
Item: U. Review and Consideration of Approval of CharterSafe Notice
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: 25-26 CharterSafe Right to Leave.docx.pdf

BACKGROUND:

AMPS plans to explore alternative insurance service providers for the 2026-2027 school year to ensure that AMPS receives the most competitive rate and package. This notice is required by CharterSafe's JPA to explore other insurance service providers for the 2026-2027 policy.

RECOMMENDATION:

Staff recommends approval.

AMPS

HONOR HARD WORK

To: CharterSafe
Joint Powers Authority

From: Sally Li
Board Secretary
Amethod Public Schools

Re: Reservation of right to leave the JPA as of July 1, 2026

The Board of Directors of Amethod Public Schools resolves to reserve our right to potentially withdraw the schools membership in the CharterSafe Joint Powers Authority effective July 1st 2026 Per Article XIII, section 1, of the CCSJPA Agreement, this resolution gives 90 days advanced written notice. The Board of Directors reserves the right to amend, change, or terminate this resolution at any point in the future.

_____

Sally Li
Board Secretary
Amethod Public Schools

Coversheet

Review and Consideration of Approval of Amended Fiscal Policies & Procedures

Section: V. Business I
Item: V. Review and Consideration of Approval of Amended Fiscal Policies & Procedures
Purpose: Vote
Submitted by: Adrienne Barnes
Related Material: AMPS Fiscal Policies & Procedures_draft Feb 2026.docx.pdf

BACKGROUND:

Updated Fiscal Policies & Procedures

RECOMMENDATION:

Staff recommends approval.

AMPS

HONOR HARD WORK

Fiscal Policies and Procedures

BOARD APPROVED: January 15, 2025

TABLE OF CONTENTS

PURPOSE AND INTENT 4
EXPENDITURE APPROVAL 4
Avoiding Conflicts of Interest 4
Authorization of Expenditures 4
No Gifts of Public Funds 5
No Political Contributions or Involvement 5
Signing of Contracts 6
Authorizing Payments to Vendors 7
BANK ACCOUNTS, CREDIT CARDS & CASH 8
Bank Accounts 8
Cash Management 8
Credit Cards 9
Account Reconciliations 9
PURCHASING PROCEDURES 11
Establishing a New Vendor 11
Purchase Orders 11
Invoice Payments 11
Payments Using an AMPS Credit Card 12
Independent Contractors (1099 Vendors) 13
RECEIPTS / ACCOUNTS RECEIVABLE 15
Voluntary Donations / Contributions 15
Cash Receipts (Cash and Checks) 15
POSITION CONTROL & PAYROLL 18
EXPENSE REIMBURSEMENTS 20
FINANCIAL REPORTING BUDGETING & RECORDS RETENTION 21
FINANCIAL RESERVES, LIQUIDITY, AND INVESTMENTS 23
Funds Balances / Reserves 23
Financial Assets/Cash Management Strategy 23
FIXED ASSETS / DEPRECIATION / LEASES / INSURANCE 24
Asset Inventory 24
Asset Sales and Disposal 24
Capitalization and Depreciation 25
Insurance 25
LOANS AND BORROWING 26
Loans 26

Loans to/from Employees 26
Lines of Credit/Credit Card Account 26
ANNUAL FINANCIAL AUDIT 26
APPENDIX A – TRAVEL AND REIMBURSEMENT POLICY 28

PURPOSE AND INTENT

The purpose of these fiscal policies and procedures is to document the policies and internal controls that support the successful operation of Amethod Public Schools ("AMPS" or "Network") and its schools. The intent is to align with and follow legal and official regulations that apply to charter schools and non-profit corporations in the State of California as well as the additional best practices and sound internal controls that are recommended or required by AMPS' authorizers, lenders, funders, and other experts such as the California Charter School Association (CCSA), Charter School Development Center (CSDC), the California Department of Education (CDE), and California's Fiscal Crisis and Management Assistance Team (FCMAT).

The policies and procedures are reviewed at least annually by AMPS staff and advisors for compliance with new requirements and evolving guidance from the sources above, and changes are brought to the AMPS Board for approval as needed.

EXPENDITURE APPROVAL

Avoiding Conflicts of Interest

It is essential to avoid any conflicts of interest when making expenditure recommendations or decisions. A conflict of interest exists when an individual involved in a recommendation or decision has a personal financial interest in the outcome of the decision and does either of the following:

- Participates in decision-making related to that item.
- Influences, or attempts to influence, others making a contract or decision related to that item whether the attempt occurs inside or outside a board meeting.

AMPS has adopted and published a Conflict of Interest Code that has been approved by the AMPS Board and complies with the Fair Political Practices Commission (FPPC). Any potential conflicts of interest that might come into play with any expenditure recommendations or decisions must be disclosed by the employee or Board member and addressed pursuant to AMPS's Conflict of Interest Code.

Authorization of Expenditures

Authorizing AMPS School and Network Expenditures:

- All contracts, purchases, or other expenditures (collectively referred to hereafter as "Expenditures") made on behalf of any of the schools must be approved by the Site Director or equivalent. The Chief Executive Officer (CEO), Chief Operations Officer (COO), Chief Academic Officer (CAO), Chief Strategy and Compliance Officer (CSCO), collectively the "C-Suite", and Home Office Directors may also approve Expenditures on behalf of schools, up to their relative approval limits.
- Expenditures limits shall be measured on a fiscal year basis (July 1 - June 30).
- All Expenditures in excess of $5,000 made on behalf of a single school site or the network as a whole (across multiple schools) must be approved by the COO, CAO, or CSCO.

- All Expenditures in excess of $25,000, must also be approved by the CEO.
- All Expenditures in excess of $50,000, must be approved by the Board of Directors unless explicitly delegated otherwise on a case-by-case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole.
- In the case of Expenditures being reimbursed or paid to an approver listed above, the approver's supervisor must approve the reimbursement.
- In the case of Expenditures being reimbursed or paid to the CEO, the Board Chair must approve the reimbursement. The Board Chair may elect to delegate the approval of reimbursements of routine business Expenditures below $1,000 to a staff member other than the CEO (typically the COO).

When approving Expenditures for any School or the Network as a whole, the designated approver must:

- confirm that the Expenditure falls within the currently approved budget;
- contact the Finance Department, COO or designee if needed to confirm that funds are currently available for Expenditure;
- confirm that the Expenditure is allowable under the appropriate revenue source;
- confirm that the Expenditure is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations;
- confirm that the price is competitive and prudent (and when the Expenditure is greater than $25,000, document a good faith effort to secure the lowest possible cost for comparable goods or services); and
- work with the COO or designee to conduct a full bid process in accordance with law when required by law.

No Gifts of Public Funds

Article 16, Section 6 of the California Constitution prohibits any gift of public funds to an individual or corporation. Per FCMAT guidance, the constitutional prohibition against a gift of public funds is generally not an issue when the direct and primary public purpose of an expenditure results in the public receiving a benefit from the expenditure. Additionally, expenditures of public funds that involve a benefit to private persons are not gifts within the meaning of the California Constitution if those funds are expended for a public purpose.

As such, any expenditure of public funds must primarily benefit the education of students in AMPS's schools in order to not be considered a prohibited gift of public funds. Expenditures driven by personal motives are not justified even if they are well intentioned or based on benevolent feelings (e.g., gifts expressing gratitude to staff or volunteers or sympathy to community members).

No Political Contributions or Involvement

AMPS will not contribute to or otherwise make expenditures in support of any political campaign or candidate for public office. AMPS will not use (or allow management, staff, or other representatives to use) its assets or resources for support or opposition to any political campaign or candidate for public office. Individual employees, on their own time and with their own money,

may contribute to candidates and campaigns of their choosing.

Signing of Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting with outside parties.

Schools:
- Site Directors are the only school-based staff authorized to sign contracts on behalf of their school. Members of the C-Suite may also sign contracts on behalf of schools.
- All contacts must be reviewed and approved by the CEO, regardless of fiscal commitment. CEO may designate an alternative signer.
- Site Directors are responsible for ensuring that school-based contracts are performed to completion.

Network:
- **All** contracts must be reviewed and approved by the CEO, or Designee.
- The Board Chair or CEO may sign contracts upon Board approval.
- The appropriate C-Suite member or designee and the Finance Department are responsible for ensuring that network-based contracts are performed to completion.

Contract Documentation
All contracts above $25,000 must document a good faith effort to secure the lowest possible cost for comparable goods or services that meet all user requirements. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the Network.

Written contracts clearly defining work to be performed will be maintained for all contract service provider relationships involving an Expenditure of $2,500 or more (i.e. consultants, independent contractors, subcontractors).

Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The COO or CSCO may also require that contract service providers list AMPS as an additional insured on service providers' insurance policies.

If the contract service provider is a sole proprietor or a partnership (including LLC, and LLP), the contractor will provide a W-9 prior to submitting any requests for payments.

Contract service providers will be paid in accordance with approved contracts as work is performed.

Authorizing Payments to Vendor

A. ACH Payments

The Board Chair, CEO and COO will have the authority to approve ACH payments.

B. Online Bill Pay
The Board Chair, CEO and COO will have the authority to approve online bill payments.

C. Checks
The Board will designate the authorized check signers on all bank accounts and the COO will maintain a list of such authorized signers. Bank checks will be kept under lock and key, at both the Home Office and with the Back Office Provider. When there is a need to generate a bank check, the check will be entered into a ledger at the same time that the check is written. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check or a check made out to themselves. The COO or designee will put in place appropriate procedures to ensure that all checks are accounted for at all times (e.g., by monitoring check registers for any missing checks, and by ensuring that voided checks are stored in the organization's accounting files).

BANK ACCOUNTS, CREDIT CARDS & CASH

The Board of Directors authorizes the Board Chair, CEO, and COO to open and close bank and credit card accounts. The Board Chair, CEO, and COO may be authorized as co-administrators on all bank and credit card accounts, in accordance with the list of authorized account signers.

Bank Accounts

The organization is expected to maintain two types of bank accounts:

- **Operating Account** - The Network's revenue will be deposited into an operating account that only the Board Chair, CEO and COO are authorized to manage. Only these individuals will have signing authority over these accounts or access to the funds in the accounts.
- **Savings Account(s)** - The COO shall manage Network's cash to maximize savings in accounts with either FDIC-insured banks or NCUA-insured credit unions, ensuring that cash is spread to sweep accounts or across banks or credit unions to minimize risk.
- **School-level Accounts** -School sites will not have individual accounts, and will abide by the Network-level accounts and processes.

Cash Management

This section covers the management of cash on hand at the schools.

- All cash held at schools (e.g., for school events, fundraising, etc.) will be the responsibility of the Site Directors. Teachers, office personnel, and other staff shall not hold cash separately. All cash will be delivered to a Site Director on the same day it is received.
- At no times will cash held at schools overnight exceed $5,000. Excess cash will be delivered to the Home Office at minimum weekly, or sooner if the balance nears $5,000.
- No Loans will be made from the petty cash funds.

