

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 12, 2024 - Public Meeting – 4:30 p.m.**

Meeting at 17500 Mana Rd., Apple Valley, CA, Multipurpose Room (Bldg H)
Additional Locations: 230 S. Waterman Ave., San Bernardino, CA, Conference Room in Office
1936 De Anza Drive, Colton Ca 92324, 4110 Berryman Ave, Los Angeles, CA 90066

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

<https://attendee.gotowebinar.com/rt/5884405247462777183>

Dial in using your phone: +1 (631) 992-3221 Passcode: 266-030-476

- 1. CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** 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 LCER Student Updates – LCER Ambassadors
 - .02 AAE School Update – Chet Richards, Principal
 - .03 NSLA School Update – Victor Uribe, Principal
 - .04 2023-24 Lewis Center Audit Presentation, Jeff Nigro, Nigro & Nigro
 - .05 AAE and NSLA Mid-Year Local Control and Accountability Plan (LCAP) Update – Chet Richards and Victor Uribe, Principals
- 5. CONSENT AGENDA:**
 - .01 Approve Minutes of January 29, 2024 Regular Meeting – Pg 3
- 6. ACTION ITEMS:**
 - .01 Approve AAE 2024-25 Comprehensive School Safety Plan (CSSP) – Pg 6
 - .02 Approve NSLA 2024-25 Comprehensive School Safety Plan (CSSP) – Pg 53
- 7. DISCUSSION ITEMS:**
 - .01 Lewis Center Foundation Board Update – Marisol Sanchez
 - Wine Social - April 18, 2024 (location tbd)
 - Annual Gala - September 28, 2024 (location tbd)
- 8. INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
 - .01 President/CEO Report – Pg 105
 - .02 Grant Tracking Report – Pg 113
 - .03 LCER Financial Reports
 - Checks Over \$10K – Pg 114
 - Budget Comparisons – Pg 115

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- Lewis Center Foundation Financial Reports – Pg 116
- .04 AAE and NSLA Cash Management Data Collection for Categorical Funds – Pg 118
- .05 LCER Board Attendance Log – Pg 122
- .06 LCER Board/Lewis Center Foundation Give and Get – Pg 123

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

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**Minutes for Regular Meeting of the Lewis Center for Educational Research Board
January 29, 2024**

1. **CALL TO ORDER AND PLEDGE OF ALLEGIANCE:** Chairman Caldwell
2. **ROLL CALL:** LCER Board Members Pat Caldwell, Yolanda Carlos, Steven Levin, Omari Onyango, Sharon Page, David Rib, Jessica Rodriguez, Marisol Sanchez and Pat Schlosser were in attendance.
3. **PUBLIC COMMENTS:** None
4. **SPECIAL PRESENTATIONS:**
 - .01 Introduction and Welcome of Dr. Steven Levin, New LCER Board Member – Pat Caldwell welcomed Dr. Steven Levin to the Board and reviewed his bio.
 - .02 LCER Student Updates – LCER Ambassador Simon Skinner updated the Board on AAE student activities. Homecoming week went great. The theme was Monte Carlo. ASB has Father/Daughter and Mother/Son dances coming up. Knight’s Challenge is coming up for ROTC to compete against other units in sporting events. Band did great at the pep rally and are preparing for the spring concerts. Winter sports had their senior nights and baseball/softball is upcoming. Ambassadors had a bonding activity with AAE/NSLA Ambassadors. Ambassadors are preparing for Knight of the Night for AAE seniors. Corey Zaman updated the Board on NSLA student activities. The boys soccer team made it to play offs, and boys basketball did as well. A new shade structure was installed and many field trips are occurring. ASB is doing an adopt a duck program.
 - .03 AAE School Update – Chet Richards, Principal reported that attendance is in flux, and enrollment should be ticking up, filling any openings. Suspensions are light this year compared to last year. The Frontline sub system is up and running and helping with coverage. Scores are improving, and we’re rewarding the top classes. Secondary honor roll assemblies are this week. The Admin Building construction has begun. The building will have new plumbing, wiring, windows, etc. Fencing on the west side is complete and are waiting on the north side for the flood control project. Staff surveys are being reviewed and there have been great comments and constructive ideas. Winter sports and e-sports started. Zero the Hero visited classrooms today for the 100th day of school.
 - .04 NSLA School Update – Victor Uribe, Principal reported that Norton will be hosting the SBCSS leadership network on February 6 for a Dual Language Immersion workshop. Dr. Medina and Dr. Gomez have been implementing coaching sessions for staff. NSLA students have been pen pals with students in Taiwan. An event will be on February 28 at 4:15 p.m. to connect the students. A marketing commercial was filmed and came out great. Jisela will send it out once the final version is available. Admin spent time reviewing staff survey results and are working on a plan to improve. Star athlete awards presentations were held and an athletic study hall was implemented. Attendance is steady around 91-92%. A new attendance and parent engagement committee have been meeting and coming up with an action plan. Secondary awards were held with a great turnout. Rocket Races are also happening and has raised over \$16K.
 - .05 AAE and NSLA California School Dashboard Presentation – AAE Principal Chet Richards and NSLA Principal Victor Uribe presented the California School Dashboard for 2022-23. It covers absenteeism, suspension rates, English Learner progress, and English Language Arts/Mathematics scores for both schools. AAE’s also covers graduation rates and career/college readiness. Action plans have been developed based on the data. Steve asked about the diagggregated data. The schools are looking at all the data they have to identify needed supports. David asked if we’re hearing of absences due to Covid or RSV. Covid numbers have declined. Regardless, if students have symptoms, we want them to stay home. Yolanda commended Genie Cook.

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5. CONSENT AGENDA:

- .01 Approve Minutes of December 11, 2023 Regular Meeting
- .02 Approve AAE and NSLA 1st Interim Reports
- .03 Approve NSLA 6th Grade Field Trip to Battleship Iowa in Los Angeles, CA June 5-6, 2024
- .04 Approve AAE SFJROTC Leadership Camp in Fawnskin, CA March 18-22, 2024

Item 5.01 was pulled from the Consent Agenda. On a motion by Sharon Page, seconded by Pat Schlosser, vote 7-0, Consent Agenda Item 5.01 was approved by roll call vote. Members Steve Levin and David Rib abstained.

On a motion by Pat Schlosser, seconded by Steven Levin, vote 9-0, the LCER Board of Directors approved Consent Agenda Items 5.02-5.04 by roll call vote.

6. ACTION ITEMS:

- .01 Approve AAE and NSLA School Accountability Report Cards (SARC) – Heather Muir presented an overview of the SARC. It is more of a microview and covers enrollment, teachers, curriculum, class sizes and support. The data is delayed due to the State. David Rib noted that NSLA salaries are not mentioned. Heather has a message into the State to see why. On a motion by Pat Schlosser, seconded by David Rib, vote 9-0, the AAE and NSLA School Accountability Report Cards were approved by roll call vote.

7. DISCUSSION ITEMS:

- .01 Discuss AAE Baseball Field Progress – Ryan Chamberlain provided an update on the AAE baseball field project bids and the project proposals were shared. We hired the landscaper and contractor separately, who will complete the project together, saving us \$200K. A footprint was shared as well. We worked with VVWRA in the design to allow access to the sewer line. Concrete pads will be installed for the bleachers and dugouts. The grading permit has been approved, and due to weather delaying installation, the project should begin next month. The sod will be put down in spring. Steve asked if a project management piece is included. The companies have worked together before and will coordinate with each other.
- .02 Discuss Form 700 - Pat Caldwell reminded the Board that Form 700s are due to be completed.
- .03 Plan LCER Board Strategic Planning to Include Brown Act and Conflict of Interest Training. Pat Caldwell asked the Board to check possible dates of March 14, April 1, April 2, or April 5. It will be a full day meeting. The date was scheduled for April 5. We will send the times out.
- .04 David Gruber reviewed The High Desert Partnership in Academic Excellence Foundation, Inc. Final Audit for the Fiscal Year Ending June 30, 2022. He reported that lease liability and amortization is now being reported. We have leases on our copier machines. Total revenue, expenditures and net change in assets were shared. The cash balance of the organization as of June 30, 223 is \$21,155,740. Pat Caldwell commended the Executive Team. There was a finding for unduplicated pupil counts and P2 attendance. The auditor will present the audit in February.
- .05 Lewis Center Foundation Board Update – Marisol Sanchez
 - Update from McTeacher’s Night – The event raised \$2,368! The winning classes were Mrs. Anderson at AAE and Mrs. Cruzado at NSLA. The students enjoyed seeing their teachers at the event.
 - Wine Social - April 18, 2024 - we have visited several wineries and the Foundation will discuss the event at their meeting on February 2.
 - Annual Gala - September 28, 2024 (location tbd)

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8. INFORMATION INCLUDED IN PACKET:

- .01 President/CEO Report
- .02 Grant Tracking Report
- .03 LCER Financial Reports
 - Checks Over \$10K
 - Budget Comparisons
 - Lewis Center Foundation Financial Report
- .04 LCER Board Attendance Log
- .05 LCER Board/Lewis Center Foundation Give and Get

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 – Pat Schlosser mentioned the LCAP presentation to the Board is coming up. Lisa commended Jisela on the San Manuel \$100K grant, as well as the NSLA ambassadors that gave them a great tour, leading to the invitation to apply. At AAE, Sally Ritchea, secondary VP, has decided to return to the classroom in special education. We have a number of applicants for the open position. At NSLA, Principal Uribe has announced his retirement. We are accepting applications for that position as well. The Board will be included in the recruitment for his position. David Gruber is attending CSDC’s CBO certification course. We are attending many presentations regarding next year’s budget. We are being very mindful when discussing future budget development. We have implemented iReady at both schools which is helping with verifiable data. We are hearing good things from students and teachers. We are looking at how to implement the new attendance and tardy policy in the best manner. We are doing a deep dive into our dual immersion program at NSLA. Lisa thanked Toni Preciado for leading this.
- .03 Future agenda items

10. ADJOURNMENT: Chairman Caldwell adjourned the meeting at 6:28 p.m.

Lewis Center for Educational Research Board

Agenda Item Cover Sheet

Date of Meeting: February 12, 2024

Title: AAE CSSP

Presentation:_____ Consent:_____ Action: X 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 2024-2025 CSSP for AAE

Submitted by:

Chet Richards

Principal, Academy for Academic Excellence

Comprehensive School Safety Plan

2024-25 School Year

School: Academy for Academic Excellence
CDS Code: 36750773630837
District: Academy for Academic Excellence
Address: 17500 Mana Rd.
Apple Valley, CA 92308
Date of Adoption: January 25, 2024
Date of Update: January 16, 2024
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:


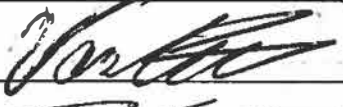


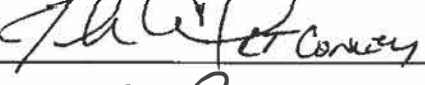

Name	Title	Signature	Date
Chet Richards	School Principal		1-29-24
Varteni Krikorian	School Safety Planning Committee representative		1-31-24
Thomas Ripley	School Site Council representative		1/31/24
Lisa Lamb	CEO/President		2/1/24
Josh Conley	Law Enforcement Representative		2/2/2024
Brian Pachman	Fire Department Representative		2-5-2024

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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)

Assessment of School Safety

A School Safety assessment was completed on July 25, 2023

In meetings--School Site Council, Parents & Pastries, Safety Committee, Principal's and Vice-Principal's Student Cabinets, and 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.

Title IX

Title IX of the Education Amendments of 1972 (“Title IX”) is a federal law that prohibits sex-based discrimination in all educational programs and activities, including athletic programs. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity operated by the Local Education Agency (LEA). Title IX protects all participants in the LEA’s educational programs and activities, including students, parents, employees, and job applicants. The LEA does not discriminate on the basis of sex. Discrimination on the basis of sex can include sexual harassment and sexual violence (U.S. Department of Education, 2020).

