

High Desert “Partnership in Academic Excellence” Foundation, Inc. dba
LEWIS CENTER FOR EDUCATIONAL RESEARCH

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 946-9193 fax

**Agenda for Regular Meeting of the Lewis Center for Educational Research Board
February 6, 2023 - Public Meeting – 4:30 p.m.**

Meeting at 17500 Mana Rd., Apple Valley, CA, Bldg H (Multipurpose Room)
Additional Location: 230 S. Waterman Ave., San Bernardino, CA, Bldg D (Multipurpose Room)
1936 De Anza Dr., Colton, CA

To participate by teleconference, register for the meeting at this link:

<https://attendee.gotowebinar.com/rt/5500769137169282829>

Dial in using your phone: +1 (213) 929-4212 Passcode: 566-050-667

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Caldwell
2. **ROLL CALL:** Chairman Caldwell
3. **PUBLIC COMMENTS:** Members of the general public may address the Board during Public Comments or as items appearing on the agenda are considered. A time limit of three (3) minutes and/or 250 words per person and 15 minutes per topic shall be observed. If more than one person wishes to speak on the same topic, subsequent speakers should limit their remarks to new information only. If you are attending virtually and wish to send in a public comment to be read at this meeting, please complete a “Registration Card to Address the Board” (located on the website) and email it to the Secretary at lcerboard@lcer.org. Your comment will be read at the meeting during public comments or as the agenda item is heard.
4. **SPECIAL PRESENTATIONS:**
 - .01 2022-23 Lewis Center Audit Presentation, Jeff Nigro, Nigro & Nigro
5. **CONSENT AGENDA:**
 - .01 Approve Minutes of the January 9, 2023 Regular LCER Board Meeting – Pg 3
6. **ACTION ITEMS:**
 - .01 Approve AAE 2023-24 Comprehensive School Safety Plan – Pg 5
 - .02 Approve NSLA 2023-24 Comprehensive School Safety Plan – Pg 51
7. **DISCUSSION ITEMS:**
 - .01 Taiwanese Partnership with San Bernardino County - Lisa Lamb
 - .02 Expanded Dual Enrollment Course Offerings for NSLA High School through San Bernardino Valley College - Victor Uribe and Artie Aragon
 - .03 NSLA Gym Construction Update – David Gruber
 - .04 Lewis Center Foundation Board Update – Lisa Lamb
8. **INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
 - .01 President/CEO Board Report – Pg 139
 - .02 LCER Financial Reports
 - Checks Over \$10K – Pg 146
 - Budget Comparisons – Pg 147
 - AAE and NSLA Cash Management Data Collection for Categorical Funds – Pg 148
 - Lewis Center Foundation Finance Report – Pg 152
 - .03 LCER Board Attendance Log – Pg 153

**High Desert “Partnership in Academic Excellence” Foundation, Inc. dba
LEWIS CENTER FOR EDUCATIONAL RESEARCH**

17500 Mana Road, Apple Valley, CA 92307 (760) 946-5414 (760) 946-9193 fax

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification
- .02 Make a brief announcement or a brief report on his or her own activities
- .03 Future agenda items

10. ADJOURNMENT: Chairman Caldwell

**Minutes for Regular Meeting of the Lewis Center for Educational Research Board
January 9, 2023**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman Caldwell called the meeting to order at 4:31 p.m.
2. **ROLL CALL:** LCER Board members Pat Caldwell, Yolanda Carlos, Donna Kauffman, Omari Onyango, Sharon Page, David Rib, Jessica Rodriguez and Marisol Sanchez were in attendance. LCER Board member Pat Schlosser was absent.
3. **PUBLIC COMMENTS:** A comment from NSLA parent Vianey Gonzalez was read regarding the mandarin program.
4. **SPECIAL PRESENTATIONS:** None
5. **CONSENT AGENDA:**
 - .01 Approve Minutes of the December 12, 2022 Regular LCER Board Meeting
 - .02 Approve AAE Space Force JROTC field trip to the USS Iowa in San Pedro September 15-16, 2023
 - .03 Approve LCER Ambassadors Field Trip to Washington D.C. March 27-31, 2023

On a motion by Sharon Page, seconded by Yolanda Carlos, vote 8-0, the LCER Board of Directors approved the Consent Agenda by roll call vote. David Rib would like to know the cost of the field trips and how much is fundraised and how much is school funded. Lisa reported that the LCER Ambassadors field trip is planned to be fully paid for by fundraising. She believes some of the Space Force field trip is paid for by fundraising as well.

6. **ACTION ITEMS:**
 - .01 Approve AAE and NSLA School Accountability Report Cards Which Will be Updated Once Data is Released From the California Department of Education Prior to the February 1, 2023 Statutory Deadline – Heather Juarez reported that the report card is for 2021-22. Once the CDE releases their data, she will update the report and send a copy to the Board. Lisa reported that this is the second year the State has not released the data in a timely manner. We instituted the January meeting specifically to review and approve the SARC. Next year we will schedule the January meeting later in the month so we have the data prior to approval. Heather reviewed some of the updates she is expecting. Lisa reported that suspensions, expulsions and absenteeisms are up. On a motion by Donna Kauffman, seconded by Jessica Rodriguez, vote 8-0, the LCER Board of Directors approved the AAE and NSLA School Accountability Report Cards by roll call vote.
 - .02 Approve Revision of BP 1312.3 - Uniform Complaint Policy – Stacy Newman reported that the section in the policy that was questioned at the last meeting was revised and has been brought back for approval. On a motion by David Rib, seconded by Marisol Sanchez, vote 8-0, the LCER Board of Directors approved revision of BP 1312.3 – Uniform Complaint Policy by roll call vote.
 - .03 Approve Multi-year Audit Engagement Agreement with Nigro & Nigro PC: FY 22/23, 23/24, 24/25 – David Gruber reported that this is a 3-year commitment to complete the organizational audit and tax returns. They will present the audit next month. David Rib asked if the agreement was in line with other firms. Yes, David believes it is industry standard. On a motion by Omari Onyango, seconded by Yolanda Carlos, vote 8-0, the LCER Board of Directors approved the Nigro & Nigro agreement by roll call vote.

7. **DISCUSSION ITEMS:**
 - .01 Review of Final Audit – David Gruber reported that we have a hard copy to review as well if requested. He is pleased with the audit and our financial position is strong. David reviewed differences in instructional minutes, reviewed any findings and discussed highlights. There is no guarantee any penalties will be imposed. Nigro & Nigro will be available to answer any questions next month.

- .02 NSLA Gym Construction Update – David Gruber reported that weather has created some delays but we are making the most of the down time in planning. Walls are up and progress is still being made. The students are getting excited. The completion date is late Apr/early May.
- .03 Lewis Center Foundation Board Update – Lisa Lamb reported that the Foundation Board hasn't met since December but has new energy with new members, which we still need. The upcoming meetings will focus on planning the next gala.

8. INFORMATION INCLUDED IN PACKET: *(Board members may ask questions on items for clarification.)*

- .01 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
- .05 LCER Board Attendance Log

9. BOARD/STAFF COMMENTS:

- .01 Ask a question for clarification – Lisa asked if there was any objection to moving the January Board meeting to a later date next year. There was no opposition.
- .02 Make a brief announcement or a brief report on his or her own activities – Lisa reported that shade structures went in at AAE during break in the elementary courtyard and dismissal areas. The NSLA playground should be installed over spring break. Lisa has been working with Ted Alejandre and his staff on a Taiwanese delegation on economic development. Both schools will be engaging with a sister school in Taiwan to have cultural engagement with 5th grade classes. This partnership may aid us in our search for a replacement Mandarin teacher at NSLA. This Wednesday PBS is filming AAE's Space Force for a special program. Founder Rick Piercy has been diagnosed with a serious illness. We are in full support and he is on our heart.
- .03 Future agenda items

10. ADJOURNMENT: Chairman Caldwell adjourned the meeting at 5:26 p.m.

Lewis Center for Educational Research Board

Agenda Item Cover Sheet

Date of meeting: February 6th, 2023

Title: AAE CSSP

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background:

California Ed Code 32281(a) requires every kindergarten through grade twelve school, public, and public charter to develop and maintain a Comprehensive School Safety Plan (CSSP) designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. In order to improve the community’s knowledge of what school sites are doing regarding these areas of “safety”, the plans are shared annually with the SSC, school personnel and other school community members. The CSSP is also published on the school website.

Fiscal Implications (if any):

None

Impact on Mission, Vision or Goals (if any):

The CSSP supports the LCER mission of creating a safe, innovative, and culturally inclusive environment.

Recommendation:

Approve the 2023-2024 CSSP for AAE

Submitted by:

Chet Richards

Principal at the Academy for Academic Excellence

Comprehensive School Safety Plan

**2023-24
School Year**

School: Academy for Academic Excellence
CDS Code: 36750773630837
District: Academy for Academic Excellence
Address: 17500 Mana Rd.
 Apple Valley
Date of Adoption: January 23, 2023
Date of Update:
Date of Review:
 - with Staff January 17, 2023
 - with Law Enforcement January 19, 2023
 - with Fire Authority January 19, 2023

Approved by:

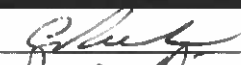




Name	Title	Signature	Date
Chet Richards	School Principal		1-23-23
Sally Ritchea	School Safety Planning Committee representative		1-23-23
Susan Ellis	School Site Council representative		1-23-23
Lisa Lamb	CEO/President		1/23/23
Detective Brandon Mahoney	Law enforcement representative	review pending	
Brian Pachman	Fire department representative		1-24-2023

Table of Contents

Comprehensive School Safety Plan Purpose.....	4
Safety Plan Vision.....	4
Components of the Comprehensive School Safety Plan (EC 32281).....	5
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	5
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	7
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	7
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	8
(E) Sexual Harassment Policies (EC 212.6 [b]).....	9
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	10
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	10
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	10
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	12
(J) Hate Crime Reporting Procedures and Policies.....	12
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	12
Safety Plan Review, Evaluation and Amendment Procedures.....	14
Safety Plan Appendices.....	15
Emergency Contact Numbers.....	16
Safety Plan Review, Evaluation and Amendment Procedures.....	17
Academy for Academic Excellence Incident Command System.....	18
Incident Command Team Responsibilities.....	19
Emergency Response Guidelines.....	21
Step One: Identify the Type of Emergency.....	21
Step Two: Identify the Level of Emergency.....	21
Step Three: Determine the Immediate Response Action.....	21
Step Four: Communicate the Appropriate Response Action.....	21
Types of Emergencies & Specific Procedures.....	22
Aircraft Crash.....	22
Animal Disturbance.....	23

Armed Assault on Campus	23
Biological or Chemical Release.....	26
Bomb Threat/ Threat Of violence	27
Bus Disaster.....	28
Disorderly Conduct	28
Earthquake.....	29
Explosion or Risk Of Explosion	30
Fire in Surrounding Area	31
Fire on School Grounds	31
Flooding	32
Loss or Failure Of Utilities	32
Motor Vehicle Crash	33
Psychological Trauma.....	34
Suspected Contamination of Food or Water	39
Tactical Responses to Criminal Incidents	39
Unlawful Demonstration or Walkout.....	39
Emergency Evacuation Map.....	41

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at 17500 Mana Rd., Apple Valley, California 92307.

Safety Plan Vision

Academy for Academic Excellence has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site based emergency preparedness for all students, faculty and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

Academy for Academic Excellence (AAE) shall have a Board approved Safety Plan to deal with natural and manmade disasters. The AAE Safety Plan acts as the umbrella, which encompasses all AAE personnel, property and actions during an emergency situation. Its purpose shall be to inform AAE personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Department of Education required components for a comprehensive school safety plan. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This AAE Safety Plan shall be reviewed annually and updated as needed.

Components of the Comprehensive School Safety Plan (EC 32281)

Academy for Academic Excellence Safety Committee

Chet Richards (Principal), Sally Ritchea (Vice Principal), Lisa Longoria (Vice Principal), Gustavo Congo (Child Psychologist), Rea Crosswhite (School Nurse), Genevieve Cook (School Counselor), Ryan Chamberlain (Facilities Manager), Thomas Ripley (Parent), Susan Ellis (Parent) and Joyce Anderson (Parent)

Assessment of School Safety

A School Safety assessment was completed on July 25, 2022.

In meetings--School Site Council, Parents & Pastries, Safety Committee, Staff--the following information is reviewed:

- Student Behavior Incident Reports
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

The site complies with existing laws related to school safety included, but not limited to the following sections:

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse or neglect includes the following:

- A physical injury or death inflicted by other than accidental means on a child by another person
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect of a child as defined in Penal Code 11165.2
- Willful harming or injuring of a child or the endangering 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

Child abuse or neglect does not include:

- A mutual affray between minors.
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment.
- An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning.
- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student.
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

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; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. 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.

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. 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. Any person shall notify a peace officer if he/she 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, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. 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. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. 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.

Reporting Procedures

It is the policy of AAE that child custodians immediately report known or suspected child abuse by telephone to the Director, San Bernardino County CWS Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724, 909-350-4949, 909-422-3266 nights, www.co.san-bernardino.ca.us) Suspected sexual assault should be reported directly to the local law enforcement agency, followed by a report to Child Protective Services.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for ensuring that the call was actually made.

Notify and request, if needed, the assistance of the Lewis Center for Educational Research Administrative staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

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

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local protective agency a written report.
2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall forward the information to the Lewis Center for Educational Research Administrative Office.

Administrators so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Lewis Center for Educational Research regulations. At the mandated reporter's

request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement official.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Standardized Emergency Management System (SEMS) provides the model for emergency operations. During a disaster the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response.

- Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. Remain calm, size up the situation, and take action based on known facts.
- The teacher must keep the student roster or attendance sheet with him/her at all times in order to take roll in an emergency. The teacher will remain with students until directed otherwise.
- A well-prepared and tested plan for prompt and positive protective actions minimizes injuries and loss of life in a major disaster. This plan will be reviewed and updated annually.
- This plan outlines actions, which the school staff may be called upon to execute in an emergency.
- All school staff members must be thoroughly familiar with the contents of this plan.
- In the absence of orders from their superior, the school principal is authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

A principal may implement one or more of these emergency actions in coping with a disaster. Maintenance personnel are assigned as liaisons between Incident Command and the school in the event phones are inoperative. The school will notify parents yearly about the school's Safety Plan and will have a copy of the plan in the school office for parent review. During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care. There shall be NO EXCEPTIONS to this policy. The dismissal of children from the school shall be governed by the emergency procedures outlined in this handbook. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

Public Agency Use of School Buildings for Emergency Shelters

LCER has an agreement to allow 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.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the AAE Parent-Student Handbook. These expectations and policies address: dress code, attendance, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others.

The Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at AAE. In creating this policy, AAE has reviewed Education Code Section 48900 et seq. which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language used closely mirrors the language of Education Code Section 48900 et seq. AAE is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the AAE's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. AAE staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

AAE administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the AAE Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom AAE has a basis of knowledge of a suspected disability pursuant to the Individuals with IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. AAE will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by AAE for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, AAE shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until AAE issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements of Education Code 49079, teachers will be notified of students committing or reasonably suspected of committing a "dangerous act" within the last 3 years. Notification of students deemed to have violated or been suspected of violating one the 48900 Education Codes is incorporated in the school's Student Information System. The information is provided to the student's current teacher(s) and other essential staff. Any information received by a teacher shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

(E) Sexual Harassment Policies (EC 212.6 [b])

LCER Board desires to provide LCER employees' with a working environment that is free of unlawful harassment. In order to achieve this, LCER Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. LCER will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with which the school does business with.

This policy applies to all employee actions and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. LCER shall not tolerate retaliatory action or behavior against a LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in LCER.

Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by LCER. LCER is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits, engages in or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal or LCER administrator other than the CEO, who receives a harassment complaint, shall promptly notify the CEO or designee.

Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employees who witness harassment and do not report it may be subject to disciplinary action up to and including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning LCER Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment;
- Deferential or preferential treatment based on any of the protected classes above.

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances;
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting.

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm.
- Publicizing and disseminating LCER's unlawful harassment policy to staff.
- Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary.
- Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students, and parents/guardians, the Principal or Designee shall establish school rules governing student dress and grooming which are consistent with law, and administrative regulations. AAE's school dress code is distributed as part of the Parent/Student Handbook. It is regularly reviewed and updated.

AAE has chosen a uniform dress code for students to follow whenever on campus. The school uniform may not be altered in any way and must be worn properly. Gang-affiliated clothing is prohibited. The administration reserves the right to determine and update the dress code based on current trends.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedures for safe ingress and egress of students, parents, staff, and visitors is provided through the handbook, orientations, assemblies, and social media. Parent/Guardians are informed of procedures for student drop-off and pick-up and reminded frequently about traffic and campus safety. CSOs (Campus Safety Officers) and Administration assist families in crossing at designated places within the school boundaries. AAE does not provide student transportation to and from school.

The AAE is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy and is subject to disciplinary consequences.

Procedures for campus visitors and volunteers are outlined in the Parent-Student Handbook. Individuals are admitted to campus by the front Kiosk during the school day. Visitors and volunteers are required to check-in with school personnel at the front office and sign-in and out upon each visit. School volunteers are required to fill out a volunteer application. A person who comes to the school for a one-time special event, such as a guest speaker, presenter, or visitor is considered a guest and they do not complete a volunteer application. School policy prohibits discrimination on the basis of race, color, national origin, creed, marital status, sex, religion, age, disability, or any other protected status as defined by federal, state or local law.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School and Classroom Safety

Element:

Creating and Maintaining a clean and safe school environment

Opportunity for Improvement:

Lunch areas, restrooms and classrooms will be well-maintained and litter free as evidenced by facilities evaluations, Character Development Officers, and administrator evaluations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improvement of school grounds	utilize facilities/custodial crew, CSO's, volunteer students	utilize gloves, trash bags and other cleaning supplies	Ryan Chamberlain	daily visual assessment by all parties involved
Recycling program	SFJROTC students and other staff members collect recyclables	recycling bins	SFJROTC Advisor	receipts from recycling center
Multi-layer supervision to keep students and staff safe from external and internal threats	Utilize CSO staff to monitor recesses, breaks, student transitions, arrival, and dismissal. Continually monitor the surveillance cameras Staff the front kiosk Monitor points of entry Review the safety plan with staff		Principal	discipline records staff evaluations campus safety audit with Sheriff's Department

Component:

A safe social emotional learning environment will be maintained at AAE.

Element:

School Climate

Opportunity for Improvement:

To empower students to show respect, make good decisions, and solve problems.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Empower students to report dangerous and bullying behaviors	Continue SEL classroom curriculum, morning announcements, schedule assemblies for student awareness, use an anonymous reporting website (StopIt)	SEL Curriculum, STOPit Solutions	Counseling, Administration	School climate surveys, SEL surveys, office referrals, suspension/expulsion data, attendance rates

Component:

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Academy for Academic Excellence Student Conduct Code

Conduct Code Procedures

AAE has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together AAE students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. Every student and his /her parent/legal guardian is required to sign an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies. The rules of the school pertaining to student discipline are distributed through the Parent-Student Handbook and are available on the school website (aae.lewiscenter.org) or in the Principal's Office at 17500 Mana Rd., Apple Valley, California.

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, AAE desires to protect the right of every student to be free from hate-motivated behavior. The school 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. Age-appropriate instruction will be provided to students 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.

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Principal or Principal's Designee. Upon receiving such a complaint, the Principal/Designee shall in a timely manner investigate the complaint in accordance with school-level complaint process/grievance procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal/Designee, CEO or designee, and/or law enforcement as appropriate. As needed, the school shall provide counseling, guidance, and support for students who are victims of hate-motivated behavior and to students who exhibit such behavior.

Procedures for Preventing Acts of Bullying and Cyber-bullying

Academy for Academic Excellence recognizes the harmful effects of bullying on student learning and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm.

Bullying is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student or group of students that may constitute harassment, sexual harassment, hate violence, or creates an intimidating, threatening and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a reasonable student or students in fear of harm to that student's or those students' person or property
- Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health
- Causing a reasonable student to experience a substantial interference with his or her academic performance

- Causing a reasonable student to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by AAE

Cyberbullying includes the electronic 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, as defined in Education Code 48900. 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 are developed with involvement of key stakeholders, including students, parents/guardians, and staff.

Prevention:

AAE will focus on the prevention of bullying by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students will be informed of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

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

Intervention:

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. Threats or incidents may be reported confidentially and anonymously through STOPit Solutions Application.

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, a compliance officer, or any other available school employee.

Investigation and Resolution of Complaints:

Any complaint of bullying against a student who is of a protected characteristic, actual or perceived, as defined in the LCER's Uniform Complaint Procedures, shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the LCER's Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the 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 AAE policies and regulations.

Safety Plan Review, Evaluation and Amendment Procedures

The Safety plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by the AAE's School Safety Committee, School Site Council, local law enforcement, local fire department, principal and CEO for site approval. The plan is submitted to the Lewis Center Board of Education for district level approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

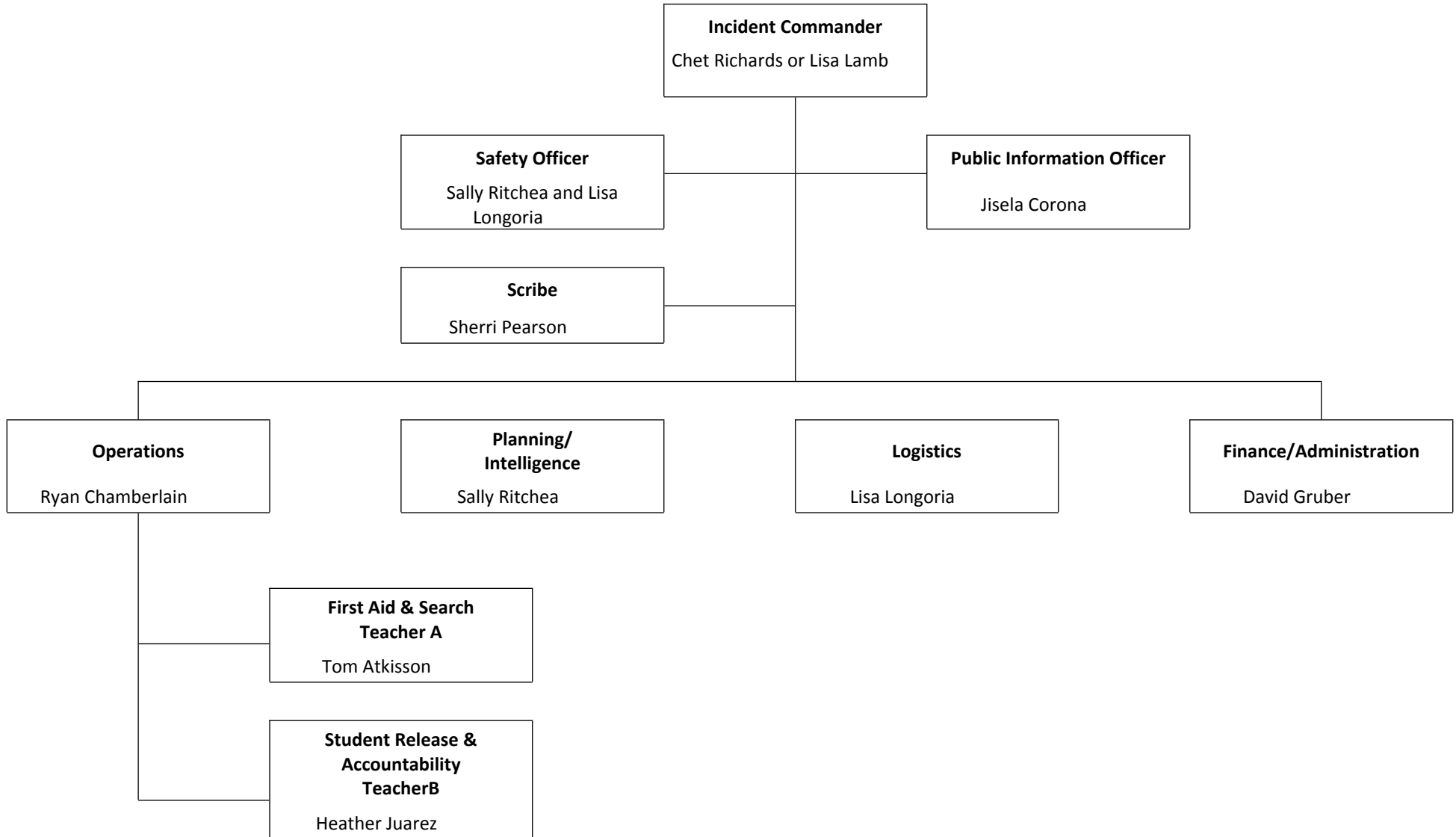
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	American Medical Response	760-952-7400	
Law Enforcement/Fire/Paramedic	Apple Valley Police Department	760-240-7400	
Law Enforcement/Fire/Paramedic	Apple Valley Fire Department	760-247-7618	
Local Hospitals	St. Mary Regional Medical Center	760-242-2311	
Public Utilities	Southern California Edison	800-655-4555	
Public Utilities	Southwest Gas	877-860-6020	
American National Red Cross	American Red Cross	760-245-6511	
School District	Apple Valley Unified District	760-247-8001	
Law Enforcement/Fire/Paramedic	Sheriff's Department Dispatch	760-956-5001	
Law Enforcement/Fire/Paramedic	Active Shooter Emergency Number	760-933-9398	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
AAE Active Shooter Staff Training	August 17, 2022	AAE and LCER staff participated in active shooter training provided by Apple Valley Unified School District.
Safety committee meeting review of the CSSP	August and October 2022	Administration, CSOs, and classified staff met to review the safety plan
Present CSSP in School Site Council for comment	January 23, 2023	Stakeholder revisions presented and discussed in SSC. The current plan was approved. Agenda is located at: https://docs.google.com/document/d/18nzd6wFqGYH4Qhy63y2HrybEhZ9x0LPBRDmP10VPAaM/edit?usp=sharing
Board approval of CSSP	02/06/2023	The current CSSP presented by principal for LCER Board approval.
Campus Safety Audit with San Bernardino Sheriff Department	July 2022	Campus walkthrough with Tom Mabry to access physical safety of facilities.
All Staff Safety Plan Review	August 2, 2023	Training provided by LCER RN for blood-borne pathogens, AED, epipen administration. Training provided by LCER Psychologists on mental health resources and suicide prevention.
LCER Parent Safety Forum	July 26, 2022	CEO and Principals held a virtual open parent forum for all families to discuss safety measures and safety plan for both campuses.
Title IX Training	September 28, 2022	LCER managers attended annual Title IX and Sexual Harassment training to inform practice and policy updates as needed.