Procedures for handling cash received by the Network:

Step	Person Responsible	Task	Frequency
1	Site Director	Store cash in a fireproof safe. Provide additional key or code only to the Finance Department.	At all times
2	Site Director	Provide a completed and signed receipt from a triplicate copy receipt book. Original copy given to the party giving the case. 2nd copy given to the Finance Department (see #3 below). 3rd copy stays in the receipt book at the school site. Attach documentation of purchases. Record all transactions on the receipt book as they occur.	At all times

3	Site Director	Forward all documentation and receipts to the Finance Department for recording in the accounting software.	Weekly/As needed
4	Site Director	Immediately report any irregularities in the cash receipts and reconciliation to the Finance Department and COO.	As needed
5	COO or Designee	Review the cash reconciliation and notify the CEO and Board immediately if any discrepancies are found.	Monthly

Credit Cards

Credit Cards
The COO may authorize individuals to carry and use an AMPS credit card to make purchases on behalf of the school or network, consistent with the Expenditure approval policies above. The cardholder must sign a cardholder agreement in order to receive a physical credit card.

Credit cards will be kept under supervision of the approved individual, and all related documentation of purchases will be turned in to the Finance Department monthly for reconciliation. If itemized receipts are not available or are missing, the individual making the charge will be held responsible for payment and credit card privileges may be revoked.

The COO or designee may issue one-time virtual cards to employees needing to make a single online purchase under $1,000, with approval of the employee's supervisor.

Credit card statements of employees shall be reviewed and approved monthly by employee's supervisor and the COO or designee.

Account Reconciliations

This section covers the process for reconciling bank and credit card accounts.

Step	Person Responsible	Task	Frequency
1	Finance Department/Back Office Provider	Record bank activity into bank ledger as it occurs.	As receipts / Expenditures occur
2	Finance Department/Back Office Provider	Download bank statements.	Monthly
3	Finance Department	Review check register/examine all posted checks.	Monthly

		Research any discrepancies or any checks over 90 days, and if applicable, adjust them in the accounting system. Examine all ACH and online bill payments. Research any discrepancies and reconcile.	
4	Finance Department/ Back Office Provider	Prepare the bank reconciliation, verifying the bank statements and all outstanding transactions. Compare the reconciled bank balance to the cash in the bank account and to the general ledger. Immediately report any discrepancies to the COO.	Monthly
5	Finance Department/ Back Office Provider	Prepare reconciliation of bank activity to be reviewed by the COO or designee.	Monthly
6	COO or designee	Review and approve the reconciliation. Notify the CEO immediately if any discrepancies are found.	Monthly
7	Finance Department	Save a signed copy of each bank reconciliation alongside the bank statement in AMPS' accounting files.	Monthly

PURCHASING PROCEDURES

Establishing a New Vendor

AMPS is a non-profit organization and at times will be eligible for discounted products and services. When establishing new vendor accounts, inform vendors of the non-profit status and use the AMPS Internal Revenue Service Code Section 501(c)(3), number: 94-3185735. Please note: orders are not currently exempt from sales tax.

Purchase Orders

AMPS requires the use of formal purchase orders for all Expenditures at or above $5,000. This section covers the process for purchase orders that are required by AMPS or vendors prior to ordering or delivering a product or service.

Step	Person Responsible	Task
1	Staff Member	Complete a purchase requisition.
2	Supervisor/Expense Approver	Approve the requisition.
3	Finance Department	Create or confirm purchase order, confirm purchase order is logged.
4	Finance Department	Send the purchase order to the vendor.

Invoice Payments

Invoices should be reviewed and sent to the Finance Department immediately upon receipt. Invoices are paid on a weekly basis. This section covers the process for submitting an invoice for payment.

Step	Person Responsible	Task
1	Staff Member	• • Forward to the Finance Department, confirming receipt of all items/satisfaction of work performed, along with any supporting documentation.
2	Finance Department	If invoice details are complete, add coding to invoice with budget line item(s), secure appropriate approval, and forward to the Back Office Provider.
3	Back Office Provider	Verify invoice coding and initiate payment either by check or ACH.
4	COO or designee	Review and approve check register prior to release of checks/ACH.

Payments Using an AMPS Credit Card

AMPS's preferred payment method is to receive an invoice from vendors and pay by check. However, an AMPS credit card may be used when a vendor will not accept another form of payment. Credit Cards are to be used for business purposes only. Personal purchases of any type are not allowed. Each staff member who is authorized to use a credit card will be required to sign a credit card use certification statement acknowledging that the card shall only be used for legitimate charter school-related business purposes and that the cardholder agrees to take responsible precautions to protect the card from loss or theft.

Credit card purchases are subject to the same expenditure authorization limits and processes as all other purchases. Credit card purchases must be approved in advance by an AMPS employee with sufficient signing and budget approval authority for the planned expenditure.

If payment is made using an AMPS credit card account, follow the process below.

Step	Person Responsible	Task	Deadline
1	Cardholder	Secure approval for the purchase by any required authorizers based on the amount of the expenditure and which budget it will be applied to.	Prior to purchase
2	Cardholder	Keep track of all itemized receipts (including refund receipts).	As purchased
3	Cardholder	Complete a monthly report that details the budget line items and description of each purchase. Attach all itemized receipts.	Monthly
4	Supervisor and Finance Department	Review reports submitted by staff members and confirm accuracy.	Within 5 business days
5	Finance Department	Confirm coding and submit to Back Office Provider/ import into general ledger and reconcile on a monthly basis. Complete reconciliation as noted above.	Within 5 business days
6	COO or designee	Review the reconciliation and notify the CEO immediately if any discrepancies are found.	Monthly

Independent Contractors (1099 Vendors)

This section refers to independent contractors, known as 1099 vendors. These are defined as outside individuals or companies who are contracted by AMPS to provide services and are not paid through AMPS' payroll processes for employees. Such individuals must meet all of the following criteria:

A. the individual must be free from the control and direction of the AMPS in connection with the performance of the work, both under the contract for the performance of such work and in fact;
B. the individual must perform work that is outside the usual course of AMPS's business; and
C. the individual must be customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for AMPS.

Such individuals are typically self-employed, have no set hours, and have the freedom to render services which are not controlled by AMPS. Independent contractors also typically work for a pre-determined period of time on a specifically defined project. Prior to hiring an independent contractor, consideration will be made of in-house capabilities to accomplish services.

Step	Person Responsible	Task	Deadline
1	AMPS Staff Member that is requesting the Contractor	Identifies a need that cannot be met in-house, identifies an independent contractor who can provide the services, and makes a request to the Director or C-Suite supervisor to hire an independent contractor to provide the services	As needed
2	Director, CEO, COO, CSCO or CAO	Consults with the Finance Department as necessary in order to evaluate the criteria for independent contractor status. If valid, approves the request.	As needed
3	Contractor	Provides a contract outlining services to be completed. Provides a completed W-9 to AMPS. (At times, AMPS will use our own contract template rather than using the Contractor's template. In such cases, the COO or designee and the Finance Department will create the contract and provide it to the appropriate staff member.)	In advance of beginning work
4	Finance Department/COO or designee	Reviews W-9 and draft contract for compliance. If acceptable, forwards to appropriate signer within AMPS.	In advance of beginning work
5	CEO or Designee	Signs contract with independent contractor, after which work can begin	In advance of beginning work
6	Contractor	Completes work and submits invoice(s) to appropriate staff member/Finance Department. Submits work product updates as	Monthly or at completion of project

		needed.	
7	Staff Member	Follows guidelines for invoice payments, ensuring appropriate approvals.	As invoices are received
8	Finance Department/Back Office Provider	Provides 1099 to contractor and files 1099 forms with the IRS.	Annually as required by law

RECEIPTS / ACCOUNTS RECEIVABLE

Documentation will be maintained for all receipts of funds or accounts receivable and forwarded to the Finance Department. All receipts and accounts receivable will be recorded by the Finance Department/Back Office Provider in the general ledger and accounts receivable will be collected on a timely basis.

Voluntary Donations / Contributions

Because charter schools are tuition-free public schools, neither parents nor students are required to donate their time or money as a condition of enrollment in any AMPS school. No student will be denied enrollment because a parent does not make a financial contribution to the charter school. While parent engagement and support of AMPS' schools is encouraged, any such activities are optional. In cases where a recommended donation or fee is stated for participation in an AMPS activity, provision will be made for the student to participate in the activity without making such donation or paying such fee. In cases where AMPS sells merchandise (e.g., food at fundraising events, etc.) student's participation in AMPS' educational programs will not be conditioned on purchasing such merchandise. AMPS will take no adverse actions against a student or parent that does not or cannot volunteer or contribute.

Cash Receipts (Cash and Checks)

This section covers how to handle cash and checks received in the mail or at an event/activity where donations are received or items (i.e. prom tickets) are sold.

Checks Received by Finance Department in Home Office

Step	Person Responsible	Task	Frequency
1	Office Staff	Open mail and provide any checks to the Finance Department.	Daily
2	Finance Department	• Immediately endorse all checks with the appropriate deposit stamp. • Store checks in safe until deposited to financial institution. • Record a deposit summary of all checks received, itemizing the amount, source, and purpose of each payment.	Daily
3	Finance Department	• Deposit checks in person or via remote deposit machine and software provided by the general operating bank. • Save a scan of the deposit details in Drive.	Weekly
4	Finance Department/Back Office Provider	Code deposit summary with appropriate accounting dimensions and record deposit in accounting ledgers.	Monthly

5	COO or designee	Review all deposit details as part of the monthly bank reconciliation process and notify the CEO immediately if any discrepancies are found.	Monthly

Cash & Checks Received by Schools

Step	Person Responsible	Task	Frequency
1	School Staff, as determined by Site Director	• For cash or checks provided in person, issue a cash receipt from a triplicate copy receipt book. Original copy given to payee, 2nd copy submitted to Finance Department (see below). 3rd copy stays in the receipt book at the school site. • Immediately place cash and checks in the safe.	As received
2	School Staff, as determined by Site Director	• Immediately endorse all checks with the appropriate deposit stamp. • Utilize dual cash counts for all cash when received, and every time cash changes possession. Use a numbered tamper-proof bag as provided by the Finance Department • Create a summary of all cash and checks received, itemizing the amount, source, and purpose of each payment. Sign and date the summary. • Secure in the school safe	Daily
3	School Staff, as determined by Site Director	Give the cash, checks, and deposit summary to the Finance Department.	Weekly

Cash & Checks Received at Events

Step	Person Responsible	Task	Timing
1	Site Director	Designate a staff member as the Cashier responsible for collecting and holding all cash and checks for the purpose of an individual activity or for sales made at the school.	In advance of event.
2	Cashier/staff member	Record each transaction in a triplicate copy receipt book at the time the transaction is made. Provide an original receipt to the donor/customer. 2nd copy submitted to Finance Department (see above). 3rd copy	At transaction

		stays in the receipt book at the school site.	
3	Cashier + One Additional Staff Member	● Create a summary of all cash and checks received. Both employees sign and date the summary. ● Use a numbered tamper-proof bag to secure all cash and checks ● Give the cash, checks, receipt book, and deposit summary to the Site Director to secure in the safe. *Additional staff member can be the Site Director	End of Event
4	Site Director + One Additional Staff Member	Re-count the funds and verify amount matches original count. Sign and date the summary, and provide budget codes for the deposits. Place all cash, checks, receipts, and signed summary in a numbered tamper-proof bag. Record the daily amount received and the tamper-proof bag number in a daily receipts log kept separate from the receipts book and cash/checks.	End of Day
5	Site Director	Secure numbered tamper-proof bag in school safe.	End of Day

Returned Check Policy

A returned-check processing fee may be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the COO, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to any processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the COO, CEO, and/or Governing Board.