The LEA has a responsibility to respond promptly and effectively to sex-based discrimination, including sexual harassment and sexual violence. If the LEA knows or reasonably should know about sex discrimination, it must act to eliminate the sex discrimination, prevent its recurrence, and address its effects. The LEA must resolve complaints of sex discrimination promptly and equitably. Information on filing a complaint alleging sex-based discrimination is below, including contact information for the LEA’s Title IX Coordinator.

(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
Implementation of Catapult EMS system	Implementation of the Catapult EMS alert system Training on the system Drills utilizing the new system	Catapult EMS software	Ryan Dorcy	Continued drill and practice to improve emergency situation protocols and implementation.
Fencing to secure School Grounds	Installation of fencing around the perimeter of the school.	Funding allocated to safety needs of our school.	Ryan Chamberlain	Surveys and feedback from community partners

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
Addition of new Social Emotional Learning Counselor.	Funding for social emotional learning was utilized to hire a SEL Counselor	New SEL Counselor	Administration	Employee evaluation, SEL Surveys

(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.

Opioid Prevention and Life-Saving Response Procedures

Opioid antagonist means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and that has been approved for the treatment of an opioid overdose. (Education Code 49414.3)

(a) School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

(b) For purposes of this section, the following terms have the following meanings:

(1) "Authorizing physician and surgeon" may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

(2) "Auto-injector" means a disposable delivery device designed for the automatic injection of a premeasured dose of an opioid antagonist into the human body and approved by the federal Food and Drug Administration for layperson use.

(3) "Opioid antagonist" means naloxone hydrochloride or another drug approved by the federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body, and has been approved for the treatment of an opioid overdose.

(4) "Qualified supervisor of health" may include, but is not limited to, a school nurse.

(5) "Volunteer" or "trained personnel" means an employee who has volunteered to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose, has been designated by a school, and has received training pursuant to subdivision (d).

(c) Each public and private elementary and secondary school in the state may voluntarily determine whether or not to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available at its school. In making this determination, a school shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to naloxone hydrochloride or another opioid antagonist and trained personnel. A private elementary or secondary school choosing to exercise the authority provided under this subdivision shall not receive state funds specifically for purposes of this subdivision.

(d)(1) Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed pursuant to subdivision (e), regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon. A benefit shall not be granted to or withheld from any individual based on his or her offer to volunteer, and there shall be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training. Any school district, county office of education, or charter school choosing to exercise the authority provided under this subdivision shall provide the training for the volunteers at no cost to the volunteer and during the volunteer's regular working hours.

(2) An employee who volunteers pursuant to this section may rescind his or her offer to administer emergency naloxone hydrochloride or another opioid antagonist at any time, including after receipt of training.

(e)(1) The Superintendent shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of paragraph (2). Every five years, or sooner as deemed necessary by the Superintendent, the Superintendent shall review minimum standards of training for the administration of naloxone hydrochloride or other opioid antagonists that satisfy the requirements of paragraph (2). For purposes of this subdivision, the Superintendent shall consult with organizations and providers with expertise in administering naloxone hydrochloride or another opioid antagonist and administering medication in a school environment, including, but not limited to, the California Society of Addiction Medicine, the Emergency Medical Services Authority, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, and others.

(2) Training established pursuant to this subdivision shall include all of the following:

(A) Techniques for recognizing symptoms of an opioid overdose.

(B) Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.

(C) Basic emergency follow up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the pupil's parent or guardian.

(D) Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

(E) Written materials covering the information required under this subdivision.

(3) Training established pursuant to this subdivision shall be consistent with the most recent guidelines for medication administration issued by the department.

(4) A school shall retain for reference the written materials prepared under subparagraph (E) of paragraph (2).

(f) Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

(1) A description of the volunteer request stating that the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.

(2) A description of the training that the volunteer will receive pursuant to subdivision (d).

(3) The right of an employee to rescind his or her offer to volunteer pursuant to this section.

(4) A statement that no benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

(g)(1) A qualified supervisor of health at a school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall obtain from an authorizing physician and surgeon a prescription for each school for naloxone hydrochloride or another opioid antagonist. A qualified supervisor of health at a school district, county office of education, or charter school shall be responsible for stocking the naloxone hydrochloride or another opioid antagonist and restocking it if it is used.

(2) If a school district, county office of education, or charter school does not have a qualified supervisor of health, an administrator at the school district, county office of education, or charter school shall carry out the duties specified in paragraph (1).

(3) A prescription pursuant to this subdivision may be filled by local or mail order pharmacies or naloxone hydrochloride or another opioid antagonist manufacturers.

(4) An authorizing physician and surgeon shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for the issuance of a prescription or order pursuant to this section, unless the physician and surgeon's issuance of the prescription or order constitutes gross negligence or willful or malicious conduct.

(h)(1) A school nurse or, if the school does not have a school nurse or the school nurse is not onsite or available, a volunteer may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the naloxone hydrochloride or another opioid antagonist is used it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Naloxone hydrochloride or another opioid antagonist shall be restocked before its expiration date.

(2) Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector.

(3) A volunteer shall be allowed to administer naloxone hydrochloride or another opioid antagonist in a form listed in paragraph (2) that the volunteer is most comfortable with.

(i) A school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall ensure that each employee who volunteers under this section will be provided defense and indemnification by the school district, county office of education, or charter school for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) of Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

(j)(1) Notwithstanding any other law, a person trained as required under subdivision (d), who administers naloxone hydrochloride or another opioid antagonist, in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for his or her acts or omissions in administering the naloxone hydrochloride or another opioid antagonist.

(2) The protection specified in paragraph (1) shall not apply in a case of gross negligence or willful and wanton misconduct of the person who renders emergency care treatment by the use of naloxone hydrochloride or another opioid antagonist.

(3) Any public employee who volunteers to administer naloxone hydrochloride or another opioid antagonist pursuant to subdivision (d) is not providing emergency medical care “for compensation,” notwithstanding the fact that he or she is a paid public employee.

(k) A state agency, the department, or a public school may accept gifts, grants, and donations from any source for the support of the public school carrying out the provisions of this section, including, but not limited to, the acceptance of naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

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

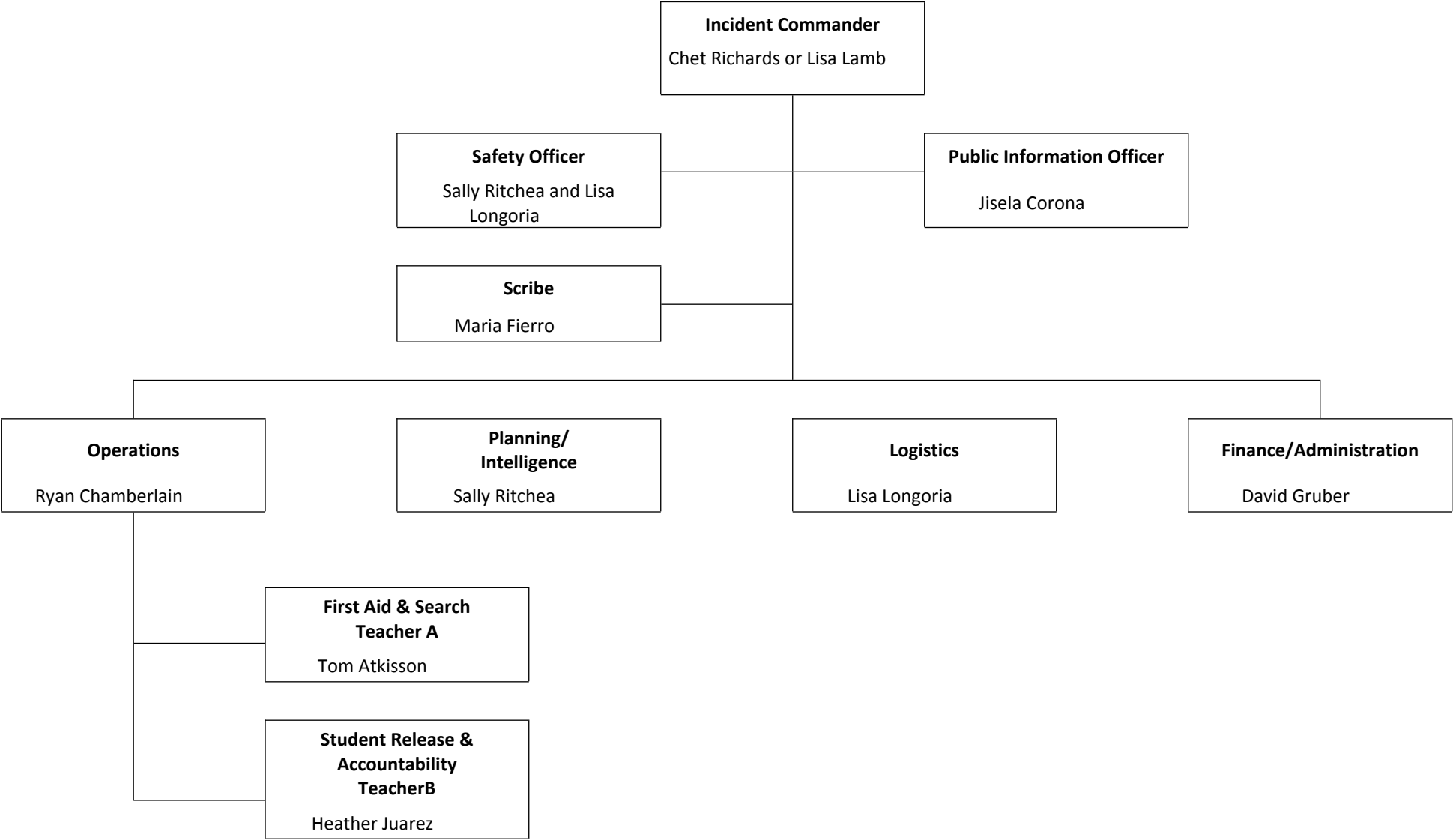
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	American Medical Response AMR	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		AAE and LCER staff participated in active shooter training provided by Apple Valley Unified School District.
Safety committee meeting review of the CSSP		Administration, CSOs, and classified staff met to review the safety plan
Present CSSP in School Site Council for comment		Stakeholder revisions presented and discussed in SSC. The current plan was approved. Agenda is located at: https://docs.google.com/document/d/1poHg7UPKG8Sp1pQzWsh7t1Nyrucko31E0QIEJfDv-z8/edit+
Board approval of CSSP		The current CSSP presented by principal for LCER Board approval.
Campus Safety Audit with San Bernardino Sheriff Department		Campus walkthrough with Tom Mabry to access physical safety of facilities.
All Staff Safety Plan Review		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		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		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. Team assignments, roles, evacuation routes or reunification site may also be modified or changed based upon the situation that occurs. 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
- Catapult EMS 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 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.
- Utilize Catapult EMS system to notify all staff of the danger
- 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.
- Utilize Catapult EMS system to notify all staff of the danger
- 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. Utilize Catapult EMS system to notify all staff of the threat

- c. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.
- d. Be decisive. Communicate your plan to your students and act quickly.
- e. 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:

- Utilize Catapult EMS system to notify staff about the threat.
- 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:

- Utilize Catapult EMS system to notify staff about the threat.
- 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:

- Utilize Catapult EMS system to notify staff about the threat.
- 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:

- Utilize Catapult EMS system to notify staff about the threat. 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. Utilize Catapult EMS system to notify staff about the threat. 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.
- Utilize Catapult EMS system to notify staff about the threat.
- 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:

- Utilize Catapult EMS system to notify staff about the threat.

- 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. Utilize Catapult EMS system to notify staff about the threat.
3. 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.
4. 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.
5. The Principal or designee will notify the Lewis Center CEO of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, please refer to that section.
8. 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:

- Utilize Catapult EMS system to notify staff about the threat.
- 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:

- Utilize Catapult EMS system to notify staff about the threat.
- 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.