Academy for Academic Excellence Incident Command System



Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities. The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information officer, the Safety Coordinator and the Agency Liaison. The Incident Commander also directs the activities of all other teams. Other than Student Assembly Team Members, all other personnel will report in with the Incident Command before reporting to their assigned post. Once the Student Assembly Team submits their reports to the Incident Command, there should be an account of all personnel. The actual location of the Incident Command needs to be flexible, depending upon the situation. Ex #1: If it is reported that an intruder is on campus, then the IC location will be wherever the Principal is located on campus. No one is to leave their location until officially told to do so. Ex #2: In the case of an earthquake, the initial location has been determined to be on the grass field.

ROLES AND RESPONSIBILITIES

Incident Commander

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assess the situation
- Directing the Incident Command Team and all other emergency teams
- Determining the need for, and requesting, outside assistance
- Periodically communicating with the LCER CEO

Public Information Officer (PIO)

The Public Information Officer (PIO) is the official spokesperson for the LCER in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media
- Preparing statements for dissemination to the public
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Officer

The Safety Officer is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Officer may include:

- Periodically checking with the Incident Commander for situation briefings and updates
- Maintaining all records and documentation assigned by the Incident Commander
- Monitoring drills, exercises and emergency response activities for safety
- Identifying safety hazards
- Ensuring that responders use appropriate safety equipment

Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander
- Briefing agency representatives on current situation, priorities and planned actions

Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

Scribe

The Scribe is responsible for documenting all personnel and students on campus, as well as expenditures.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Determining the type of emergency will assist the Incident Commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown, as well as which agency to contact.

Step Two: Identify the Level of Emergency

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, site administrators/Incident Commander will determine the immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, loss of utilities, etc.

Step Four: Communicate the Appropriate Response Action

Administrators/Incident Commander will communicate to the necessary emergency responders via phone, preferably a land line phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants such as:

- Bell system
- Phone intercom system
- School email
- Radios
- Phone

In addition, the Administrator/Incident Commander will communicate with Lewis Center and outside stakeholder personnel via:

- Phone
- Email
- Text messaging

Families will be notified of incident, pick-up procedures, or next steps through multiple methods to include:

- Student Information System Notification
- School messenger call out
- Postings on school website and social media accounts

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under adult supervision. The crash may also result in an explosion, chemical spill or utility interruption.

AIRCRAFT CRASHES INTO SCHOOL

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION that may include the use of busses or alternate transportation.
- Notify LCER CEO, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

AIRCRAFT CRASHES NEAR SCHOOL

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Initiate SHELTER IN PLACE, if warranted.
- Initiate Take Cover for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify LCER CEO, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do so.

Animal Disturbance

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute secure campus procedures.
- If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal.
- Contact the San Bernardino County Animal Control for assistance in removing the animal (1-800-472-5609).
- If the animal injures anyone, seek medical assistance from the Health Office.
- Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, EVACUATE students to a sheltered area away from the animal.
- Notify the principal if there are any injuries.

Armed Assault on Campus

“Active shooter situations” are defined as those where an individual or individuals is “actively engaged in killing or attempting to kill people in a confined and populated area.” Active shooters/armed assailants frequently use firearms but attacks of this type can also be made with other types of weapons (knives, swords, etc.). These situations are unpredictable and evolve quickly. Because of this, individuals must be prepared to deal with an active shooter/armed assailant situation before law enforcement personnel arrive on the scene.

No single response fits all active shooter/armed assailant situations; therefore it is essential all members of the school staff know their options for response and are prepared to act decisively to protect their students and themselves.

ACTIONS – ALL SCHOOL STAFF

1. All employees are authorized to take immediate action to protect themselves and students if they see or hear anything that causes them to believe an active shooter / armed assailant situation is occurring or is to about to occur.

- a. Act immediately if you or your students:
 - hear a sound that might be gunfire.
 - see something that looks like a weapon being carried or used on or near the campus.
 - sense any other indication of active shooter / armed assailant threat.
- b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
- c. Be decisive. Communicate your plan to your students and act quickly.
- d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

a. Run: If you can get yourself and your students safely away from danger, do so immediately.

- Do not evacuate unless you...

know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts), and can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.

Police may mistake an item in your hands as a weapon.

Leave everything behind.

- If you encounter people along the way...

Adults: Warn them and take them with if you can but don't stop if they refuse to come.

Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you. Call Extension 180 to report your location and obtain instructions.

b. Hide: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Prepare to take action if the assailant attempts to get in the room;
- Use text or email to communicate your location, the number of students or staff with you, and if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.

Construct a strong barricade.

If you have another way out (a window or back door) use it while the assailant is attempting to get in.

If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.

Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)

- Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a school-wide LOCKDOWN announcement using intercom AND radios as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

State the emergency: “I hear gunfire.” “I saw...”

Give information on people who are wounded.

Location of the assailant (if known):

Description of the assailant (if known):

Your precise location: “room ___”

The number of children with you.

b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- Run – If you encounter injured persons while you are trying to get out of danger...

And you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.

- Hide – If someone is injured where you are hiding, secure the room before tending to the wounded.
- As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don’t run up to officers or attempt to hug or talk to them.
- Don’t talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

d. Ongoing Communication: School and LCER staff should develop means to safely provide updates to staff to keep them informed during the incident.

e. Extended Day Programs / After School Activities: School sites must also plan for and train all LCER/site staff involved with student activities and extracurricular programs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Follow the All Staff guidance described above.
- Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with nearby staff to do them simultaneously if at all possible.
- Include as much actionable information on the announcement as possible.

- Example “LOCKDOWN, LOCKDOWN, LOCKDOWN. Man with a gun on campus. LOCKDOWN now.”
- If you have surveillance capabilities, and can safely provide real time announcements, broadcast continuous and accurate information on the location of the assailant. This will disrupt and distract the assailant. It will also provide people on campus with information they can use to better evaluate their options.
- Example: “The gunman is now in the D wing headed south. He is armed with a shotgun and is wearing a hooded jacket and blue jeans.”
- If possible assist emergency personnel.
- Assist police in entering the school;
- Provide officers with keys, maps and any other information requested.
- Initiate Incident Command Center
- Prepare an off-site evacuation site for reunification.
- Once the assailant is neutralized, emergency responders will begin to treat and evacuate the wounded.
- School staff and students will remain in lockdown until evacuated on a room by room basis by law enforcement officials.
- Psychological Support team will be assembled to assist with stabilizing acutely impacted students, staff and parents during reunification.
- This team will also provide ongoing support throughout the recovery phase of the emergency response.

Biological or Chemical Release

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building’s ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because the substance usually appears after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of danger (if outside, implement Take Cover).
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to central location where windows and doors can be sealed with duct tape.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify LCER CEO of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- Notify principal or site administrator.
- Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- Implement EVACUATION or OFF-SITE EVACUATION, as appropriate. Send affected individuals to a designated area for medical attention.
- Follow standard student assembly, accounting and reporting procedures.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate EVACUATION of building or OFF-SITE EVACUATION to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify LCER CEO of the situation.
- Arrange for psychological counseling for students and staff.
- Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skin.
- Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat/ Threat Of violence

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Checklist as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify site administrator immediately after completing the call.
- Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

- Instruct staff and students to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- Notify the LCER CEO of the situation.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

STAFF ACTIONS:

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.

Bus Disaster

The teacher in charge of a special activity trip utilizing bus transportation will carry a copy of field trip permission forms with student emergency contact information.

STAFF ACTIONS AT THE SCENE:

- Call 911, if warranted.
- Notify Principal.
- Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- Move all uninjured students to a safe distance from the accident.
- Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Disorderly Conduct

Disorderly Conduct/Civil Disturbance is an unauthorized assemblage on the school grounds with the potential to:

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- Report disruptive circumstances to Principal/site administrator.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the Principal or law enforcement.

- Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is possible, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.
- Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway, or against an inside wall. All other actions must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

- At first recognition of seismic activity, instruct students to move away from windows.
- Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.
- After shaking stops and it is safe to do so, check for injuries, and render first aid.
- Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.
- If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.
- Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Incident Commander.
- Avoid evacuation routes with heavy architectural ornaments over the entrances.
- Do not return to the building.
- DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
- Stay alert for aftershocks.
- DO NOT re-enter building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

- Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.
- DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.
- Place head between the knees; cover the back of the neck with arms and hands.
- Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover the back of the neck with arms.
- Remain in place until shaking stops or for at least 20 seconds.
- Each time an aftershock is felt, DROP AND COVER
- After shaking stops, check for injuries, and render first aid.
- Report injury and damage status to Incident Commander according to site communications protocol.
- Continue to follow directives of Incident Commander.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- Determine whether site evacuation should be implemented. Use intercom to initiate EVACUATION. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the LCER CEO of school status.
- Notify emergency response personnel of any missing students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- Initiate DROP, COVER AND HOLD ON.
- If explosion occurred inside the school building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in an adjoining area, such as a wild land fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Determine if EVACUATION of school site is necessary.
- Contact local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact parents for OFF-SITE EVACUATION.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Notify the LCER CEO where the school has relocated and post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return.

Fire on School Grounds

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Sound the fire alarm to implement EVACUATION of the building.
- Immediately EVACUATE the school using the primary or alternate fire routes.
- Notify the Fire Department (call 911).
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify LCER CEO of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify parents for OFF-SITE EVACUATION.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- EVACUATE students from the building using primary or alternate fire routes. Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Issue STAND BY instruction. Determine if evacuation is required.
- Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue Off Site Evacuation instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the LCER CEO.
- Monitor AM radio weather station 960 for flood information.
- Notify LCER CEO of school status and action taken.
- Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- If warranted, EVACUATE students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to Principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure:

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and notify the Principal or designee immediately.
2. Upon notice of loss of utilities, the Principal or designee will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The Principal or designee will notify the appropriate utility company and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Principal or designee.
4. The Principal or designee will notify the Lewis Center CEO of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

A. Plan for a Loss of Water:

- Toilets: 5 gallon buckets with shower curtains in each classroom.
- Bottled Water will be delivered to classrooms as needed.

B. Plan for a Loss of Electricity:

- Emergency Light: Flashlight in each classroom.
- Generators are located on each campus.

C. Plan for a loss of Communication

- Telephone Service:
- Administrators carry cellular phones.

- Administrators and CSO's (proctors) carry radios.

Motor Vehicle Crash

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION which may include the use of buses or alternate transportation.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Notify LCER CEO.

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- EVACUATE students to a safe assembly area away from the crash scene. Take class roster/name tags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meet the emotional and psychological needs of students and staff.

Procedure:

- The School Administrator will establish the Psychological First Aid Team, which has the primary responsibility for providing necessary assistance after all types of crises.
- The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
- The Psychological First Aid Team will provide direct intervention services.
- If there is a need for additional assistance, the Principal or designee will notify the Apple Valley Unified School District Superintendent.
- The Psychological First Aid Team will advise and assist the Principal to restore regular school functions as efficiently and as quickly as possible.
- In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
- The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students; however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services. When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

SUICIDE PREVENTION, INTERVENTION AND POSTVENTION:

The AAE recognizes that youth suicide is a serious problem across the state of California, where an average of two young people under 25 die by suicide every week and as many as one out of five students have seriously considered suicide in the last year. The AAE recognizes that, as The California Strategic Plan on Suicide Prevention: Every Californian is Part of the Solution states, that a full range of strategies, starting from prevention and early intervention, should be targeted to Californians of all ages. The AAE believes that the school plays a unique and important role in the prevention of youth suicide in our community. These policies and procedures outline the AAE's approach to youth suicide prevention, intervention, and postvention. This policy shall be available to all staff and reviewed and updated at the beginning of each school year.

PREVENTION

The AAE recognizes that suicide prevention is most effective when students, staff, parents, and community members have adequate information about prevention. With this in mind, the following will be provided **annually depending on staff and family retention**:

FOR STAFF

Review of these policies and procedures before or near the beginning of the school year. Training for all teachers, school health staff, and other staff, including the following information:

- Background on the scope of the problem of youth suicide
- Information about the signs of stress and depression and where to send students for help
- Information on risk factors for suicide
- Information about signs of suicidal thinking
- Information about how to intervene when a student presents signs of suicidal thinking
- Access to written copies of this policy in hard copy in main office, intranet, school website, and student handbooks.
- The AAE will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at:

<http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with staff.

FOR STUDENTS

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include:

- the importance of safe and healthy choices and coping strategies,
- how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others,
- help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students. At least once per semester, (school support staff such as school counselors or health staff) will visit students in their classrooms to remind them of resources within the school. The AAE recognizes that it is not a safe practice to teach suicide prevention in assemblies or other large gatherings and that prevention education should be taught in classrooms or other small group settings.

FOR STUDENTS' FAMILIES

In partnership with the PTC and/or other parent/community organizations, an annual training including the following:

- Background on the scope of the problem of youth suicide
- Information about the signs of stress and depression and a parent's role in helping
- Information on risk factors for suicide
- Information about signs of suicidal thinking
- Information about parenting and communication strategies for suicide prevention
- Information about when and how to intervene when signs of suicidal thinking appear
- Resources in the school and community for families that need help
- Written information about suicide prevention will be included in the packet sent to students' families at the beginning of the school year.
- The AAE will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines.

INTERVENTION

From time to time, it will come to a staff member's attention that a student is experiencing a crisis that may include suicidal thinking or behavior. The following procedures will be observed when this occurs: Assessing the scope of the crisis and the risk of suicide. If the information comes directly from the student, expressed either verbally or through behavior, the staff member will obtain basic information from the student about the crisis. The staff member will then share this information verbally with a member of the student support team, in the presence of the student and with the student's participation whenever possible. Student Support Team includes: School Psychologist, School Counselor, Elementary, and Secondary Vice Principals.

If the information comes from another person such as a peer or a parent, the staff member will refer the situation to a student support team member, who will immediately schedule a meeting with the student. The support team member will further discuss the situation with the student to obtain information about the crisis and assess their needs. If the student reveals mental health concerns and/or suicidal ideation, the support team member will perform a suicide risk assessment using a recommended tool.

RESPONSE TO IDENTIFIED SCHOOL RISK:

If there is immediate risk of harm to the student's self or others (for example, a suicide attempt in progress) the support team member will contact the student's parent or guardian, as stated in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases, will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate. **The student must not be left alone while awaiting first responders.**

If there is high risk, the support team member must remain with the student and provide a safe, calming environment. The support team member will notify the student's guardian(s) that they should come to the school and will notify the building administrator. If the student's guardian(s) are unavailable or unable to come to the school: A student age 13 or older may independently consent for a range of mental health services (see below). If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact. If a responsible adult cannot be located within a reasonable amount of time, the student may be transported to the nearest ER for evaluation. With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The

guardian may instead choose to bring the child to the nearest hospital for evaluation. The building administrator must be notified if the student will be leaving school grounds.

If there is moderate risk, the support team member must remain with the student and provide a safe, calming environment. The student's guardian(s) will be contacted to come to the school before the end of the school day. In the event that the guardian(s) cannot be reached or are unsupportive: a student age 13 or older may independently consent for a range of mental health services (see below). If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact. With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest ER for evaluation. The building administrator must be notified if the student will be leaving school grounds. A student at moderate risk who is willing to commit in the presence of her or his guardian to staying safe until the next school day will create a safety plan. This process may be revisited at the beginning of the next school day and a new safety plan drafted.

If there is low risk, the support team member will work with the student to describe the situation to her or his guardian(s). The student will commit to staying safe until the next school day and will create a safety plan. This process may be revisited at the beginning of the next school day and a new safety plan drafted. If a student is remaining in school but has missed class time or the crisis is affecting their school performance, the support team member will discuss with the student and, if applicable, the student's guardian what should be shared with the student's teachers. This may include the nature of the crisis, accommodations made in the safety plan, and what support the student will need. This information should be shared with the student's teachers in a confidential manner that will not be seen or overheard by other students or staff.

OUT-OF-SCHOOL SUICIDE ATTEMPTS:

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will: Call the police and/or emergency medical services, such as 911. Inform the student's parent or guardian. Inform the school suicide prevention coordinator and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

RE-ENTRY:

If a student has missed one or more days of school because of a suicidal crisis (for example, because of inpatient hospitalization or emergency expulsion), the student's re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others. During the meeting, the team will discuss how to support the student in phasing back into normal school life. Depending on the student's situation, this could include accommodations such as beginning with a lighter course load or workload. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the Principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child. Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the Principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

The AAE recognizes that suicide is a crisis that affects the entire school community. In the event of a student's death by suicide, it is critical that the school's response be swift, consistent, and intended to protect the student body and community from suicide contagion.

Development and Implementation of an Action Plan:

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps: Verify the death. Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Assess the situation.

The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Share information.

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion.

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Initiate support services.

Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans.

The AAE recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include: A student-led suicide prevention initiative supervised by one or more faculty members; A donation or fundraiser for a local crisis service or mental health care provider, such as:

- Participation as a school in a local suicide awareness event;
- Hosting a suicide prevention or postvention training for students, staff, and/or families;
- Placing printed prevention resources in the school.

External Communication

The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- Keep the LCER suicide prevention coordinator and CEO informed of school actions relating to the death.
- Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should

also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Days After Postvention

Well after the loss of a student to suicide, the school will be mindful of anniversaries, such as the anniversary of the death, the student's birthday, the date the student would have graduated, etc. Students identified as at risk will receive extra support and observation during these times as well.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

Maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.

Provide list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify LCER CEO of situation and number of students and staff affected.

Confer with Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

Notify principal/site administrator.

Call the Poison Center Hotline 1-800-222-1222.

Administer first aid as directed by poison information center.

Seek additional medical attention as needed.

PREVENTATIVE MEASURES:

Keep poisonous materials in a locked and secure location.

Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.

Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training.

Tactical Responses to Criminal Incidents

Any portion of a comprehensive safety plan that addresses tactical responses to criminal incidents, 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 district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials. However, those portions of the comprehensive safety plan that include tactical responses to criminal incidents shall not be publicly disclosed. The LCER CEO or designee shall share the comprehensive safety plans and any updates to the plans with local law enforcement, the local fire department, and other first responder entities. (Education Code 32281)

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.

3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of emergency.
4. The Emergency Response Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the Principal or designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate.

Emergency Evacuation Map

Academy for Academic Excellence School Site Council
 Regular Meeting Minutes
 Monday, January 23, 2023

1. Call to Order — Susan Ellis, at 3:35 p.m.

2. Roll Call

First Name	Last Name	Representing	Start Term	End Term	Attendance
Chet	Richards	Principal	11/7/2018		Present
Mary	LaRocque	Teacher	10/17/2022	10/17/2025	Present
Linda	Robsamh	Teacher	10/17/2022	10/17/2025	Present
Erin	Atkinson	Teacher	9/23/2021	6/9/2023	Present
Mary	Dumont	TOA	9/23/2021	6/9/2023	Present
Joyce	Anfenson	Parent	9/23/2021	6/9/2023	Present
Susan	Ellis	Parent	9/23/2021	6/9/2023	Present
Thomas	Ripley	Parent	9/23/2021	6/9/2023	Absent
Alejandro	Aguirre	Student	9/23/2021	6/9/2023	Present
Tyler	Izadi	Student	9-23-2021	6/9/2023	Present

3. Public Comments: None

4. School Site Council Business

a. Approval of minutes from 10/17/22 meeting

Motion to approve minutes — Joyce Anfenson; Second – Linda Robsamh

All in favor 9/9, opposed 0/9 - Motion carried

5. Approval of Comprehensive Safety Plan

Motion to approve— Tyler Izadi; Second — Alejandro Aguirre

All in favor 9/9, opposed 0/9 — Motion carried

6. Updates:

a) Shade Structures

b) TOA Position

c) SEL Counselor

7. Meeting Adjourned

Meeting was adjourned at 3:56 pm by Susan Ellis

The next meeting will be scheduled for February 27, 2023 at 3:30pm.