If unsuccessful in collecting funds owed, AMPS may initiate appropriate collection and/or legal action at the discretion of the COO, CEO and/or Governing Board.

POSITION CONTROL & PAYROLL

Personnel Budget Approvals
AMPS's Board approves each school's annual budget and revisions to that budget on a periodic basis. Each budget will include the portion of each school's approved expenditures that are related to employee compensation and benefits. The Board delegates individual personnel decisions (e.g., hiring, firing, compensation) to AMPS staff (subject to adherence with the Board approved budget and any relevant AMPS policies) as follows:

School Positions:
- Recommendations regarding creating or filling all School positions will be made by the Site Director(s) of the School.
- The AMPS human resources team will determine the appropriate compensation for any position based on AMPS's compensation philosophy, salary bands, and other reasonable factors.
- The COO will review all School positions.
- The COO will review the budgetary impact of all School positions.
- The CEO will give final approval on all positions and compensation.
- Employment Agreements with a salary over $100,000 require board approval.

Home Office Positions:
- Recommendations regarding creating or filling all Home Office positions will be made by the relevant Home Office department head.
- The AMPS human resources team will determine the appropriate compensation for any position based on AMPS's compensation philosophy, salary bands, and other reasonable factors.
    - The COO will review all Home Office positions.
    - The COO will review the budgetary impact of all Home Office positions.
    - The CEO will give final approval on all positions and compensation.
    - Employment Agreements with a salary over $100,000 require board approval.

As with any other Expenditures, the appropriate approver must:
- confirm that the proposed position falls within the currently approved budget;
- confirm that the position is allowable under the appropriate revenue source; and
- confirm that the position is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations.

Retention and/or Recruitment Bonuses
- The CEO shall have the ability to offer signing/recruitment bonuses or retention bonuses up to $5,000 per employee annually, for positions that are deemed "difficult to staff". A "difficult to staff" position is considered a role that faces challenges in attracting qualified candidates due to factors like specialized skills, demanding work conditions, geographic location, or limited applicant pool. No bonuses may be awarded if total compensation for the position would be excessive under IRS standards for non-profit employees. The CEO will consider past, present, and future compensation trends in deciding whether payment of a bonus could be considered "excessive" or "inequitable" and therefore should be avoided.

Position Control

Position control refers to a system of tracking personnel budgets based on positions that are approved and expressed as full-time equivalents (FTE), rather than based on specific employees. It is used to budget and forecast expenses and to ensure that only authorized positions are filled and only appropriate personnel receive a payroll check. AMPS's Human Resources and Finance Departments will maintain a position control system to track which positions are approved per the approval policies above. It will also track which specific employee is in each role and what their compensation is for that position.

Information from the position control system will be incorporated into budget monitoring and reporting processes. It will also be integrated into AMPS's payroll and HR systems to ensure personnel costs are accurately recorded on a monthly basis and to identify and correct any material differences that arise from time to time.

Employee Qualifications
All AMPS staff on payroll must comply with state law requirements before being hired or assigned to AMPS's payroll system. Site Directors are responsible for working with Human Resources to manage the formal hiring process at their schools. Please refer to the AMPS Employee Handbook for information on employee requirements, and managing vacation and sick leave.

Payroll Submission Procedure
AMPS uses Paylocity for payroll and submits payroll online. Payroll is processed in-house by the Payroll and Benefits Manager, and is approved by the COO or designee.

Payroll Distribution
It is the preferred method of AMPS to disburse payroll via direct deposit. Direct deposit statements and W-2 forms are available to all staff online through Paylocity. Should an employee request paper paychecks, they will be delivered to the Home Office.

Payroll Taxes and Filings
Paylocity and the Back Office Provider (if applicable) will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries, and will file all state and federal quarterly and annual payroll tax forms and W-2 forms on a timely and accurate basis. The COO or designee will review the forms before the vendor submits them to the respective employees or agencies.

Record Keeping
All payroll records will be maintained by AMPS or the payroll vendor for seven years or longer if otherwise required by law.

EXPENSE REIMBURSEMENTS

Employee Business and Travel Reimbursements

At times, AMPS staff are asked to travel or have to purchase work related items using their own cash or credit cards. Business and travel expenses will be reimbursed for pre-approved expenses consulted and approved by the supervisor in accordance with their budget authorization and signing authority.

Expense reports will be processed on a weekly basis. For travel reimbursements policies and limits, refer to the travel reimbursement policy in the appendix.

This section covers the process for submitting an expense or travel reimbursement

Step	Person Responsible	Task	Timing
1	Staff Member	Keep track of all itemized receipts (including refund receipts). Non-itemized receipts or expenses without receipts may not be reimbursed.	As purchased
2	Staff Member	Complete expense reimbursement form through and attach itemized receipts for all charges.	Monthly, as necessary
3	Supervisor/ Approver	Review reimbursement form and approve it.	Within 3 business days
4	Finance Department	Review reimbursement requests and prepare a summary for payment by Back Office Provider, or review expense in expense management system.	Weekly
5	Finance Department/Back Office Provider	Enter into accounting software and reconcile monthly as per above	Monthly
6	COO or designee	Review the reconciliation and notify the CEO immediately if any discrepancies are found.	Monthly

Volunteer Expenses

All volunteers will submit a purchase request to the Site Director, Home Office Director, or C-Suite member for all potential expenses. Only items with prior authorization from such authorizer will be paid/reimbursed. Itemized receipts must be included to be eligible for reimbursement. Reimbursements for volunteers will be processed by the Finance Department.

Governing Board Expenses

The individual incurring authorized expenses while carrying out the duties of AMPS will complete

and sign an expense report. The COO or designee will approve and sign the expense report, and submit it to the Finance Department for payment.

All Expenses
All expenses submitted for reimbursement must have an itemized receipt. The receipt should not contain personal items on it, and under no circumstances may the receipt contain alcohol or any other expense that violates AMPS's expense rules.

Requests for mileage reimbursement must include Google Maps printout, or similar, with the mileage requested being the lesser of the travel from home or school site to the destination. Mileage will be reimbursed at the IRS Standard Mileage Rate in place at the time of travel.

Requests for reimbursement must be made within 30 days of incurring the expense.

Credit card users shall use the same guidance in the Travel Reimbursement Policy when making purchases and Expenditures during business travel for AMPS.

FINANCIAL REPORTING BUDGETING & RECORDS RETENTION

Financial Budgeting

The Back Office Provider, in consultation with the COO or designee, will prepare an annual financial budget for each school. The budget will include input from Site Directors, Home Office Directors, and members of the C-Suite. The annual budget will be submitted to the Board of Directors for approval prior to the July 1 start of each fiscal year. It will be accompanied by a description of the assumptions that guided the creation of the budget. The approved budget for each School will be incorporated in the Local Control and Accountability Plan (LCAP) for that School, which will be prepared, reviewed, and adopted in accordance with California law. The LCAP and Budget for each School will be submitted to such School's authorizer on a timeline and in such format as is required by law.

The Back Office Provider will prepare budget revisions on an as-needed basis throughout the year, which revisions are subject to Board approval. At a minimum, such revisions will include a First Interim and Second Interim budget revision for each School that will be prepared, approved, and submitted to such School's authorizer on a timeline and in such format and timeline as is required by law.

Budgets will be developed using reasonable and timely assumptions regarding all areas of the network's operations, including, but not limited to enrollment and attendance projections, student demographics that impact funding, public funding rates, non-public revenue sources, position control and staffing levels, employee benefit costs, and other cost projections. They will factor in reasonable and timely assumptions related to COLAs and inflation expectations. Budgets will include a multi-year financial projection that (at a minimum) includes the current year plus two following years.

Financial Monitoring and Reporting

The Back Office Provider and COO and/or designee will periodically monitor adherence to the then-current budget and share a financial update and reports with the Board of Directors at each meeting of the Board. Such monitoring, updates and reports will include a budget-to-actual variance analysis for each major category of the then-current budget for each school, and a narrative description of noteworthy variances. If necessary, action will be taken to adjust the budget based on these reports.

The Finance Department, Back Office Provider, and COO will provide the CEO and/or Board of Directors with additional financial reports, as needed.

AMPS will provide financial reports (e.g., Unaudited Actuals) for each School to such School's authorizer on a timeline and in such format as is required by law. AMPS will file all information and tax returns required by the Internal Revenue Service (IRS) and California's Franchise Tax Board (FTB) on a timely and accurate basis.

AMPS' Finance Department and/or Back Office Provider will maintain a financial reporting calendar of relevant financial reporting deadlines to ensure that required reporting deadlines are met on a timely basis.

Accounting Dimensions

AMPS will adhere to all elements of California's Standardized Account Code Structure (SACS) that are required to meet the needs of State financial reporting requirements. This currently includes tracking all revenues and expenditures by "object" and "resource" as those terms are defined in the California School Accounting Manual (CSAM). AMPS may implement additional accounting dimensions as needed for its own internal reporting or to provide improved visibility into program operations and efficiency.

Restricted Fund Accounting and Reporting

AMPS and the Back Office Provider will maintain sufficiently detailed fund accounting procedures and records to identify the sources and uses of all restricted funding sources at each school so as to be able to separately identify the revenues, expenses, receivables, payables and cash and fund balance for that funding source at that school. Over time, the expectation is that all restricted funding sources will eventually reach a $0 fund balance as expenditures match the revenues received. Accurate and timely reports will be filed for each such funding source and school as required by that funding source.

Retention of Records

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the COO, certain documentation may be

maintained for a longer period of time.