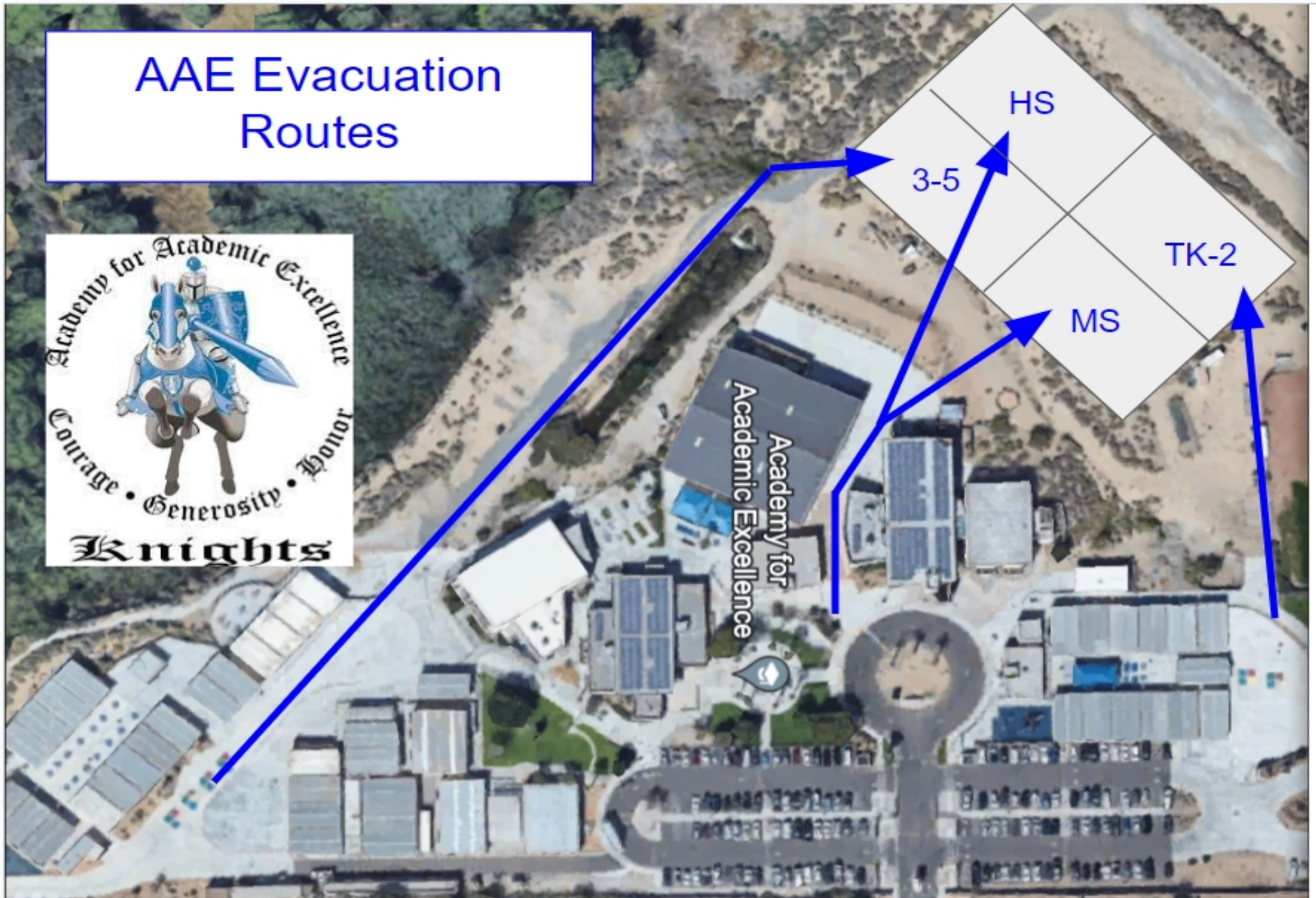
Procedure

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

AAE Evacuation Routes



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

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

Date of meeting: February 12, 2024

Title: NSLA Comprehensive School Safety Plan

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.

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 2024-2025 NSLA Comprehensive School Safety Plans for NSLA.

Submitted by:

Victor Uribe, NSLA Principal

Comprehensive School Safety Plan

**2024-25
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, CA 92408
Date of Adoption: February 2024
Date of Update: January 19, 2024
Date of Review:
 - with Staff August 2023
 - with Law Enforcement Pending Review
 - with Fire Authority Pending Review

Approved by:




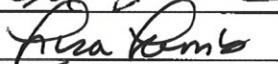
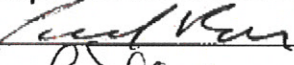
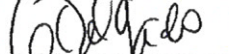
Name	Title	Signature	Date
Victor Uribe	School Principal		1/19/24
Erika Agosto	School Safety Planning Committee Representative		1/19/24
Corbin Lee	School Site Council Representative		1/19/24
Lisa Lamb/CEO	Lewis Center CEO		1/31/24
Joseph Paulino	SBCUSD School Police		1/29/24
Daniel Munsey	Fire department Representative		1/29/24

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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. (1/18/24)

Components of the Comprehensive School Safety Plan (EC 32281)

Norton Science and Language Academy Safety Committee

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

Assessment of School Safety

A school safety assessment was completed in August 2023 by NSLA Administrative staff 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 daily/monthly/quarterly/yearly reviews of:

- Perimeter Checks & Campus Walk-throughs
- Student Behavior Incident Reports
- Attendance Rates
- Suspension/Expulsion data
- Parent/Student Climate Surveys
- Staff 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

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

MOU with SBCUSD School Police

StopIT Reporting App

Go Beacon Technology Monitoring

CatapultEMS (Emergency Response System)

(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 or fax 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.

(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 (these shall be clearly defined within the SIS in place). 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 must 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 (BP 5144) 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 an 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, suspending or expelling a student from regular classroom instruction may be necessary. 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 its procedures are available at the NSLA Principal's office upon request.

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. The written notice shall be in the native language of the student or the student's parent or guardian. If the student is a foster child or youth or a homeless child or youth, the student's educational rights holder shall be informed 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 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)

To fulfill the requirements of Education Code 49079, teachers will be notified of why (s) a student has been suspended. Norton Science and Language Academy has incorporated this notification into the 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, the 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 of any type in the workplace by any employee, independent contractor, or other person with whom the school does business.

This policy applies to all employee actions and relationships, regardless of position or gender. LCER will promptly and thoroughly investigate any harassment complaint and take appropriate corrective action if warranted. LCER shall not tolerate retaliatory action or behavior against an LCER employee or other person who articulates a good faith concern about harassment against him or her or against another individual 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 educational institutions is prohibited. All persons, regardless of gender, are afforded equal rights and opportunities and freedom from unlawful discrimination in educational programs or activities conducted by LCER. LCER is committed to providing 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 staff supervisors 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 is responsible for maintaining a workplace free from any form of unlawful harassment. Consequently, should any LCER employee, particularly 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 positively and professionally and contribute to a productive school environment 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, 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, 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
- Differential 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 the authority to conduct an 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 the 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 the completion of the 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.

(a) The Legislature finds and declares each of the following:

(1) The children of this state have the right to an effective public school education. Both students and staff of the primary, elementary, junior and senior high school campuses have the constitutional right to be safe and secure in their persons at school. However, children in many of our public schools are forced to focus on the threat of violence and the messages of violence contained in many aspects of our society, particularly reflected in gang regalia that disrupts the learning environment.

(2) "Gang-related apparel" is hazardous to the health and safety of the school environment.

(3) Instructing teachers and administrators on the subtleties of identifying constantly changing gang regalia and gang affiliation takes an increasing amount of time away from educating our children.

(4) Weapons, including firearms and knives, have become common place upon even our elementary school campuses. Students often conceal weapons by wearing clothing, such as jumpsuits and overcoats, and by carrying large bags.

(5) The adoption of a schoolwide uniform policy is a reasonable way to provide some protection for students. A required uniform may protect students from being associated with any particular gang. Moreover, by requiring schoolwide uniforms teachers and administrators may not need to occupy as much of their time learning the subtleties of gang regalia.

(6) To control the environment in public schools to facilitate and maintain an effective learning environment and to keep the focus of the classroom on learning and not personal safety, schools need the authorization to implement uniform clothing requirements for our public school children.

(7) Many educators believe that school dress significantly influences pupil behavior. This influence is evident on school dressup days and color days. Schools that have adopted school uniforms experience a "coming together feeling," greater school pride, and better behavior in and out of the classroom.

(b) The governing board of any school district may adopt or rescind a reasonable dress code policy that requires pupils to wear a schoolwide uniform or prohibits pupils from wearing "gang-related apparel" if the governing board of the school district approves a plan that may be initiated by an individual school's principal, staff, and parents and determines that the policy is necessary for the health and safety of the school environment. Individual schools may include the reasonable dress code policy as part of its school safety plan, pursuant to Section 32281.

(c) Adoption and enforcement of a reasonable dress code policy pursuant to subdivision (b) is not a violation of Section 48950. For purposes of this section, Section 48950 shall apply to elementary, high school, and unified school districts. If a schoolwide uniform is required, the specific uniform selected shall be determined by the principal, staff, and parents of the individual school.

(d) A dress code policy that requires pupils to wear a schoolwide uniform shall not be implemented with less than six months' notice to parents and the availability of resources to assist economically disadvantaged pupils.

(e) The governing board shall provide a method whereby parents may choose not to have their children comply with an adopted school uniform policy.

(f) If a governing board chooses to adopt a policy pursuant to this section, the policy shall include a provision that no pupil shall be penalized academically or otherwise discriminated against nor denied attendance to school if the pupil's parents chose not to have the pupil comply with the school uniform policy. The governing board shall continue to have responsibility for the appropriate education of those pupils.

(g) A policy adopted pursuant to this section shall not preclude pupils that participate in a nationally recognized youth organization from wearing organization uniforms on days that the organization has a scheduled meeting.

(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 are provided through the handbook, orientations, assemblies, and social media. Parents/Guardians are informed of procedures for student drop-off and pick-up and given frequent reminders about traffic and campus safety. CSOs (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 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 violates 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 must check in with school personnel in the main office. Office staff will verify pre-approval of campus visitors and provide visitors with appropriate identification. Upon verification, visitors will be issued a visitor badge and be required to sign in and out during the visit. School volunteers are required to complete the volunteer application process which includes, but is not limited to volunteer workshop, written application, TB test, and fingerprints. Upon clearance from Human Resources, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers must 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 2024-2025 school year, lunch areas, restrooms, and classrooms will be well-maintained and litter free as evidenced by facilities, 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
Post banners that detail expectations in common areas	Order banners		Principal	Campus 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 2024- 2025 school year	Teachers to honor students who demonstrate any of the three standards and other positive behaviors.	Assemblies and class visits	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	Suite 360	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 courses (ASB, BSU, GSA)	Advisors, Counselors	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.
It is a goal to teach students the important values that we all share.	Principal makes Friday Announcements	Friday Announcements	Principal	Participation in Monthly Character Themes
Increase # of students practicing positive coping skills	Counselors will implement small groups related to anger management, positive conflict resolution, etc.	Suite 360, Second Step	Counselors	Climate surveys, behavior referrals

Component:

NA

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

(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 can or choose not to solve their problem, the teacher, staff, and/or principal will set the consequences 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 are unfair, 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 and share information about 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 decides when they are ready to return to their regular classroom.

“Recovery”

At Home

“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

The Legislature finds and declares all of the following:

- (a) While it is appropriate to intervene in an emergency to prevent a pupil from imminent risk of serious physical self-harm or harm of others, restraint and seclusion are dangerous interventions, with certain known practices posing a great risk to child health and safety.
- (b) United States Department of Education guidelines specify that the use of restraint and seclusion must be consistent with the child's right to be treated with dignity and to be free from abuse.
- (c) Restraint and seclusion should only be used as a safety measure of last resort, and should never be used as punishment or discipline or for staff convenience.
- (d) Restraint and seclusion may cause serious injury or long lasting trauma and death, even when done safely and correctly.
- (e) There is no evidence that restraint or seclusion is effective in reducing the problem behaviors that frequently precipitate the use of those techniques.
- (f) Pupils with disabilities and pupils of color, especially African American boys, are disproportionately subject to restraint and seclusion.
- (g) Well-established California law already regulates restraint techniques in a number of settings, including general acute care hospitals, acute psychiatric hospitals, psychiatric health facilities, crisis stabilization units, community treatment facilities, group homes, skilled nursing facilities, intermediate care facilities, community care facilities, and mental health rehabilitation centers. These minimal protections should be provided to all pupils in schools.
- (h) It is the intent of the Legislature to ensure that schools foster learning in a safe and healthy environment and provide adequate safeguards to prevent harm, and even death, to children in school.
- (i) This article is intended to be read to be consistent with, and does not change any requirements, limitations, or protections in, existing law pertaining to pupils with exceptional needs.
- (j) It is the intent of the Legislature to prohibit dangerous practices. Restraint and seclusion, as described in this article, do not further a child's education. At the same time, the Legislature recognizes that if an emergency situation arises, the ability of education personnel to act in that emergency to safeguard a pupil or others from imminent physical harm should not be restricted.