Respectfully Submitted,
Mary Dumont

**Lewis Center for Educational Research
Academy for Academic Excellence**

School Site Council Meeting
Gym Conf. Room

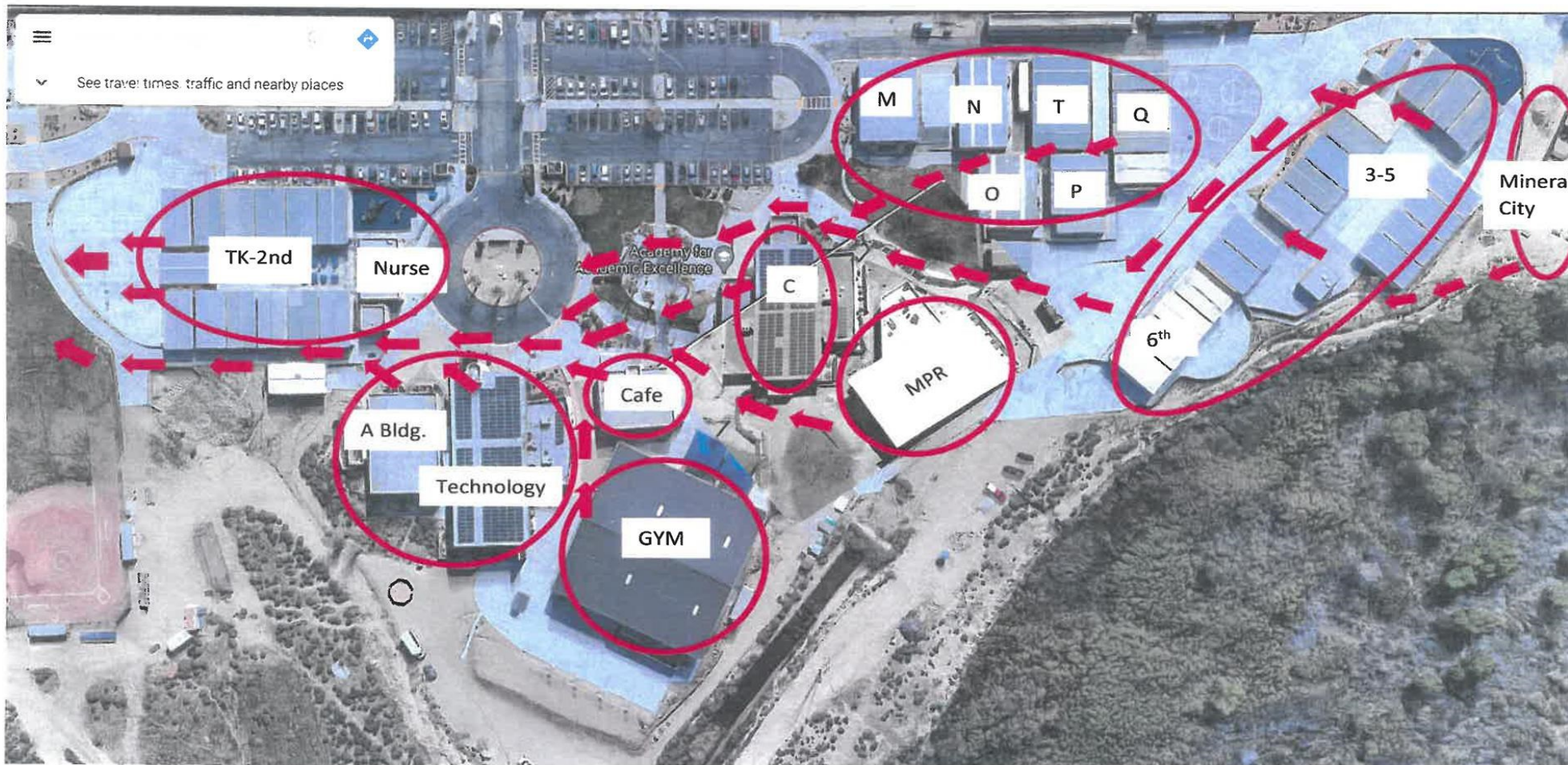


Jan. 23, 2023: 3:30 - 4:45

Agenda

Item	Description/Actions	Action Requested of SSC Members
1. Call to Order	Susan Ellis, Chairperson	
2. Roll Call Members: Susan Ellis - Chairperson Chet Richards - Principal Valli Andreasen - TOA Joyce Anfenson - Vice Chair Mary Dumont - Secretary Erin Atkisson - Teacher Mary LaRocque - Teacher Linda Robsahm - Teacher Thomas Ripley - Parent Alejandro Aguirre - Student Tyler Izadi - Student	Susan Ellis, Chairperson	
3. Public Comment	Open	
4. SSC Business Approval of Minutes	Susan Ellis, Chairperson	Approval of 10/17 Minutes
5. Approval of the Comprehensive School Safety Plan for AAE	Chet Richards, Principal	
6. Updates a. Shade structures b. TOA position c. SEL Counselor		

Next Scheduled SSC Meeting: 2/27/23
A 101; 3:30 - 4:45
Date Posted: January 20th, 2022
(72 hours before meeting)



**Lewis Center for Educational Research Board
Agenda Item Cover Sheet**

Date of meeting: February 6, 2023

Title: NSLA Comprehensive School Safety Plan

Presentation: _____ Consent: X Action: _____ Discussion: _____ Information: _____

Background:

The development of a comprehensive school safety plan is mandated by California Education Code 32281. This mandate, which was established by Senate Bill 187, states that each school's Site Council, and a Safety Planning Committee authorized by the Site Council, shall develop a "safety plan" relevant to the needs and resources of the school. "Safety", in terms of these plans includes aspects of social, emotional, AND physical safety for both youth and adults at LCER schools. In order to improve the community's knowledge of what school sites are doing regarding these areas of "safety", the plans are shared annually with the SSC, school personnel and other school community members. The CSSP is also published on the school websites.

*SBCUSD Contact- Isac Brazfield and Eric Vetere, Safety/Emergency Manager. 909-381-1192
Signature is Pending Review*

*San Bernardino County Fire Department Office of the Fire Marshall- Shelly Beach, Assistant Fire Marshall. 909-386-8400
Signature is Pending Review*

Fiscal Implications (if any):

None

Impact on Mission, Vision or Goals (if any):

The comprehensive safety plan supports the LCER mission of creating a safe, innovative, and culturally inclusive environment.

Recommendation:

Approve the 2023-2024 NSLA Comprehensive School Safety Plans for NSLA.

Submitted by:




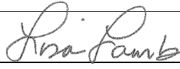
Victor Uribe, NSLA Principal

Comprehensive School Safety Plan

2023-24 School Year

School: Norton Science and Language Academy
CDS Code: 36-10363-0115808
District: Norton Science & Language Academy
Address: 230 S. Waterman Ave.
 San Bernardino
Date of Adoption: February 6, 2023
Date of Update: October 3, 2022
Date of Review:
 - **with Staff** July 26, 2022; August 1-2, 2022; August 31, 2022; September 12, 2022; October 2022;
 November 2022
 - **with Law Enforcement** July 2022
 - **with Fire Authority** Pending Review

Approved by:

Name	Title	Signature	Date
Victor Uribe	School Principal		January 23, 2022
Erika Agosto	School Safety Planning Committee Representative		January 23, 2022
Corbin Lee	School Site Council Representative		January 23, 2022
Lisa Lamb/CEO	Lewis Center CEO		January 24, 2023
Isac Brazfield	SBCUSD School Police	review pending	

Name	Title	Signature	Date
	Fire department Representative	REVIEW pending	

Table of Contents

Comprehensive School Safety Plan Purpose.....	5
Safety Plan Vision.....	5
Components of the Comprehensive School Safety Plan (EC 32281).....	6
(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166).....	6
(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100).....	8
(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines.....	8
(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079).....	9
(E) Sexual Harassment Policies (EC 212.6 [b]).....	10
(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183).....	11
(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2).....	11
(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2).....	12
(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5).....	13
(J) Hate Crime Reporting Procedures and Policies.....	16
Procedures for Preventing Acts of Bullying and Cyber-bullying.....	16
Safety Plan Review, Evaluation and Amendment Procedures.....	17
Safety Plan Appendices.....	18
Emergency Contact Numbers.....	19
Safety Plan Review, Evaluation and Amendment Procedures.....	20
Norton Science and Language Academy Incident Command System.....	21
Incident Command Team Responsibilities.....	23
Emergency Response Guidelines.....	26
Step One: Identify the Type of Emergency.....	26
Step Two: Identify the Level of Emergency.....	26
Step Three: Determine the Immediate Response Action.....	26
Step Four: Communicate the Appropriate Response Action.....	26
Types of Emergencies & Specific Procedures.....	27
Aircraft Crash.....	27
Animal Disturbance.....	27

Armed Assault on Campus	27
Biological or Chemical Release.....	29
Bomb Threat/ Threat Of violence	30
Bus Disaster.....	31
Disorderly Conduct	32
Earthquake.....	32
Explosion or Risk Of Explosion	33
Fire in Surrounding Area	33
Fire on School Grounds	33
Flooding	34
Loss or Failure Of Utilities	34
Motor Vehicle Crash	34
Psychological Trauma.....	36
Suspected Contamination of Food or Water	42
Tactical Responses to Criminal Incidents	42
Unlawful Demonstration or Walkout.....	42
Emergency Evacuation Map.....	44

Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools operating any kindergarten and any grades 1 to 12, inclusive, to write and develop a school safety plan relevant to the needs and resources of that particular school.

In 2004, the Legislature and Governor recast and renumbered the Comprehensive School Safety Plan provisions in SB 719 and AB 115. It is the intent of the Legislature in enacting the provisions to support California public schools as they develop their mandated comprehensive safety plans that are the result of a systematic planning process, that include strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on school campuses.

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation.

Comprehensive School Safety Plans are required under SB 719 & AB 115 and contains the following elements:

Assessment of school crime committed on school campuses and at school-related functions

- Child abuse reporting procedures
- Disaster procedures
- Suspension and expulsion policies
- Procedures to notify teachers of dangerous pupils
- Discrimination and harassment policies
- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures

The Comprehensive School Safety Plan will be reviewed and updated by March 1st every year. In July of every year, the school will report on the status of its school safety plan including a description of its key elements in the annual school accountability report card.

A copy of the Comprehensive School Safety Plan is available for review at Norton Science and Language Academy.

Safety Plan Vision

Norton Science and Language Academy has developed this Comprehensive School Safety Plan (CSSP) to ensure a safe learning environment and site-based emergency preparedness for all students, faculty, and staff. The CSSP is intended to ensure compliance with State and Federal school safety program regulations.

Norton Science and Language Academy shall have a Board Approved Safety Plan to deal with natural and manmade disasters. NSLA Safety Plan acts as the umbrella, which encompasses all NSLA personnel, property, and actions during an emergency situation. Its purpose shall be to inform NSLA personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This NSLA Safety Plan shall be reviewed annually and updated as needed. (1/30/22)

Components of the Comprehensive School Safety Plan (EC 32281)

Norton Science and Language Academy Safety Committee

Erika Agosto, Assistant Principal; Victor Uribe, Principal; Teresa Monroy, Lead CSO

Assessment of School Safety

A school safety assessment was completed in August 2022 by LCER Administrative staff, Norton Administrative staff, & SB Police Dept. as an all campus walk-through

School safety assessments take place as an agenda item in each of the following meetings: SSC, "Cafecito" with the Principal, Quarterly Safety Committee Meetings, & All-Staff Meetings

School safety assessments include monthly/quarterly/yearly reviews of:

- Student Behavior Incident Reports
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)

SB 1626 Training for CSOs and Admin. staff

Monthly Safety Drills

Manned entrance kiosk

Security cameras

Supervision during all unstructured time (recess, passing periods, etc.)

MOU with SBCUSD School Police

StopIT Reporting App

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)

Child abuse or neglect includes the following:

- A physical injury or death inflicted by other than accidental means on a child by another person
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect of a child as defined in Penal Code 11165.2
- Willful harming or injuring of a child or the endangering 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

Child abuse or neglect does not include:

- A mutual affray between minors
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
- An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning
 - An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student
 - Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student.

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; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program.

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.

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.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at 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.

Any person shall notify a peace officer if he/she 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, where the victim is a child under age 14.

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

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.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. 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.

Reporting Procedures

It is the policy of NSLA that child custodians immediately report known or suspected child abuse by telephone to the Director, San Bernardino County CWS Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724, 909-350-4949, 909-422-3266 nights, www.co.san-bernardino.ca.us) Suspected sexual assault should be reported to Child Protective Services when a family member is the suspect; all other suspected sexual assaults should be reported directly to the respective law enforcement agency.

If someone other than the child care custodian makes the call to the respective protective agency, the child care custodian who first suspected child abuse or sexual assault is legally responsible for ensuring that the call was actually made.

Even during extended closures due to pandemics or other emergencies, we still encourage our staff to report any suspected child abuse.

Notify and request, if needed, the assistance of the Lewis Center for Educational Research Administrative staff or designee for non-investigative purposes only. The telephone report must be made immediately, or as practically possible, upon suspicion. The report will include:

- a. The name of the person making the report
- b. The name of the child.
- c. The present location of the child.
- d. The nature and extent of any injury.
- e. Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect child abuse.

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

1. Within 36 hours of making the telephone report, the mandated reporter shall complete and mail to the local protective agency a written report.

2. Employees reporting child abuse to a child protective agency are encouraged, but not required, to notify the site administrator or designee as soon as possible after the initial verbal report by telephone. When so notified, the site administrator shall forward the information to the Lewis Center for Educational Research Administrative Office.

Administrators notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with the law and the Lewis Center for Educational Research regulations. At the mandated reporter's request, the site administrator may assist in completing and filing the forms and in working with any responding law enforcement official.

If the mandated reporter does not disclose his or her identity to a Lewis Center for Educational Research Administrator, a copy of the written report should be provided to the Lewis Center for Educational Research Administration without his or her signature or name.

(B) Disaster Procedures (EC 35295-35297; GC 8607 and 3100)

Disaster Plan (See Appendix C-F)

The Standardized Emergency Management System (SEMS) provides the model for all levels of emergency operations—local, regional and statewide. During a disaster the SEMS serves as an "incident command system" (ICS) with a manager (the "incident commander") to coordinate leaders in each of four areas—operations, planning/intelligence, logistics and finance/administration—through a definite chain of command. The ICS is set up in an Emergency Operations Center, where the leaders of each unit can be present at a single site in order to quickly facilitate communication and coordinate the response.

The NSLA disaster preparedness plan shall be available to staff, students and the public in the office of the CEO and in the office of each principal. Individual school site disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with their site plan.

The school principal is authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

A principal may implement one or more of these emergency actions in coping with a disaster. Maintenance personnel are assigned as liaisons between Incident Command and the school in the event phones are inoperative.

During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care. There shall be NO EXCEPTIONS to this policy.

The dismissal of children from the school shall be governed by emergency procedures. However, this procedure does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

Public Agency Use of School Buildings for Emergency Shelters

NSLA will be used as a public shelter only when other resources are unavailable.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

NSLA has developed and maintains a current and comprehensive set of student expectations and discipline policies. Together, NSLA students, parents, and staff exemplify the highest standards of behavior and work ethics to ensure continued excellence. The student expectations and policies are clearly delineated in the NSLA Parent-Student Handbook. These expectations and policies address: dress code, attendance, respect for school authority, substance abuse, school violence, safety, work habits, and respectful interactions with others. Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at NSLA. In creating this policy, NSLA has reviewed Education Code Section 48900 et seq. which describes the list of offenses that may be subject to suspension and/or expulsion. The language that follows closely mirrors the language of Education Code Section 48900 et seq. NSLA is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the NSLA's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. NSLA staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

NSLA administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available upon request at the NSLA Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom NSLA has a basis of knowledge of a suspected disability pursuant to the Individuals with IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. NSLA will follow all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by NSLA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, NSLA shall utilize the same hearing procedures specified for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until NSLA issues a final decision. As used herein, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated.

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)

In order to fulfill the requirements of Education Code 49079, teachers will be notified of the reason(s) a student has been suspended. NSLA has incorporated this notification into the existing Student Information System. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is confidential.

(E) Sexual Harassment Policies (EC 212.6 [b])

LCER Board desires to provide LCER employees with a working environment that is free of unlawful harassment. In order to achieve this, LCER Board prohibits sexual harassment and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, creed, color, gender, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or other basis protected by federal, state, local law, ordinance or regulation. LCER will not condone or tolerate harassment or sexual harassment in the workplace of any type by any employee, independent contractor or other person with which the school does business with.

This policy applies to all employee actions and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. LCER shall not tolerate retaliatory action or behavior against a LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual, or who files a complaint or who participates in an investigation. For the purposes of this policy, LCER employees shall include applicants for employment in LCER.

Sexual Harassment:

In accordance with existing policy, discrimination on the basis of gender in education institutions is prohibited. All persons, regardless of the gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by LCER. LCER is committed to provide a workplace free of unlawful sexual harassment and considers such harassment to be a major offense. Any LCER employee who permits, engages in or participates in sexual harassment of another LCER employee, student, or any other person that the school does business with, shall be in violation of this policy and is subject to disciplinary action, up to and including dismissal.

Each Principal and supervisor is responsible for maintaining an educational and work environment free of sexual harassment. All supervisors of staff will receive sexual harassment and harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment and harassment training and/or instruction concerning unlawful harassment in the workplace as required by law. A supervisor, Principal or LCER administrator other than the CEO, who receives a harassment complaint, shall promptly notify the CEO or designee.

Each employee has the responsibility to maintain a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Employees and students are expected to act in a positive and professional manner and to contribute to a productive school environment that is free from harassing or disruptive activity. Any employee who believes that he/she has been unlawfully harassed or who has knowledge of any instance of harassment by another employee or a student, shall immediately contact his/her supervisor, Principal, Human Resources, CEO or designee, or other LCER administrator, to obtain procedures for reporting a complaint. However, an employee may bypass his/her supervisor in registering a complaint where the supervisor is the alleged perpetrator of the harassment. Employees who witness harassment and do not report it may be subject to disciplinary action up to and including dismissal. Employee complaints of unlawful harassment shall be filed in accordance with AR 1312.1 - Complaints Concerning LCER Personnel.

Prohibited unlawful harassment includes, but is not limited to, the following behavior:

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

Prohibited sexual harassment includes, but is not limited to, the following behavior:

- Unwelcome sexual advances
- Requests for sexual favors or other verbal, visual or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting

Employees may also direct their complaints to the California Department of Fair Employment and Housing (“DFEH”), which has authority to conduct investigation of the facts. The deadline for filing complaints with the DFEH is one year from the date of the alleged unlawful conduct. If the DFEH believes a complaint is valid and settlement efforts fail, the DFEH may seek an administrative hearing before the California Fair Employment and Housing Commission (“FEHC”) or file a lawsuit in court. Both the FEHC and the courts have authority to award monetary and non-monetary relief in meritorious cases. Employees can contact the nearest DFEH office or the FEHC by checking the State Government listings in the local telephone directory.

All employees shall cooperate with any investigation of an alleged act of unlawful harassment conducted by LCER or by an appropriate state or federal agency. Retaliatory behavior or threats of retaliation against any complainant or any participant in the complaint or investigative process is prohibited.

The CEO or designee shall take all actions necessary to ensure the prevention, investigation and correction of unlawful harassment, including but not limited to:

- Providing periodic training to all staff regarding LCER's unlawful harassment policy, particularly the procedures for registering complaints and employees' duty in availing themselves of the complaint procedure in order to avoid harm
- Publicizing and disseminating LCER's unlawful harassment policy to staff
- Ensuring prompt, thorough and fair investigation of complaints in a way that respects the privacy of all parties concerned, to the extent necessary
- Taking timely and appropriate corrective/remedial actions after completion of investigation. This may require subsequent monitoring of developments

We continue to encourage all of our staff members to report any cases of Sexual Harassment.

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)

In cooperation with teachers, students and parents/guardians, the principal or designee (s) shall establish school rules governing student dress and grooming which are consistent with law and administrative regulations. NSLA's school dress code is regularly reviewed. NSLA has chosen a uniform dress code for students to follow whenever on campus which may not be altered in any way and must be worn properly.

Gang-affiliated clothing is prohibited.

The administration reserves the right to determine and update the dress code based on current trends.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)

Procedures for safe ingress and egress of students, parents, staff, and visitors is provided through the handbook, orientations, assemblies, and social media. Parent/Guardians are informed of procedures for student drop-off and pick-up and given frequent reminders about traffic and campus safety. CSO's (Campus Safety Officers) and Administration assist families in crossing at designated places within the school boundaries. NSLA does not provide student transportation to and from school. Our families are informed of these procedures from the start.

The NSLA is a closed campus. Students are not permitted in unauthorized areas or to leave campus from the time they arrive on campus until the time they complete their last scheduled class. Students will not be permitted to return to campus after their last scheduled class unless it is for a school function or with prior approval from the school administration. Leaving the campus without prior approval from the school official for any reason is a violation of this closed campus policy and is subject to disciplinary consequences.

Procedures for campus visitors and volunteers, are outlined in the Parent-Student Handbook. Campus visitors are required to check-in with school personnel in the main office. Office staff will verify pre-approval of campus visitor and provide visitors with appropriate identification. Upon verification, visitor will be issued a visitor badge and be required to sign in and out during the visit. School volunteers are required to fill out a volunteer application. Upon clearance from Human Resources, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers are required to check in with school personnel and sign in and out upon each visit.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)

Component:

School and Classroom Safety

Element:

Creating and maintaining a clean and safe school environment

Opportunity for Improvement:

During the 2022-2023 school year, lunch areas, restrooms and classrooms will be well-maintained and litter free as evidenced by facilities evaluations, Campus Safety Officers, and administrator evaluations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Create "pride of ownership" in students	HR Lessons re: lunchtime, passing period, and other unsupervised time expectations	Administrative Staff, Campus Security, Counseling Team, ASB, School Ambassadors, Teachers	Asst. Principals	Walk-throughs, anecdotal data from CSOs, Behavioral data (lunch detentions for littering, excessive mess, etc.)
Create and implement recycling program	HR Lessons re: importance of recycling and a greener environment	Burrtec Waste Disposal Co., Facilities Dept.,	Facilities Director, ASB Director	Recycling funds collected, walk-throughs

Component:

A safe social emotional learning environment will be established and maintained at NSLA.

Element:

School Climate

Opportunity for Improvement:

To empower students to show respect, make good decisions, and solve problems.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be able to identify the three school standards for student behavior by the end of 2022 - 2023 school year	Teachers to honor students who demonstrate any of the three standards and other positive behaviors.	Special meetings	AP's	Positive phone calls made home each month
Increase student demonstration of Growth Mindset	Continue to students about Growth Mindset through daily messages and in class instruction	Growth mindset book by Carol Dweck	Administrative Leadership Team	student climate surveys, SEL survey data, attendance and discipline data
Increase opportunities for student leadership	Continue development of a strong student council program	Leadership curriculum	ASB Advisor	student rosters
Empower students to report dangerous and bully like behaviors/character counts	Utilize the anonymous reporting box for students to turn in information. Inform students during class meetings/assemblies about options for reporting.	Funding and training for school and community awareness Anonymous reporting boxes StopIt App	Counselor, Administration	Participation in Kindness week and monthly character count presentations
Character building and strengthening of school climate	creating events such as: spirit week, leadership day, kindness week, etc.	funded by ASB	School Counselors	student participation, student climate surveys, SEL survey data, attendance and discipline data.
Create Sensory Room for staff and student use	purchase furniture, create sensory room schedule		Coordinators, SpEd. Director, Psychologist, Counselors	Sensory Room sign-in sheets

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)

Norton Science and Language Academy Student Conduct Code

Policies and procedures for student behavior and conduct will be developed by a site team and aligned to educational code and Lewis Center for Educational Research board policies on student conduct. The policies and procedures will also be written in the parent-student handbook.

Conduct Code Procedures

The faculty and staff at NSLA believe that a well-disciplined student body is essential for academic success.

To achieve this goal, the school has adopted a common set of beliefs based on the Love & Logic© Principles, regarding discipline at the NSLA.

This set of core beliefs, agreed upon by NSLA staff, will be adhered to when dealing with issues and concerns:

- We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.
- We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
- We believe that students should be given opportunities to make decisions and live with the consequences be they good or bad.

- We believe that the adult’s emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students “pay” for past misdeeds.
- We believe that school issues should be handled by school personnel and that violations of criminal law should be handled by the authorities.
- We believe that misbehavior should be handled with natural or logical consequences instead of punishment, whenever possible.
- We believe that students should see a reasonable connection between their actions and the consequences that follow.

Each student is a unique individual with unique personal, social and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the students and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequence.

BEHAVIOR CODE:

Students are free to make their own choices as long as it doesn't create a problem for anyone else. In maintaining a safe and orderly educational environment, the following are some guidelines that staff and administration expect of students who attend NSLA:

1) NSLA 3 PERSONAL STANDARDS:

- Show respect, make good decisions and solve problems.

2) Your actions, dress, words, and possessions may not cause a problem for anyone else. Problem actions include, but are not limited to:

- Use of inappropriate language
- Disrupting the learning of other students
- Touching, pushing, shoving, or hitting another student
- Not following a teacher or another adult’s request/instructions
- Playing in the restrooms
- Chewing gum
- Littering and not keeping our campus clean
- Arriving at school late
- Not being prepared for class or not completing your homework
- Leaving the campus area
- Bringing electronic items to school.
- Not following the NSLA Dress Code

- 3) Students will be guided and expected to solve their problems without causing a problem for anyone else. If students are not able to or choose not to solve their problem, the teacher, staff, and/or principal will set the consequence depending on the situation and the person involved. Staff members will use their best judgment based upon the information they have at the time.
- 4) If students and/or parents feel that the consequences appear not to be fair, they may request a “due process” hearing. A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question. In the event that this discussion provides additional information that sheds a different light on the situation, or shows the consequence to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

Students continue to be encouraged to follow the 3 personal standards all the time.

The Recovery Process

Based on the behavior and responses by students, NSLA will be implementing the Pyramid of Short-Term Recovery Settings school-wide in order to preserve safety and optimal learning for all. This tool is not intended to be punitive or humiliating. Each alternative setting merely represents a place where a student can go temporarily with the goal of eliminating the disruption—so that the teacher can continue teaching. As one moves up the pyramid, the setting becomes more restrictive. When in the “recovery zone” the student is supervised but receives minimal attention. They will not be asked to do work during that time or receive counseling—the counseling and support will come later.

When the student is in the Recovery Zone, they should stay just long enough to get calmed down and be able to return to the learning in their classroom. In most cases, the student makes the decision when they are ready to return to their regular classroom.

“Recovery”

At Home

“Recovery Area”

Sensory Room

“Recovery”

In Another Classroom

“Recovery”

In Another Spot in the Classroom

Classroom Discipline Plans

Each teacher will create an approach to managing discipline in their own classroom using the theories and strategies of Love and Logic© and other tools. NSLA has adopted a common set of beliefs based on the Love & Logic© Principles, regarding discipline. This set of core beliefs will be adhered to when dealing with issues and concerns in the classroom.