FINANCIAL RESERVES, LIQUIDITY, AND INVESTMENTS

Funds Balances / Reserves

AMPS recognizes the need to maintain an adequate fund balance that will ensure the financial viability of our network and each school. The following policies related to the maintenance of adequate fund balances, reserves, and cash liquidity reflect recommendations made by the California Department of Education, our County Offices of Education and authorizers, our financial auditor, and researched best practices among California CMO peers and non-profits more broadly.

AMPS will maintain a positive fund balance each year on a consolidated basis, and at each school. The fund balance will be measured annually as the sum of the network's or the school's assets, minus its liabilities, in both cases as recorded in AMPS' or the Back Office Provider's accounting system.

Building / maintaining reserves under normal circumstances: Each AMPS school, and the AMPS Home Office is expected to develop an annual budget that has a neutral or positive impact on its fund balance (i.e., with revenues equaling or exceeding expenses) and with a concrete multi-year plan to ensure at minimum breakeven operations for a 3-year rolling period, and a minimum 5% reserve for economic uncertainty. The COO or designee will work with each school to develop an individualized plan to reach each school's goals. An annual contribution to the school's reserve will be built into each school budget as needed.

Financial Assets/Cash Management Strategy

This policy regarding the cash management strategy and savings instruments of AMPS' financial assets is set forth to:

- define and assign the responsibilities of all parties involved in managing AMPS' cash,
- establish a clear understanding of the savings policy and objectives, and
- provide guidance and limitations to any internal or outside portfolio manager regarding the investment of AMPS assets.

Savings Objectives

The objective of AMPS' cash management strategy is (a) to preserve capital required for day-to-day operations of our schools and (b) to maximize funds held in interest-bearing accounts.

The investment horizon of the funds should endeavor to match the duration of the associated funding needs. Funds required for day-to-day operations will be maintained in a standard checking account. Funds for savings will be maintained by direction of the COO in Certificates of Deposit High-yield savings, or other investments that are not subject to market fluctuations.

Delegation of Authority

The Board of Directors is responsible for approving the savings policy and has authorized the CEO and COO to oversee the placement of assets on an ongoing basis. The CEO and COO are authorized

to delegate certain responsibilities to professional agents such as portfolio managers, custodians, attorneys, auditors, consultants and other specialists who are experts in their field, as needed.

General Cash Management Principles

- Investments shall be made solely in the interest of AMPS Public Schools.
- Assets shall be invested with the care, skill, prudence, and diligence under the circumstances then prevailing that a prudent person acting in like capacity and familiar with such matters would use in the investment of a fund of like character and with like aims.
- Savings shall be reasonably diversified in multiple banks and/or credit unions.
- Cash is to be employed productively to provide safety, liquidity, and return.

Allowable Assets

Cash Equivalents

- Checking Accounts
- Savings Accounts
- Treasury Bills
- Time Deposits, including Certificates of Deposit

FIXED ASSETS / DEPRECIATION / LEASES / INSURANCE

Asset Inventory

A depreciable asset is defined as all items, purchased or donated, with a value of $5,000 or more and with a useful life of more than one year.

The Finance Department will maintain records of all receipts for purchased assets, including depreciable assets, as well as non-capitalized assets.

The Finance Department, in consultation with the Technology and Facilities Departments, will also maintain an inventory or log of all depreciable assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets. The log will also include the useful life of any depreciable assets in order to facilitate depreciation accounting noted below. The COO will immediately be notified of all cases of theft, loss, damage or destruction of assets.

Asset Sales and Disposal

The COO or designee will approve any plans for disposing of any fixed assets with a clear and complete description of the asset and the date of disposal. Any asset disposal will be managed in a manner that ensures that AMPS receives a fair market value for such asset, and that avoids any conflicts of interest.

Capital assets may be sold or traded for new equipment; when this occurs, an asset sale and disposition form should be completed. Upon approval, the school may advertise the property for sale or submit a list to the Facilities Department for sale and disposition. After completion of the sale, a completed original bill of sale form with authorized signatures should be submitted to the Finance Department. The Finance Department and Back Office Provider should delete the item from the asset records and record any gain or loss on the disposition.

Worn Out or Obsolete Assets
Worn out or obsolete assets with no cash value should be reported to the Finance and Facilities Departments on the asset disposition form, which includes a description, serial number and condition of the asset. The Facilities Department should inspect all worn out or obsolete property before it is discarded . The asset can then be removed from the asset records.

Missing or Stolen Assets
Any missing or stolen asset should be reported in writing to the Site Director and Facilities and Finance Departments as soon as its absence is discovered . The report should include the description, serial number, and other information about the lost item. The Finance Department should determine the proper course of action and should notify COO or CSCO, as the charter school's insurance carrier and any outside authorities may need to be notified . If the asset is not recovered, it can be removed from the asset records.

The Finance Department and Back Office Provider will record any such disposal in AMPS' accounting software on a timely and accurate basis.

Capitalization and Depreciation

AMPS has determined a capitalization threshold of $5,000 as appropriate. AMPS' Finance Department and/or Back Office Provider will record depreciation expense with all capitalized assets in order to track those assets' decline in value because of wear and tear, age, deterioration, or obsolescence. AMPS uses the straight-line depreciation method that reports the same amount of decline in value each year.

Insurance

The CSCO and/or COO will ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.

The CSCO and/or COO will maintain the files of insurance policies, including an up-to-date copy of all, insurance policies, certificates of insurance (including the designation of required additional insured as required under AMPS's charters, MOUs, lending agreements, and other contracts as appropriate), and related claim forms.

The CSCO and COO will carefully review insurance policies on an annual basis, prior to renewal.

Insurance will include at minimum, general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage.

LOANS AND BORROWING

Loans

The Board will approve all loans made or taken out by AMPS. In the case of a long-term loan, approval may also be required from the chartering authority (in accordance with the terms of the charter petition or an MOU with such authority) and/or other lenders (in accordance with the loan documents). Once the loan is approved by the Board, a promissory note will be prepared and signed by the Board Chair or CEO before funds are borrowed.

Loans to/from Employees

Loans to or from employees are not permitted.

Lines of Credit/Credit Card Account

AMPS will endeavor to maintain a line of credit to provide short-term cash liquidity as needed pursuant to the policies above. The CEO and COO have been authorized by the Board of Directors to borrow funds against the line of credit or to establish Network credit card accounts on behalf of AMPS, as needed to ensure that the network meets its financial obligations.

ANNUAL FINANCIAL AUDIT

The Board will annually select an auditor by April 1 prior to the fiscal year-end (June 30th).

The Board will annually contract for the services of an independent certified public accountant on the State of California's approved list to perform an annual fiscal audit. The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements;
- An audit of the attendance accounting and revenue accuracy practices;
- An audit of the internal control practices;
- Because AMPS's schools are considered local government entities the independent audit will be conducted based on governmental auditing standards and the provisions listed in the Guide for Annual Audits of TK-12 Local Educational Agencies and State Compliance Reporting, published by the Education Audit Appeals Panel (EAAP) and available at www.eaap.ca.gov.

The annual audit will be presented to the AMPS Board for review and approval each year and will be filed with the CDE and SCO on a timely basis each year. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the AMPS Board and the Board of Directors and the charter-granting agency.

APPENDIX A – TRAVEL AND REIMBURSEMENT POLICY

Employees who travel on behalf of AMPS in order to fulfill their work duties or to attend workshops, conferences, or other employment-related activities, or who purchase work-related items with personal funds, will be reimbursed for qualified expenses incurred.

The following policy is intended to address the vast majority of expenses incurred by AMPS staff. In the event that exceptions are required due to the unique nature of the work-related purpose of the trip or the specific location to which the staff member is traveling, the staff member must get prior approval from their supervisor prior to incurring expenses outside this policy. Supervisors are responsible for exercising prudent judgment in evaluating such requests and encouraged to discuss them with the COO if they have any doubt about the appropriateness of the request.

All reimbursement claims must be pre-approved by the employee's supervisor, and must be supported by the original, itemized receipts, or in the case of mileage, tolls, and public transportation, by print outs of maps and fare schedules. If for some reason, obtaining a receipt is not possible, contact the COO for guidance on how to proceed.

General Travel Requirements
The employee requesting to travel on behalf of AMPS must work with his/her supervisor to determine whether the benefit from the travel to both the employee and to AMPS will outweigh anticipated costs of the travel, including how the employee's absence will affect teammates, students and upcoming deadlines. All efforts should be made to explore alternatives such as participation by phone or videoconference, and availability of local programs or training opportunities.

Employees with job duties that require regular travel between school sites are not required to request approval in advance of travel. Again, efforts should be made to explore alternative participation methods as often as possible to minimize expense to AMPS.

Long-Distance or Multi-Day Travel: When an employee travels for professional development opportunities, conferences or workshops that will require an absence from his/her worksite for more than one day, the following expenses may be eligible for reimbursement:

- meals and non-alcoholic drinks;
- transportation to and from the airport and/or hotel or other business-related locations;
- overnight hotel fees and taxes;
- mileage to and from the airport or hotel, if driving yourself;
- parking; and
- internet access if needed for business purposes.

Non-reimbursable expenses: The following expenses are not eligible for reimbursement:

- alcoholic beverages;
- entertainment (movie, purchases/rental, plays, concerts, etc.);
- additional expenses incurred in the accommodation of an employee's non-AMPS related travel plans (e.g. extra hotel nights, additional stopovers, meals, increased fares to accommodate a different flight schedule, etc.);

- expenses associated with travel of an individual's spouse, family or friends;
- reimbursements for gifts of any kind; and
- expenses lacking receipts or sufficient supporting evidence to justify the expense.

Air Travel Reimbursement
Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Flights must be reviewed by the employee's supervisor or the Finance Department before booking to ensure costs are reasonable, appropriate, and within budget. Employees should use price comparison sites to find the best/reasonable rate and should book travel in coach/economy class instead of business/first class.

Lodging Reimbursement:
Employees are not required to share a room while traveling for AMPS business. Employees should use price comparison sites to find the best/reasonable rate. Maximum allocation for lodging is $250.00 per night unless using a conference rate, or otherwise approved by a C-Suite member. When requesting rates at hotels, always ask for discounts and rates available for public school employees.

Parking Reimbursement
In cases where an employee is required to drive, parking will be reimbursed at a reasonable rate based on the location to which the employee is traveling. Employees should use the airport parking in the appropriate lot based on the length of your trip (e.g., long-term vs daily) and utilize economy lots where available to save money.

Car Rentals Reimbursement
Should an employee's travel require a car rental and refueling cost, the employee must receive prior approval from a member of the C-Suite. AMPS will not reimburse employees for rental car insurance fees, upgrades, and/or navigation features, and employees are expected to carry their own insurance. Reimbursement for gas is allowable on car rentals only, with the proper receipts. Employees should book compact or standard-size cars unless there's a reason for a different vehicle or free upgrade and should use price comparison sites to find the best or most reasonable rate.