(J) Hate Crime Reporting Procedures and Policies

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 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 based on 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 focus on efficiently using district and community resources. The district shall provide age-appropriate instruction to help promote understanding and respect for human rights, diversity, and tolerance in a multicultural society and 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 the 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 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 students who exhibit such behavior.

Procedures for Preventing Acts of Bullying and Cyber-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.

BP 5131.2:

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

As appropriate, the LCER shall 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.

Such instruction shall also educate students about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.

The President/CEO or designee shall provide training to teachers and other school staff to raise their awareness about the legal obligation of the LCER and its employees to prevent discrimination, harassment, intimidation, and bullying of LCER students. Such training shall be designed to provide staff with the skills to:

1. Discuss the diversity of the student body and school community, including their varying immigration experiences
2. Discuss bullying prevention strategies with students, and teach students to recognize the behavior and characteristics of bullying perpetrators and victims
3. Identify the signs of bullying or harassing behavior
4. Take immediate corrective action when bullying is observed
5. Report incidents to the appropriate authorities, including law enforcement in instances of criminal behavior

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

With input from families and staff, school leaders will assess the adequacy of current programs, review current policies and procedures, review available data on bullying, cyberbullying, 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 the school climate and the prevalence, nature, and severity of bullying in our school. Additionally, the LCER will annually report bullying incident data to the Board.

California Education Code sections 32261, 32265, 32270, and 48900 define bullying of students to include bullying committed by means of an electronic act and authorizes school officials to suspend or recommend for expulsion pupils who engage in bullying.

Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention Options:

1. School leaders, teachers, and staff will create safe environments and positive cultures for students.
2. We can educate students, each other, and families about the dangers of drug use and about how to prevent opioid misuse and addiction.
3. Many evidence-based prevention programs can be delivered in a school setting.
4. We can help mitigate risk factors that can make students vulnerable to engaging in dangerous behavior.
5. We can also boost protective factors and increase student engagement.
6. We will be prepared if an opioid overdose occurs on school grounds.
7. We support students in recovery and students whose family members are suffering from addiction.

(a) School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to school nurses or trained personnel who have volunteered pursuant to subdivision (d), and school nurses or trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering, or reasonably believed to be suffering, from an opioid overdose.

(b) For purposes of this section, the following terms have the following meanings:

(1) “Authorizing physician and surgeon” may include, but is not limited to, a physician and surgeon employed by, or contracting with, a local educational agency, a medical director of the local health department, or a local emergency medical services director.

(2) “Auto-injector” means a disposable delivery device designed for the automatic injection of a premeasured dose of an opioid antagonist into the human body and approved by the federal Food and Drug Administration for layperson use.

(3) “Opioid antagonist” means naloxone hydrochloride or another drug approved by the Federal Food and Drug Administration that, when administered, negates or neutralizes in whole or in part the pharmacological effects of an opioid in the body and has been approved for the treatment of an opioid overdose.

(4) “Qualified supervisor of health” may include, but is not limited to, a school nurse.

(5) “Volunteer” or “trained personnel” means an employee who has volunteered to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose, has been designated by a school, and has received training pursuant to subdivision (d).

(c) Each public and private elementary and secondary school in the state may voluntarily determine whether or not to make emergency naloxone hydrochloride or another opioid antagonist and trained personnel available at its school. In making this determination, a school shall evaluate the emergency medical response time to the school and determine whether initiating emergency medical services is an acceptable alternative to naloxone hydrochloride or another opioid antagonist and trained personnel. A private elementary or secondary school choosing to exercise the authority provided under this subdivision shall not receive state funds specifically for purposes of this subdivision.

(d)(1) Each public and private elementary and secondary school in the state may designate one or more volunteers to receive initial and annual refresher training, based on the standards developed pursuant to subdivision (e), regarding the storage and emergency use of naloxone hydrochloride or another opioid antagonist from the school nurse or other qualified person designated by an authorizing physician and surgeon. A benefit shall not be granted to or withheld from any individual based on his or her offer to volunteer, and there shall be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training. Any school district, county office of education, or charter school choosing to exercise the authority provided under this subdivision shall provide the training for the volunteers at no cost to the volunteer and during the volunteer's regular working hours.

(2) An employee who volunteers pursuant to this section may rescind his or her offer to administer emergency naloxone hydrochloride or another opioid antagonist at any time, including after receipt of training.

(e)(1) The Superintendent shall establish minimum standards of training for the administration of naloxone hydrochloride or another opioid antagonist that satisfies the requirements of paragraph (2). Every five years, or sooner as deemed necessary by the Superintendent, the Superintendent shall review minimum standards of training for the administration of naloxone hydrochloride or other opioid antagonists that satisfy the requirements of paragraph (2). For purposes of this subdivision, the Superintendent shall

consult with organizations and providers with expertise in administering naloxone hydrochloride or another opioid antagonist and administering medication in a school environment, including, but not limited to, the California Society of Addiction Medicine, the Emergency Medical Services Authority, the California School Nurses Organization, the California Medical Association, the American Academy of Pediatrics, and others.

(2) Training established pursuant to this subdivision shall include all of the following:

(A) Techniques for recognizing symptoms of an opioid overdose.

(B) Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist.

(C) Basic emergency followup procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and to contact the pupil's parent or guardian.

(D) Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation.

(E) Written materials covering the information required under this subdivision.

(3) Training established pursuant to this subdivision shall be consistent with the most recent guidelines for medication administration issued by the department.

(4) A school shall retain for reference the written materials prepared under subparagraph (E) of paragraph (2).

(5) The department shall include on its Internet Web site a clearinghouse for best practices in training nonmedical personnel to administer naloxone hydrochloride or another opioid antagonist to pupils.

(f) Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

(1) A description of the volunteer request stating that the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or reasonably believed to be suffering, from an opioid overdose.

(2) A description of the training that the volunteer will receive pursuant to subdivision (d).

(3) The right of an employee to rescind his or her offer to volunteer pursuant to this section.

(4) A statement that no benefit will be granted to or withheld from any individual based on his or her offer to volunteer and that there will be no retaliation against any individual for rescinding his or her offer to volunteer, including after receiving training.

(g)(1) A qualified supervisor of health at a school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall obtain from an authorizing physician and surgeon a prescription for each school for naloxone hydrochloride or another opioid antagonist. A qualified supervisor of health at a school district, county office of education, or charter school shall be responsible for stocking the naloxone hydrochloride or another opioid antagonist and restocking it if it is used.

(2) If a school district, county office of education, or charter school does not have a qualified supervisor of health, an administrator at the school district, county office of education, or charter school shall carry out the duties specified in paragraph (1).

(3) A prescription pursuant to this subdivision may be filled by local or mail order pharmacies or naloxone hydrochloride or another opioid antagonist manufacturers.

(4) An authorizing physician and surgeon shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for the issuance of a prescription or order pursuant to this section, unless the physician and surgeon's issuance of the prescription or order constitutes gross negligence or willful or malicious conduct.

(h)(1) A school nurse or, if the school does not have a school nurse or the school nurse is not onsite or available, a volunteer may administer naloxone hydrochloride or another opioid antagonist to a person exhibiting potentially life-threatening symptoms of an opioid overdose at school or a school activity when a physician is not immediately available. If the naloxone hydrochloride or another opioid antagonist is used it shall be restocked as soon as reasonably possible, but no later than two weeks after it is used. Naloxone hydrochloride or another opioid antagonist shall be restocked before its expiration date.

(2) Volunteers may administer naloxone hydrochloride or another opioid antagonist only by nasal spray or by auto-injector.

(3) A volunteer shall be allowed to administer naloxone hydrochloride or another opioid antagonist in a form listed in paragraph (2) that the volunteer is most comfortable with.

(i) A school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall ensure that each employee who volunteers under this section will be provided defense and indemnification by the school district, county office of education, or charter school for any and all civil liability, in accordance with, but not limited to, that provided in Division 3.6 (commencing with Section 810) of Title 1 of the Government Code. This information shall be reduced to writing, provided to the volunteer, and retained in the volunteer's personnel file.

(j)(1) Notwithstanding any other law, a person trained as required under subdivision (d), who administers naloxone hydrochloride or another opioid antagonist, in good faith and not for compensation, to a person who appears to be experiencing an opioid overdose shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for his or her acts or omissions in administering the naloxone hydrochloride or another opioid antagonist.

(2) The protection specified in paragraph (1) shall not apply in a case of gross negligence or willful and wanton misconduct of the person who renders emergency care treatment by the use of naloxone hydrochloride or another opioid antagonist.

(3) Any public employee who volunteers to administer naloxone hydrochloride or another opioid antagonist pursuant to subdivision (d) is not providing emergency medical care "for compensation," notwithstanding the fact that he or she is a paid public employee.

(k) A state agency, the department, or a public school may accept gifts, grants, and donations from any source for the support of the public school carrying out the provisions of this section, including, but not limited to, the acceptance of naloxone hydrochloride or another opioid antagonist from a manufacturer or wholesaler.

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 Norton Science and Language Academy 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

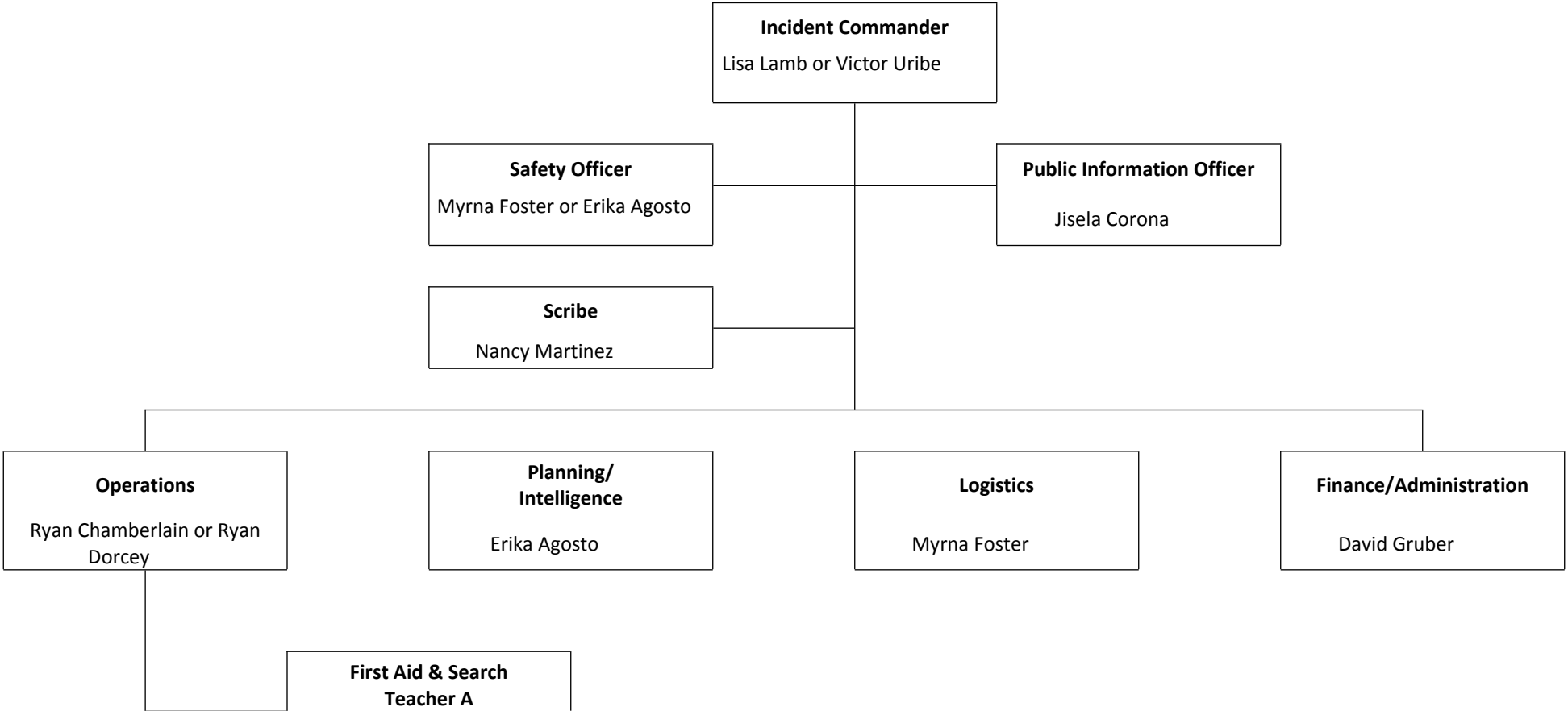
Utilities, Responders and Communication Resources

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

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	September 2023	NSLA admin met with SBCUSD school police to develop an MOU for the 2022-2023 school year.
All-staff Safety Plan Review	August 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.
Back To School Night Parent Review	August 3, 2023; August 7, 2023	New and revised safety protocols presented to elementary and secondary parents for 2022-2023 school year.
Catapult EMS Training	August 2023	Staff retrained to use new EMS system
School Site Council Plan Review	February 24, 2024	The updated CSSP will be presented to SSC in February. The meeting agenda and minutes will be 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	October 3, 2023	LCER managers attended annual Title IX and Sexual Harassment training to inform practice and policy updates as needed.