Love and Logic©

“There will never be enough consequences to motivate tough kids to learn and to behave if we are not first developing positive relationships. And without positive teacher-student relationships, no discipline plan will work.”

Four Basic Principles of Love and Logic©

- 1) Share the control
- 2) Share the thinking
- 3) Balance consequences with empathy
- 4) Maintain self-concept

Love and Logic Basic Rules

1. Use enforceable limits
2. Provide choices within limits
3. Apply consequences with empathy

Use of Physical Force

The only times any school employee may physically restrain a student are:

1. The student is a danger to him/herself or others
2. There is a danger to property

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the school protects the right of every student to be free from hate-motivated behavior and promotes 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 district 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 efficient use of district and community resources. The district 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 CEO or designee shall ensure that staff receives 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 or designee. Upon receiving such a complaint, the Principal/designee shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures.

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

To the extent possible, school strategies focus on the prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students and families are informed, through the parent/student handbook and other appropriate means, of school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

NSLA has developed a Bullying Prevention & Intervention Plan in consultation with teachers, school staff, professional support personnel, administrators, community representatives, local law enforcement agencies, students, parents, and guardians. The Bullying Prevention and Intervention Plan is reviewed and monitored by the Safety Committee.

School leaders, with input from families and staff, will assess the adequacy of current programs; review current policies and procedures; review available data on bullying, cyber bullying and behavioral incidents; and assess available resources including curricula, training programs, bullying assemblies and behavioral health services. At least once every two years, LCER will administer a student survey to assess school climate and prevalence, nature, and severity of bullying in our school. Additionally, the LCER will annually report bullying incident data to the Board.

Safety Plan Review, Evaluation and Amendment Procedures

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by NSLA's School Safety Committee and presented to the School Site Council for site approval. The plan is submitted to the Lewis Center Board of Education for organizational approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

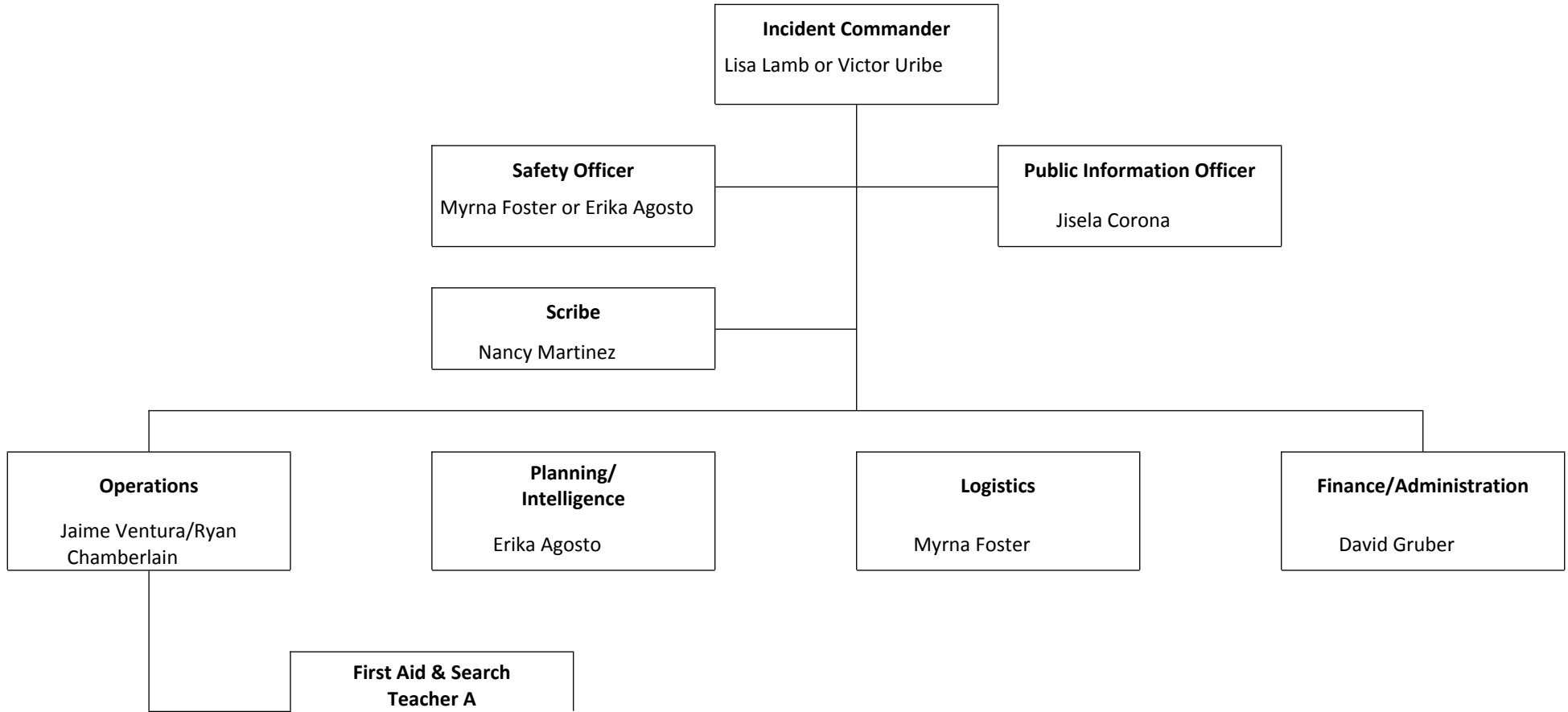
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	American Medical Response	800-474-1777	
Law Enforcement/Fire/Paramedic	San Bernardino Police Department	909-383-5311	
Law Enforcement/Fire/Paramedic	San Bernardino Fire Department	909-884-7248	
School District	SBCUSD	909-388-6130	
Local Hospitals	Community Hospital of San Bernardino	909-887-6333	
Local Hospitals	Saint Bernardine Medical	909-883-8711	
Local Hospitals	Arrowhead Regional Medical Center	909-580-1000	
Public Utilities	Edison	800-990-7788	
Public Utilities	Access Security	877-482-7324	
American National Red Cross	American Red Cross	909-888-1481	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Police Walk-through & Safety Consult	October 2022	Conducted an audit of the facilities from a safety perspective with San Bernardino Sheriff's Department.
SBCUSD SRO Garcia (A.M. Duty) School tour and safety review	October 2022	NSLA admin met with SBCUSD school police to develop an MOU for the 2022-2023 school year.
SBCUSD SRO Latimore (P.M. Duty) School tour and safety review	November 2022	NSLA admin met with SBCUSD school police to develop an MOU for the 2022-2023 school year.
All-staff Safety Review	August 1, 2022	Training provided by LCER RN for blood-borne pathogens, AED, epipen administration. Training provided by LCER Psychologists on mental health resources and suicide prevention.
Back To School Night Parent Review	August 11, 2022	New and revised safety protocols presented to elementary and secondary parents for 2022-2023 school year.
Board Meeting Safety Review of EMS System	September 12, 2022	The new Emergency Management System that will be adopted by LCER schools was presented in the regularly scheduled board meeting.
School Site Council Plan Review	October 4, 2022	The CSSP was first presented to SSC in September. The approval was given in the October meeting. The meeting agenda and minutes are attached.
NSLA Active Shooter Training	August 31, 2022	NSLA classified and certificated staff participated in active shooter training provided by San Bernardino Sheriff's Department.
Title IX Training	September 28, 2022	LCER managers attended annual Title IX and Sexual Harassment training to inform practice and policy updates as needed.
Lewis Center Parent Safety Forum	July 26, 2022	CEO and principals held a virtual open parent forum for all families to discuss safety measures and safety plans for both campuses. These forums were offered in Spanish and English.

Norton Science and Language Academy Incident Command System



First Aide Team: Angélica Ramos*, Julianna Teran, Daisy Mejía, Rodolfo Remigio, Eunise Rubio, Lilia Avila.
Search and Rescue Team: Jeovanni de Reza*, Stephanie Deininger, Esmeralda Gabriel, Yvette Fregoso, Dominic Chavira, Teresa Monroy, Leticia Hurtado, Andre Humphrey and Carolina Torres.

**Student Release & Accountability
TeacherB**

Request Gate Team: Annalee Carrillo*, Sophia Martínez, Brenda Cornejo, Angela Rodriguez.
Reunion Gate Team: Elvira Regalado*, Myrna Foster, Alicia Belman, and Maria Funaki
(RUNNERS) Sepulveda, Jessica, IA (Cindy Zambrano),

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities.

The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information officer, the Safety Coordinator and the Agency Liaison.

The Incident Commander also directs the activities of all other teams.

Other than Student Assembly Team Members, all other personnel will report in with the Incident Command before reporting to their assigned post. Once the Student Assembly Team submits their reports to the Incident Command, there should be an account of all personnel.

The actual location of the Incident Command needs to be flexible, depending upon the situation.

Ex #1: If it is reported that an intruder is on campus, then the IC location will be wherever the Principal is located on campus. No one is to leave their location until officially told to do so.

Ex #2: In the case of an earthquake, the initial location has been determined to be on the athletic field.

Roles and Responsibilities

Incident Commander

The Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodic assessing the situation
- Directing the Incident Command Team and all other emergency teams
- Determining the need for, and requesting, outside assistance
- Periodically communicating with the LCER CEO (Lisa Lamb)

Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the LCER in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media
- Preparing statements for dissemination to the public
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Officer

The Safety Officer is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Officer may include:

- Periodically checking with the Incident Commander for situation briefings and updates
- Monitoring drills, exercises and emergency response activities for safety
- Identifying safety hazards
- Ensuring that responders use appropriate safety equipment

Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander
- Briefing agency representatives on current situation, priorities and planned actions
- Ensuring coordination of efforts by periodically keeping Incident commander informed of agencies action plans and providing periodic updates to agency representatives as necessary.

Team Supplies and Equipment

- Copy of the school's Emergency procedures
- Campus map
- Master Keys
- Copies of staff and student rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid Kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large Campus Map

Team Assembly Location

- Report to the Incident Command Post by the secondary school basketball courts.

Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

Finance & Administration

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Determining the type of emergency will assist the commander/administrator in making the appropriate decisions to keep the campus safe. The response to a fire is drastically different than responding to an active shooter. The type of emergency may lead to evacuation, shelter-in-place, or lockdown as well as which agency to contact.

Step Two: Identify the Level of Emergency

Determining the size and immediacy of the emergency will determine the level. The site leader will determine if it is a classroom only, building only, area only (i.e. playground), whole school, neighborhood, or city-wide emergency.

Step Three: Determine the Immediate Response Action

With safety of students, staff and visitors at the forefront, site administrators/commander will determine immediate response based on site protocols. Please reference sections about: fire, earthquake, active shooter, bomb threat, gas leak, and utility leak or damage, etc

Step Four: Communicate the Appropriate Response Action

Administrators/Commander will communicate to the necessary emergency responders via phone, preferably a land line phone.

Administrators/Commander will utilize a variety of communication tools to notify staff and emergency participants such as:

- Bell system
- Phone intercom system
- School email

In addition, the Administrator/Commander will communicate with Lewis Center and outside stakeholder personnel via:

- Phone
- Email
- Text messaging

Lastly, a community communication plan will be created to notify families of incident, pick-up procedures, or next steps through one or several methods:

- Infinite Campus Messenger
- Letter
- School messenger call out/email
- Postings on website and all social media accounts

Types of Emergencies & Specific Procedures

Aircraft Crash

Emergency response will depend on the size of the airplane, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Animal Disturbance

Implement this procedure when any animal threatens the safety of the students and staff at NSLA.

IN THE EVENT OF AN ANIMAL DISTURBANCE STAFF ACTIONS:

Alert Site Administrator

If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students inside.

If the animal is inside, EVACUATE students to a sheltered area away from the animal.

Armed Assault on Campus

ARMED ASSAULT ON CAMPUS/ACTIVE SHOOTER

Immediate response to a rapidly changing incident such as an active shooter is critical. In most cases, initiate LOCKDOWN procedures to isolate students and staff from danger or send them to a secure area. Safety and survival must always be the foremost consideration.

STAFF ACTIONS:

If you see a person walking onto campus with a weapon, call 911 immediately, and then alert the Site Administrator or campus security.

If you have reason to believe there is a threat of violence on campus, but have not directly witnessed it, alert the Site Administrator or campus security immediately

Follow procedures for lockdown or evacuation as directed or as necessary

Plan for students "locked-out"

STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:

Follow procedures for EVACUATION as directed by law enforcement and/or site administrator

The Reunion GateTeam will follow procedures to oversee reunification of students with parents or authorized adults

If necessary the First Aide Team will work with local authorities to ensure injured students and staff members receive medical attention, particularly those with minor injuries.

Staff assigned specific Incident Command roles will follow directives of immediate ICS supervisor

All staff will participate in staff debriefings.

Lockdowns:

- Lockdown
- Shelter in place

(Lockdown)

Use: This will be used in the event of a violent intruder or a situation that requires the immediate safety of our students.

Signal: Audible voice over the intercom. This signal will override any existing conditions such as a fire alarm or regular bell schedule.

“Your attention, please, we are experiencing an emergency situation and need to lockdown the school immediately.

Teacher, lock your doors and keep students inside until further notice: students or staff are to return to the nearest classroom or office.”

If we fear for lives, ignore all alarms and bells unless advised otherwise.

Responsibilities:

- Teachers will:
- Get outside students to a close, secure area.
- Immediately secure classroom door and windows – lock or/and barricade.
- Reduce visibility.
- Close any blinds available.

- Turn off lights.
- Instruct students to quietly get on the floor in a non-visible location away from windows and doors, against interior walls and under the cover of desks and tables.
- Take a head count of students and obtain names of those present.
- Use discretion regarding cell phone use (advise students to set on vibrate). Overuse will jam the cell towers.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Move your class to a far area of the field away from the threat of harm. As they move, have students walk/run in a “zigzag” pattern rather than in a straight line (to be used in the case of possible gunfire).
- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
- If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom or drop and cover.

- Students will:

o Immediately get to the floor and to a non-visible location.

o Remain silent.

o Await instructions from teacher.

- Move away from windows and doors.

- Administration will:

o Communicate as necessary via email, phone etc.

o Establish communication with law enforcement including a set of keys.

o Establish an Incident Command Center (ICC).

o Employ communications and reunification procedures.

o Notify district and media.

o Prepare materials for emergency response personnel.

- Other staff (maintenance, CSO's, Office, etc.)

o Remain calm

o You will need to decide whether to call 911 or Admin first.

o Call on a landline if possible, be prepared to give details

o Call the San Bernardino County Sheriff's Department (909-473-3888) and San Bernardino County Superintendent of Schools (909-888-3228).

Inform them of the lockdown. (If necessary and feasible).

o Take charge of any student walking on campus.

o Look for, and be aware of strangers on campus or in and around the parking lot area.

o Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.

o Write down/keep a log of any important information with time and location of occurrence (if feasible)

Shelter in Place

- Stay where you are at and keep your normal routine.

Use: This will be used in the event of a community safety concern that does not directly affect our site.

Signal: Audible voice over the intercom. This signal will override any existing conditions such as a fire alarm or regular bell schedule.

Responsibilities:

- Teachers will:

- o Get outside students to a close, secure area.
- o Immediately secure classroom door and windows – lock.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
 - If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom.
 - Students will:
- o Await instructions from teacher.
- Administration will:
- o Communicate as necessary via email, phone etc.
 - Other staff (maintenance, CSO's, Office, etc.)
- o Remain calm
 - o Look for and be aware of strangers on campus or in and around the parking lot area.
 - o Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.
 - o Write down/keep a log of any important information with time and location of occurrence (if feasible)

Biological or Chemical Release

GAS LEAK

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the Principal/Site Administrator.

STAFF ACTIONS

If a gas odor is detected, notify Site Administrator or security personnel immediately Move students from immediate vicinity of danger

Do not turn on any electrical devices such as lights, computers, fans, etc.

If EVACUATION is ordered, follow all appropriate procedures

TOXIC AGENT

This is incident involving the discharge of a biological/chemical substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A toxic agent can be introduced through:

Postal mail

Ventilation system

Small explosive device

Parcel left unattended

Food supply

Aerosol release

Multiple victims suffering from the following symptoms might be an indicator of the release of a biological or chemical substance contaminating the environment:

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

Chemical accidents could result from a transportation accident or an industrial spill involving large quantities of toxic material. The nature of the material and the proximity of the incident to the school site will determine which emergency action should be implemented.

STAFF ACTIONS

Alert Site Administrator

If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately
Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel
Follow standard student assembly, accounting and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

Remain in safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in immediate area to leave the area

Close doors and restrict access to affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

Bomb Threat/ Threat Of violence

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial *57 to trace call. (May be different on your phone system)
- At the same time you are speaking with caller, try by any means, to get the attention of someone nearby, notifying them that you are on the phone with a potential bomb threat. Have them notify Administration immediately.

Incident Commander:

- Incident Commander or designee notifies law enforcement by calling 911.
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system: "LOCKDOWN/SHELTER IN PLACE....DO NOT USE RADIOS.....TURN OFF CELL PHONES IMMEDIATELY."

The Incident Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district CEO
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement official, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, "DO NOT take personal belongings, coats or backpacks." Teachers and staff will leave their windows and doors open when exiting.
- Students and staff must be evacuated to a safe distance outside of school building(s). MINIMUM 1000 Feet is the general rule. Consult with Fire and Police officials.
- Arrange for person who found a suspicious item to talk with law enforcement official.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- The Incident Commander will notify staff and student of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the Incident Commander or Search Team members.

- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
 - Teachers will account for their students and be prepared to evacuate if ordered.
 - Teachers and staff will evacuate using standard procedures and exit routes to assembly area.
 - Teachers will open classroom windows and leave classroom doors open when exiting.
 - Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate student or staff is missing or you need immediate assistance.
- *Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared to for Off-Site Evacuation if ordered.
 - If given the “All Clear” signal, return to the building and resume normal operations.

Bus Disaster

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
 - o Who
 - o What
 - o When
 - o Where (location)
 - o Why and needs
 - Do not discuss details of the accident with media.
 - Do not release any students to anyone unless told to do so by school district administration or law enforcement.
 - If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
 - If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

Incident Commander:

- Dispatch the school administrator or designee to the accident location.
- School official(s) at the scene will assess level of support needed and convey this to the Incident Commander and CEO’s office.
- Incident Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The Incident Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

CEO

- If multiple hospitals are used, the CEO’s office will send an administrator to each hospital.
- The CEO or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

NSLA doesn't bus its students.

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with directives.

STAFF ACTIONS:

- Maintain school and classroom expectations for academic engagement and behavior.
- Clearly explain to students that they are to remain on campus as usual and remind them of key aspects of discipline and attendance policy.
- Do not attempt to physically stop a student who chooses to leave campus. Simply note student's name and report to Site Administrator for disciplinary follow up

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult

Do not retaliate or take unnecessary chances

Move away from the area of agitation

Hold on to belongings to the extent that it is safe to do so

Do not pick up anything and do not go back for anything until receiving clearance to do so.

Stay calm and reassure fellow students.

Share all relevant information with law enforcement, teachers, and school staff.

Follow directions from site administrator or law enforcement, teachers, and school staff.

Do not perpetuate rumors or repeat unsubstantiated information

Earthquake

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops.

INSIDE BUILDING

STAFF ACTIONS:

At first recognition of seismic activity, instruct students to move away from windows.

Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables.

With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.

After shaking stops and it is safe to do so, check for injuries, and render first aid.

Do NOT move injured students, unless to do so would place students in further danger.

Use buddy system to remain with injured students.

If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.

Submit Classroom Status Report to Command Post according to site protocol.

Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Site Incident Command.

Avoid evacuation routes with heavy architectural ornaments over the entrances.

Do not return to the building.

DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.

Stay alert for aftershocks.

DO NOT re-enter building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

Find a clear spot and drop to the ground. Stay away from buildings, power lines, trees, and streetlights, etc.

DROP AND COVER in the DROP, DUCK, COVER AND HOLD ON procedures.

Place head between the knees; cover back of neck with arms and hands.

Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees. Cover back of neck with arms.

Remain in place until shaking stops or for at least 20 seconds.

Each time an aftershock is felt, DROP AND COVER

After shaking stops, check for injuries, and render first aid.

Report injury and damage status to Command Post according to site communications protocol.

Continue to follow directives of Incident Commander.

Explosion or Risk Of Explosion

Emergency response will depend on the type of explosion (bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

STAFF ACTIONS:

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON.

Check for injuries and render first aid.

If explosion occurs inside the classroom or classroom block, EVACUATE to outdoor assembly area immediately.

Do not move injured students, unless to do so would place students in further danger.

Use buddy system to remain with injured students.

If directive is to EVACUATE follow all EVACUATION procedures.

Do not stop to collect belongings. Leave the door unlocked.

Keep students and staff at the safe distance from the building(s) and away from fire-fighting equipment.

Do not return to the building until it is safe to do so.

If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions.

Keep students at a safe distance from site of the explosion.

Fire in Surrounding Area

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE OFF-SITE

STAFF ACTIONS:

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site.

Follow all procedures for EVACUATION.

Do not stop to collect belongings. Leave the door unlocked.

Stay calm. Maintain control of the students at a safe distance from the fire and fire fighting equipment.

Remain with students until the building has been inspected and it has been determined safe to return.

If directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions.

Fire on School Grounds

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, its proximity to the school, and the likelihood that it may endanger the school community.

FIRE ON-SITE

STAFF ACTIONS:

As directed, evacuate students from the building using primary or alternate fire routes. Follow all EVACUATION procedures.

Maintain control of the students a safe distance from the fire and fire fighting equipment.

Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of the failure of a dam or levee. IF the school site lies within the hazard zone of a dam or levee, contact local water or dam authorities for further emergency preparedness strategies.

STAFF ACTIONS:

Follow Site Administrator's directive to EVACUATE or SHELTER IN PLACE.

Remain with and supervise students throughout the duration of the incident.

Do not walk through moving water. Six inches of moving water can cause a fall.

If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.

Upon arrival at the safe site, implement Student/Staff Accountability procedures.

Report missing students to Incident Command Staff.

Do not return to site until it has been inspected and determined safe by authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator (or designee) will notify the different utilities departments (agencies) and will provide the location and nature of the emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The School Administrator will notify the Lewis Center of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.
 - A. Plan for a Loss of Water:
Toilets: 5 gallon buckets with tent in each classroom.
Food Service: No stored food / Limited food in cafeteria.
 - B. Plan for a Loss of Electricity:
Emergency Light: Flashlight in each classroom. (working on getting one for each class)
 - C. Plan for a loss of Communication
Telephone Service:
Administrator carries cellular phone and radios.
CSO's (proctors) carry radios.
Facilities carry radios.

Motor Vehicle Crash

STAFF ACTIONS:

Notify Principal or designee.

Move students away from immediate vicinity of the crash.

If necessary, EVACUATE students to a safe assembly area away from the crash scene.

If an evacuation is necessary, take classroom emergency backpacks (including class rosters) to safe assembly area. Red and Green cards.

Report missing students to the principal/designee and emergency response personnel.

Care for the injured, if any.

Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning.

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the Principal or designee will notify the San Bernardino County Superintendent of Schools.
5. The Psychological First Aid Team will advise and assist the Principal or designee to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

SUICIDE

While psychological distress can be caused by a traumatic event, students may also display emotional distress through suicidal or self-harming actions. The school site does not provide direct medical support for students, however, we do work to identify signs and signals that leads to family communication and recommendations/referrals to support services.

When a student vocalizes a concern, staff will work through a protocol to determine the gravity of the situation and student endangerment.

Norton Science and Language Academy School Plan Suicide Prevention, Intervention, and Postvention

Norton Science and Language Academy recognizes that youth suicide is a serious problem across the state of California, where an average of two young people under 25 die by suicide every week and as many as one out of five students have seriously considered suicide in the last year. Norton Science and Language Academy recognizes that, as The California Strategic Plan on Suicide Prevention: Every Californian is Part of the Solution states, a full range of strategies, starting from prevention and early intervention, should be targeted to Californians of all ages. NSLA believes that the school plays a unique and important role in the prevention of youth suicide in our community.

These policies and procedures outline NSLA's approach to youth suicide prevention, intervention, and postvention. This policy shall be available to all staff and reviewed and updated at the beginning of each school year.

PREVENTION

Norton Science and Language Academy recognizes that suicide prevention is most effective when students, staff, parents, and community members have adequate information about prevention. With this in mind, the following will be provided annually depending on staff and family retention.

FOR STAFF

Review of these policies and procedures before or near the beginning of the school year

Training for all teachers, school health staff, and other staff, including the following information:

Background on the scope of the problem of youth suicide

Information about the signs of stress and depression and where to send students for help

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about how to intervene when a student presents signs of suicidal thinking

Access to written copies of this policy in hard copy in main office, intranet, school website, and student handbooks. Norton Science and Language Academy will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at <http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with staff.

