

**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

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**Agenda for Regular Meeting of the Lewis Center for Educational Research Board  
March 9, 2020 - Public Meeting – 4:00 p.m.**

**Meeting at Norton Science and Language Academy  
503 E. Central Ave., San Bernardino, CA 92408, K5**

**Additional Location: 17500 Mana Rd., Apple Valley, CA, Gym Conference Room**

- 1. CALL TO ORDER AND PLEDGE OF ALLEGIENCE:** Chairman
- 2. ROLL CALL:** Chairman
- 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 shall be observed. Those wishing to speak are invited to fill out a Request to Speak Card and give it to the Secretary.
- 4. SPECIAL PRESENTATIONS:**
  - .01 Chile Delegation – Toni Preciado
  - .02 Conflict of Interest and Brown Act Training – Wayne Strumpfer
- 5. DISCUSSION ITEMS:**
  - .01 Discuss AAE and NSLA CARS Reports – David Gruber – pg 2
  - .02 Discuss Lewis Center Foundation Update – Jessica Rodriguez
- 6. ACTION ITEMS:**
  - .01 Approve AAE Safety Plan – Valli Andreasen – pg 22
  - .02 Approve NSLA Safety Plan – Fausto Barragan – pg 64
  - .03 Approve Proposed New AAE Graduation Requirements – Valli Andreasen – pg 108
  - .04 Approve Revised AR and BP 5141.52 Suicide Prevention – Marcelo Congo – pg 111
  - .05 Approve BP 3350 Reimbursements, Travel and Other Expenses – David Gruber – pg 116
  - .06 Approve BP 3450 Money in School Buildings Revision – David Gruber – pg 118
- 7. CONSENT AGENDA:**
  - .01 Approve Minutes of February 10 Regular Meeting – pg 120
- 8. INFORMATION INCLUDED IN PACKET:** *(Board members may ask questions on items for clarification.)*
  - .01 President/CEO – Lisa Lamb – pg 123
  - .02 LCER Financial Reports
    - Checks Over \$10K – pg 130
    - Budget Comparisons – pg 131
  - .03 Lewis Center Foundation Financial Report
    - January 2019 – pg 133
  - .04 LCER Board Attendance Log – Pg 134
  - .05 LCER Board Give and Get – Pg 135
- 9. BOARD/STAFF COMMENTS:**
  - .01 Ask a question for clarification or make a brief announcement
  - .02 Make a brief report on his or her own activities
  - .03 Future agenda items
- 10. ADJOURNMENT:** Chairman

Pursuant to the provisions of the Americans with Disabilities Act, any person requiring special accommodations to participate in this meeting is asked to advise the agency at least 48 hours before the meeting by calling (760) 946-5414 x201. Any written materials relating to agenda items to be discussed in open session are available for public inspection prior to the meeting at 17500 Mana Rd., Apple Valley, CA.

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

Date of meeting: March 9, 2020

Title: 19/20 Spring CARS (Consolidated Application & Reportng System) for AAE & NSLA

Presentation:      Consent:      Action:      Discussion:      Information: X

Background:

Each year we must complete and submit an annual CARS Report to CDE for their review of our Federal Categorical Funds at both schools. These funds are focused on supporting Staff and Students for an improved learning opportunities designed around the School Site Councils approved plan.

- AAE receives –
  - Title I, Part A
  - Title II, Part A
  - Title IV, Part A
- NSLA receives –
  - Title I, Part A
  - Title II, Part A
  - Title III English Learner
  - Title IV, Part A

Fiscal Implications (if any):

N/A

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

Recommendation:

Submitted by: David Gruber, Director of Finance

2019-20 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Academy for Academic Excellence	3631207	Y	32%	06/10/2019	06/10/2019	

\*\*\*Warning\*\*\*

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2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Federal Programs and Reporting Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).

Select a low income measure FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Academy for Academic Excellence	3631207	K	12	3	1,433	523

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**2019-20 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

**CDE Program Contact:**

Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963  
 Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

**Title II, Part A Transfers**

2019-20 Title II, Part A allocation	\$30,161
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2019-20 Title II, Part A allocation after transfers out	\$30,161

**Title IV, Part A Transfers**

2019-20 Title IV, Part A allocation	\$11,949
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2019-20 Title IV, Part A allocation after transfers out	\$11,949

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**2019-20 Title I, Part A LEA Allocation and Reservations**

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Federal Programs and Reporting Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Federal Programs and Reporting Office, [RDerosc@cde.ca.gov](mailto:RDerosc@cde.ca.gov), 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	\$162,659
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2019-20 Title I, Part A LEA available allocation	\$162,659

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$1,626
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$1,500

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2019-20 Approved indirect cost rate	5.12%
Indirect cost reservation	\$0
Administrative reservation	\$0

**Reservation Summary**

Total LEA required and authorized reservations	\$1,500
School parent and family engagement reservation	\$1,626
Amount available for Title I, Part A school allocations	\$159,533