Mileage Reimbursement
Reimbursement for work-related travel using an employee's personal automobile will be made according to the IRS-published mileage reimbursement rate in effect at the time of travel. In calculating mileage, employees should use the lesser of the distance from their home or their work site to the destination.

Meals Reimbursement
When an employee is required to travel for more than one day (i.e., overnight travel), meals will be reimbursed up to $100 per person per day unless otherwise approved by a member of the C-Suite. To qualify for meal costs, the following leave and return time limits apply:

- Breakfast: Must leave before 6:30am and/or return after 9:00am
- Lunch: Must leave before 11:00am and/or return after 1:30pm
- Dinner: Must leave before 4:00pm and/or return after 6:30pm

Itemized receipts are required for all meals. AMPS employees are permitted to pay for meals for reasonable business associates (e.g., other AMPS staff, potential donors, etc.), but meals for personal companions will not be reimbursed. Alcoholic beverages will not be reimbursed.

Travel Expense Report

All reimbursement forms and receipts should be submitted as soon as possible after travel. All forms must be received within 30 days of the event or travel and no later than July 15th of the following fiscal year. Please contact the Finance Department for instructions on how to complete the necessary forms.

Coversheet

Review and Consideration of Approval of Vertex Support Services Contract

Section:	V. Business I
Item:	W. Review and Consideration of Approval of Vertex Support Services Contract
Purpose:	Vote
Submitted by:	Adrienne Barnes
Related Material:	Amethod Public Schools HR SoW - Vertex Education (2).pdf Amethod Public Schools 2026 Vertex MSA.pdf

BACKGROUND:

Vertex provides back office support services, including human resources support services. AMPS is in need of additional support with its human resources department, including but not limited to Talent Acquisition services.

RECOMMENDATION:

Staff recommends approval.

For Internal Use Only

Client-project name:

SoW number:

STATEMENT OF WORK ("SoW")

Parties and addresses for notice

"Vertex"	**"Client"**
*Company name: Vertex Support Services, LLC	*Company name: Amethod Public Schools
*Primary Contact Name: Heather Eyerman	*Primary Contact Name: Adrienne Barnes
*Address: 3125 S. Gilbert Road Chandler, Arizona 85286	*Address: 1450 Marina Way South, Suite 300 Richmond CA 94804-3771
*Phone Number: (480) 896-7211	*Phone Number: 510-436-0172
*Email: Heather.Eyerman@vertexeducation.com	*Email: abarnes@amethodschools.org
Secondary Contact: Dylan Smith	Secondary Contact: Maria Arechiga

**Denotes required field*

Client Invoicing

Client MUST complete invoicing information before work under SoW will begin. Client must select one option.

Invoicing Method
☐Mail Invoice (to be mailed at the address noted above)
☐Email Invoice (to be emailed to the address noted above)

This SoW is effective as of the date last signed below ("SoW Effective Date"). Client's purchase, receipt and use of the Services defined herein are subject to the Master Services Agreement ("Agreement") executed between Vertex Support Services, LLC and Client. Capitalized terms used, but not defined in this SoW, will have the meaning given in the Agreement. Any additional or differing terms and conditions of this SoW shall apply only to the Services covered by this SoW and not to Services covered by any other SoW. The Parties understand that this SoW is a two-party agreement between Vertex and Client.

Agreed and accepted:

"Vertex"	"Client"
Authorized signature:	Authorized signature:
Name: Endre K. Sebesteny	Name:
Title: President, VSS	Title:
Date:	Date:

1. Objective

1.1 The objective of this SoW is to provide Client with Services in relation to the development, implementation, and management of comprehensive Human Resources systems and processes that support the full employee life cycle. These services will enhance recruitment, retention, compliance, and overall operational efficiency to strengthen the Client's organizational capacity.

1.2 Subject to the assumptions and Client responsibilities set out in Section 5, Vertex will use reasonable skills, efforts and care to (i) assist Client with the service objective defined in item 1.1 above and (ii) provide the Deliverables described in Section 3.

2. Scope of Services

2.1 The Services that Vertex will provide are:

Talent Acquisition / Teacher Recruitment

- Strengthen recruitment strategy to attract and retain qualified educators.
- Update job descriptions, posting creation, and execute offer letters.
- Expand outreach to new candidate pools and develop homegrown teacher pipelines.
- Implement and manage an Applicant Tracking System (ATS) to streamline hiring, including job marketing and candidate sourcing.
- Support hiring managers with consultation, job postings, and candidate screening.
- Develop hiring matrices, rubrics, and demo day evaluation tools aligned to school mission.

Onboarding & Offboarding

- Coordinate new hire orientation and onboarding workflows

- Manage personnel file setup and HRIS administration, including tax elections, direct deposit documentation, and system access coordination
- Oversee I-9 verification processes and employee eligibility documentation
- Validate credentials and maintain employee verification tracking
- Track policy acknowledgments and onboarding documentation compliance
- Process termination and separation documentation
- Coordinate final pay processing in accordance with applicable state regulations
- Administer exit surveys and provide turnover analysis upon request

HR Compliance

- Manage credentialing and permit tracking
- Conduct HR compliance audits and recommend policy updates
- Monitor employment law and regulatory changes and advise on policy alignment
- Coordinate benefits administration support in partnership with Client-designated brokers or providers
- Administer and coordinate Leave of Absence programs (including FMLA, CFRA, and PDL) and related communications
- Maintain and update employee handbooks, policies, and HR documentation
- Provide documentation support during regulatory reviews or audits
- Coordinate mandated training requirements (e.g., harassment prevention, mandated reporter training)

Employee Retention & Workforce Stability

- Provide employee relations guidance and conflict resolution support
- Support management of employee life events and employment status changes
- Design and administer performance management and evaluation processes
- Conduct employee engagement and climate surveys
- Facilitate stay interviews and provide retention trend analysis
- Guide succession planning and workforce stability tracking
- Support professional development planning and coordination

2.2 Service Limitations

Services provided under this Scope are advisory and administrative in nature. Vertex does not serve as the employer of record and does not provide legal representation. The Client retains final decision-making authority regarding employment actions, compensation, discipline, and policy adoption. All services are dependent upon timely access to accurate information and documentation provided by the Client.

Only the Services and Deliverables explicitly described in Section 2 of this SoW are to be considered in scope.

3. Term and Estimated Timeline

3.1 The term of this SoW shall be March 1, 2026 to June 30, 2027. Upon the expiration of the Initial Term, the Agreement shall automatically renew for additional successive one (1) year terms (each, a "Renewal Term," and together with the Initial Term, the "Term"), unless either Party provides the other Party with written notice of nonrenewal at least sixty (60) days prior to such Renewal Term. If either Party provides timely notice of nonrenewal, then this Agreement shall terminate on the expiration date of the then-current Term. Upon annual renewal, the monthly fee will be adjusted upwards each year based on the greater of 3% or the change in the May annual CPI-U for the Mid-Atlantic Region, as published by the Federal Bureau of Labor Statistics. The first such adjustment will be for the billing period commencing July 1, 2027.

4. Client Responsibilities

4.1 Client's Services and Deliverables, including activities related hereto, as well as the estimated timeline and pricing are dependent on (i) Client carrying out its responsibilities as set out in the Agreement and (ii) the following assumptions:

4.1.1 To obtain an efficient provisioning of the Services in scope for this SoW, Client and Vertex have agreed to adopt a highly collaborative work environment as noted in Section 4.2 of the Agreement.

4.2 To receive any services that require access to an HRIS, client must:

- Client must utilize Paylocity for their HRIS and Recruiting platform.
- The Client acknowledges and agrees that it bears full responsibility for procuring and maintaining access to a HRIS & Recruiting platform suitable for its operations. All costs, including but not limited to licensing fees, implementation fees, maintenance, and subscription payments, shall be the exclusive responsibility of the Client. Vertex Education assumes no financial or operational responsibility for the acquisition or use of the HRIS platform.

5. Location

5.1 Services and support shall be provided remotely.

5.2 Support Infrastructure:

- Vertex will manage the HR email for the client. This will include monitoring the email in Zendesk, responding to any relevant requests regarding employee policy, onboarding, offboarding, or leaves and accommodations. Any additional requests will be forwarded to the relevant Client's Regional HR Generalist.
- The Vertex HR team works to respond and resolve all employee tickets as quickly as possible. All tickets will receive a response within 48 hours at the latest.

6. Fees and Expenses

6.1 The fee for Vertex's Services as set out in this SoW is monthly, excluding any taxes or duties. Fees will be invoiced as follows:

1. Fees will be invoiced monthly in the amount of $12,197.92 beginning March 1, 2026
2. Total Agreement Amount is $195,166
3. Includes a one-time implementation fee of $12,500
4. Annual agreement amount is $137,000

6.2 Vertex shall not be bound by any pricing, timing commitments and/or commitments to provide the Services in case (i) any of the assumptions set out or referred to in this SoW are not met or are not fulfilled by Client or (ii) the Client fails to carry out any of its responsibilities under the Agreement. In the event of the aforementioned, Vertex shall, to a reasonable extent, be entitled to charge Client for any resulting additional work and/or waiting time on a time and materials basis. However, Vertex shall use reasonable efforts to limit the effects hereof.

7. Additional Terms

7.1 Minimum Insurance Requirements. Prior to the beginning, and throughout the duration of services to be performed, or as otherwise provided herein, Vertex shall, at its expense, procure and maintain the following minimum levels of coverage:

- **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).**
- ***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.***
- **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.**
- **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.**

7.2 Provisions Applicable to All Insurance Requirements.

- **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.**
- **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.**
- **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.**
- **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.**
- **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.**
- **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.**
- **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.**

RECITALS

"VERTEX"	**"CLIENT"**
Endre_Sebesteny	**Adrienne Barnes**
President, Vertex Support Services	**Chief Executive Officer**
Vertex_Education	**Amethod Public Schools**
Endre.Sebesteny@vertexeducation.com	**abarnes@amethodschools.org**

This Master Services Agreement ("Agreement") is between Vertex Support Services, LLC ("Service Provider"), located at 3125 South Gilbert Road, Chandler, AZ 85286, on behalf of itself and its applicable Affiliates, and Client, located at 1450 Marina Way South, Suite 300 Richmond CA 94804-3771 (singly "Party" or collectively, "Parties"). This Agreement takes effect on the date last signed below (the "Effective Date").

If the individual accepting this Agreement (as defined below) is accepting on behalf of a company or other entity, such individual represents that they have authority to bind such company or entity to this Agreement with Service Provider.

1. Definitions

"Affiliate" means Vertex Support Services, LLC and any other entity that, directly or indirectly through one or more intermediaries, controls, is controlled by, or is under common control with, Vertex Support Services, LLC. "Control" means having 50% or more of the outstanding equity interests or having, by contract or otherwise, the right and ability to direct management and policies.