FOR STUDENTS

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help. In addition, schools may provide supplemental small group suicide prevention programming for students.

At least once per semester, (school support staff such as school counselors or health staff) will visit students in their classrooms to remind them of resources within the school.

Norton Science and Language Academy recognizes that it is not a safe practice to teach suicide prevention in assemblies or other large gatherings and that prevention education should be taught in classrooms or other small group settings.

FOR STUDENTS' FAMILIES

In partnership with the PTA and/or other parent/community organizations, an annual training including the following:

Background on the scope of the problem of youth suicide

Information about the signs of stress and depression and a parent's role in helping

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about parenting and communication strategies for suicide prevention

Information about when and how to intervene when signs of suicidal thinking appear

Resources in the school and community for families that need help

Written information about suicide prevention will be included in the packet sent to students' families at the beginning of the school year.

Norton Science and Language Academy will follow the Suicide Prevention Resource Center's Safe Messaging Guidelines, available at <http://www.sprc.org/sites/sprc.org/files/library/SafeMessagingrevised.pdf>, in suicide prevention education with families.

INTERVENTION

From time to time, it will come to a staff member's attention that a student is experiencing a crisis that may include suicidal thinking or behavior. The following procedures will be observed when this occurs:

Assessing the scope of the crisis and the risk of suicide

If the information comes directly from the student, expressed either verbally or through behavior, the staff member will obtain basic information from the student about the crisis. The staff member will then share this information verbally with a member of the student support team, in the presence of the student and with the student's participation whenever possible.

Marcelo Congo, School Psychologist

Arthur Aragon, School Counselor

Kristy Wilson, School Psychologist

Myrna Foster, Assistant Principal

Erika Agosto, Assistant Principal

Victor Uribe, Principal

If the information comes from another person such as a peer or a parent, the staff member will refer the situation to a student support team member, who will immediately schedule a meeting with the student.

The support team member will further discuss the situation with the student to obtain information about the crisis and assess their needs.

If the student reveals mental health concerns and/or suicidal ideation, the support team member will perform a suicide risk assessment using a recommended tool. One excellent tool for suicide risk assessment is SAMHSA's SAFE-T, available at http://www.integration.samhsa.gov/images/res/SAFE_T.pdf **.

Response to identified suicide risk

If there is immediate risk of harm to the student's self or others (for example, a suicide attempt in progress) the support team member will contact the student's parent or guardian, as stated in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local

Emergency Department, but in most cases, will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

**** The student must not be left alone while awaiting first responders.**

If there is high risk, the support team member must remain with the student and provide a safe, calming environment. The support team member will notify the student's guardian(s) that they should come to the school and will notify the building administrator. If the student's guardian(s) are unavailable or unable to come to the school:

A student age 13 or older may independently consent for a range of mental health services (see below).

If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact.

If a responsible adult cannot be located within a reasonable amount of time, the student may be transported to the nearest ER for evaluation.

With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest hospital for evaluation. The building administrator must be notified if the student will be leaving school grounds.

If there is moderate risk, the support team member must remain with the student and provide a safe, calming environment. The student's guardian(s) will be contacted to come to the school before the end of the school day. In the event that the guardian(s) cannot be reached or are unsupportive:

A student age 13 or older may independently consent for a range of mental health services (see below).

If the student is 12 or under, the student may remain under observation while continued efforts are made to contact her or his guardian or emergency contact.

With the student's guardian or, for students 13 or older, without them, the support team member may call the local crisis line to request a crisis evaluation. The guardian may instead choose to bring the child to the nearest ER for evaluation. The building administrator must be notified if the student will be leaving school grounds.

A student at moderate risk who is willing to commit in the presence of her or his guardian to staying safe until the next school day will create a safety plan using ****tool**. One good template for a safety plan in the case of suicide risk is available here:

<http://www.sprc.org/sites/sprc.org/files/SafetyPlanTemplate.pdf> .****** This process may be revisited at the beginning of the next school day and a new safety plan drafted.

If there is low risk, the support team member will work with the student to describe the situation to her or his guardian(s). The student will commit to staying safe until the next school day and will create a safety plan using ****tool**. One good template for a safety plan in the case of suicide risk is available here: <http://www.sprc.org/sites/sprc.org/files/SafetyPlanTemplate.pdf> .****** , the existence of which will be disclosed to her or his guardian(s). This process may be revisited at the beginning of the next school day and a new safety plan drafted.

If a student is remaining in school but has missed class time or the crisis is affecting their school performance, the support team member will discuss with the student and, if applicable, the student's guardian what should be shared with the student's teachers. This may include the nature of the crisis, accommodations made in the safety plan, and what support the student will need. This information should be shared with the student's teachers in a confidential manner that will not be seen or overheard by other students or staff.

Out-Of-School Suicide Attempts

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

Call the police and/or emergency medical services, such as 911.

Inform the student's parent or guardian.

Inform the school suicide prevention coordinator and principal. If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

Re-entry

If a student has missed one or more days of school because of a suicidal crisis (for example, because of inpatient hospitalization or emergency expulsion, the student's re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school.

A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers

The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.

During the meeting, the team will discuss how to support the student in phasing back into normal school life. Depending on the student's situation, this could include accommodations such as beginning with a lighter course load or workload.

The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student's parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on "means restriction," limiting the child's access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

POSTVENTION

Norton Science and Language Academy recognizes that suicide is a crisis that affects the entire school community. In the event of a student's death by suicide, it is critical that the school's response be swift, consistent, and intended to protect the student body and community from suicide contagion.

Verify the death

Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

Verify the death.

Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.

Assess the situation.

The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.

Share information.

Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission

from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion.

It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.

Norton Science and Language Academy recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include:

A student-led suicide prevention initiative supervised by one or more faculty members;

A donation or fundraiser for a local crisis service or mental health care provider;

Participation as a school in a local suicide awareness event;

Hosting a suicide prevention or postvention training for students, staff, and/or families;

Placing printed prevention resources in the school.

Initiate support services.

Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis intervention phase to meeting underlying or ongoing mental health needs.

Develop memorial plans.

Norton Science and Language Academy recognizes that it is not a safe practice to hold a candlelight vigil, hold a memorial service, or erect a permanent memorial (such as a plaque, bench, or tree) at the school in the case of a suicide, as these practices could contribute to sensationalization of suicide or students considering suicide a means to gain admiration or attention. Acceptable "living memorials" that decrease the risk of suicide contagion include:

A student-led suicide prevention initiative supervised by one or more faculty members;

A donation or fundraiser for a local crisis service or mental health care provider, such as

Participation as a school in a local suicide awareness event;

Hosting a suicide prevention or postvention training for students, staff, and/or families;

Placing printed prevention resources in the school.

External Communication

The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

a) Keep the LCER Suicide Prevention Coordinator and CEO informed of school actions relating to the death.

b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.

c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase "suicide epidemic" – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Days After Postvention

Well after the loss of a student to suicide, the school will be mindful of anniversaries, such as the anniversary of the death, the student's birthday, the date the student would have graduated, etc. Students identified as at risk will receive extra support and

observation during these times as well.

Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of the contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. The School Administrator will notify "911", County Department of Health Services 909-356-673, Lewis Center, and the Office of Environmental Health and Safety 800-442-2283 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call San Bernardino Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify EHS San Bernardino County
9. The School Administrator will notify parents of the incident, as appropriate.

Tactical Responses to Criminal Incidents

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 district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate. Existing law requires any vote to approve the tactical response plan to be announced in open session following a closed session. Existing law provides certain protections from disclosure for this tactical response plan. This information shall not be made available to the public.

Unlawful Demonstration or Walkout

Unlawful Demonstration or Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of emergency.
4. The Emergency Response Team will immediately proceed to the Kiosk to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Kiosk should not be locked down, as a blocked entrance may create a serious hazard for students leaving or attempting to re-enter the campus.

5. If students leave the campus, the Request Gate Team, in consultation with the Principal or designee, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the Principal or designee. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and/or blinds.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The Principal or designee should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The Principal or designee will notify parents of the incident, as appropriate. SHELTER-IN-PLACE.

Emergency Evacuation Map



Lewis Center for Educational Research
Norton Science and Language Academy
School Site Council Meeting
October 4, 2022 at 4:00pm
Extension of October 3rd meeting.
In person or via zoom
Meeting ID: 817 2329 2359



Item	Description/Actions	Action Requested of SSC Members																								
I. Call the meeting to order	Presented by SSC Chairperson/President	A motion is not necessary to call the meeting to order.																								
II. Roll Call	Presented by SSC Secretary																									
<table border="1" style="width: 100%;"> <thead> <tr> <th>Voting Member</th> <th>Name</th> </tr> </thead> <tbody> <tr> <td>Principal</td> <td>Victor Uribe</td> </tr> <tr> <td>Parent Member</td> <td>Nertha Arroyo-Goodly</td> </tr> <tr> <td>Parent Member</td> <td>Vianey Gonzalez</td> </tr> <tr> <td>Parent Member</td> <td>Consuelo "Connie" Martin</td> </tr> <tr> <td>Student Member</td> <td>Korian Maldonado</td> </tr> <tr> <td>Student Member</td> <td>Corey Zaman</td> </tr> <tr> <td>Student Member</td> <td>Johnny Rivera</td> </tr> <tr> <td>Classroom Teacher</td> <td>Bertha Rito</td> </tr> <tr> <td>Classroom Teacher</td> <td>Michele Crowe</td> </tr> <tr> <td>Classroom Teacher</td> <td>Leticia Hurtado</td> </tr> <tr> <td>Other Staff Member</td> <td>Corbin Lee</td> </tr> </tbody> </table>	Voting Member	Name	Principal	Victor Uribe	Parent Member	Nertha Arroyo-Goodly	Parent Member	Vianey Gonzalez	Parent Member	Consuelo "Connie" Martin	Student Member	Korian Maldonado	Student Member	Corey Zaman	Student Member	Johnny Rivera	Classroom Teacher	Bertha Rito	Classroom Teacher	Michele Crowe	Classroom Teacher	Leticia Hurtado	Other Staff Member	Corbin Lee		
Voting Member	Name																									
Principal	Victor Uribe																									
Parent Member	Nertha Arroyo-Goodly																									
Parent Member	Vianey Gonzalez																									
Parent Member	Consuelo "Connie" Martin																									
Student Member	Korian Maldonado																									
Student Member	Corey Zaman																									
Student Member	Johnny Rivera																									
Classroom Teacher	Bertha Rito																									
Classroom Teacher	Michele Crowe																									
Classroom Teacher	Leticia Hurtado																									
Other Staff Member	Corbin Lee																									
III. Changes or Additions to Agenda																										
IV. Reading, Revision, and Approval of Minutes from last SSC Meeting																										
V. Reports of Officers, Committees, and/or Representatives (ie: DAC, Outreach Liaisons)																										
VI. Public Comments																										
VII. Unfinished Business Agenda #1 CSSP approval	Presented by Chairperson/President or Principal	Vote																								
VIII. New Business																										

IX. Adjournment	Presented by Chairperson/President	

Norton Science and Language Academy

School Site Council Meeting Minutes

Date: October 4, 2022

Voting Member	Name
<input checked="" type="checkbox"/> Principal	Victor Uribe
<input checked="" type="checkbox"/> Parent Member	Nertha Arroyo-Goodly
<input checked="" type="checkbox"/> Parent Member	Vianey Gonzalez
<input checked="" type="checkbox"/> Parent Member	Consuelo "Connie" Martinez
<input type="checkbox"/> Student Member	Korian Maldonado
<input type="checkbox"/> Student Member	Corey Zaman
<input type="checkbox"/> Student Member	Johnny Rivera
<input checked="" type="checkbox"/> Classroom Teacher	Bertha Rito
<input checked="" type="checkbox"/> Classroom Teacher	Michele Crowe
<input checked="" type="checkbox"/> Classroom Teacher	Leticia Hurtado
<input type="checkbox"/> Classroom Teacher	
<input checked="" type="checkbox"/> Other Staff Member	Corbin Lee

Roll call of members: X = Present

Quorum Met* (51% Voting Members): Yes No

Other Attendee Names	Position

Composition is defined by California Ed. Code Section 52852.

I. Call the meeting to order Time: 4:03pm Presented by SSC Chairperson/President
Note: A motion is not necessary to call the meeting to order.

II. Roll Call of Voting Members Presented by SSC Secretary

III. Changes or Additions to Agenda Presented by SSC Chairperson/President

motioned to

Motioned seconded by

Discussion/Comments:

Action Taken: Passed Failed No Action Taken Vote Count: Ayes Select # Nays Select # Abstained Select #

IV. Reading, Revision, and Approval of Minutes from last SSC Meeting Presented by SSC Secretary

motioned to

Motioned seconded by

Discussion/Comments: Click here to enter text.

Action Taken: Passed Failed No Action Taken Vote Count: Ayes Select # Nays Select # Abstained Select #

V. Reports of Officers, Committees, and/or Representatives (Ie: DAC, Outreach Liaisons) Presented by SSC Secretary

Discussion/Comments:

VI. Public Comments

Presented by SSC Secretary

Note: Under the open meeting law; no action related to public comment may be acted upon at the meeting and issues raised at this meeting may be scheduled for another SSC meeting.

Discussion/Comments:

VII. Unfinished Business

Presented by Chairperson/President or Principal

Agenda Item #1: *(Describe Recommendation)*

CSSP approval

Leticia Hurtado motioned to pass

Motioned seconded by *Corbin Lee*

Discussion/Comments: *Bertha Rito: Concerns about last drill/evacuation route. CSO led them to different route. Not consistent with plan or direction. Mrs. Erika Agosto stated that CSO are trained to use best scenario and redirect if different route is needed during evacuation. All should be prepared to make changes during each scenario. Leticia asked the location of the document. Mr. Victor Uribe stated it is a living document and located in his office.*

Action Taken: Passed Failed No Action Taken **Vote Count:** Ayes 8 Nays 0 Abstained 0

*More Unfinished Business items may be added as long as they are recorded in the same format (a-c requirements)

X. Adjournment

Time: 4:25pm

Presented by Chairperson/President

Corbin Lee motioned to adjourn.

Motioned seconded by *Bertha Rito*

Discussion/Comments: [Click here to enter text.](#)

Action Taken: Passed Failed No Action Taken **Vote Count:** Ayes 8 Nays 0 Abstained 0

NORTON SCIENCE AND LANGUAGE ACADEMY
Lewis Center for Educational Research

Safety Plan



Creating Global Citizens

2022 - 2023 School Year

230 S. Waterman Avenue
San Bernardino, Ca. 92408
(909) 386-2300

DISASTER GUIDE TABLE OF CONTENTS

STATE MANDATED SAFETY PLAN FOR TEACHERS/SCHOOL EMPLOYEES	3
EMERGENCY PHONE NUMBERS	4
DISASTER/EMERGENCY ACTION PLANS GENERAL INFORMATION	5
EMERGENCY SIGNALS	6
DRILLS	7
* Instructions for Fire Drill	
* Instructions for Disaster/Earthquake Drill	
* Instructions for Lockdown	
EMERGENCY EVACUATION INSTRUCTIONS	8
LOCKDOWN PROCEDURES	9
*Shelter in place.....	10
*Intruder/Hostage.....	10
BUS ACCIDENT	11
*Bus Driver/Monitor	
* Incident Command	
* Superintendent/CEO	
BOMB THREAT	12
FORMS	13
*Bomb Threat Check List.....	14
*Class Accountability: Injury/Missing Person Report.....	14
SAFETY PLAN OVERVIEW	15
SAFETY PLAN TEAM ASSIGNMENT DETAILS	16
*Incident Command Team.....	16
*Documentation Position.....	18
*First Aid/Medical Team.....	19
*Psychological Team.....	20
*Search & Rescue Team.....	21
- Search & Rescue Basics.....	23
*Security/Utilities Team.....	24
- Fire Suppression and Hazmat Team.....	26
- Fire Shut off Map	27
*Student Assembly Area Team.....	28
*Request Gate Team.....	29
*Reunion Gate Team.....	30
*Supply/Equipment Team.....	31
- Water Distribution	32
- Water & Gas Shut off Map	33
- Electric Switch Gear Map	34
STAFF ASSIGNMENTS AT A GLANCE	35
*Team Assignments by job	
ADMINISTRATION CELL PHONE NUMBERS	37
SCHOOL SAFETY PLAN MAP	38

STATE MANDATED SAFETY PLAN

FOR TEACHERS AND SCHOOL EMPLOYEES

The Lewis Center shall have a Board Approved Safety Plan to deal with natural and manmade disasters. The Lewis Center Safety Plan acts as the umbrella, which encompasses all LCER personnel, property and actions during an emergency situation. Its purpose shall be to inform LCER personnel, students and parents/guardians, of the Lewis Center actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This Lewis Center Safety Plan shall be reviewed annually and updated as needed.

Each SCHOOL site shall have a Board Approved Safety Plan that meets the requirements established in California State Law. The principal, staff, parents and community of the school shall formulate and submit to the Board for approval, a School Safety Plan for the school. Each school plan shall include all the elements required by state law and all school site specific details necessary to ensure the safety of the students, faculty, staff and parents of the school. The plan shall be reviewed at least annually and be kept current.

DISASTER DRILL

Once a year, schools are required to practice procedures for an actual disaster. Initially, teachers will follow the procedures adopted for an actual disaster listed in this handbook.

This LEWIS CENTER FOR EDUCATIONAL RESEARCH DISASTER GUIDE has been developed as an important part of the total school safety plan. Its purpose is to place an easy-to-read disaster guide reference in the hands of every school certificated employee that has children assigned to them. We are also placing numerous copies at work-sites around each school site. It is to be taken seriously, studied, practiced and reviewed prior to school each year, and used during any and all school emergencies.

Emergency Phone Numbers
Life Threatening Emergency – CALL 911
Numbers Needed or in Case of Emergency

Ambulance

American Medical Response Emergency	800-474-1777 911
--	---------------------

Police Department

San Bernardino Police Department	909-383-5311
Rialto Police Department	909-820-2550
Colton Police Department	909-370-5000
SBCUSD Police	909-388-6130

Fire Department

San Bernardino Fire Department	909-884-7248
--------------------------------	--------------

Hospitals

Arrowhead Regional Medical Center	909-580-1000
Community Hospital of San Bernardino	909-887-6333
Saint Bernadine Medical	909-883-8711

Utilities

Southern California Edison	800-990-7788
Verizon	800-483-2000
Access Security	877-482-7324

Media

The Press Enterprise	800-794-6397
KFRG	909-825-9525
KCAL	909-793-3554

Miscellaneous

San Bernardino Animal Control	909-384-1304
American Red Cross	909-888-1481
Highway Conditions	800-427-7623
Poison Control	800-876-4766
Department of San Bernardino Transitional Assistance	909-387-2020

DISASTER/EMERGENCY ACTION PLANS GENERAL INFORMATION

- A. Mass panic can be one of the greatest dangers to students. Staff members should remember that in times of stress, students will look for leadership to those who are normally in an authoritative position. REMAIN CALM, size up the situation, and take action based on known facts.
- B. The teacher MUST KEEP THE STUDENT ROSTER OR ATTENDANCE SHEET WITH HIM/HER AT ALL TIMES in order to take roll in an emergency. The teacher will remain with students until directed otherwise.
- C. A well-prepared and tested plan for prompt and positive protective actions minimizes injuries and loss of life in a major disaster. This plan will be reviewed and updated annually.
- D. This plan outlines actions, which the school staff may be called upon to execute in an emergency.
- E. ALL SCHOOL STAFF MEMBERS MUST BE THOROUGHLY FAMILIAR WITH THE CONTENTS OF THIS PLAN.
- F. In the absence of orders from their superior, the school principal is authorized and directed to implement plans as described herein; or take such other action as may, in their judgment, be necessary to save lives and mitigate the effects of disasters.

A principal may implement one or more of these emergency actions in coping with a disaster. Maintenance personnel are assigned as liaisons between Incident Command and the school in the event phones are inoperative.

Each school will notify parents yearly about the school's Safety Plan and will have a copy of the plan in the school office for parent review.

During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care. There shall be NO EXCEPTIONS to this policy.

The dismissal of children from the school shall be governed by the emergency procedures outlined in this handbook. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

EMERGENCY SIGNALS:

IN CASE OF FIRE: Announcement will be made over speaker or P.A. Follow posted evacuation routes.

ALL CLEAR: Whistle Clearance

DISASTER/EARTHQUAKE INCIDENT: Beeping alarm sounds.

As soon as shaking is detected: Instruct your class to drop, cover, and hold on. Once shaking stops, evacuate. Follow posted evacuation routes.

ALL CLEAR: Whistle Clearance

“LOCKDOWN”: In case of lockdown, verbal notification will be given through the speaker.

- Bring all kids in (if not in)
- Make sure doors are locked and securely closed
- Shelter in place

ALL CLEAR:

Do not leave the room until an administrator or first responder opens your door to give you instructions to evacuate. Do not respond to an “ALL CLEAR” over the P.A.

INSTRUCTIONS FOR FIRE INCIDENT

Upon hearing the designated signal for fire incident and evacuation, teachers will:

- Take emergency bag with green/red sheet.
- Take daily roster. This will be a daily accurate account of students on campus.
- Place the appropriate visual sign on the classroom door. Use judgment/evacuate
 - Red = Student/staff in room, injured and need help.
 - Green = All clear in room
- Leave the door closed and unlocked and the lights on
- Evacuate the classroom and escort students, quickly, orderly, and calmly, to their designated evacuation site posted by their classroom door. Teachers should **LINE UP BY THE ALLEN FENCE AS FAST AS THEY CAN IN THE CLOSEST SPOT THAT THEY SEE AVAILABLE FOR THEIR CLASS, NORTH SIDE OF THE FIELD FOR TK-K CLASSES, EAST SIDE FOR ELEMENTARY AND SOUTH SIDE FOR MIDDLE AND HIGH SCHOOL (EVERY classroom should have a map posted by the doorway. DO NOT move these maps to any other location in your room.)**
- As you are moving towards the evacuation area, assist lost, wandering or unattended persons.
- Take roll and use green/red sheet in emergency bag to provide signal of their class status
- Once the ALL CLEAR signal is made, teachers will escort their classes back to their classroom.

INSTRUCTIONS FOR DISASTER/EARTHQUAKE INCIDENT

In case of an earthquake, teachers will:

- Direct their classes to “DROP”, “COVER”, and “HOLD ON!”

Everyone then will:

- Move away from windows.
- Drop to the floor under the desk/tables.
- Cover their heads with their arms and hands.
- Tuck bodies under as in a ball, making themselves as small as possible.

When shaking stops, teachers will:

- Take emergency bag and evacuate.
- Take daily roster. This will be a daily accurate account of students on campus.
- Place the appropriate visual sign on the classroom door.
 - Red = Student/staff in room, injured and need help.
 - Green = All clear in room
- Leave the door open and unlocked with the lights on.
- Evacuate the classroom and escort students, quickly, orderly, and calmly, to their designated evacuation site posted by their classroom door. Teachers should **LINE UP BY THE ALLEN FENCE AS FAST AS THEY CAN IN THE CLOSEST SPOT THAT THEY SEE AVAILABLE FOR THEIR CLASS, NORTH SIDE OF THE FIELD FOR TK-K CLASSES, EAST SIDE FOR ELEMENTARY AND SOUTH SIDE FOR MIDDLE AND HIGH. (EVERY classroom should have a map posted by the doorway. DO NOT move these maps to any other location in your room.)**
- As you are moving towards the evacuation area, assist lost, wandering or unattended persons.
- Take roll and use green/red sheets in the emergency bag to provide a signal of their class status.
- Once the ALL CLEAR signal is made, teachers will escort their classes back to their classroom.

INSTRUCTIONS FOR LOCKDOWN

Upon hearing the designated signal for lockdown, teachers will:

- Listen for communication regarding lockdown.
- Get students inside, secure doors and windows.
- Move away from line of sight.
- Stay quiet.
- Wait for administration or first responders for further instructions.

EMERGENCY EVACUATION INSTRUCTIONS

- Take roll. If all students are accounted for, have a student hold up a GREEN-ALL CLEAR paper. If you have injured students or if students were left in the classroom, have a student hold up a RED paper. Prepare **CLASS ACCOUNTABILITY: INJURY/MISSING PERSONS REPORT** form declaring students injured and where they are. Also list the names of missing students and where you saw them last. Turn form into Incident Commander.
- Hold students until Incident Command dictates to begin emergency team deployment. If you are on an emergency team, you will turn your students over to the assigned person first.