Norton Science and Language Academy Incident Command System



First Aid 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, James Alduenda.

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 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 to the Incident Command before reporting to their assigned post. All personnel should be accounted for once the Student Assembly Team submits their reports to the Incident Command.

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 directs 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
- Monitor news broadcasts about the incident and correct any misinformation.

Safety Officer

The Safety Officer is responsible for ensuring that all emergency activities are conducted as safely 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 check with the incident commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander
- Briefing agency representatives on a current situation, priorities and planned actions
- Ensuring coordination of efforts by periodically keeping the Incident commander informed of agency 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/commanders will communicate to the necessary emergency responders via phone, preferably a landline 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
- Remind
- CatapultEMS

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

- Phone
- Email
- Text messaging
- CataPult

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

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

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 the 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, activate CatapultEMS, 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 the 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 lock down 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 our 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.) will:

o Remain calm

o 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 students who are outside into a 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 the Site Administrator or security personnel immediately to move students from the 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 incident involves discharging 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 material's nature and the incident's proximity 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 from the affected area immediately.

Otherwise, follow immediate response action as directed by the 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 a safe, but separate area, isolated from those who are unaffected until emergency response personnel arrive

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in the immediate area to leave the area

Close doors and restrict access to the 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 the bomb threat checklist.
- Ask where the bomb is located, when the bomb will go off, what materials are in the bomb, who is calling, and why the caller is doing this. (See Bomb Threat Checklist)
- Listen closely to the caller's voice, speech patterns, and noises in the background.
- After hanging up the phone, immediately dial *57 to trace the call. (It may be different on your phone system)
- At the same time you are speaking with the 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 the 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 decide to:

- Evacuate Immediately
- Search the building and Evacuate if warranted.
- Notify the district CEO
- Ensure staff who received the call complete the Bomb Threat Checklist and give it to law enforcement officials.
- 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 and 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 safely outside the school building(s). A MINIMUM of 1000 Feet is the general rule. Consult with Fire and Police officials.
- Arrange for someone who found a suspicious item to talk with a 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 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 that a student or staff is missing or you need immediate assistance.

*Be prepared to report the names of any missing persons to the 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.

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, the exact location, the number of injured and type of injuries, and the 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 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 the 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 needed support level 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 the students involved and, if injured, the name/location of the hospital the student where the student was taken.
- District staff will assess the 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.

Note: NSLA doesn't bus its students. NSLA currently only use busses for field trips.

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION

When an advance notice of a planned protest is given, inform staff, local law enforcement, and the 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 stop a student who chooses to leave campus physically. Note the student's name and report to the 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 return for anything until receiving clearance.

Stay calm and reassure fellow students.

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

Follow directions from the site administrator, 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, upon recognizing 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 someone cannot find protection under sturdy furniture, direct them against an interior wall.

Face away from the windows.

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

Do NOT move injured students unless doing so would place students in further danger.

Use the 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 the 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 the 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 the head between the knees. Cover the back of the neck with your arms.
Remain in place until the 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 the Command Post according to site communications protocol.
Continue to follow the directives of the 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 an explosion occurs inside the classroom or classroom block, EVACUATE to the outdoor assembly area immediately.
Do not move injured students unless doing so would place students in further danger.
Use the buddy system to remain with injured students.
If a directive is to EVACUATE, follow all EVACUATION procedures.
Do not stop to collect belongings. Leave the door unlocked.
Keep students and staff safe from the building(s) and away from fire-fighting equipment.
Do not return to the building until it is safe to do so.
If an explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions.
Keep students at a safe distance from the 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 the 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 safely 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 a 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 the 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:

1. As directed, evacuate students using primary or alternate fire routes from the building.
2. Follow all EVACUATION procedures.
3. Maintain control of the students safely from the fire and fire fighting equipment.
4. 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 due to 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:

1. Follow the Site Administrator's directive to EVACUATE or SHELTER IN PLACE.
2. Remain with and supervise students throughout the duration of the incident.
3. Do not walk through moving water. Six inches of moving water can cause a fall.
4. If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.
5. Upon arrival at the safe site, implement Student/Staff Accountability procedures.
6. Report missing students to Incident Command Staff.
7. Do not return to the site until it has been inspected and determined safe by authorities.

Loss or Failure Of Utilities

This procedure addresses situations involving water, power, or other utility issues on school grounds. This procedure should also be used in the event of discovering 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 in 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 utility departments (agencies) and provide the emergency's location and nature. 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. Besides the abovementioned procedures, the Incident Commander will implement the following plans if utilities are disrupted.
 - A. Plan for a Loss of Water:
Toilets: 5-gallon buckets with a tent in each classroom.
Food Service: No stored food / Limited food in the cafeteria.
 - B. Plan for a Loss of Electricity:
Emergency Light: Flashlight in each classroom. (I am working on getting one for each class)
 - C. Plan for a loss of Communication
Telephone Service:
The administrator carries a cellular phone and radios.
CSO's (proctors) carry radios.
Facilities carry radios.

Motor Vehicle Crash**STAFF ACTIONS:**

1. Notify the Principal or designee.
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE students to a safe assembly area away from the crash scene if necessary.
4. If an evacuation is necessary, take classroom emergency backpacks (including class rosters) to the safe assembly area. Red and Green cards.
5. Report missing students to the principal/designee and emergency response personnel.
6. Care for the injured, if any.
7. 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 ensured, attention must turn to meeting students' and staff's emotional and psychological needs.

Procedure

1. The School Administrator will establish a Psychological First Aid Team, which is primarily responsible for providing necessary assistance after all 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 in restoring 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 needs assessment and follow-up 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 the 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 an 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 an urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local

Emergency Department, but in most cases, it 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 a 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 to 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 the 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 the 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 may be drafted.

If a student remains 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, the safety plan accommodations, and the 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 an 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 the 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 the 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, consider how severely the death will affect other students, and determine which students will most likely 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 acknowledgment 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 include 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 death facts, 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 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 also receive extra support and observation during these times.

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 restrict access to the area.
2. The School Administrator will notify "911", the 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 list all potentially affected students and staff and 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. The School Administrator will call the 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 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 an 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.

Education Code 32281

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b)(1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.
- (2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:
- (A) The principal or the principal's designee.
- (B) One teacher who is a representative of the recognized certificated employee organization.
- (C) One parent whose child attends the school.
- (D) One classified employee who is a representative of the recognized classified employee organization.
- (E) Other members, if desired.

(3) The schoolsite council shall consult with a representative from a law enforcement agency, a fire department, and other first responder entities in the writing and development of the comprehensive school safety plan. The comprehensive school safety plan and any updates to the plan shall be shared with the law enforcement agency, the fire department, and the other first responder entities.

(4) In the absence of a schoolsite council, the members specified in paragraph (2) shall serve as the school safety planning committee.

(c) This article does not limit or take away the authority of school boards as guaranteed under this code.

(d)(1) Subdivision (b) shall not apply to a small school district, as defined in paragraph (2), if the small school district develops a districtwide comprehensive school safety plan that is applicable to each schoolsite.

(2) As used in this article, “small school district” means a school district that has fewer than 2,501 units of average daily attendance at the beginning of each fiscal year.

(e)(1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act considered a “violent crime” shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

(2) This subdivision does not create any liability in a school district or its employees for complying with paragraph (1).

(f)(1) Notwithstanding subdivision (b), a school district or county office of education may, in consultation with law enforcement officials, elect to not have its schoolsite council develop and write those portions of its comprehensive school safety plan that include tactical responses to criminal incidents that may result in death or serious bodily injury at the schoolsite. The portions of a comprehensive school safety plan that include tactical responses to criminal incidents may be developed by administrators of the school district or county office of education in consultation with law enforcement officials and with a representative of an exclusive bargaining unit of employees of that school district or county office of education, if he or she chooses to participate. The school district or county office of education may elect not to disclose those portions of the comprehensive school safety plan that include tactical responses to criminal incidents.

(2) As used in this article, “tactical responses to criminal incidents” means steps taken to safeguard pupils and staff, to secure the affected school premises, and to apprehend the criminal perpetrator or perpetrators.

(3) This subdivision does not preclude the governing board of a school district or county office of education from conferring in a closed session with law enforcement officials pursuant to Section 54957 of the Government Code to approve a tactical response plan developed in consultation with those officials pursuant to this subdivision. Any vote to approve the tactical response plan shall be announced in open session following the closed session.

(4) This subdivision does not reduce or eliminate the requirements of Section 32282.

Unlawful Demonstration or Walkout

Unlawful Demonstrations or Walkouts

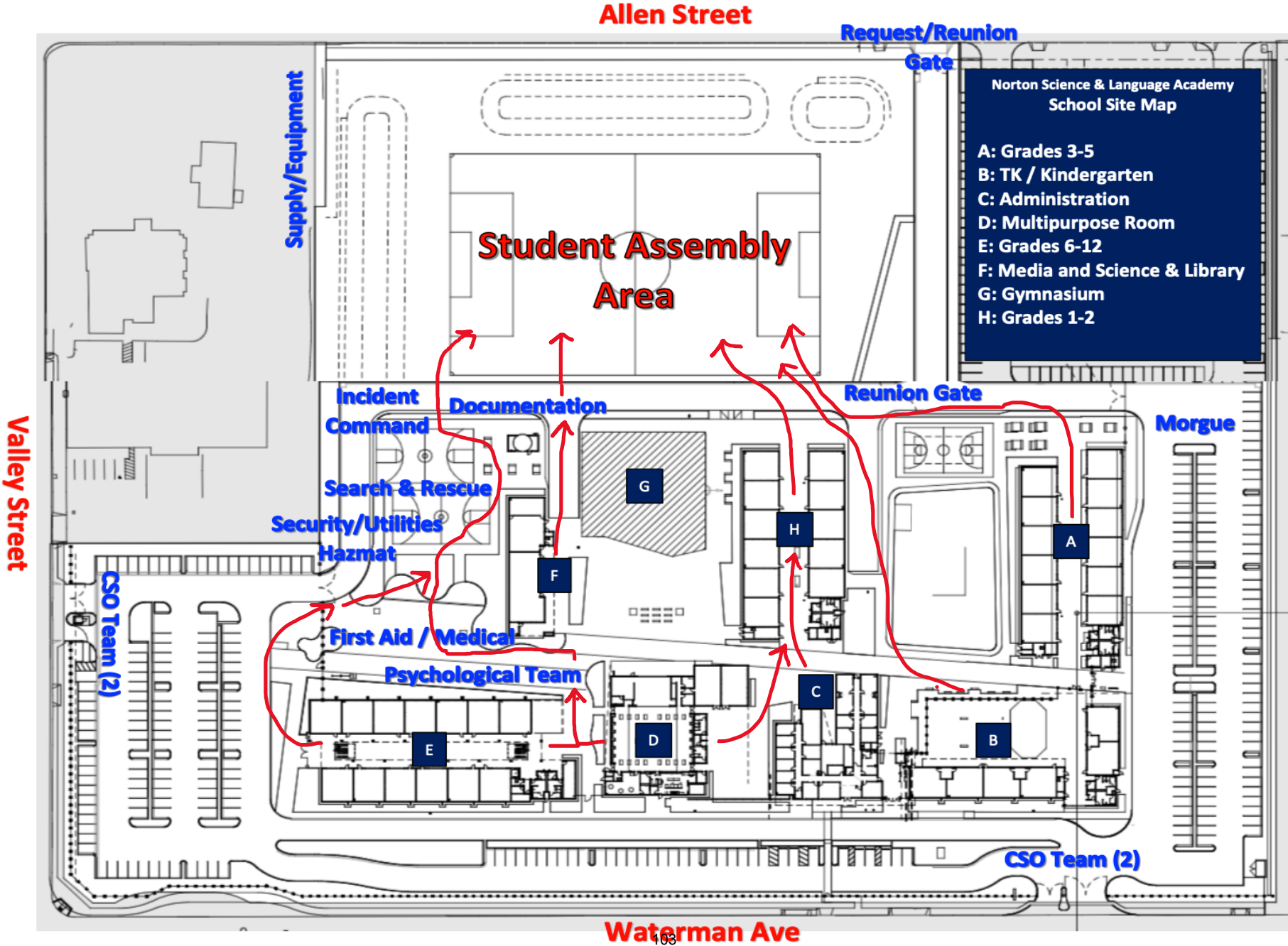
An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