"Agreement" means this Master Services Agreement, including without limitation, any exhibits or addenda to this Master Services Agreement attached to or otherwise incorporated by reference herein, as well as any Statements of Work ("SoW") arising under or referencing this Agreement.

"Client Data" means all data and information shared by Client with Service Provider to perform the Services, including student records and data.

"Deliverables" means the quantifiable goods or services that are delivered upon completion of providing Services to Client pursuant to a SoW.

"Fees" means the fees payable to Service Provider as set out in a SoW.

"Services" means those services provided by Service Provider.

2. Services and Deliverables

2.1 Services Provided. Service Provider will provide Services and Deliverables to Client under this Agreement as specified in individual SoWs. Each SoW is subject to the terms and conditions of this Agreement whether or not referenced in the SoW. If there is any ambiguity or conflict between the terms and conditions of this Agreement and those of any SOW, the terms and conditions of this Agreement shall govern, unless the modified term of this Agreement is specifically referenced and mutually agreed upon in writing under the SoW. Such modification shall be applicable exclusively to that SoW unless this Agreement is amended accordingly.

Any proposed change(s) to the scope of Services, proposed Deliverables, timing of Services or the terms set forth in the SoW are subject to mutual agreement of the Parties as evidenced by a signed, written amendment to the SoW, unless specified otherwise herein. Services will continue under the then-existing SoW terms during the pendency of discussions over such changes, which will not take effect until such signed amendment is fully executed.

2.2 Manner of Services. Service Provider will provide Services and Deliverables in accordance with applicable industry standards and in a competent and timely manner. Service Provider will ensure that all individuals involved in the provision of Services will be reasonably skilled, trained and experienced in the relevant disciplines in line with industry standards. Service Provider will also ensure that any of its employees, contractors, or agents has submitted to, and passed, any relevant federal or state mandated background checks or clearances to the extent required to perform the Services and Deliverables contemplated by a SoW.

2.3 Excluded Services. Other than the Services identified in a specific SoW, Service Provider is not responsible for any other activities, unless mutually agreed to in writing, called Excluded Services. Examples of Excluded Services include, but are not limited to, legal services, tax advice, investment advice, municipal financial advisory services or planning, computer installation and support, purchasing of small items or of curriculum materials, printing and graphic arts, grant writing or fundraising, hiring and associated legal requirements (e.g., background checks, credential reviews) and recordkeeping, meetings with outside parties (e.g., the Board or District) beyond those meetings required to accomplish the included services, Special Ed administration, testing, assessment, compliance with ESSA, compliance with government grant requirements, audits, attendance accounting, and other outside professional services costs.

2.4 Affiliate's Execution of SoWs. Service Provider's Affiliates may execute SoWs with Client in accordance with the terms and conditions of this Agreement. If a Service Provider Affiliate executes a SoW, "Service Provider" as used in this Agreement refers to such Affiliate(s) and shall be subject to the terms and conditions of this Agreement. Any such SoW(s) shall be deemed to be a two-party agreement between the applicable Affiliate executing a given SoW and Client.

2.5 **Subcontracting.** Service Provider reserves the right to subcontract or delegate its obligations, in whole or in part, under this Agreement, or any SoW. Service Provider shall ensure that any such subcontracting entity will comply with all terms and conditions set forth in the applicable SoW and this Agreement. Notwithstanding any subcontracting, Service Provider will remain fully responsible for the performance of its obligations as if such obligations had not been subcontracted.

2.6 **Ownership of Work Product.** Service Provider retains all right, title and interest in Service Provider's proprietary information ("Service Provider Information"), including such Service Provider Proprietary Information contained in the Deliverables resulting from the Services described in and delivered pursuant to this Agreement or to the applicable SoW to this Agreement ("Work Product").

Service Provider retains all right, title and interest in, without limitation, any work of authorship (including computer software), schema, invention, process, device, apparatus, schematic or technical information, report, documentation, workflow, know-how, and best practice, that is invented, created, authored, or reduced to practice by Service Provider, and that is included in the Work Product or is used by Service Provider to carry out the Services described in and delivered pursuant to this Agreement or to the applicable SoW to this Agreement ("Service Provider IP").

Except as set forth herein, Service Provider hereby grants to Client a worldwide, non-exclusive, non-transferable, royalty-free, perpetual, without the right of sublicense, license to use Service Provider IP that is included in the Work Product in the course of Client's internal business operations, provided that no Service Provider IP may be unbundled or separated from the Work Product or used on a stand-alone basis. Service Provider reserves the right to revoke the foregoing license for non-payment of required Fees under this Agreement or the applicable SoW to this Agreement.

3. Compensation

3.1 **Fees.** Client will pay Service Provider Fees as outlined in each SoW. Any fee estimates, whether for planning or other purposes, are for informational purposes only and are not legally binding.

3.2 **Expenses.** Client agrees that Service Provider may require Client to reimburse it for all reasonable expenses incurred and documented by Service Provider in providing Services and Deliverables, including costs associated with travel, food and lodging, and acquiring and licensing third-party software, hardware, content, graphics or other materials needed to perform the Services. If Service Provider requires Client to reimburse for expenses, the SOW shall specify as such and the anticipated costs or prices of expenses.

3.3 **Payment.** Client shall be invoiced monthly. Fees shall be due and payable no later than fifteen (15) days after Client receives an invoice from Service Provider detailing Fees and Expenses. Invoices must be paid in a Service Provider-approved manner in immediately available funds to a bank account designated by Service Provider. Late payment of invoices shall bear an interest at a rate of one and one-half percent (1.5%) for each month or partial month during which invoices are unpaid, or the highest rate allowed by law, whichever is lower. Without limiting the generality of the

foregoing, any failure by Client to pay invoices in a timely manner may be deemed a breach of this Agreement under Section 5.3 at Service Provider's option.

3.4 **Suspension of Services.** Service Provider may terminate or suspend Services or withhold Deliverables in the event Client is delinquent in payment of any invoice from Service Provider for a period of more than thirty (30) business days. Service Provider shall provide written notice to Client of its intent to suspend Services or withhold Deliverables prior to doing so.

3.5 **Taxes.** Client is responsible for all applicable sales, use and excise taxes, and any other similar taxes, duties and charges of any kind imposed by any federal, state, or local governmental entity on any amounts payable by Client hereunder. All such taxes, duties, and charges currently assessed, or which may be assessed in the future, that are applicable to the Services provided under this Agreement are for Client's benefit, and Client agrees to pay such taxes. Notwithstanding the same, when lawful and able, Service Provider shall use Client's sales tax exemption certificate to avoid paying such taxes in the first instance.

3.6 **Reasonable Compensation (ONLY APPLICABLE TO 501(c)(3) ENTITIES).** The Parties acknowledge that Client is a nonprofit corporation that is tax-exempt under Section 501(c)(3) of the Internal Revenue Code, as amended. Therefore, the Parties intend for the total compensation owed by Client to Service Provider to be reasonable compensation for the Services provided by Service Provider. Client may engage, at its sole expense, a qualified expert to determine whether the compensation is reasonable. If the expert determines the compensation for Services is not reasonable, the Parties shall in good faith negotiate a reasonable adjustment for the Fees, Deliverables or scope for Services that would make the compensation reasonable, as determined by expert. Service Provider shall reimburse Client for any Fees paid by Client to Service Provider under this Agreement that the expert deems to be unreasonable.

4. Client Obligations

4.1 **Representative.** Client shall appoint a representative who will be responsible for managing all queries and matters relating to performance under this Agreement. Client may change such contact by notifying Service Provider in writing.

4.2 **Cooperation.** Client acknowledges that Service Provider's ability to successfully provide Services and Deliverables depends on Client's reasonable and necessary cooperation and assistance, including timely decision-making, reliable access to Client facilities needed for the Services and Deliverables, and requested information and other content, materials, tools and assistance as may be described in the SoW or otherwise required for the Services and Deliverables.

4.3 **Board Meetings.** Client shall allow Service Provider to attend all scheduled meetings for any and all governing boards related to Client as legally permitted, if requested by Service Provider.

4.4 **Accuracy and Truthfulness.** Client will be responsible for, and Service Provider shall be entitled to rely upon, the content, accuracy, completeness and consistency of all information, materials and data shared by Client. Client represents to Service Provider that it (and all of its employees, agents, contractors and subcontractors) will provide accurate and truthful information, materials and Client Data to Service Provider in order to assist Service Provider in providing its Services and Deliverables.

4.5 **Acceptance.** All Services and Deliverables provided to Client shall be deemed accepted if, within five (5) business days after delivery, Client has not provided Service Provider written notice identifying specifically the basis for disapproval. Client may reject Services and Deliverables only if they fail to substantially comply with the SoW. Service Provider will use commercially reasonable efforts to correct identified deficiencies as soon as commercially practicable.

4.6 **Authorization to Use Deliverables.** Client hereby authorizes Service Provider to include Client, and the projects in which Service Provider was engaged, on Service Provider's websites, advertisements and demo portfolio videos, provided that such materials describe project(s) that have been publicly announced or released, and provided that prior to issuance of any press or media outlet release, Service Provider secures Client's written consent, not to be unreasonably withheld.

5. Term and Termination

5.1 **Term; Renewal; Expiration.** The term of this Agreement commences on the Effective Date and shall continue for a period of five (5) years. Upon the expiration of the initial five-year term, the Agreement shall automatically renew for additional successive five (5) year terms if Service Provider continues to provide Services and Deliverables pursuant to any SoW.

5.2 **Termination for Cause.** Either Party may terminate this Agreement, effective upon written notice to the other Party (“Defaulting Party”), if the Defaulting Party (a) breaches this Agreement or any SoW, and such breach is incapable of cure, or with respect to a breach capable of cure, the Defaulting Party does not cure such breach within thirty (30) calendar days after receipt of written notice of such breach, (b) becomes subject to any bankruptcy proceeding, (c) is dissolved, liquidated, or has a complete cessation of operations (either voluntarily or involuntarily), (d) makes a general assignment for the benefit of creditors, or (e) has a receiver, trustee, custodian, or similar agent appointed by a court order to take charge of or sell any material portion of its property or business.

5.3 **Effect of Termination.** Termination of this Agreement under Section 5.2 terminates any current SoWs, unless the Parties agree otherwise in writing. Client will pay Service Provider any outstanding Fees and expenses still owed at the time of termination, and each Party will promptly destroy or return all copies of the other Party's Confidential Information (except for archived copies used for legal retention or accounting purposes). Sections 2.5, 4.2 through 4.5, 6.1 through 6.4, 7.1, 7.2, 8.3, 8.4, 9.1 through 9.3, 10.1, 10.2, 11.1, 11.2, 13.8 and 13.9 will survive termination of this Agreement.