In the event of a drill or an actual emergency situation if:

Students are on the playground or in passing period:

In case of an earthquake, students will “Drop, Cover, and Hold on” until the shaking subsides, then they will look towards the supervising adult who will give instructions according to the situation.

Teachers and Staff should assist escorting students to the Student Assembly Area.

Students are in cafeteria or outside lunch areas:

Campus Safety Officers will evacuate the students through the North doors, if Elementary. Middle and High School will evacuate through the South doors to the Student Assembly Area. CSO’s will remain with the students until teachers arrive.

In the event of inclement or cold weather, the buildings will be checked for safety as soon as possible and students will be allowed back into any safe area. If buildings are not safe to house students, tarps and portable shade “easy-ups” will be supplied.

LOCKDOWN PROCEDURES

Lockdowns:

- Lockdown
- Shelter in place

(Lockdown)

Use: This will be used in the event of a violent intruder or a situation that requires the immediate safety of our students.

Signal: Audible voice over the intercom. This signal will override any existing conditions such as a fire alarm or regular bell schedule.

Responsibilities:

- Teachers will:
 - Immediately secure classroom doors and windows – lock or barricade.
 - Reduce visibility:
 - Close any blinds available.
 - Turn off lights.
 - Instruct students to quietly get on the floor in a non-visible location away from windows and doors, against interior walls and under the cover of desks and tables.
 - Take a headcount of students and obtain names of those present.
 - Use discretion regarding cell phone use (advise students to set on vibrate). Overuse will jam the cell towers.
 - Teachers will not allow students to use restrooms or water fountains.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Move your class to a far area of the field away from the threat of harm. As they move, have students walk/run in a “zigzag” pattern rather than in a straight line (to be used in the case of possible gunfire).
- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
- If a lockdown situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom or drop and cover.

- Student will:
 - Immediately get to the floor and to a non-visible location.
 - Remain silent.
 - Await instructions from the teacher.
 - Move away from windows and doors.

- Administration will:
 - Communicate as necessary via email, phone, etc.
 - Establish communication with law enforcement including a set of keys.
 - Establish an Incident Command Center (ICC).

- Employ communications and reunification procedures.
- Notify district and media.
- Prepare materials for emergency response personnel.
- Other staff (maintenance, CSO's, Office, etc.)
 - Remain calm
 - You will need to decide whether to call 911 or Admin first.
 - Call on a landline if possible, be prepared to give details
 - Call the San Bernardino County Sheriff's Department (909-473-3888) and San Bernardino County Superintendent of Schools (909-888-3228). Inform them of the lockdown. (If necessary and feasible).
 - Take charge of any student walking on campus.
 - Look for, and be aware of strangers on campus or in and around the parking lot area.
 - Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.
 - Write down/keep a log of any important information with time and location of occurrence (if feasible)

Shelter in Place

- Stay where you are at and keep your normal routine.

Use: This will be used in the event of a community safety concern that does not directly affect our site.

Signal: Audible voice over the intercom. This signal will override any existing conditions such as a fire alarm or regular bell schedule.

Responsibilities:

- Teachers will:
 - Bring students who may be outside back into class.
 - Immediately secure classroom doors and windows – lock.
 - Teachers will not allow students to use the restroom or drinking fountains.

If you are OUTSIDE, do your best to make a decision based on the safety of the students. Some options include, but are not limited to:

- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
- If a shelter in place situation occurs during lunch or passing periods, all students should proceed immediately to the last classroom they were in.
- Students will:
 - Await instructions from the teacher.
- Administration will:
 - Communicate as necessary via email, phone, etc.
- Other staff (maintenance, CSO's, Office, etc.)
 - Remain calm
 - Look for and be aware of strangers on campus or in and around the parking lot area.
 - Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.
 - Write down/keep a log of any important information with time and location of occurrence (if feasible)

BUS ACCIDENT

Bus Driver/Monitor:

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.
- Contact the school district/bus company office and provide the following information:
 - Who
 - What
 - When
 - Where (location)
 - Why and needs
- Do not discuss details of the accident with the media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

Incident Commander:

- Dispatch the school administrator or designee to the accident location.
- School official(s) at the scene will assess the level of support needed and convey this to the Incident Commander and CEO's office.
- Incident Commander or designee at the scene will report the names of student passengers, their conditions disposition, and location(s) where injured were taken to the district office so parent notifications can be made.
- Direct school official(s) at the scene to accompany injured students to the hospital.
- The Incident Commander or building principal will ensure any special health information or medication for any injured student is sent to the hospital.

Superintendent/CEO

- If multiple hospitals are used, the CEO's office will send an administrator to each hospital.
- The CEO or designee will notify the parents/guardians of students involved, and if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess counseling needs of victim(s) or witness(s) and implement post-crisis procedures.
- Direct the district public information officer to prepare a media release and parent letter of explanation for the same day distribution, if possible.

BOMB THREAT

Call Taker: Upon receiving a message that a bomb has been placed in school:

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)
- Listen closely to the caller's voice and speech patterns and to noises in the background.
- At the same time you are speaking with caller, try by any means, to get the attention of someone nearby, notifying them that you are on the phone with a potential bomb threat. Have them notify Administration immediately.

Incident Commander:

- Incident Commander or designee notifies law enforcement by calling 911.
- Assign staff to meet and brief emergency responder agencies outside.
- Notify staff through the Public Address system: “LOCKDOWN/SHELTER IN PLACE....DO NOT USE RADIOS.....TURN OFF CELL PHONES IMMEDIATELY.”

The Incident Commander and law enforcement agency will make a decision to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district CEO
- Ensure staff who received the call completes the Bomb Threat Checklist and gives to law enforcement official.
- Assemble and brief the Search Team members at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, notify law enforcement officials, order an EVACUATION selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Direct students and staff, “DO NOT take personal belongings, coats or backpacks.” Teachers and staff will leave their windows and doors open when exiting.
- Students and staff must be evacuated to a safe distance outside of school building(s). MINIMUM 1000 Feet is the general rule. Consult with Fire and Police officials.
- Arrange for a person who found a suspicious item to talk with law enforcement officials.
- No one may re-enter the building(s) until fire or police personnel declare them safe.
- The Incident Commander will notify staff and students of the termination of the emergency and to resume normal operations.

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the Incident Commander or Search Team members.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to the assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate a student or staff is missing or you need immediate assistance. Be prepared to report the names of any missing persons to school administration.
- Keep your class together at the assembly area until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the “All Clear” signal, return to the building and resume normal operations.

BOMB THREAT CHECKLIST

Description Detail Report

Questions to ask:

- 1) When is the bomb going to explode?
- 2) Where is it right now?
- 3) What does it look like?
- 4) What kind of bomb is it?
- 5) What will cause it to explode?
- 6) Did you place the bomb?
- 7) Why?
- 8) What is your address?
- 9) What is your name?

Exact wording of the threat: _____

Sex of Caller: _____ Race: _____

Length of call: _____ Age: _____

Date: _____ Time: _____

Number at which call was received: _____

Notes:

Callers Voice – Circle as applicable:

- | | |
|------------|-------------------|
| • Calm | • Nasal |
| • Angry | • Stutter |
| • Excited | • Lisp |
| • Slow | • Raspy |
| • Rapid | • Deep |
| • Soft | • Ragged |
| • Loud | • Clearing Throat |
| • Laughter | • Deep Breathing |
| • Crying | • Cracked Voice |
| • Normal | • Disguised |
| • Distinct | • Accent |
| • Slurred | • Familiar |

If the voice is familiar, who did it sound like?

Background Sounds:

- | | |
|-----------------|---------------------|
| • Street Noises | • Factory Machinery |
| • Animal Noises | • Voices |
| • Clear | • PA System |
| • Static | • Local Call |
| • Music | • Long Distance |
| • House Noises | • Phone Booth |
| • Motor | • Office Machinery |
| • Other _____ | |

Threat Language:

- Well Spoken (educated)
- Incoherent
- Foul
- Irrational by threat maker
- Taped
- Message read

Remarks: _____

CLASS ACCOUNTABILITY: Injury/Missing Persons Report

NORTON SCIENCE AND LANGUAGE ACADEMY

Room Number

Teacher's Name _____ Date _____

Number of students present: _____ Number missing (if any) _____ Absent _____

ALL STUDENTS ACCOUNTED FOR (circle if accurate)

INJURED:

Name	Type of Injury	Location

MISSING PERSONS

Name	Location Last Seen

Send this completed sheet to the Command Post

Safety Plan Overview

Employees are responsible to become familiar with the details of their assignments

STANDARDIZED EMERGENCY MANAGEMENT: EMERGENCY PLANNING WITH SEMS

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

Management

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

Planning/Intelligence

During an emergency, SEMS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." In Lewis Center schools, "Situation Analysis" may be performed by a "Communications" position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal).

Operations

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within NSLA, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams.

Logistics

The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Within NSLA, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team, both of which report directly to the Incident Commander.

Finance/Administration

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within NSLA, these activities may be performed by a "Documentation" position which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.

SAFETY PLAN TEAM ASSIGNMENT DETAILS

INCIDENT COMMAND TEAM

The Incident Command Team is responsible for directing school emergency response activities.

The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information officer, the Safety Coordinator and the Agency Liaison.

The Incident Commander also directs the activities of all other teams.

Other than Student Assembly Team Members, all other personnel will report in with the Incident Command before reporting to their assigned post. Once the Student Assembly Team submits their reports to the Incident Command, there should be an account of all personnel.

The actual location of the Incident Command needs to be flexible, depending upon the situation. Ex #1: If it is reported that an intruder is on campus, then the IC location will be wherever the Principal is located on campus. No one is to leave their location until officially told to do so.

Ex #2: In the case of an earthquake, the initial location has been determined to be on the grass.

Roles and Responsibilities

Incident Commander

The Incident Commander is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodic assessing the situation
- Directing the Incident Command Team and all other emergency teams
- Determining the need for, and requesting, outside assistance
- Periodically communicating with the LCER CEO (Lisa Lamb)

Public Information Officer

The Public Information Officer (PIO) is the official spokesperson for the LCER in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander
- Maintaining a log of PIO actions and all communications
- Periodically interacting with the media
- Preparing statements for dissemination to the public
- Monitoring news broadcasts about the incident and correcting any misinformation.

Safety Coordinator

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates
- Monitoring drills, exercises and emergency response activities for safety
- Identifying safety hazards
- Ensuring that responders use appropriate safety equipment

Agency Liaison

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander
- Briefing agency representatives on current situation, priorities and planned actions
- Ensuring coordination of efforts by periodically keeping Incident commanders informed of agencies action plans and providing periodic updates to agency representatives as necessary.

Team Supplies and Equipment

- Copy of the school's Emergency procedures
- Campus map
- Master Keys
- Copies of staff and student rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio
- First Aid Kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large Campus Map

Team Assembly Location

- Report to the Incident Command Post by the Middle School basketball courts.

DOCUMENTATION POSITION

The Document position is responsible for maintaining a log of all staff accounted for, all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation.

Roles and Responsibilities

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with District Emergency Operations Center (EOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.
- Maintaining all records and documentation assigned by the Incident Commander

Supplies and Equipment

- Hand-held radios
- File boxes
- Paper, pens

Team Assembly Location

- Report to and remain at the Command Post.

FIRST AID/MEDICAL TEAM

The First Aid/medical Team is responsible for ensuring that the first aid supplies are available and properly administered during an emergency.

Roles and Responsibilities

First Aid/Medical Team Leader

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies and equipment
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles
- Determining the need for skilled medical assistance, and overseeing care, treatment and assessment of patients
- Periodically keeping the Incident Commander informed of overall status
- Completing the Injury and Missing persons Report

First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up a first aid area, triage and/or temporary morgue.
- Prepare coverings or containers if morgue is set up.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to First Aid/Medical Team Leader.
- **Should fatalities occur, all bodies should remain where they are. The Fire Department will determine if bodies will be moved.**
- Take a picture first, identify and pin a card with the name of the victim and date to the front of the clothing.
- Cover the victim completely and weigh down the covering. Keep all unauthorized persons away from the area.

Supplies and Equipment

- Vest or position identifier
- First aid supplies
- Triage tags
- Hand-held radios
- Stretchers
- Blankets
- Wheelchairs
- Patient record forms
- Site map
- Injury and Missing Persons Report

Team Assembly Location

- Check in at the Incident Command Post by 1st/2nd grade tetherball court.

PSYCHOLOGICAL FIRST AID TEAM

The Psychological First Aid Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

Roles and Responsibilities

Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed.

Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Psychological First Aid Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Psychological First Aid Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed.
- Coordinating with the Incident Commander to provide water and food to students and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff

Supplies and Equipment

- Vest or position identifier
- Hand-held radio
- Paper, pens, pencils

Team Assembly Location

- Meet at the Command Post.

SEARCH AND RESCUE TEAM

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. Search and rescue consists of three separate operations:

1. Size up involves assessing the situation and determining a safe action plan.
2. Search involves locating victims and documenting their location.
3. Rescue involves the procedures and methods required to extricate the victims.

Roles and Responsibilities

Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader include:

- Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
- Performing the size up checklist and determining the action plan
- Assigning and recording teams based on available manpower, minimum 2 persons per team.
- Updating teams' reports on site map and recording exact location of damage and triage tally

Search Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. If you are assigned to this team, become familiar with your assigned area. Specific duties of the **search** team include:

- Searching assigned areas, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, MPR and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting Security/Utilities Team to secure the building from reentry after the search, stored water, fire extinguishers, central cut-off for natural gas and electricity.

Rescue Team Members

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. If you are assigned to this team, become familiar with your assigned area. Specific duties of the **rescue** team include:

- Extracting victims from the buildings
- Relocating them to the triage area.
- Periodically reporting to the Team Leader on location, number, and condition of injured.

Supplies and Equipment

- Vest or position identifier
- Hard hat
- Work and latex gloves
- Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- CO2 fire extinguishers
- Water-type fire extinguishers
- Hoses
- Water bib keys
- Gloves
- Blankets
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack

SEARCH AND RESCUE BASICS

Experience from previous disasters has shown that immediately after almost every disaster, the first response to trapped victims is by spontaneous, untrained, and well-intentioned persons who rush to the site of a collapse in an attempt to free the victims.

More often than not, **these spontaneous rescue efforts result in serious injuries and compounded problems.** However well-meaning, rescue efforts should be planned and practiced in advance.

The decision to attempt a rescue should be based on two factors:

1. The risks involved to the rescuer
2. The overall goal of doing the greatest good for the greatest number of people

The goals of search and rescue operations are to:

- Rescue the greatest number of people in the shortest amount of time.
- Rescue lightly trapped victims first.

The most important person in a rescue attempt is the rescuer.

Effective search and rescue operations hinge on:

- Effective size up
- Rescuer safety
- Victim safety

Team Assembly Location

- Report to the Incident Command Post and then start checking all the classrooms. Members will be reassigned as needed once the sweep is complete.

SECURITY/UTILITIES TEAM

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff. This team will also serve the duties of the HazMat Team as necessary.

Roles and Responsibilities

Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, and sewer) as needed.

Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in “lock-down” to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking gates when appropriate.
- Stationing two team members at the main entrance to the school (KIOSK/WATERMAN) to direct emergency vehicles to area(s) of need and to greet parents.
- Keeping students and staff out of buildings, as necessary.
- Assisting at Reunion Gate as appropriate.
- Assessing damage to school facilities.
- Checking emergency water supply and making it ready for distribution.
- Setting up temporary sanitation areas (portable toilets).*
- Helping with first aid and setting up a temporary morgue (if necessary).
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.

Supplies and Equipment

- Vest or position identifier
- Master keys
- Hand-held radio
- Copy of the school’s Emergency Procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Custodial and food supply inventories
- Notebook containing site maps

Sanitation

- Once it is determined that sanitation provisions need to be supplied, the following will need to be determined:
- Predetermine where the pits are to be dug. Dig as follows:
- 3-4- feet long, 24 to 30 inches deep, as narrow as possible.
- Leave dirt piled nearby. After use, throw in a small amount of dirt.
- If lime is available, throw in 1-2 shovels per day.
- Have a divider of tarp available if possible for privacy.
- Have toilet tissue available.
- Small children will need assistance and assurance.

Team Assembly Location

- Report to Command Post. The team will then rove the entire campus to determine areas of need.

FIRE SUPPRESSION AND HAZMAT TEAM

The Fire Suppression and HazMat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Incident Commander. The Fire Suppression and HazMat Leader is also responsible for gathering damage information from the Team Members and have them readily available to the Incident Commander.

Roles and Responsibilities

Fire Suppression and HazMat Team Leader

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms from the Team Members and have them readily available to the Incident Commander.

Fire Suppression and HazMat Team Members

The members of the Fire Suppression and HazMat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency. Copies of the Damage Assessment Report Form will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

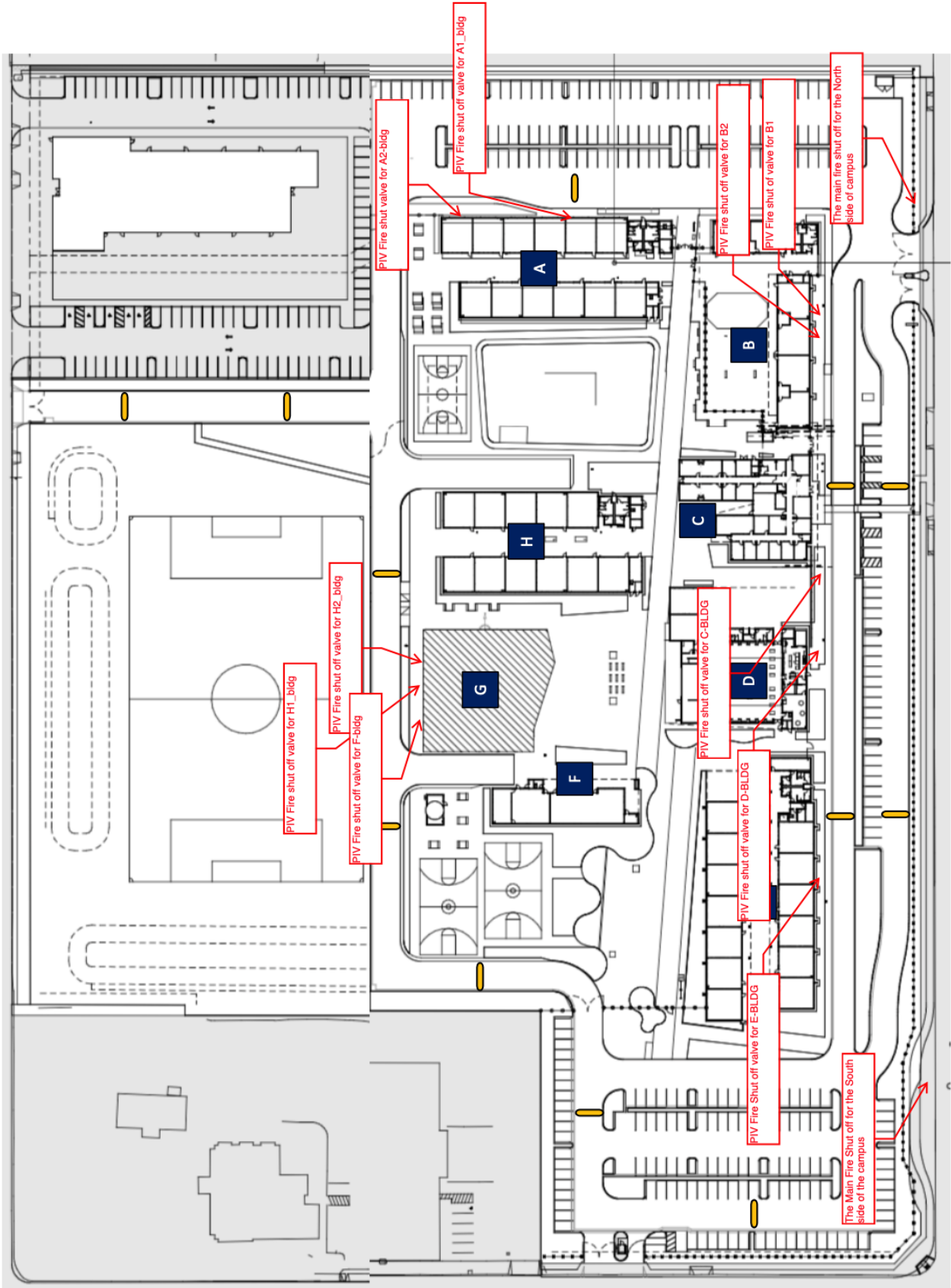
- Extinguishing fires on campus.
- Evaluating potential release of chemicals.
- Identifying damaged areas. Reporting will be supplemented by pictures if appropriate.
- Locating and extinguishing small fires as appropriate.
- Checking the gas meter and, if gas is leaking, shutting down gas supply.
- Shutting down electricity only if the building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around damaged or hazardous areas.

Supplies and Equipment

- Vest or position identifier
- Firefighting equipment
- Hand-held radio
- Master keys
- Clipboard with job duties
- Firefighting equipment
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shut off tools
- Notebook containing site maps
- Damage Assessment Report Form

Team Assembly Location Team members are the same as the Securities/Utilities Team and will report to the Incident Command Post.

Fire Shut Off Map



STUDENT ASSEMBLY AREA TEAM

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. The team is responsible for the supervision of students in the assembly area awaiting reunion with parents.

Roles and Responsibilities

Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report from the Team Members, notating classes that are holding up **GREEN** (all clear) signs and **RED** (classes needing assistance) signs, making them readily available to the Incident Commander.

Assembly Area Team Members

The members of the Assembly Area Team are responsible for supervising students and performing the safe evacuation of students and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Assist in the assembly of student by grade level, marked with signs
- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing persons Report from each teacher and submitting them to the Assembly Area Team Leader
- Checking student emergency card for name of persons authorized to pick up student
- Assisting the Reunion Gate Team as require

Supplies and Equipment

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury and Missing Persons Report

Team Assembly Location

- Initially walk out with their classes to the designated evacuation location by Allen St. As soon as it is safe, classes are to line up by grade level. Personnel and students should be accounted for and reports sent to the Incident Command Post.

REQUEST GATE TEAM

The Request Gate Team is responsible for processing parent requests for student release during an emergency. This will not be an easy assignment as parents will be emotional. Try to keep them calm; reassure them that their students are safe and that you will do all you can to retrieve their child as quickly as possible.

****It will be important that someone in the office grab the Emergency Release books and bring them to the release gate area. This book will be used to ensure that students are only released to persons listed.****

Roles and Responsibilities

Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

The Request Gate Team Leader is also responsible for collecting the Student Release Log from the Team Members and having them readily available to Incident Commander.

Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Checking student emergency card information to ensure that the student is being released to someone listed on their card. **NO CHILD IS TO BE RELEASED TO ANYONE NOT LISTED ON THEIR CARD.**
- Issuing a tag to an authorized person for the reunion gate.
- Directing parents or guardians to the Reunion Gate.

Supplies and Equipment

- Keys to Main Gate
- Bullhorn
- Tags

Team Assembly Location

- Along the 1st/2nd grade fence, students will be dismissed through the gate. The Request Gate team is to assemble at the Allen St. fence. Gates into the school area will be closed off for parents. Vehicles will be able to circle around. Students will be retrieved and released at the gate in this same area. Parents are NOT to enter school grounds

REUNION GATE TEAM

The Reunion Gate Team is responsible for the actual reuniting of parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. Parents approved at the Request Gate will come to this Allen st. gate with an approval slip. You will take the slip and retrieve the student either by radio or by foot. Keep the release slips for our records.

Roles and Responsibilities

Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Leader will be responsible for turning in Student Release Tags to Incident Command post.

Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.
- Verifying the authenticity of the tags or other identifications.
- Dispatching Runners to Assembly Area (or radio supervising teachers) to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adults to sign students out of school.

Supplies and Equipment

- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Keys to Reunion Gate

Team Assembly Location

- Along the Allen St. fence, students will be dismissed through the 1st/2nd gate. The Request Gate team is to assemble at Allen st. fence. Gates into the school area will be closed off for parents. Vehicles will be able to circle around. Students will be retrieved and released at the small gate in this same area. Parents are NOT to enter school grounds

SUPPLY/EQUIPMENT TEAM

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

Roles and Responsibilities

Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.

Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.

Supplies and Equipment

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Portable phones
- Sanitary supplies

Team Assembly Location

Team Leader reports to Command Post, then to your team assembly area by containers near Allen St.

WATER DISTRIBUTION

I PREPARATION

If we have water storage units.