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 provide the exact location and nature of the 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 must sign his/her name and record the 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 students' actions 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 if windows are broken by closing drapes and/or blinds.
7. The Documentation staff member should accurately record events, conversations, and actions.
8. The Principal or designee should proceed in good judgment based on 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

NSLA Evacuation Map 2022-2023



**Lewis Center for Educational Research
STAFF REPORT**

Date: February 12, 2024
To: LCER Board of Directors
From: Lisa Lamb
Re: President/CEO Report

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.

1.1 Objective: Both schools will demonstrate continual increases in student mastery in all areas as reported on the annual California School Dashboard.

AAE:

1. Walkthroughs - 337
2. PLC discussions about iReady scores, WASC, and upcoming CAASPP
3. Tutoring for grades 2 - 12
 - a. Focused on filling in gaps and remediation
 - b. Homework support is secondary focus
 - c. 6 students minimum
 - d. Tutors are to reach out to students that are struggling in the grade levels they tutor
4. Principal's Cabinet and VP Cabinets meet monthly
 - a. Developing strategies to create student voice on our campus
5. 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

NSLA: January 2024

1. Continued walkthroughs and Admin debriefing every Monday
2. iReady Data review meeting with teachers
3. Teachers having iReady data meetings to discuss results
4. Monthly meeting with Principal's Advisory Committee
5. 2 days of intensive job-embedded coaching sessions with dual immersion teachers. This included individual observations and feedback and a summary meeting with the administration to discuss the next steps.

1.2 Objective: 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.

AAE: January 2024

1. AAE administration continues weekly check in with students who are at risk.
2. MTSS teams for both secondary and elementary meet every other week to discuss students and/or staff members who need support.
3. Use of our Go Guardian and StopIt Programs to identify students who need support.
4. Counselors and Psychologist continue to work with their caseloads to provide support to our students and their SEL needs
5. SEL counselor conducting group and individual counseling for secondary
6. School Psychologist continues to support socio-emotional needs at the Tier 3 level
7. Homeroom in Secondary utilizing Josten's Harbor for SEL instruction
 - a. AAE SEL Team exploring onboarding of Navigate 360 as an alternative for Secondary
8. SEL lessons are being conducted in Elementary classes during homeroom

NSLA: Jan. 2024

- Weekly check-ins with students caseload 98 and increasing.

	<ul style="list-style-type: none"> • Clinical Counseling (APCC#13490) <u>7 individual students</u> • Student counseling groups started: <u>6 Groups Total</u> <ul style="list-style-type: none"> ◦ TK- K and 1: Social Skills ◦ Grade 2-5: Friendship ◦ Special: Family Group • School-Wide Character Trait: Integrity <ul style="list-style-type: none"> ◦ Updates and resources provided on Everything Counseling Doc. • All Staff: Monday Gets Motivated and Wellness Wednesdays- Staff self-care items, counseling updates, character trait videos/lessons, and more. • TK-5 Only <ul style="list-style-type: none"> ◦ Second Step • MS/HS <ul style="list-style-type: none"> ◦ Suite 360- one lesson per week per homeroom ◦ NSLA Take the Wheel
<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. High school clubs include eSports and Robotics. <ol style="list-style-type: none"> a. Beginning advertising for eSports and getting students into teams b. Ensuring that we have two instructors to meet the needs of robotics competitions 2. After-school STEM program is still in place 3. Engineering mentorship with our High School students mentoring our elementary students in STEM-related topics. 4. Starting on recruiting of our elementary student teachers for Mineral City and AVCI presenters 5. Starting with Tomorrow's Talent to recruit students to take advantage of Cyber Security Apprenticeship program 6. Working towards CTE pathways with Computer Science and Video Production <p>NSLA:</p> <ol style="list-style-type: none"> 1. Starting with Tomorrow's Talent to recruit students to take advantage of Cyber Security Apprenticeship program 2. Developing a partnership with Enchanted to develop and implement STEM sessions during our After School Program <p>LCER:</p> <p>Working together with Tomorrow's Talent and CSUSB's Cyber Security Program, both LCER high schools have launched the new Cyber Defense Corp program which connects high school students directly with CSUSB's nationally-ranked program.</p> <p>The after school club began on Monday February 5th at AAE and Wednesday February 7th at NSLA. The club meets weekly on Mondays from 3:35 - 5:35 pm and Wednesdays from 2:35 - 4:35 pm. Tomorrow's Talent instructors are at AAE on Mondays with NSLA joining virtually and NSLA on Wednesdays with AAE joining virtually. IT staff serves as facilitators at the virtual sites. After 6 weeks, the instructors will split up and take lead at the campuses.</p> <p>So far a total of 40 students are registered.</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"> Principal Cabinet and VP Cabinets meet monthly <ol style="list-style-type: none"> Focus on student voice Use of Friday club days that include: Spanish, KY/Radio, Art, Photography, Sports Fanatics, Comic Book, Tech/Gaming, Hiking, Christian, Interact, Chess, Kitty Hawk, Fashion Pop Music, Nerdvana, Healthy Living Clubs, Flag Football, Musical Theater, Baking Bad, Yoga, True Crime, Puzzle, Disc Golf, Don't Forget About Me, Warhammer Alliance, Senior Leadership, and Grow with Hope BYU courses available to our students for remediation and advancing classes Concurrent enrollment opportunities with VVC. <ol style="list-style-type: none"> Approximately 16 seniors are poised to achieve Associates Degree upon graduation. <p>NSLA: January</p> <ol style="list-style-type: none"> The Principal's cabinet will be meeting monthly to provide student voice. Continued training on Classroom Environment protocols, which will include Content and Language Learning Targets. Concurrent enrollment happening with 5 students. <p>LCER:</p> <ul style="list-style-type: none"> LCER is continuing to partner with San Bernardino County and San Bernardino County Superintendent of Schools on the Global Connections Project. The partnership between NSLA, Rhodes Elementary (Chino USD) and Nan Shi Primary School in Taoyuan City, Taiwan continues. NSLA will host a livestream friendship celebration on February 29th. The NSLA Folklorico Dance Team will perform, and 5th grade administration, teachers, parents, and students from NSLA and Rhodes Elementary will be there to interact with the Nan Shi 5th graders. The partnership leaders will continue to meet to discuss expanding the program and planning a visit from San Bernardino County to Taoyuan City. The GAVRT Team is working with our Chilean partners to further develop and refine our partnership at the university and high school level. Toni Preciado is leading NSLA's Chilean Club which meets regularly. Fundraising efforts for the trip planned for Fall 2024 have begun. Lisa Lamb is meeting with the nonprofit organization, World Savvy, to discuss possible support. Since 2002, World Savvy has been a trusted partner for educators and community leaders committed to reimagining our education system to ensure that all students can succeed in our global economy and be active and engaged citizens in their communities, locally and globally. The goal would be to develop a well-defined vision of what it means to be a global citizen for our schools.
<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 continue 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 Covenants. Finance has begun to discuss new accounts to help increase our interest rate from our savings accounts to seek a greater return on our savings.</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 continuing to work on revising the budgets for the principals and directors to better plan and support their continued planning and goals for their schools. This is the final year of the Covid related funding that is continuing to support both schools with tutoring support for our students and additional supplies and services to help. NSLA has completed a draft RFP to help recruit for an after school program provider for ELOP and we are looking forward to having legal counsel review it for formal posting. We are hoping to be able to select a new provider for our program following Spring Break.</p> <p>The Executive Team met on February 6th to develop the projected staffing budget for 2024-2024. This draft is being developed keeping in mind a variety of state budget allocation projections.</p>
<p>2.3 <u>Objective</u>: Prioritize staff compensation (inclusive of salaries and benefits) in a way that is sustainable.</p>	<p>With the update of the Governor's 2024/2025 Budget Proposal. The Governor is currently reporting a 0.76% COLA, but recommendations from many other organizations are recommending to plan on a 0% COLA. As such, we are looking to budget and support staff and continue to provide staff with the highest compensation package possible while maintaining the sustainability our organizational goals expect.</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 planning the following events:</p> <ul style="list-style-type: none"> • Wine Social - April 18, 2024 (location tbd) • Annual Gala - September 28, 2024 (location tbd)
<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 continues to hire for the 2023-24 school year for both classified and certificated positions. In addition, we are gearing up for the 2024-25 hiring season. HR emailed intent to return letters to all regular staff to determine anticipated vacancies for 2024-25 school year.</p> <p>HR continues to recruit through Edjoin and social media (LCER and school's Facebook, Instagram), Infinite Campus, Handshake, CAFE, El Dorado Broadcasting, LinkedIn, Edjoin, etc.) for open positions. HR continues to search for additional pathways to hire staff into open positions to include part time - emergency permits, etc.</p> <p>We currently have the following positions open:</p> <ul style="list-style-type: none"> • LCER - 1 classified position • AAE - 1 certificated position; 2 classified position • NSLA - 3 certificated positions; 6 classified positions • Certificated and Classified Substitutes are open for NSLA

3.2 Objective: Develop a comprehensive succession plan for key positions.

The CEO continues to collaborate with the Executive Team and Board Task Force to develop a succession plan for key positions.

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.

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.

3.3 Objective: Invest in professional development for classified and certificated staff, administration, and board members to align with strategic plan and LCAP goals.