6. Confidential Information

6.1 Use and Protection. Client may not use, except in furtherance of and for purposes of receiving Services and Deliverables, the Service Provider's Confidential Information. "Confidential Information" means all proprietary, non-public information disclosed by Service Provider to Client, directly or indirectly, which, (a) if in written, graphic, machine-readable or other tangible form is identified as "confidential" or "proprietary," (b) if disclosed orally or by demonstration, is identified at the time of initial disclosure as confidential and is confirmed in writing to Client to be "confidential" or "proprietary" within five (5) days of disclosure, or (c) reasonably appears to be confidential or proprietary because of the circumstances of disclosure and the nature of the information itself, including the Parties' business affairs, financial information and other sensitive and proprietary information. "Confidential Information" does not include information that: (i) is known publicly at the time of the disclosure by Client or becomes known publicly after disclosure through no fault of Client; (ii) is known to Client at the time of disclosure by Service Provider due to previous receipt from a source that was not bound by confidentiality obligations to Service Provider at that time; (iii) is independently developed by Client without use of or reference to the Confidential Information as demonstrated by the written records of Client; (iv) is disclosed by Service Provider to a third party without restriction; or (v) is hereafter required to be disclosed pursuant to a legal proceeding or otherwise required by law, provided reasonable prior notice is given to Service Provider with sufficient opportunity to contest or limit such disclosure as noted in Section 6.2.

Client will protect the confidentiality of Service Provider's Confidential Information to the same degree of care, but no less than reasonable care, as Client uses to protect its own Confidential Information. Client shall be liable to Service Provider for any breach by its employees or representatives of any confidentiality obligations.

6.2 Compelled Disclosure. Client may disclose Confidential Information of Service Provider to the extent the disclosure is required by law or order of a court or other governmental authority; provided that Client shall use commercially reasonable efforts to promptly notify Service Provider prior to the disclosure to enable Service Provider to seek a protective order or otherwise prevent or restrict the disclosure to the extent legally permissible.

In the event, at any time (i) Service Provider or its suppliers is required to respond to any search warrant, court order, subpoena, or other valid legal or administrative order or request for information relating to Client, or (ii) Client requests material assistance from Service Provider in connection with Client's efforts to conduct any investigation, to cooperate with or respond to any investigation being conducted by a third party, or to pursue or respond to any matter or respond to any legal or administrative proceeding or similar matter, Client will reimburse, on a time and materials basis as applicable, Service Provider for any cost that it incurs in so responding or assisting, including without limitation the services of Service Provider's counsel and any other third parties.

6.3 **Equitable Relief.** The Parties agree that monetary damages may be insufficient to fully compensate either Party for its losses in the event the other Party violates the provisions of this Section 6.

6.4 **Ongoing Obligations.** Client's obligations regarding Confidential Information in this Section will expire five (5) years from the date of receipt of the Confidential Information., unless that Confidential Information also constitutes a trade secret recognized by state and federal law. Client shall keep all trade secrets confidential in perpetuity.

7. Student Records and Data; Client Data

7.1 **Service Provider Requirements.** To the extent applicable, Service Provider shall adhere to all federal laws and regulations protecting the confidentiality of student records and data, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) and its implementing regulations (34 C.F.R. Part 99), the Protection of Pupil Rights Amendment and its implementing regulations (34 C.F.R. Part 98), and related state and local laws and regulations.

Pursuant to FERPA and its implementing regulations, Client hereby designates Service Provider as "other School officials" and agents of Client, acknowledges that Service Provider has a legitimate educational interest in the Client and its students, and acknowledges that Service Provider is acting as a contractor providing institutional services and functions.

7.2 **Client Requirements and Permission.** As between Client and Service Provider, Client owns all Client Data. Client has sole responsibility for and complying with all laws, rules and regulations applicable to possession, accuracy, quality, processing, and transmission of Client Data to Service Provider. Client shall inform Service Provider of any relevant state or local laws and regulations related to Client Data with which Client and Service Provider must comply.

Notwithstanding the above, Client grants Service Provider permission to use, analyze and share all anonymized Client Data as permitted under federal, state and local law and regulation, including FERPA. Client recognizes that Service Provider may use anonymized Client Data to build products, models and other tools, all of which shall be the exclusive property of Service Provider.

8 Warranties, Remedies and Disclaimers

8.1 **General.** Each Party represents and warrants that it has the legal power and authority to enter into and perform under this Agreement.

8.2 **Industry Standards.** Service Provider warrants that all Services will be performed and Deliverables provided in accordance with applicable industry standards. If any element of the Services or Deliverables does not conform to the foregoing warranty in any material respect, and Client provides Service Provider with written notice describing the material non-conformity as identified in Section 4.4, Service Provider will reperform such element in a manner that does conform, except

that if such reperformance is impracticable, in Service Provider's sole discretion, Service Provider will refund the Fees allocable to such nonconforming element. The foregoing remedy represents Client's sole remedy, and Service Provider's sole liability in the event of a non-conformity with the warranty provided in this Section 8.

8.3 **Infringement.** Service Provider warrants that its provision of Services and Deliverables hereunder will not infringe any United States patent, or any copyright or trade secret, which is protected under United States law on the date hereof. This warranty does not apply to infringement arising out of Client's use of the Services or Deliverables in combination with any goods or technologies not furnished by Service Provider, Client's use of the Services and Deliverables in a manner for which they were not designed, or modifications to the Services and Deliverables by Client or a third party.

If the use of any element of the Services and Deliverables is enjoined as a result of any claim arising out of a breach of this warranty, Service Provider will, at its option and expense (i) procure for Client the right to continue to use such element, (ii) replace such element with a comparable element which is noninfringing, (iii) modify such element so it becomes noninfringing, or (iv) refund to Client the Fees paid hereunder allocable to such element. Any such modified or replacement element will conform to Service Provider's warranties contained herein.

8.4 **Disclaimer.** EXCEPT AS EXPRESSLY PROVIDED IN THIS SECTION 8 AND TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, SERVICE PROVIDER MAKES NO REPRESENTATIONS OR WARRANTIES OF ANY KIND, WHETHER EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE, AND SPECIFICALLY DISCLAIMS ALL WARRANTIES OF FITNESS FOR A PARTICULAR PURPOSE, DESIGN, TITLE, NON-INFRINGEMENT, MERCHANTABILITY, MERCHANTABLE QUALITY, ACCURACY OF INFORMATIONAL CONTENT, SYSTEMS INTEGRATION, NON-INFRINGEMENT, NON-INTERFERENCE WITH ENJOYMENT OR OTHERWISE ARISING FROM A COURSE OF DEALING, LAW, USAGE, COURSE OF PERFORMANCE OR TRADE PRACTICE. SERVICE PROVIDER DOES NOT REPRESENT OR WARRANT THAT ANY SERVICES PROVIDED WILL BE ERROR FREE OR UNINTERRUPTED. SERVICE PROVIDER MAKES NO WARRANTY REGARDING ANY THIRD PARTY SERVICES OR TECHNOLOGIES THAT SERVICE PROVIDER MAY RELY UPON TO DELIVER THE SERVICES OR DELIVERABLES. THE LIMITED WARRANTIES PROVIDED IN THIS SECTION 8 ARE THE SOLE AND EXCLUSIVE REPRESENTATIONS AND WARRANTIES PROVIDED TO CLIENT IN CONNECTION WITH THE SUBJECT MATTER OF THIS AGREEMENT.

9. Limitations of Liability; Insurance

9.1 **Exclusion of Certain Damages.** EXCEPT FOR DAMAGES RESULTING FROM A PARTY'S GROSS NEGLIGENCE OR WILLFUL MISCONDUCT, OR DAMAGES ARISING FROM A PARTY'S BREACH OF THE OTHER PARTY'S INTELLECTUAL PROPERTY RIGHTS ("EXCLUDED CLAIMS"), TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO ANYONE FOR ANY INDIRECT, PUNITIVE, SPECIAL, EXEMPLARY, INCIDENTAL, OR CONSEQUENTIAL DAMAGES, INCLUDING (BY WAY OF EXAMPLE AND NOT AN EXHAUSTIVE LIST), LOSS OF PROFITS, LOSS OF DATA, BUSINESS INTERRUPTION, LOSS OF USE, OR OTHER DAMAGES OR LOSSES ARISING OUT OF OR IN ANY WAY CONNECTED WITH THIS AGREEMENT, HOWEVER

CAUSED AND WHETHER IN CONTRACT, TORT, OR OTHERWISE AND REGARDLESS OF THE THEORY OF LIABILITY AND WHETHER OR NOT THE PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES OR LOSSES.

9.2 **Maximum Liability.** EXCEPT FOR DAMAGES ARISING FROM AN EXCLUDED CLAIM, OR CLIENT'S PAYMENT OBLIGATIONS, TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, IN NO EVENT SHALL SERVICE PROVIDER'S AGGREGATE LIABILITY ARISING OUT OF OR RELATING TO THIS AGREEMENT EXCEED THE AMOUNT OF FEES PAID OR PAYABLE BY CLIENT FOR THE APPLICABLE SERVICES AND DELIVERABLES UNDER THE APPLICABLE SOW GIVING RISE TO THE CLAIM FOR THE SIX (6) MONTHS PRECEDING THE EVENT GIVING RISE TO THE CLAIM. THE FOREGOING LIMITATION SHALL APPLY WHETHER AN ACTION IS IN CONTRACT, TORT, OR OTHERWISE AND REGARDLESS OF THE THEORY OF LIABILITY.

9.3 **Timing.** TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, ANY LEGAL PROCEEDINGS ARISING FROM THIS AGREEMENT OR THE APPLICABLE SOW MUST BE BROUGHT WITHIN ONE (1) YEAR FROM THE DATE WHEN THE PARTY BRINGING THE PROCEEDINGS FIRST BECOMES AWARE OF THE FACTS THAT GIVE RISE TO THE LIABILITY OR THE ALLEGED LIABILITY OR ANY RELEVANT STATUTORY LIMITATION PERIOD, WHICHEVER IS EARLIER.

9.4 **Insurance.** During the Term of this Agreement, Client shall maintain, at its own expense, the following types of insurance coverages with financially sound and reputable insurance companies: (1) Workers' Compensation; (2) Commercial General Liability; (3) Directors' and Officers' Liability; (4) Cyber Liability; and (5) excess or umbrella liability coverage. Client shall cause Service Provider and any related Affiliates performing work under a SoW to be named as an additional insured for all coverages identified above and shall include an endorsement for Completed Operations. The Commercial General Liability, Directors' and Officers' Liability, and excess/umbrella policies shall provide or permit a Waiver of Subrogation in favor of Service Provider. To the extent permitted by law, Client hereby waives such rights of subrogation.