- A) Periodically survey water supply – this will include trapped water in hot water and toilet tanks or any other area of reserve.
- B) Check stored water – this should be recycled in September and January; clean container and refill; and store in cool dark place. Water bottles are kept in a storage room, and are rotated annually.

- Become familiar with water purification methods:

If polluted, strain water through a clean cloth, paper towel or paper coffee filter to remove any sediment or floating material. Water may be disinfected with 5.25% sodium hypochlorite solution (liquid household chlorine bleach). Do not use the granular form of household bleach. If the liquid bleach you are using is older than one year, you should double the amount listed. Mix water and bleach thoroughly by stirring or shaking in a container. Let stand for 30 minutes. A slight chlorine odor should be detectable in the water. If not, repeat the dosage and let stand for an additional 15 minutes before using. Water may also be purified by bringing it to a rapid boil for at least 5 minutes.

<u>Water</u>	<u>Chlorine Bleach</u>	
	<u>Clear Water</u>	<u>Cloudy Water</u>
1 quart	2 drops	4 drops
1 gallon	8 drops	16 drops
5 gallons	½ teaspoon	1 teaspoon

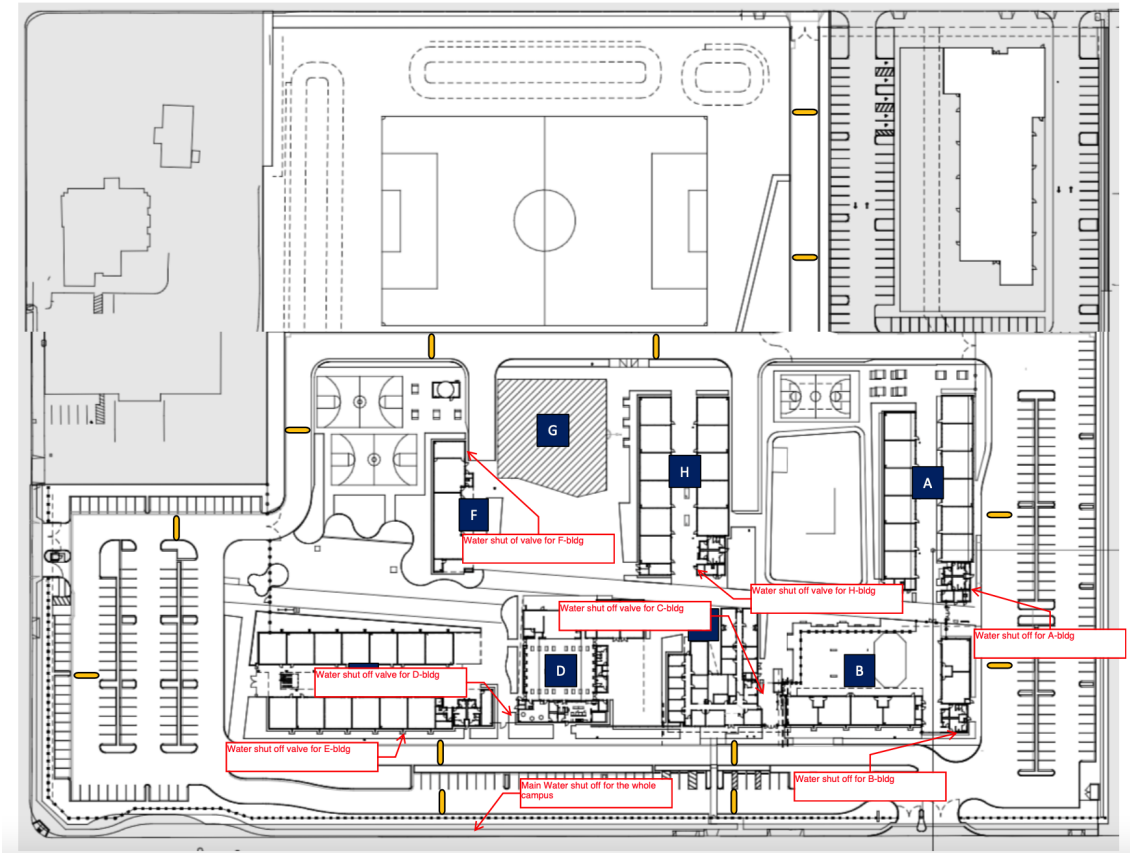
II. EMERGENCY

- A) Curtail use of all water immediately.
- B) Collect all stored water and place in one area
- C) Devise distillation plan – keep in mind the water you may have to maintain your site personnel for an extended period of time. Have cups or other drinking vessels available.

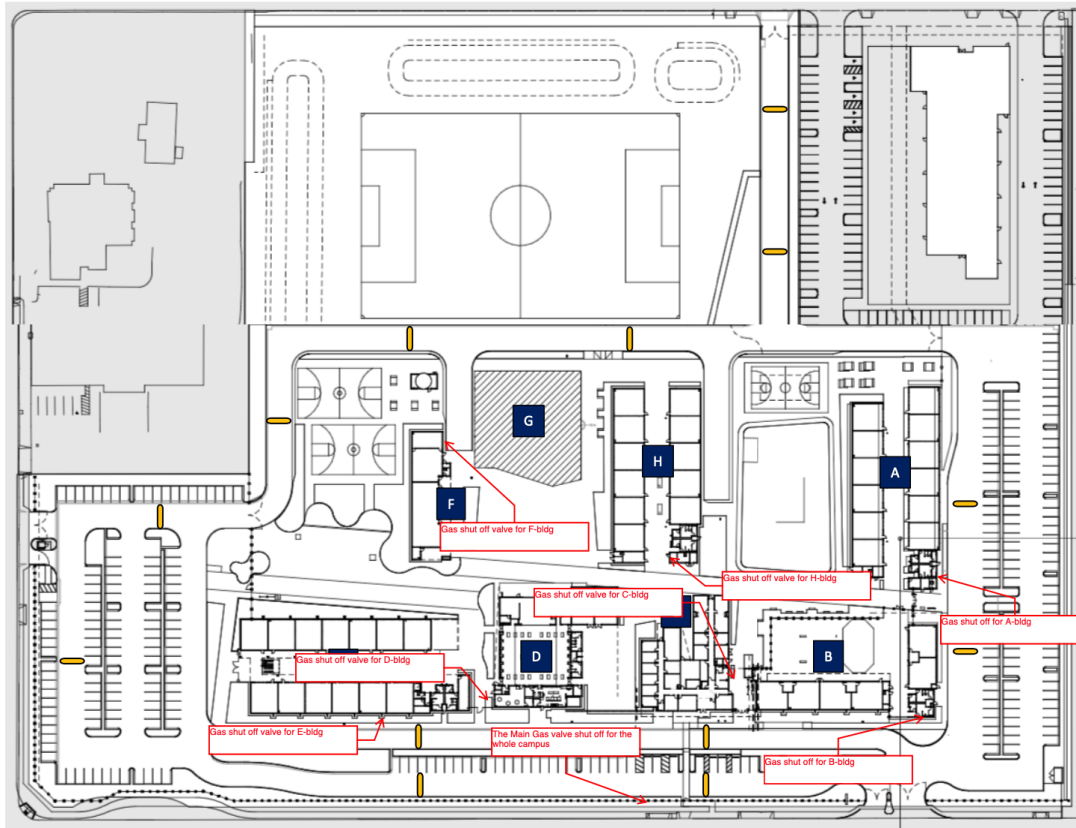
Team Assembly Location

- Initially report to the Incident Command Post and then meet at the Allen storage unit.

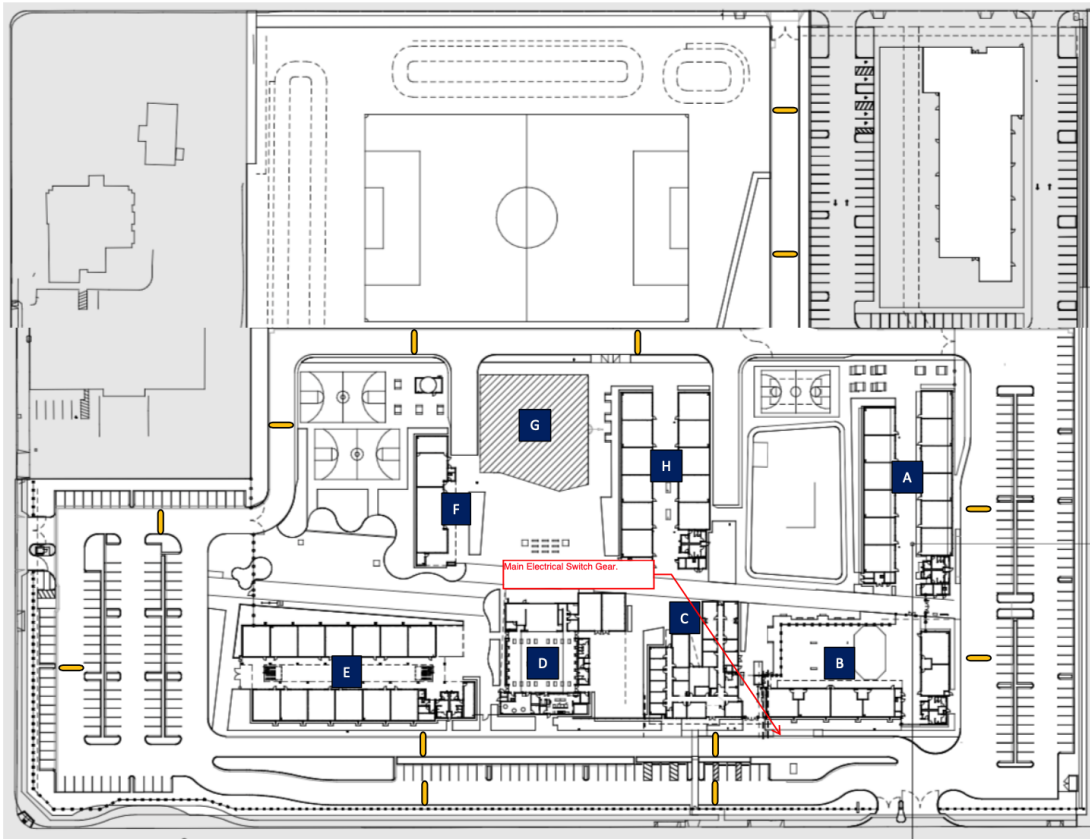
Water Shut Off Map



Gas Shut Off Map



Electric Switch Gear Map



STAFF ASSIGNMENTS AT A GLANCE

NORTON SCIENCE & LANGUAGE ACADEMY CAMPUS

***Indicates Team leader**

Incident Command Team: Lisa Lamb (CEO), Principal Mr. Uribe

Public Information: Lisa Lamb (CEO), Principal Mr. Uribe and Jisela Corona

Safety Coordinator: Jaime Ventura (Ryan Chamberlain) /Erika Agosto

Agency Liaison: Toni Preciado

Documentation Team: Elvira Regalado & Nancy Martinez

First Aid Team: Julianna Teran*, Angelica Ramos (co-lead), Maria Carreon, Daisy Mejía, Rodolfo Remigio, Eunise Rubio, Mary Torres, Lilia Avila, Katherine Gomez, Ana Hatfield, Yesenia Moreno, Yvette Fregoso, Raquel Garcia, Elia Chavez, John Powell.

Psychological Team: Marcelo Congo* Kristy Wilson (co-lead), Arthur Aragon, Alexis Diaz, Gabriel Redondo, Joseph Ramos, Katie Ruiz.

Search and Rescue Team: Erika Agosto*, Jeovanni DeReza (co-lead), Stephanie Deininger, Esmeralda Gabriel, Dominic Chavira, Teresa Monroy, Michelle Crowe, Carolina Torres, Corbin Lee, Daniel Ruiz, Sandra Orozco, Brenda Toledo, Esmeralda Mendoza, Vanessa Gomez, David Tellyer, Thomas Emick.

Security/Utilities Team: *(this team will also serve as the HazMat Suppression Team)* Jaime Ventura *, Fernando Morelos (co-lead), Guadalupe Martinez, Rachel Sagastume, Jonathan Hunter, Orlando Castañon, Jose Perez Jr., Daniel Avila.

Supply/Equipment Team: Micaela Sepulveda *Annalee Carillo (co-lead), Karla Manes, Crystal Rodríguez, Silvia Villagrana, Erica Cairo, Denis Vasquez, Kimberly Gomez, Roxanna Gonzalez, Eunise Rubio, Alicia Belman.

Student Assembly Area Team: Yesenia Moreno*, Melissa Wagenhoffer (co-lead), Erin Mason, Erika Zavala, Steve Bradberry, Katie Ruiz, Jessica Sepulveda, Nancy Bernal, Erica Caballero, Ana Monterroso, Carol Baez, Mayra Sanchez, Maria Vela, Nicole Ireland, Olga Loreto, Sean Sullivan, Christina Scasserra, Johanna Regalado, Kevin Berghoefer, Rebecca Soret, Chiachao (Carl) Chang, Jon Keller, Olga Aran, Carina Wolf, Leticia Hurtado, Bertha Rito, Stephanie Deininger and Marco Lara anyone not otherwise assigned (Rocket Lab, Instructional Aides, CSOs, IT, cafeteria staff, library) and ASP.

Request Gate Team: Angela Rodriguez*, Sophia Martínez (co-lead) Brenda Cornejo, Sharon Vargas and Jessica Sepulveda

Reunion Gate Team: Myrna Foster*, Stephany Mesinas (co-lead) Maria Funaki (RUNNERS) Micaela Cash, Andre Humphry, Donald Cox, Hong Tsu

KIOSK: Nancy De La Cruz, Diana Gomez, Lupe Perez, Julia Tortoledo

Allen Gate: Toni Preciado

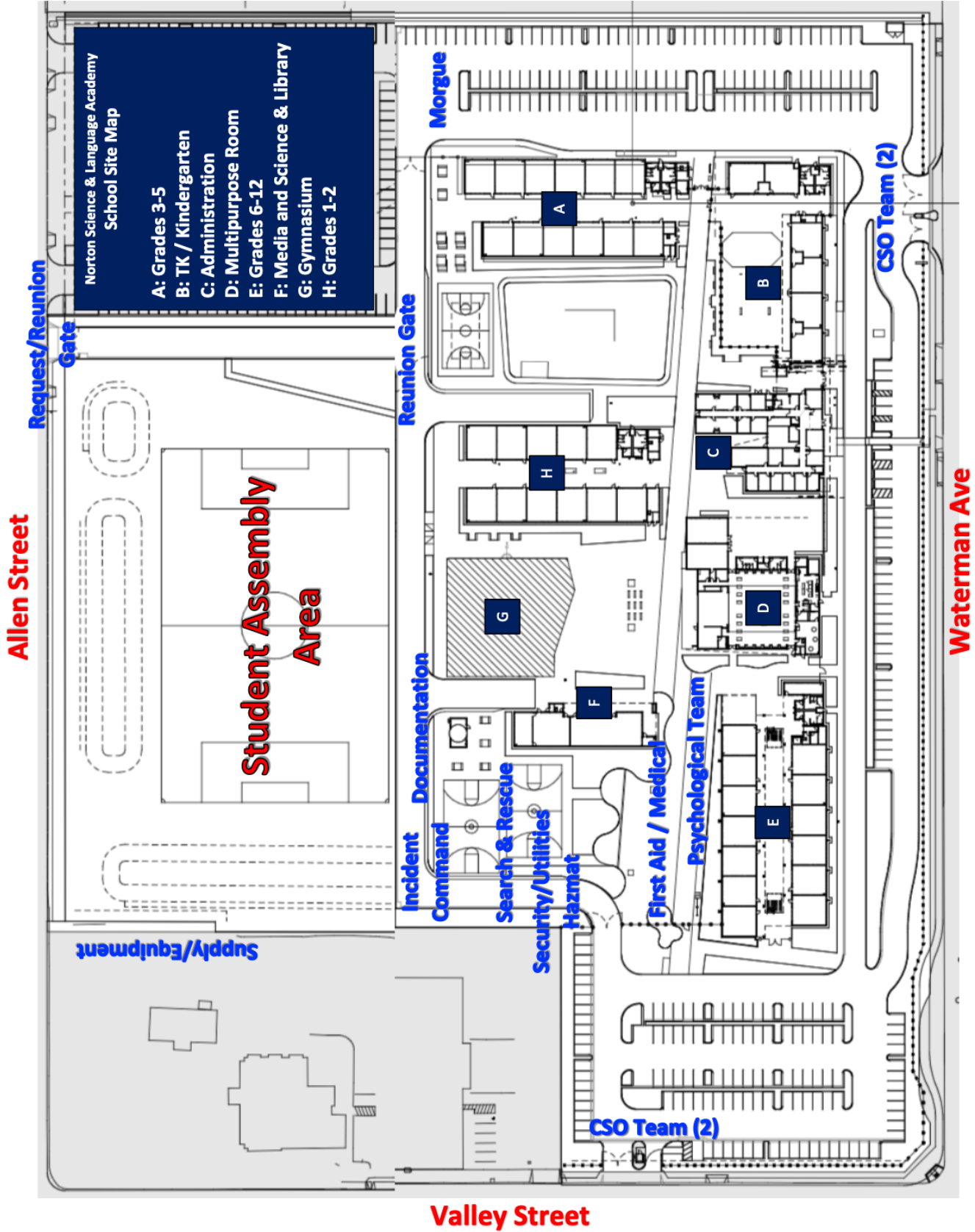
Waterman: Nancy De La Cruz, Diana Gomez, Lupe Perez, Julia Tortoledo

Administration Cell Phone Numbers

In case of emergency or during an incident, administration can be reached at the following cell phone numbers:

Lisa Lamb, CEO	760-403-0484
Victor Uribe, Principal	909-693-9942
Erika Agosto, Vice Principal	909-693-1099
Myrna Foster, Vice Principal	909-518-0297
Ryan Chamberlain, Facilities	760-403-5353

School Safety Plan Map



Allen Street

Request/Reunion Gate

Gate

Supply/Equipment

Student Assembly Area

Norton Science & Language Academy
School Site Map

- A: Grades 3-5
- B: TK / Kindergarten
- C: Administration
- D: Multipurpose Room
- E: Grades 6-12
- F: Media and Science & Library
- G: Gymnasium
- H: Grades 1-2

Valley Street

Incident Command Documentation

Reunion Gate

Morgue

Search & Rescue

Security/Utilities
Hazmat

First Aid / Medical

Psychological Team

CSO Team (2)

CSO Team (2)

Waterman Ave

**Lewis Center for Educational Research
STAFF REPORT**

Date: February 6, 2023
 To: LCER Board of Directors
 From: Lisa Lamb
 Re: President/CEO Report

<p>Goal 1 - Student Success: Strengthen all school programs and enrichment opportunities at both schools resulting in student success in the areas of academic, behavioral, and social emotional wellness.</p>	
<p>1.1 <u>Objective:</u> Both schools will demonstrate continual increases in student mastery in all areas as reported on the annual California School Dashboard.</p>	<p>AAE:</p> <ol style="list-style-type: none"> 1. Continued walkthroughs - 228 2. Looking to start interviewing for the new Secondary TOA Knights Lab support instructor 3. Counselor working with parents on completing their Free Application for Federal Student Aid (FASFA) applications 4. Freshman studies starting - reviewing transcripts, graduation requirements and college admissions A-G 5. In the process of onboarding the new SEL Counselor who is projected to begin working students soon 6. First time Honor Roll Assembly for secondary students <p>NSLA:</p> <ol style="list-style-type: none"> 1. ASB has taken over part of the morning announcements. 2. NSLA Admin team continues daily walkthroughs. MTSS team debriefs on walkthroughs. 3. Secondary Honor Roll Assembly is scheduled for Wednesday, January 25, 2023 4. Administration has concluded interviews for the SEL counselor and have made a recommendation. 5. We have completed our 1st ever 8th grade Spirit Assembly for both students and parents as a form of future recruitment. 6. We are sending a team of 10 staff members to CABE. Each group will come back and share through a presentation what they have learned to the remaining staff.
<p>1.2 <u>Objective:</u> Both schools will support Social Emotional Learning (SEL) to enhance the ability of students to self-regulate, strengthen interpersonal relationships, and increase healthy coping skills.</p>	<p>AAE:</p> <ol style="list-style-type: none"> 1. AAE administration continues weekly check in with students who are at risk. 2. Use of our Go Guardian and StopIt Programs to identify students who are in need of support. 3. Selected new SEL counselor and will start interviewing the four candidates for Secondary Knights Lab TOA 4. Counselor and Psychologist continue to work with their caseloads to provide support to our students and their SEL needs <p>NSLA:</p> <ol style="list-style-type: none"> 1. Interviews for SEL counselor were conducted and an offer was made, and HR is working on processing references 2. The MAC (Mindfulness Awareness Center) continues to be utilized by

	<p>staff, students and mental health counseling team providing team Mindfulness Rooms and SEL sessions.</p> <ol style="list-style-type: none"> 3. DM SELPA promoting wellness around campus. Currently working on improving the staff lounge. 4. SEL lessons are taught through out homerooms. <p>LCER Mental Health supports</p> <ol style="list-style-type: none"> 1. Addition of two counselors will increase LCER supports for students SEL needs 2. DM SELPA, DMCC, and County agencies counseling efforts for SPED and GENED students 3. Care Solace referrals continue to be processed in support of staff, students and families. 4. Mental Health Team (School Psychologists and Counselors) providing ongoing counseling support to students in crisis at both sites (Behavioral and Socioemotional). 5. GoBeacon alerts continue to be processed as needed for NSLA/AEE (suicidal ideations). 5. Ongoing/Weekly case management meetings through MTSS 6. Mental Health teams providing ongoing Suicide Prevention support.
<p>1.3 <u>Objective:</u> Both schools will develop a more robust STEM strand that builds upon itself in grades TK-12.</p>	<p>AAE :</p> <ol style="list-style-type: none"> 1. Teacher PD on Computer Science and use of technology in the classroom 2. High school clubs include eSports and Robotics. 3. After school STEM program has started and will continue through Spring 4. Engineering mentorship has begun with our High School students mentoring our elementary students in STEM related topics. <p>NSLA:</p> <ol style="list-style-type: none"> 1. Students have been provided a daily homeroom that is targeting Robotics. 2. STEM Quest is starting with students TK-10th beginning to choose what projects they will be working on. 3. High school clubs include eSports and Robotics. <p>LCER:</p> <ol style="list-style-type: none"> 1. LCER continues to participate as one of 8 districts in the County in CSforALL workshop series. The LCER team consists of Ryan Dorcey, Toni Preciado, Josh Dennison, Artie Aragon, Lisa Lamb, and Genie Cook. This cohort is receiving training and support from SBCSS through grant funding to vision and implement a computer science strand for students in K-12 at both schools. Next workshop is scheduled for February 1, 2023. Additional computer science trainings will be made available to administrators, counselors and teachers. Those who attend will receive a stipend paid through the CDE grant. 2. LCER has applied for the Amazon Future Engineer elementary curriculum grant through BootUP PD. The Amazon Future Engineer program brings career applicable Computer Science curriculum to the

	<p>classroom. Both schools have received and are utilizing the grant for Middle School curriculum through Project STEM. The BootUP PD curriculum provides a direct pathway for elementary students to learn computer science skills in alignment with state curriculum standards.</p> <p>3. Toni Preciado is attending the Ed Tech Coaches Network Meetings with the San Bernardino County Superintendent of Schools. She has brought forward additional resources that can be implemented in the elementary enrichment classes at both schools. The following link is a sample of these resources: https://www.elementarycomputingforall.org/</p>
<p>1.4 <u>Objective:</u> Both schools will support the LCER mission of creating global citizens through academic and co-curricular offerings each school year.</p>	<p>AAE :</p> <ol style="list-style-type: none"> 1. Our attendance clerk is back and working on SART letters to hold students accountable for their attendance 2. AAE Soccer and Basketball games are ending, and we have selected our Baseball and Softball teams for the Spring Season 3. Principal Cabinet and VP Cabinets meet monthly 4. Use of Friday club days that include: Spanish, KY/Radio, Art, Photography, Sports Fanatics, Comic Book, Tech/Gaming, Hiking, Christian, Interact, Chess, Musical Theater, Creators Space, Fashion Pop Music, Nerdvana, Healthy Living Clubs <p>NSLA:</p> <ol style="list-style-type: none"> 1. We are working closely with our community college to offer World Language courses for next year. 2. Principal continues to meet with grade MS/HS Homeroom representatives. 3. We are in the process of adding AP and Honors courses for the 2023-2024 school year. <p>LCER:</p> <ul style="list-style-type: none"> • LCER has partnered with San Bernardino County and San Bernardino County Superintendent of Schools to pilot an educational partnership between our schools and an elementary school in Taoyuan City, Taiwan. Lisa Lamb will continue to work with Ted Alejadre, Norm Nunez and other staff to expand this partnership to K-12 schools across the county. The following is a link to a video that explains more about this partnership: Here is a video that the County made as part of this partnership: Taiwanese Educational Partnership Video
<p>Goal 2 - Business/Fiscal: Maintain fiscal stability and seek diversified outside funding that allows us to be innovative.</p>	
<p>2.1 <u>Objective:</u> Lewis Center schools will maintain a balance of no less than 45 days of cash on hand (or 12.33%).</p>	<p>The Lewis Center schools are meeting this objective and have worked hard to implement the necessary steps to be able to maintain the required 45 days cash on hand set forth by our investors in our Bond Covenences.</p>

<p>2.2 <u>Objective</u>: Most restrictive dollars (i.e.: categorical funding, one-time monies, Special Education funding, grants, etc.) will be utilized first and according to funding requirements and as approved by the School Site Councils.</p>	<p>Finance is working with school administration to make sure that we meet the deadlines to expend COVID funding on time with the most impactful purchases to support classroom learning and a safe environment. We continue to discuss how to best utilize our categorical funds first based on the restrictions set forth in the grant being funded.</p>
<p>2.3 <u>Objective</u>: Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.</p>	<p>The governor released his January proposed budget for Fiscal Year 2023/2024. Within this budget, he has informed us of a 8.13% COLA to support the growing cost of goods and services. As always, this is what we use to begin discussions of potential COLA raises and covering the growing costs of health and welfare. We have begun scheduling Budget Development meetings with each of the managers to identify school needs so we can help prioritize needs while working on increasing our staff compensation.</p>
<p>2.4 <u>Objective</u>: The Foundation Board will raise funds annually to support the identified needs of LCER schools and programs.</p>	<p>The Foundation is beginning to plan the next LCER gala which is slated to be held in September 2023.</p>
<p>Goal 3 - Staffing: Recruit, develop, and retain a highly-qualified, innovative, flexible, and diversified staff.</p>	
<p>3.1 <u>Objective</u>: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.</p>	<p>HR is continuing to fill, change, create, discontinue positions as needed for the 2022/2023 school year. HR continues its social media campaign for open positions, attend targeted job fairs, as well as reach out to resources at other schools and organizations to recruit for open positions. HR is also continuing to recruit for Classified Substitutes and Certificated Substitutes interested in careers in the field of education in an effort to ensure we can advise proper educational paths and hire highly qualified applicants both internally as well as externally. HR continues to search for additional pathways to hire staff into open positions to include part time - remote work, emergency permits, etc.</p> <p>We are currently experiencing a higher number of vacancies than prior to the pandemic. As of 1/23/23, we have the following openings:</p> <ul style="list-style-type: none"> ● LCER- 1 classified position ● AAE- 1 certificated; 1 classified position (new posting) ● NSLA- 6 certificated positions; 9 classified positions <ul style="list-style-type: none"> ○ Note: the certificated openings are due to mid-year resignations from teachers. This trend is up from prior years.