3.4 Objective: As measured annually, LCER will increase and/or maintain organizational staff retention rates.

NSLA:

Position	2021-22 Academic Positions	2022-23 Academic Positions	2023-24 Academic Positions	2023-24 Positions Added	Staff Retained	Retention %
Admin	3	3	3	0	3	100%
Teacher	47	56	62	7	47	84%
Parapro	24	25	35	10	20	80%
Counselor	1	2	2	0	2	100%

New Secondary Teaching Positions (2023-24):

MS English	MS Social Sci	MS Science	MS Math	MS Math	MS/HS Music	TOA ELD
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AAE:

Position	2021-22 Academic Positions	2022-23 Academic Positions	2023-24 Academic Positions	2023-24 Positions Added	Staff Retained	Retention %
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	<table><tr><td>Admin</td><td>3</td><td>3</td><td>3</td><td>0</td><td>2</td><td>66%</td></tr><tr><td>Teacher</td><td>70</td><td>71</td><td>73</td><td>2</td><td>66</td><td>93%</td></tr><tr><td>Parapro</td><td>18</td><td>25</td><td>28</td><td>3</td><td>22</td><td>88%</td></tr><tr><td>Counselor</td><td>1</td><td>1</td><td>2</td><td>1</td><td>2</td><td>100%</td></tr></table>	Admin	3	3	3	0	2	66%	Teacher	70	71	73	2	66	93%	Parapro	18	25	28	3	22	88%	Counselor	1	1	2	1	2	100%
Admin	3	3	3	0	2	66%																							
Teacher	70	71	73	2	66	93%																							
Parapro	18	25	28	3	22	88%																							
Counselor	1	1	2	1	2	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.																													
4.1 <u>Objective</u> : Board and Executive Team will actively communicate LCER's mission to the community partners that we serve.	<p>We recently hired a video production team to help us create and disseminate a student recruitment commercial for NSLA. This 30-second video highlights all of the amazing offerings provided at NSLA. We plan to share this video for student recruitment all across our communication channels.</p> <p>In early February, the same production team will be working with Jisela Corona-Gonzalez and Brook Gupta on a Lewis Center wide staff recruitment video. The video will be approximately 1 ½ minutes long and highlight staff from both campuses on why they love working at a Lewis Center school.</p>																												
4.2 <u>Objective</u> : Increase ongoing communication with LCER stakeholders as evidenced by staff, parent and student satisfaction on annual surveys.	<p>The annual student climate survey period is ending shortly. Those results, along with the staff climate survey results, are being analyzed at the Executive Team and School Site Administrative Team levels. The results will also be shared with the Board at the upcoming Strategic Planning to help guide future goals and objectives.</p>																												
Accomplishments and Highlights	<p>Ambassadors at AAE provided a detailed tour for Assemblyman Lackey's staff and the Borax Company. Our community representatives were thoroughly impressed with our student ambassadors and everything the Lewis Center and AAE has to offer.</p> <p>Lisa Lamb has extended an invite to all SFJROTC units who are interested in doing remote space projects with our GAVRT program following Dr. Levin's visit to our own JROTC cadet guardians. We look forward to additional partnerships with the other nine units.</p> <p>NSLA held their Rocket Races in late January and earned over \$18k for field trips and school supplies. This will directly impact our student and staff population at NSLA. Thanks to all who supported!</p> <p>NSLA ASB held their winter dance, a Winter's Tale, in mid January and it was one of their most successful and exciting dances to date.</p>																												
Facilities Projects	<p>AAE:</p> <ul style="list-style-type: none">1. Baseball Field - North end of campus2. Fencing Exterior - Continuing the fencing to enclose the north end of our campus<ul style="list-style-type: none">a. Waiting on County to begin wash project																												

	<ol style="list-style-type: none"> The New Administration BLDG <ol style="list-style-type: none"> Building has begun. Projected to be completed before Summer North Elementary Playground <ol style="list-style-type: none"> We have quotes Waiting till other construction decisions settle Storage containers are purchased and delivered for Baseball/Soccer Fields and for ASB
AAE Upcoming Dates	<ol style="list-style-type: none"> 2/9 Parents and Pastries 2/12 LCER Board Meeting 3/3-6 WASC visit
NSLA Upcoming Dates	<ol style="list-style-type: none"> January 17, 2024-Rocket Races Kick off <ul style="list-style-type: none"> -Cafecito - Scholar Athlete Awards -Volunteer Workshop January 19, 2024-High School Winter Formal Dance January 20, 2024-ASP Saturday Field Trip to Adventure City January 22, 2024-11th grade field trip to UC Santa Barbara <ul style="list-style-type: none"> -Drill January 23, 2024-YMCA Camp surf parent meeting via Zoom January 24, 2024-5th Grade field trip-Knotts Berry Farm January 25, 2024-Rocket Races <ul style="list-style-type: none"> -Secondary Honor Roll awards January 29, 2024-100th Day of school January 30, 2024-3rd grade field trip to AVIC
LCER Upcoming Dates	<ol style="list-style-type: none"> 4/8 GAVRT: Partial Solar Eclipse and webinar

AAE Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Secondary Attendance	96.4%	95.62%	95.63%	93.63%	94.66%	95.18%		
Elementary Attendance	96.01%	94.77%	94.70%	94.08%	93.85%	94.30%		
Secondary Enrollment	812	810	807	806	803	810		
Elementary Enrollment	683	682	681	679	679	681		
Total Enrollment	1495	1492	1488	1485	1482	1491		
ALC's	0	9	11	24	7	4		
Suspensions	2	2	3	6	3	4		
Walk Thrus (Progressive)	111	177	201	278	306	351		

NSLA Data

	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar
Secondary Attendance	94.08%	93.85%	92.79%	91.08%	92.61%	91.84%		
Elementary Attendance	94.31%	92.93%	92.97%	91.23%	91.27%	91.69%		
Secondary Enrollment	555	558	562	559	545	546		
Elementary Enrollment	652	652	655	654	649	646		
Total Enrollment	1207	1210	1217	1213	1194	1192		
Suspensions	8	14	8	7	5	14		
In School Susp	1	3	3	3	0	2		
Walk Thrus								

2023-2024 GRANT TRACKING SHEET							
Grant	Purpose/Description	Amount	Due Date	Date Submitted	Awarded?	Award Date	Grant Manager
US Fish and Wildlife	Rehabilitation of Tui Chub and Habitat	\$15,000.00	postponed				Lisa Lamb
ROSES Solar Patrol Eclipse Proposal	Awarded through JPL (\$15k directly to LCER)	\$148,000.00	NA		Yes		Velusamy Thangasamy
San Manuel GivingTuesday Grant (\$100k)	For VAPA Programs like Mariachi, Folklorico, and Aztec Dance	\$100,000.00	10/22/23	10/22/23	Yes	11/27/23	Victor Uribe
Time Domain Studies of Supermassive Black Holes	National Science Foundation, partnered through CalTech						Dr. Tony Readhead
Mojave Environmental Education	Grants for 4th Grade CA Science	\$4,380.75			yes		
American Academy of Dermatology	Shade Structures for NSLA	\$8,000.00	12/15/23	12/15/23			

The High Desert Partnership in Academic Excellence Foundation, Inc.
Check/Voucher Register - Board Report - 10K
From 12/1/2023 Through 12/31/2023

Effective Date	Check Number	Vendor Name	Check Amount	Transaction Description
12/4/2023	50903	SBCSS	76,032.24	NSAA PERS contributions for November
12/4/2023		SBCSS	133,348.52	LCER/AEE - PERS contributions for November
12/4/2023	50906	SBCSS	166,648.80	NSAA STRS contributions for November
12/4/2023		SBCSS	207,076.00	LCER/AEE - STRS contributions for November
12/7/2023	50934	Sidepath	71,302.84	PO 2324-0963-AEE
12/7/2023	50935	Town of Apple Valley	22,990.00	PO 2324-1085-AEE, ASAP August-October 2023
12/8/2023	50938	American Express	50,348.75	Account # ending 0-74005
12/12/2023	50973	CharterSAFE	62,122.00	Insurance premium pymt for January
12/12/2023	50988	Southern California Edison	10,057.44	Account #700119778270
12/12/2023	50992	Top Notch Lunches	94,490.50	Breakfast/Lunch Program - November
12/14/2023	51000	Amazon Capital Services	11,765.42	PO 2324-1096-NSLA
12/14/2023	51015	Near-Cal Corp	35,000.00	Project #2200, NSLA Gym
12/14/2023	51017	SchoolsFirst Federal Credit	13,058.13	Employee TSA contributions - December 15, 2023
12/14/2023	51019	TSK Architects	17,422.50	Project #19-047.20
12/15/2023	176		358,061.13	Group: 11mo Payroll; Pay Date: 12/15/2023
12/15/2023	177		335,427.57	Group: Payroll; Pay Date: 12/15/2023
12/19/2023	51033	SISC	303,613.90	Health Coverage for December 2023
12/27/2023	51073	SchoolsFirst Federal Credit	13,058.13	Employee TSA contributions - October 15, 2021
12/28/2023	178		351,266.84	Group: 11mo Payroll; Pay Date: 12/28/2023
12/28/2023	179		<u>251,172.55</u>	Group: Payroll; Pay Date: 12/28/2023
Report Total			<u>2,584,263.26</u>	

All Funds - Budget Comparison 2022/23 to 2023/24

2022-2023					2023-2024				
Current Period					Current Period				
Total Budget \$ -	Actual	Remaining Budget	Percent		Total Budget \$ -	Actual	Remaining Budget	Percent	
Revised	thru January		Remaining		Original	thru January		Remaining	
Annual Budgeted Revenue					Annual Budgeted Revenue				
Revenue	35,931,281	20,959,914	14,971,367	41.67%	Revenue	43,211,057	16,892,715	26,318,342	60.91%
Expense					Expense				
Certificated Salaries	13,045,729	7,473,520	5,572,210	42.71%	Certificated Salaries	16,216,138	8,542,882	7,673,256	47.32%
Classified Salaries	5,240,507	2,648,371	2,592,136	49.46%	Classified Salaries	6,060,667	3,429,770	2,630,897	43.41%
Benefits	7,428,885	4,006,910	3,421,975	46.06%	Benefits	8,922,695	4,563,867	4,358,828	48.85%
Books and Supplies	2,383,593	1,686,914	696,679	29.23%	Books and Supplies	2,804,872	2,301,593	503,279	17.94%
Services & Other	6,153,419	3,856,364	2,297,055	37.33%	Services & Other	8,352,069	3,754,285	4,597,784	55.05%
Capital Outlay	364,850	215,457	149,393	40.95%	Capital Outlay	370,000	913,425	(543,425)	-146.87%
Other Outgo	0	35,358	(35,358)	N/A	Other Outgo	0	22,555	(22,555)	N/A
Share of LCER	0	0	0	N/A	Share of LCER	0	0	0	N/A
Total Expense	34,616,983	19,922,893	14,694,090	42.45%	Total Expense	42,726,441	23,528,376	19,198,065	44.93%
Add (Subtract) to Reserves	1,314,298	1,037,021	277,277		Add (Subtract) to Reserves	484,616	(6,635,661)	7,120,277	
Total Revenue	35,931,281	20,959,914	14,971,367	58.33%	Total Revenue	43,211,057	16,892,715	26,318,342	39.09%
Total Expense	34,616,983	19,922,893	14,694,090	57.55%	Total Expense	42,726,441	23,528,376	19,198,065	55.07%
Add (Subtract) to Reserves	1,314,298	1,037,021	277,277		Add (Subtract) to Reserves	484,616	(6,635,661)	7,120,277	

AAE - Budget Comparison 2021/22 to 2022/23

2022-2023					2023-2024				
Current Period					Current Period				
Total Budget \$ -	Actual	Remaining Budget	Percent		Total Budget \$ -	Actual	Remaining Budget	Percent	
Revised	thru January		Remaining		Original	thru January		Remaining	
Annual Budgeted Revenue					Annual Budgeted Revenue				
Revenue	17,718,586	9,691,513	8,027,073	45.30%	Revenue	20,689,623	8,581,123	12,108,500	58.52%
Expense					Expense				
Certificated Salaries	6,710,492	3,838,724	2,871,768	42.80%	Certificated Salaries	7,968,640	4,225,990	3,742,650	46.97%
Classified Salaries	2,030,721	956,818	1,073,903	52.88%	Classified Salaries	2,088,349	1,190,916	897,433	42.97%
Benefits	3,504,536	1,870,829	1,633,707	46.62%	Benefits	3,879,436	2,035,874	1,843,562	47.52%
Books and Supplies	1,162,144	772,347	389,797	33.54%	Books and Supplies	1,212,897	1,166,687	46,210	3.81%
Services & Other	1,714,171	1,107,986	606,185	35.36%	Services & Other	2,187,615	1,197,044	990,571	45.28%
Capital Outlay	300,000	149,898	150,102	50.03%	Capital Outlay	325,000	673,800	(348,800)	-107.32%
Other Outgo	0	29,854	(29,854)	N/A	Other Outgo	0	16,867	(16,867)	N/A
Share of LCER	2,348,646	1,370,044	978,603	41.67%	Share of LCER	2,788,423	1,626,580	1,161,843	41.67%
Total Expense	17,770,710	10,096,502	7,674,208	43.18%	Total Expense	20,450,360	12,133,759	8,316,601	40.67%
Add (Subtract) to Reserves	(52,124)	(404,989)	352,865		Add (Subtract) to Reserves	239,263	(3,552,636)	3,791,899	
Total Revenue	17,718,586	9,691,513	8,027,073	54.70%	Total Revenue	20,689,623	8,581,123	12,108,500	41.48%
Total Expense	17,770,710	10,096,502	7,674,208	56.82%	Total Expense	20,450,360	12,133,759	8,316,601	59.33%
Add (Subtract) to Reserves	-52,124	-404,989	352,865		Add (Subtract) to Reserves	239,263	(3,552,636)	3,791,899	