10. Indemnification

10.1 **Mutual Indemnification.** Each Party shall indemnify, defend and hold the other Party, its managers, officers, directors, employees, agents, affiliates, and permitted successors and assigns harmless from all liabilities, costs and expenses (including, without limitation, attorneys' fees) that such Party may suffer, sustain or become subject to as a result of any misrepresentation or breach of warranty, covenant or agreement of the indemnifying Party contained herein or the indemnifying Party's gross negligence or willful misconduct in performance of its obligations under this Agreement. The Parties specifically agree that this indemnification shall include any liability for bodily injury (including death) or tangible property damage caused by the indemnifying Party's acts or omissions.

10.2 **Indemnity Process.** The Party seeking indemnification under this Section 10 ("Indemnitee") must (a) promptly notify the other Party ("Indemnitor") of the claim (provided that any failure to provide prompt written notice will only relieve the Indemnitor of its obligations to the extent its ability to

defend a claim is materially prejudiced by the failure), (b) give the Indemnitor sole control of the defense and settlement of the claim (provided that Indemnitor shall not consent to entry of any judgment or admission of any liability of the Indemnitee without the prior written approval of the Indemnitee), and (c) provide reasonable assistance, cooperation, and required information with respect to the defense and settlement of the claim, at the Indemnitor's expense. At its own expense, the Indemnitee may retain separate counsel to advise the Indemnitee regarding the defense or settlement of the claim.

11. Dispute Resolution

11.1 Informal Resolution; Mediation. If any issue, dispute or controversy arises related to this Agreement, the Parties shall confer and use reasonable efforts to resolve it. If the issue, dispute or controversy cannot be settled through negotiation, the Parties agree first to try in good faith to settle the dispute by mediation administered by the American Arbitration Association under its Commercial Mediation Procedures in Maricopa County, Arizona before resorting to arbitration, litigation, or some other dispute resolution procedure. Each Party shall bear its own costs and attorneys' fees in mediation.

11.2 Arbitration. Any issue, dispute or controversy between the Parties not settled by negotiation or mediation under Section 11.1 shall be settled by arbitration administered by the American Arbitration Association in accordance with its Commercial Arbitration Rules in Maricopa County, Arizona. Judgment on the award rendered by the arbitrator may be tendered in any court having jurisdiction thereof. The prevailing Party in any dispute subject to Arbitration under this Agreement shall be awarded its attorneys' fees and costs.

12. Non-Solicitation

The Parties acknowledge that Service Provider has expended substantial time, money and effort training its employees and independent contractors with respect to business strategies, techniques and methods related to the Services and Deliverables. Accordingly, during the term of, and for a period of two (2) years immediately following expiration or termination of, this Agreement, Client agrees not to hire, contract with, consult, solicit for employment or engage any employee or independent contractor of Service Provider, or induce any such employee or independent contractor to terminate or breach any employment or other relationship with Service Provider. The Parties agree that where Client has breached the foregoing provision, Client shall pay to Service Provider as liquidated damages, and not as a penalty, a sum equivalent to the greater of: (a) the annual salary of any such employee or amount of contractor fees paid or payable to any such independent contractor in the one (1) year period prior to such breach; or (b) the amount paid or payable by Client under this Agreement in the one (1) year period prior to such breach.

13. Non-Disparagement.

The Parties agree and covenant that they shall not make, publish, or communicate to any person or entity or in any public forum any maliciously false, defamatory, or disparaging remarks, comments, or statements concerning the other Party or its businesses, or any of its employees, officers, or directors and its existing

and prospective customers, suppliers, investors, and other associated third parties, now or at any time in the future.

14. Miscellaneous

14.1 Compliance with Law. Both Parties shall comply with all laws applicable to the performance of this Agreement.

14.2 Acknowledgement For New Mexico Clients Only. The Parties acknowledge that this Services Agreement is entered into in accordance with the "ACES Cooperative Accounting Services Purchase Agreement," itself to be entered into between Client and the New Mexico Charter School Education Services Association ("ACES") on or about Effective Date. The Parties further understand and agree that invoicing under this Agreement shall be carried out in accordance with such ACES Cooperative Accounting Services Purchase Agreement.

14.3 Relationship of the Parties. The Parties have the status of independent contractors, and nothing in this Agreement nor the conduct of the Parties will be deemed to place the Parties in any other relationship, including without limitation, any partnership, joint venture, franchise, agency, fiduciary or employment relationship. Service Provider expressly disclaims that it is an Education Management Organization or similar entity that manages any aspect of Client's operations. Neither Party shall be responsible for the acts or omissions of the other Party or the other Party's personnel. This Agreement confers no rights upon either Party's employees, agents, contractors, partners, or upon any other person or entity. Consistent with California Education Code § 47604, Service Provider does not and shall not have any authority to perform any of the following services for Client: (a) the nomination, appointment, or removal of Client's Board of Directors ("Board") members/officers; (b) the employment, supervision, or dismissal of any employees of Client; (c) the management of Client's day-to-day operations as its administrative manager; or (d) the approval, denial, or management of the budget or any expenditures of Client that are not authorized by the Board.

14.4 Assignment; Successors and Assigns. Neither Party may assign this Agreement, or otherwise transfer any right or obligation under this Agreement, without the prior written consent of the other Party, which consent shall not be unreasonably withheld or delayed, provided that Service Provider may assign this Agreement or an SOW without consent to an Affiliate or in connection with a sale of substantially all of its assets, or in the event of a reorganization. Subject to the foregoing, this Agreement shall be binding upon and inure to the benefit of the Parties' successors and permitted assigns.

14.5 Notices. Notices under this Agreement shall be sent in writing to the addresses in the applicable SoW, or to such other address as may be specified by either Party. Notices shall be in writing and deemed to have been given (a) the day an email is sent if sent during normal business hours, or the next day if outside of normal business hours, (b) when personally delivered, or (c) five (5) business days after mailing if sent by registered or certified mail.

14.6 Force Majeure. Neither Party shall be liable to the other for any delay or failure to perform hereunder due to circumstances beyond the Party's reasonable control, including, but not limited to, acts of God; acts of government or regulatory change that makes it impossible or impracticable for Service Provider to operate (determined in Service Provider's sole discretion); acts of terror; unusually severe weather conditions; strikes or other labor difficulties; war; riots; earthquakes; public disturbances; epidemics; and service disruptions involving hardware, software, or power systems not within the Party's possession or reasonable control. Any Party seeking to excuse or delay its performance pursuant to this Section 13.5 must: (1) give the other Party within one (1) week, or as soon thereafter as practicable, written notice describing the particulars of the Force Majeure event, (2) suspend its performance no longer than required by the Force Majeure event, and (3) use reasonable efforts to remedy its inability to perform. Notwithstanding the foregoing, Client shall be liable for the payment of all amounts required to be paid pursuant to an applicable SOW.

14.7 Entire Agreement. This Agreement, together with all SoWs, contains the entire agreement of the Parties with respect to the subject matter hereof and supersedes, and the Parties hereby disclaim reliance on, all previous oral and written communications, representations, understandings, and agreements by the Parties concerning the subject matter of this Agreement. No terms, provisions, or conditions contained in any other business form or document that Client may use in connection with Services contemplated by this Agreement will have any effect on the rights or obligations of the Parties under, or otherwise modify, this Agreement.

14.8 Amendment; Waiver. No modification, amendment, or waiver of any provision of this Agreement will be effective unless in writing and signed by authorized representatives of both Parties hereto. Any failure to enforce any provision of this Agreement shall not constitute a waiver thereof or of any other provision and a waiver of any breach of this Agreement shall not constitute a waiver of any other or subsequent breach.

14.9 Severability. If any term or provision of this Agreement is invalid, illegal, or unenforceable in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other term or provision of this Agreement, or invalidate or render unenforceable such term or provision in any other jurisdiction. Upon a determination that any term or provision is invalid, illegal, or unenforceable, the Parties shall negotiate in good faith to modify this Agreement to effect the original intent of the Parties as closely as possible in order that the transactions contemplated hereby be consummated as originally contemplated to the greatest extent possible.

14.10 Governing Law, Venue and Equitable Remedies. All claims and disputes related to or arising out of this Agreement not resolved by the Dispute Resolution section of this Agreement (Section 11) will be governed by the internal laws of the State of Arizona, excluding any of its or any other jurisdiction's rules on conflicts of law that would cause the substantive law of any other state to apply. Any legal suit, action, or proceeding arising out of relating to this Agreement or the transactions contemplated hereby shall be instituted in the District of Arizona or Maricopa County, and each Party irrevocably submits to the exclusive jurisdiction of such courts in any such legal suit, action, or proceeding.

Each Party to this Agreement acknowledges and agrees that (a) a breach or threatened breach by such Party of any of its obligations under this Agreement would give rise to irreparable harm to the other Party for which monetary damages would not be an adequate remedy and (b) if a breach or a threatened breach by such Party of any such obligations occurs, the other Party hereto will, in addition to any and all other rights and remedies that may be available to such Party at law, at equity, or otherwise in respect of such breach, be entitled to equitable relief, including a temporary restraining order, an injunction, specific performance and any other relief that may be available from a court of competent jurisdiction, without any requirement to (i) post a bond or other security, or (ii) prove actual damages or that monetary damages will not afford an adequate remedy. Each Party to this Agreement agrees that such Party shall not oppose or otherwise challenge the appropriateness of equitable relief or the entry by a court of competent jurisdiction of an order granting equitable relief, in either case, consistent with the terms of this Section14.10.

14.11 WAIVER OF JURY TRIAL. EACH PARTY IRREVOCABLY AND UNCONDITIONALLY WAIVES, TO THE FULLEST EXTENT PERMITTED BY APPLICABLE LAW, ANY RIGHT IT MAY HAVE TO A TRIAL BY JURY IN ANY LEGAL ACTION, PROCEEDING, CAUSE OF ACTION, OR COUNTERCLAIM ARISING OUT OF OR RELATING TO THIS AGREEMENT, INCLUDING ANY EXHIBITS, SCHEDULES, SOWS AND APPENDICES ATTACHED TO THIS AGREEMENT, OR THE TRANSACTIONS CONTEMPLATED HEREBY.

14.12 Headings. Headings, captions and sections are inserted into this Agreement for convenience only and will not affect the meaning or interpretation of this Agreement.

14.13 Counterparts. This Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one instrument.

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, the Parties hereto have executed this Master Services Agreement as of the Effective Date.

CLIENT

Amethod Public Schools,

a California nonprofit corporation

By: _____

Name: _____

Title: _____

FEIN Tax ID: _____

Tax Status: _____

SERVICE PROVIDER

VERTEX SUPPORT SERVICES, LLC, an Arizona limited liability company.

By: _____

Name: _____

Title: _____