<p>3.2 <u>Objective</u>: Develop a comprehensive succession plan for key positions.</p>	<p>The CEO continues to collaborate with the Executive Team and Board Task Force to develop a comprehensive succession plan.</p> <p>LCER leadership and stakeholder groups are calendared for the year. These include groups such as: data governance, management team, school site council, principals' advisory, LCAP, general administration and administrative assistants, administrative team meetings, academic leadership teams, health and safety, etc. These teams help establish a strategic flow of communication throughout the organization from the board to the parents as well as builds capacity of individuals within the various leadership groups.</p> <p>The CEO continues to meet with the executive directors weekly to discuss organizational needs. Monthly, she meets with directors individually to discuss their departmental/school needs and their professional and personal goals.</p>																																				
<p>3.3 <u>Objective</u>: Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.</p>	<p>The CEO and HR Director held a training for all LCER managers covering the topics of conflict resolution, complaint processes, performance evaluations, and FRISK documentation.</p> <p>Additional trainings this month have included:</p> <ul style="list-style-type: none"> ● State budget workshops attended by CBO and Finance staff ● WASC training attended by CEO, principal, and coordinator ● California Association for Bilingual Education (CABE) training- 10 teachers and 1 admin attending a 10-day series held on Saturdays ● Center for Transformative Teaching and Learning (CTTL) Winter Webinar series (18 attendees from LCER, NSLA, AAE) ● CSforAll - 3 month check in held with Director of IT, coordinator, and CEO 																																				
<p>3.4 <u>Objective</u>: As measured annually, LCER will increase and/or maintain organizational staff retention rates.</p>	<p>NSLA:</p> <table border="1" data-bbox="505 1199 1425 1629"> <thead> <tr> <th>Position</th> <th>21/22 Total Positions 6/30/22</th> <th>21/22 Vacancies Prior to EOY</th> <th>Staff Departed LCER at EOY 21/22</th> <th>Staff Retained 21/22 to 22/23</th> <th>Retention %</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td>47</td> <td>0</td> <td>3</td> <td>44</td> <td>94%</td> </tr> <tr> <td>Para-professional</td> <td>23</td> <td>6</td> <td>3</td> <td>14</td> <td>82%</td> </tr> <tr> <td>Counselor</td> <td>1</td> <td>0</td> <td>0</td> <td>1</td> <td>100%</td> </tr> </tbody> </table> <p>AAE:</p> <table border="1" data-bbox="505 1713 1425 1971"> <thead> <tr> <th>Position</th> <th>21/22 Total Positions 6/30/22</th> <th>21/22 Vacancies Prior to EOY</th> <th>Staff Departed LCER at EOY 21/22</th> <th>Staff Retained 21/22 to 22/23</th> <th>Retention %</th> </tr> </thead> <tbody> <tr> <td>Teacher</td> <td>70</td> <td>0</td> <td>6</td> <td>64</td> <td>91%</td> </tr> </tbody> </table>	Position	21/22 Total Positions 6/30/22	21/22 Vacancies Prior to EOY	Staff Departed LCER at EOY 21/22	Staff Retained 21/22 to 22/23	Retention %	Teacher	47	0	3	44	94%	Para-professional	23	6	3	14	82%	Counselor	1	0	0	1	100%	Position	21/22 Total Positions 6/30/22	21/22 Vacancies Prior to EOY	Staff Departed LCER at EOY 21/22	Staff Retained 21/22 to 22/23	Retention %	Teacher	70	0	6	64	91%
Position	21/22 Total Positions 6/30/22	21/22 Vacancies Prior to EOY	Staff Departed LCER at EOY 21/22	Staff Retained 21/22 to 22/23	Retention %																																
Teacher	47	0	3	44	94%																																
Para-professional	23	6	3	14	82%																																
Counselor	1	0	0	1	100%																																
Position	21/22 Total Positions 6/30/22	21/22 Vacancies Prior to EOY	Staff Departed LCER at EOY 21/22	Staff Retained 21/22 to 22/23	Retention %																																
Teacher	70	0	6	64	91%																																

Para-professional	22	3	3	16	84%
Counselor	1	0	0	1	100%

Goal 4 - Organizational Effectiveness: Communicate and engage students, staff, families, and community partners to drive a shared commitment to our common vision, mission, and goals.

<p>4.1 <u>Objective</u>: Board and Executive Team will actively communicate LCER's mission to the community partners that we serve.</p>	<p>The CEO, staff and Ambassadors have supported and attended various events in the region. These include: Greater High Desert Chamber of Commerce's Valley Morning Insight, CSforALL Workshop, and San Bernardino Chamber Koffee Klatch.</p> <p>Admin and counseling teams from both schools have begun meeting with Dale Marsden and Tomorrow's Talent staff. These discussions are regarding establishing paid and unpaid student internships for both high schools.</p> <p>The CEO continues to participate in San Bernardino Sheriff's Exchange and Apple Valley Sheriff's Work Group. These networks have provided several opportunities to partner with our local law enforcement for each school.</p>
---	---

<p>4.2 <u>Objective</u>: Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys.</p>	<p>2022-2023 Annual Lewis Center Culture- Staff Survey Results were sent via email for the Board's Review.</p> <p>NSLA participated in the YMCA Holiday Parade in December - the FIRST time our Rockets represented NSLA in a parade!</p> <p>NSLA held a Middle School-High School Parent Open House on January 19th. Information was shared about NSLA High School academic program, dual enrollment, athletics, student leadership opportunities and more.</p> <p>An Open House for prospective families will be held on February 9th. Campus tours will follow the presentation.</p>
--	---

<p>Accomplishments and Highlights</p>	
--	--

	<p>NSLA Rocket Races Returned! The Rocket Races were held on January 26th.</p> <p>AAE's SRLA marathon team ran a half marathon on January 15th.</p> <p>AAE SFJROTC were spotlighted by PBS. They came and videoed our campus, staff and students to share how amazing the program is on our campus. This will be part of their focus on education program that will air in the next few months.</p> <p>The NSLA Elementary Playground has been ordered and will be installed over Spring Break. This playground will be open to grades 1-5.</p>
--	---

--	--

AAE Data

	Aug	Sept	Oct	Nov	Dec	Jan
Secondary Attendance	93.97%	93.94%	94.79%	90.97%	92.22%	94.34%
Elementary Attendance	93.87%	93.55%	93.91%	91.23%	91.59%	95.39%
Secondary Enrollment	815	821	822	821	825	825
Elementary Enrollment	679	684	685	685	689	689
Total Enrollment	1494	1505	1507	1506	1514	1514
Suspensions	4	7	8	10	9	6
Walk Thrus (Progressive)	65	127	147	155	155	228

NSLA Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Secondary Attendance	92.09%	93.65%	91.69%	84%	88.85%	91.83%		
Elementary Attendance	91.77%	93.92%	94.54%	89.94%	91.36%	94.10%		
Secondary Enrollment	371	449	449	458	455	458		
Elementary Enrollment	673	672	668	663	661	660		
Total Enrollment	1111	1121	1117	1121	1116	1118		
Suspensions	22	20	24	8	11	5		
In School Susp	1	3	4	0	2	3		
Walk Thrus	250	85	95	125		140		

The High Desert Partnership in Academic Excellence Foundation, Inc.
 Check/Voucher Register - Board Report - 10K
 From 1/1/2023 Through 1/19/2023

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
1/4/2023	48366	SBCSS	42,408.05	NSAA PERS contributions for December
1/4/2023		SBCSS	104,030.01	LCER/AE - PERS contributions for December
1/4/2023	48367	SchoolsFirst Federal Credit	11,358.17	Employee TSA contributions - December 30, 2022
1/4/2023	48369	SBCSS	134,416.79	NSAA STRS contributions for December 2022
1/4/2023		SBCSS	180,866.66	LCER/AE - STRS contributions for December 22
1/11/2023	48379	Better 4 You Meals	10,248.00	October HS Menu AAE
1/11/2023		Better 4 You Meals	11,830.00	November 2022 Lunch HS AAE
1/11/2023		Better 4 You Meals	37,729.80	October 2022 Breakfast AAE
1/11/2023		Better 4 You Meals	39,199.90	November 2022 Breakfast NSLA
1/11/2023		Better 4 You Meals	40,114.60	Breakfast November 2022 AAE
1/11/2023		Better 4 You Meals	52,321.20	October 2022 Breakfast NSLA
1/11/2023	48388	CharterSAFE	58,445.00	Insurance premium pymt for January
1/11/2023	48390	Cengage Learning	12,962.33	PO 2223-0223-AAE
1/11/2023	48397	Creative Recreational Syster	69,500.21	PO 2223-0744-NSLA
1/11/2023	48407	Employment Development D	21,198.17	ACCT 942-6189-8 UI Ins 9/30-12/822
1/11/2023		Employment Development D	23,979.68	Acct# 942-6189-8
1/11/2023	48409	Elrod Fence	10,416.00	Material & Labor- Chain Link
1/11/2023	48411	Internal Revenue Service	12,040.62	EMPLOYER ID # 33-0542733
1/11/2023	48415	SISC	266,758.20	Health Coverage for January 2023
1/12/2023	48465	VIRCO, Inc.	16,224.89	PO 2223-0002-NSLA
1/12/2023		VIRCO, Inc.	46,429.32	PO 2223-0278-NSLA
1/13/2023	130		184,869.34	Group: Payroll; Pay Date: 1/13/2023
1/13/2023	131		298,663.88	Group: 11mo Payroll; Pay Date: 1/13/2023
1/13/2023	48473	SchoolsFirst Federal Credit	10,820.63	Employee TSA contributions - January 13, 2023
1/19/2023	25595	Lewis Center for Ed Researc	<u>662,000.00</u>	Transfer Funds from DCB to Union
Report Total			<u>2,358,831.45</u>	

All Funds - Budget Comparison 2021/22 to 2022/23

2021-2022

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Revised	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	37,081,283	18,540,642	18,540,642	50.00%
Expense				
Certificated Salaries	12,985,633	5,545,285	7,440,348	57.30%
Classified Salaries	5,004,461	1,885,917	3,118,544	62.32%
Benefits	6,590,649	2,759,992	3,830,657	58.12%
Books and Supplies	4,259,816	1,714,107	2,545,709	59.76%
Services & Other	6,729,180	2,932,260	3,796,920	56.42%
Capital Outlay	1,010,361	312,540	697,821	69.07%
Other Outgo	0	106,045	(106,045)	N/A
Share of LCER	0	0	0	N/A
Total Expense	36,580,100	15,256,145	21,323,955	58.29%
Add (Subtract) to Reserves	501,183	3,284,496	(2,783,313)	
Total Revenue	37,081,283	18,540,642	18,540,642	50.00%
Total Expense	36,580,100	15,256,145	21,323,955	41.71%
Add (Subtract) to Reserves	501,183	3,284,496	-2,783,313	

2022-2023

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Original	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	35,887,566	14,554,341	21,333,225	59.44%
Expense				
Certificated Salaries	13,137,383	6,294,616	6,842,767	52.09%
Classified Salaries	5,392,240	2,282,659	3,109,581	57.67%
Benefits	7,600,577	3,383,423	4,217,154	55.48%
Books and Supplies	2,414,293	1,258,672	1,155,621	47.87%
Services & Other	6,225,061	3,022,864	3,202,197	51.44%
Capital Outlay	360,000	278,587	81,413	22.61%
Other Outgo	0	16,017	(16,017)	N/A
Share of LCER	0	0	0	N/A
Total Expense	35,129,554	16,536,838	18,592,716	52.93%
Add (Subtract) to Reserves	758,012	(1,982,496)	2,740,508	
Total Revenue	35,887,566	14,554,341	21,333,225	40.56%
Total Expense	35,129,554	16,536,838	18,592,716	47.07%
Add (Subtract) to Reserves	758,012	-1,982,496	2,740,508	

AAE - Budget Comparison 2021/22 to 2022/23

2021-2022

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Revised	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	18,515,432	6,774,438	11,740,994	63.41%
Expense				
Certificated Salaries	6,909,149	3,014,727	3,894,422	56.37%
Classified Salaries	1,975,125	734,234	1,240,891	62.83%
Benefits	3,164,726	1,341,522	1,823,204	57.61%
Books and Supplies	1,883,523	607,861	1,275,662	67.73%
Services & Other	1,962,964	929,216	1,033,748	52.66%
Capital Outlay	885,511	189,655	695,856	78.58%
Other Outgo	0	18,513	(18,513)	N/A
Share of LCER	1,637,799	818,900	818,900	50.00%
Total Expense	18,418,797	7,654,628	10,764,169	58.44%
Add (Subtract) to Reserves	96,635	(880,189)	976,824	
Total Revenue	18,515,432	6,774,438	11,740,994	36.59%
Total Expense	18,418,797	7,654,628	10,764,169	41.56%
Add (Subtract) to Reserves	96,635	-880,189	976,824	

2022-2023

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Original	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	17,718,586	7,749,068	9,969,518	56.27%
Expense				
Certificated Salaries	6,710,492	3,223,209	3,487,283	51.97%
Classified Salaries	2,030,721	824,124	1,206,597	59.42%
Benefits	3,504,536	1,572,417	1,932,119	55.13%
Books and Supplies	1,162,144	573,063	589,081	50.69%
Services & Other	1,714,171	819,245	894,926	52.21%
Capital Outlay	300,000	149,766	150,234	50.08%
Other Outgo	0	13,265	(13,265)	N/A
Share of LCER	1,863,497	931,749	931,749	50.00%
Total Expense	17,285,561	8,106,838	9,178,723	53.10%
Add (Subtract) to Reserves	433,025	(357,770)	790,795	
Total Revenue	17,718,586	7,749,068	9,969,518	43.73%
Total Expense	17,285,561	8,106,838	9,178,723	46.90%
Add (Subtract) to Reserves	433,025	-357,770	790,795	

NSLA - Budget Comparison 2021/22 to 2022/23

2021-2022

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Revised	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	17,941,028	5,190,793	12,750,235	71.07%
Expense				
Certificated Salaries	5,366,913	2,177,314	3,189,599	59.43%
Classified Salaries	1,568,657	459,305	1,109,352	70.72%
Benefits	2,441,558	932,677	1,508,881	61.80%
Books and Supplies	2,321,668	807,681	1,513,987	65.21%
Services & Other	4,320,211	1,758,881	2,561,330	59.29%
Capital Outlay	100,000	108,035	(8,035)	-8.03%
Other Outgo	0	4,727	0	N/A
Share of LCER	1,399,930	699,965	699,965	50.00%
Total Expense	17,518,937	6,948,585	10,575,079	60.36%
Add (Subtract) to Reserves	422,091	(1,757,792)	2,175,155	
Total Revenue	17,941,028	5,190,793	12,750,235	28.93%
Total Expense	17,518,937	6,948,585	10,575,079	39.66%
Add (Subtract) to Reserves	422,091	-1,757,792	2,175,155	

2022-2023

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Original	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	17,587,872	6,668,936	10,918,936	62.08%
Expense				
Certificated Salaries	5,625,666	2,661,042	2,964,624	52.70%
Classified Salaries	1,749,107	637,354	1,111,753	63.56%
Benefits	2,939,984	1,227,103	1,712,881	58.26%
Books and Supplies	1,166,824	641,229	525,595	45.04%
Services & Other	3,993,243	1,921,915	2,071,328	51.87%
Capital Outlay	40,000	120,987	(80,987)	-202.47%
Other Outgo	0	2,752	(2,752)	N/A
Share of LCER	1,748,061	874,031	874,031	50.00%
Total Expense	17,262,885	8,086,413	9,176,472	53.16%
Add (Subtract) to Reserves	324,987	(1,417,476)	1,742,463	
Total Revenue	17,587,872	6,668,936	10,918,936	37.92%
Total Expense	17,262,885	8,086,413	9,176,472	46.84%
Add (Subtract) to Reserves	324,987	-1,417,476	1,742,463	

LCER - Budget Comparison 2021/22 to 2022/23

2021-2022

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Revised	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	624,823	311,277	313,546	50.18%
Expense				
Certificated Salaries	709,571	353,244	356,327	50.22%
Classified Salaries	1,460,679	692,378	768,301	52.60%
Benefits	984,365	485,793	498,572	50.65%
Books and Supplies	54,625	298,565	(243,940)	-446.57%
Services & Other	446,005	244,163	201,842	45.26%
Capital Outlay	24,850	14,850	10,000	40.24%
Other Outgo	0	82,804	(82,804)	N/A
Share of LCER	(3,037,729)	(1,518,865)	(1,518,865)	
Total Expense	642,366	652,933	(10,567)	-1.64%
Add (Subtract) to Reserves	(17,543)	(341,656)	324,113	
Total Revenue	624,823	311,277	313,546	49.82%
Total Expense	642,366	652,933	-10,567	101.64%
Add (Subtract) to Reserves	-17,543	-341,656	324,113	

2022-2023

	Current Period		Remaining Budget	Percent Remaining
	Total Budget \$ - Original	Actual thru December		
Revenue		Annual Budgeted Revenue		
Revenue	581,108	136,337	444,771	76.54%
Expense				
Certificated Salaries	801,225	410,365	390,860	48.78%
Classified Salaries	1,612,412	821,180	791,232	49.07%
Benefits	1,156,057	583,903	572,154	49.49%
Books and Supplies	85,325	44,380	40,945	47.99%
Services & Other	517,647	281,704	235,943	45.58%
Capital Outlay	20,000	7,834	12,166	60.83%
Other Outgo	0	0	0	N/A
Share of LCER	(3,611,558)	(1,805,779)	(1,805,779)	
Total Expense	581,108	343,588	237,520	40.87%
Add (Subtract) to Reserves	0	(207,250)	207,250	
Total Revenue	581,108	136,337	444,771	23.46%
Total Expense	581,108	343,588	237,520	59.13%
Add (Subtract) to Reserves	0	-207,250	207,250	

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2022-23, CMDC Report 3

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 1/12/2023 3:26:53 PM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

Amber Watson

Title: Finance Administrator; E-mail: awatson@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$33,877
Title II, Part A Resource Code: 4035	Cash Balance	-\$23,388
Title III, Immigrant Resource Code: 4201	Cash Balance	\$0
Title IV, Part A Resource Code: 4127	Cash Balance	\$247

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2022-23, CMDC Report 3

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 1/12/2023 3:26:53 PM

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2022-23, CMDC Report 3

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 1/12/2023 3:38:26 PM

The data submitted was acknowledged to be true and accurate to the best of my knowledge as supported by accounting records in accordance with applicable government laws, regulations, and program requirements.

Submitted by:

Amber Watson

Title: Finance Administrator; E-mail: awatson@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$92,967
Title II, Part A Resource Code: 4035	Cash Balance	-\$25,570
Title III, Immigrant Resource Code: 4201	Cash Balance	\$0
Title III, LEP Resource Code: 4203	Cash Balance	-\$18,991
Title IV, Part A Resource Code: 4127	Cash Balance	-\$22,512

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2022-23, CMDC Report 3

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 1/12/2023 3:38:26 PM

Foundation Savings - 4100005285

2021-22

As of 12/31/22

Description	Beginning Balance	Debit	Credit	Interest	Ending Balance
AAE Captial Campaign	\$85,427.27	\$243.25		168.73	\$85,352.75
NSLA Capital Campaign	\$69,008.19	\$69,578.24	\$300.00	136.60	(\$133.46)
Davis Scholarship Endowment	\$14,046.45			24.11	\$14,070.56
Global Exchange Programs	\$13,009.31			24.11	\$13,033.42
HiDAS Endowment	\$64,105.98	\$1,568.28		128.56	\$62,666.26
Scholarships	\$28,849.61	\$500.00	\$5,500.00	56.25	\$33,905.86
Unrestricted	\$132,642.62	\$7,711.83	\$1,639.84	265.16	\$126,835.79
TOTAL					\$335,731.16

Restricted Scholarship Funds					
AAE Ambassadors Scholarship	\$0.00				\$0.00
AAE PTC Scholarship	\$0.00				\$0.00
AAE Staff Scholarship	\$0.00				\$0.00
Bud Biggs Memorial Scholarship	\$0.00				\$0.00
Edison Scholarship	\$0.00				\$0.00
Gerardo Diaz Jr. Scholarship	\$0.00				\$0.00
Mike Mangold Scholarship	\$2,750.00				\$2,750.00
San Manuel Scholarship	\$0.00		\$5,000.00		\$5,000.00
Sandra Perea Scholarship	\$6,535.00				\$6,535.00
SLT Scholarship	(\$500.00)	\$500.00	\$1,000.00		\$0.00
Total Unrestricted Scholarship Funds					\$19,620.86

Restricted AAE Capital Campaign Funds					
High Desert Turtle and Tortoise Club	\$2,500.00				\$2,500.00
AAE Gym Weight Room	\$2,150.00				\$2,150.00
Watertower, Gristmill, Shade Structures	\$25,060.39				\$25,060.39
AAE Shade Fundraiser	\$10,900.36				\$10,900.36
Total Unrestricted AAE Capital Campaign					\$44,742.00

**LCER Board Meetings
Attendance Log 2021**

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
David Rib	Present											100%
Donna Kauffman	Present											100%
Jessica Rodriguez	Present											100%
Marisol Sanchez	Present											100%
Omari Onyango	Present											100%
Pat Caldwell	Present											100%
Pat Schlosser	Absent											0%
Sharon Page	Present											100%
Yolanda Carlos	Present											100%

	Special mtg		
David Rib			
Donna Kauffman			
Jessica Rodriguez			
Marisol Sanchez			
Omari Onyango			
Pat Caldwell			
Pat Schlosser			
Sharon Page			
Yolanda Carlos			