NSLA - Budget Comparison 2021/22 to 2022/23

2022-2023					2023-2024				
Current Period					Current Period				
Total Budget \$ -	Actual	Remaining Budget	Percent		Total Budget \$ -	Actual	Remaining Budget	Percent	
Revised	thru January		Remaining		Original	thru January		Remaining	
Annual Budgeted Revenue					Annual Budgeted Revenue				
Revenue	17,587,872	9,336,675	8,251,197	46.91%	Revenue	22,324,444	8,240,760	14,083,684	63.09%
Expense					Expense				
Certificated Salaries	5,625,666	3,146,528	2,479,138	44.07%	Certificated Salaries	7,283,134	3,771,383	3,511,751	48.22%
Classified Salaries	1,749,107	728,361	1,020,746	58.36%	Classified Salaries	1,697,189	1,091,255	605,934	35.70%
Benefits	2,939,984	1,447,867	1,492,117	50.75%	Benefits	3,479,997	1,738,037	1,741,960	50.06%
Books and Supplies	1,166,824	836,937	329,887	28.27%	Books and Supplies	1,414,475	1,039,069	375,406	26.54%
Services & Other	3,993,243	2,393,058	1,600,185	40.07%	Services & Other	5,637,351	2,224,784	3,412,567	60.53%
Capital Outlay	40,000	49,609	(9,609)	-24.02%	Capital Outlay	25,000	239,420	(214,420)	-857.68%
Other Outgo	0	5,504	0	N/A	Other Outgo	0	5,688	(5,688)	N/A
Share of LCER	2,015,575	1,175,752	839,823	41.67%	Share of LCER	2,577,680	1,503,647	1,074,033	41.67%
Total Expense	17,530,399	9,783,616	7,752,287	44.22%	Total Expense	22,114,826	11,613,283	10,501,543	47.49%
Add (Subtract) to Reserves	57,473	(446,940)	498,910		Add (Subtract) to Reserves	209,618	(3,372,523)	3,582,141	
Total Revenue	17,587,872	9,336,675	8,251,197	53.09%	Total Revenue	22,324,444	8,240,760	14,083,684	36.91%
Total Expense	17,530,399	9,783,616	7,752,287	55.81%	Total Expense	22,114,826	11,613,283	10,501,543	52.51%
Add (Subtract) to Reserves	57,473	-446,940	498,910		Add (Subtract) to Reserves	209,618	(3,372,523)	3,582,141	

LCER - Budget Comparison 2021/22 to 2022/23

2022-2023					2023-2024				
Current Period					Current Period				
Total Budget \$ -	Actual	Remaining Budget	Percent		Total Budget \$ -	Actual	Remaining Budget	Percent	
Revised	thru January		Remaining		Original	thru January		Remaining	
Annual Budgeted Revenue					Annual Budgeted Revenue				
Revenue	624,823	53,093	571,730	91.50%	Revenue	196,990	70,833	126,157	64.04%
Expense					Expense				
Certificated Salaries	709,571	488,267	221,304	31.19%	Certificated Salaries	964,364	545,509	418,855	43.43%
Classified Salaries	1,460,679	963,191	497,488	34.06%	Classified Salaries	2,275,129	1,147,598	1,127,531	49.56%
Benefits	984,365	688,214	296,151	30.09%	Benefits	1,563,262	789,956	773,306	49.47%
Books and Supplies	54,625	77,630	(23,005)	-42.11%	Books and Supplies	177,500	95,838	81,662	46.01%
Services & Other	446,005	355,319	90,686	20.33%	Services & Other	527,103	332,457	194,646	36.93%
Capital Outlay	24,850	15,951	8,899	35.81%	Capital Outlay	20,000	204	19,796	98.98%
Other Outgo	0	0	0	N/A	Other Outgo	0	0	0	N/A
Share of LCER	(4,364,221)	(2,545,796)	(1,818,425)		Share of LCER	(5,366,103)	(3,130,227)	(2,235,876)	41.67%
Total Expense	(684,126)	42,776	(726,902)	106.25%	Total Expense	161,255	(218,666)	379,921	235.60%
Add (Subtract) to Reserves	1,308,949	10,317	1,298,632		Add (Subtract) to Reserves	35,735	289,498	(253,763)	
Total Revenue	624,823	53,093	571,730	8.50%	Total Revenue	196,990	70,833	126,157	35.96%
Total Expense	(684,126)	42,776	(726,902)	-6.25%	Total Expense	161,255	(218,666)	379,921	-135.60%
Add (Subtract) to Reserves	1,308,949	10,317	1,298,632		Add (Subtract) to Reserves	35,735	289,498	(253,763)	

Foundation Savings - 4100005285

2023-24

As of 12/31/23

Description	Beginning Balance	Debit	Credit	Interest	Ending Balance
AAE Capital Campaign	\$77,184.71	\$779.61	\$1,119.46	196.54	\$ 77,721.10
NSLA Capital Campaign	\$1,766.94	\$527.40		0.00	\$ 1,239.54
Davis Scholarship Endowment	\$13,595.29			31.45	\$ 13,626.74
Global Exchange Programs	\$13,058.15	\$2,863.90	\$300.00	31.45	\$ 10,525.70
HiDAS Endowment	\$62,798.17			157.23	\$ 62,955.40
Scholarships	\$25,417.75		\$5,309.68	62.89	\$ 30,790.32
Unrestricted	\$119,310.19	\$3,019.01	\$80.00	306.60	\$ 116,677.78
TOTAL					\$ 313,536.57

Restricted Scholarship Funds					
AAE Staff Scholarship	\$0.00		\$39.68		\$39.68
Bud Biggs Memorial Scholarship	(\$7.82)				-\$7.82
Mike Mangold Scholarship	\$2,250.00				\$2,250.00
Rick Piercy Scholarship	\$0.00		\$5,270.00		\$5,270.00
Sandra Perea Scholarship	\$4,535.00				\$4,535.00
Total Unrestricted Scholarship Funds					\$18,703.46

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
Total Unrestricted AAE Capital Campaign					\$48,010.71

LEWIS CENTER FOUNDATION
COMBINED BALANCE SHEET AND INCOME STATEMENT
December 1 - December 31, 2023

CHECKING (LEWIS CENTER FOUNDATION)

Beginning Balance **\$12,270.02**

Revenue

Online donation to AAE Staff Scholarship	\$9.92
Online donations to Ambassadors	\$100.32
Donations to Unrestricted	\$753.72
Interest	\$ 0.31
<i>Total</i>	<u>\$864.27</u>

Expenditure

LCER - Ambassadors Donation	\$ 100.32
Employee Recognition Milestone Expenses	\$ 592.01
<i>Total</i>	<u>\$ 692.33</u>

Ending Balance *Total* **\$12,441.96**

SAVINGS (LEWIS CENTER FOUNDATION)

Beginning Balance

Restricted Funds - AAE Capital Campaign	\$ 77,687.97
Restricted Funds- NSLA Capital Campaign	\$ 1,239.54
Restricted Funds - Davis Endowment	\$ 13,621.43
Restricted Funds - Global Exchange Programs	\$ 10,520.39
Restricted Funds - HiDAS Endowment	\$ 62,928.89
Restricted Funds - Scholarships	\$ 27,779.72
Unrestricted Funds	\$ 116,546.09
	<u><u>\$ 311,483.70</u></u>

Revenue

Donation to Rick Piercy Scholarship	\$3,000.00
Donations to Unrestricted	\$80.00
Interest	\$ 132.54
<i>Total</i>	<u>\$3,212.54</u>

Expenditure

Total \$ -

Ending Balance

Restricted Funds - AAE Capital Campaign	\$ 77,721.10
Restricted Funds - NSLA Capital Campaign	\$ 1,239.54
Restricted Funds - Davis Endowment	\$ 13,626.74
Restricted Funds - Global Exchange Programs	\$ 10,525.70
Restricted Funds - HiDAS Endowment	\$ 62,955.40
Restricted Funds - Scholarships	\$ 30,790.32
Unrestricted Funds	\$ 116,677.78
<i>Total</i>	<u><u>\$ 313,536.57</u></u>

Total Checking and Savings **\$325,978.53**

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2023-24, CMDC Report 3

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 1/29/2024 11:46:10 AM

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:

David Gruber

Title: Chief Business Officer; E-mail: dgruber@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$27,558
Title II, Part A Resource Code: 4035	Cash Balance	-\$13,524
Title IV, Part A Resource Code: 4127	Cash Balance	\$7,899

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2023-24, CMDC Report 3

Academy for Academic Excellence (CDS Code: 36750773631207)

Submitted 1/29/2024 11:46:10 AM

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2023-24, CMDC Report 3

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 1/29/2024 11:51:23 AM

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:

David Gruber

Title: Chief Business Officer; E-mail: dgruber@lcer.org

<u>Federal Program</u>	<u>Description</u>	<u>Data Collected</u>
Title I, Part A Resource Code: 3010	Cash Balance	-\$32,957
Title II, Part A Resource Code: 4035	Cash Balance	\$3,321
Title III, LEP Resource Code: 4203	Cash Balance	-\$38,882
Title IV, Part A Resource Code: 4127	Cash Balance	\$39,674

Federal Cash Management Data Submission - CA Dept Of Education

Fiscal Year 2023-24, CMDC Report 3

Norton Science and Language Academy (CDS Code: 36103630115808)

Submitted 1/29/2024 11:51:23 AM

**LCER Board Meetings
Attendance Log 2024**

	January Regular	February Regular	March Regular	April Regular	May Regular	June Regular	August Regular	Sept. Regular	Oct Regular	Nov Regular	Dec Regular	TOTAL REGULAR
Pat Caldwell	Present											100%
Yolanda Carlos	Present											100%
Steve Levin	Present											100%
Omari Onyango	Present											100%
Sharon Page	Present											100%
David Rib	Present											100%
Jessica Rodriguez	Present											100%
Marisol Sanchez	Present											100%
Pat Schlosser	Present											100%
	Special Meetings											
David Rib												
Jessica Rodriguez												
Marisol Sanchez												
Omari Onyango												
Pat Caldwell												
Pat Schlosser												
Sharon Page												
Yolanda Carlos												

LCER Board Give and Get
Fiscal Year 2023/2024 - As of 12/31/23

Member	Give	Get	In-kind	Total
Pat Caldwell	\$ 256	\$ 500		\$ 756
Yolanda Carlos	\$ 51			\$ 51
Omari Onyango	\$ 512			\$ 512
Sharon Page	\$ 500			\$ 500
Jessica Rodriguez				\$ -
Marisol Sanchez	\$ 2,710	\$ 1,200		\$ 3,910
David Rib		\$ 2,500		\$ 2,500
Pat Schlosser				\$ -
Total	\$ 4,029	\$ 4,200	\$ -	\$ 8,229

Lewis Center Foundation Board Give and Get
Fiscal Year 2020/2021

Member	Give	Get	In-kind	Total
				\$ -
Buck Goodspeed	\$ 1,200			\$ 1,200
Vianey Gonzalez		\$ 2,550		\$ 2,550
Ambar Martinez	\$ 512			\$ 512
Jessica Rodriguez				\$ -
Marisol Sanchez	\$ 1,750	\$ 1,200		\$ 2,950
Genesis Varags				\$ -
Total	\$ 3,462	\$ 3,750	\$ -	\$ 7,212

Total Combined Boards	\$ 5,741	\$ 6,750	\$ -	\$ 12,491
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