**\*\*\*Warning\*\*\***

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**2019-20 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [abobadilla@cde.ca.gov](mailto:abobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2019-20 Title II, Part A allocation	\$30,161
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$30,161
Repayment of funds	\$0
2019-20 Total allocation	\$30,161
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title II, Part A adjusted allocation	\$30,161

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**2019-20 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

2019-20 Title IV, Part A LEA allocation	\$11,949
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2019-20 Title IV, Part A LEA available allocation	\$11,949
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title IV, Part A LEA adjusted allocation	\$11,949

**\*\*\*Warning\*\*\***

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**2019-20 Consolidation of Administrative Funds**

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Arturo Ambriz, Financial Accountability and Info Srv Office, [AAmbriz@cde.ca.gov](mailto:AAmbriz@cde.ca.gov), 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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**2019-20 Title I, Part A School Allocations**

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

**CDE Program Contact:**

Lana Zhou, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**LEA meets small LEA criteria.**

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

**Allowable Discretion Codes**

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	36.50%
Available Title I, Part A school allocations	\$159,533
Available parent and family engagement reservation	\$1,626

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Academy for Academic Excellence	3631207	3	1433	523	36.50	*	*	1	305.03	159530.69	\$22,695	\$1,626	183851.69	

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2019-20 Title I, Part A Notification of Authorization of Schoolwide Program

This report provides notification to the California Department of Education of a school's eligibility and local board approval to operate under and report as Schoolwide Program.

CDE Program Contact:

Lana Zhou, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

School Name	School Code	Authorized SWP	Low Income %	Local Board Approval Date SWP Plan (MM/DD/YYYY)	Local Board Approval Date SWP Waiver (MM/DD/YYYY)	SIG Approval Date (MM/DD/YYYY)
Norton Science and Language Academy	0115808	Y	73%	06/08/2009		01/16/2013

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2019-20 School Student Counts

The purpose of this data collection is to allow the LEA to enter school-level student data. The information entered will be used to calculate eligibility and ranking for Title I, Part A school allocations.

CDE Program Contact:

Rina DeRose, Federal Programs and Reporting Office, [RDeRose@cde.ca.gov](mailto:RDeRose@cde.ca.gov), 916-323-0472

School ranking options Within the LEA

Select the highest to lowest school ranking method (Note: This selection impacts the order in which schools are displayed in the Title I, Part A School Allocations form).

Select a low income measure FRPM

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17
Norton Science and Language Academy	0115808	K	8	1	821	539

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**2019-20 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note: Funds transferred under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.**

**CDE Program Contact:**

Lisa Fassett, Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963  
 Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

**Title II, Part A Transfers**

2019-20 Title II, Part A allocation	\$19,719
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2019-20 Title II, Part A allocation after transfers out	\$19,719

**Title IV, Part A Transfers**

2019-20 Title IV, Part A allocation	\$17,395
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2019-20 Title IV, Part A allocation after transfers out	\$17,395

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### 2019-20 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Federal Programs and Reporting Office, [shanna@cde.ca.gov](mailto:shanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Federal Programs and Reporting Office, [RDerosc@cde.ca.gov](mailto:RDerosc@cde.ca.gov), 916-323-0472

2019-20 Title I, Part A LEA allocation (+)	\$236,801
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2019-20 Title I, Part A LEA available allocation	\$236,801

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$1,500

**Authorized Reservations**

Public school Choice transportation	\$0
Other authorized activities	\$0
2019-20 Approved indirect cost rate	5.12%
Indirect cost reservation	\$0
Administrative reservation	\$0

**Reservation Summary**

Total LEA required and authorized reservations	\$1,500
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$235,301

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**2019-20 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [abobadilla@cde.ca.gov](mailto:abobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Standards Implementation Support Office, [lfassett@cde.ca.gov](mailto:lfassett@cde.ca.gov), 916-323-4963

2019-20 Title II, Part A allocation	\$19,719
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$19,719
Repayment of funds	\$0
2019-20 Total allocation	\$19,719
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title II, Part A adjusted allocation	\$19,719

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### 2019-20 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the LEA for Title III English Learner (EL) student program, and to report required reservations.

**CDE Program Contact:**

Kevin Webb, Language Policy and Leadership Office, [kwebb@cde.ca.gov](mailto:kwebb@cde.ca.gov), 916-323-6257  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Total Allocation**

2019-20 Title III EL student program allocation	\$30,733
Transferred-in amount	\$0
Repayment of funds	\$0
2019-20 Total allocation	\$30,733

**Allocation Reservations**

Professional development activities	\$12,500
Program and other authorized activities	\$18,233
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total allocation reservations	\$30,733

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### 2019-20 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2019 through December 31, 2019.

**CDE Program Contact:**

Kevin Webb, Language Policy and Leadership Office, [kwebb@cde.ca.gov](mailto:kwebb@cde.ca.gov), 916-323-6257  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [gndirang@cde.ca.gov](mailto:gndirang@cde.ca.gov), 916-323-5831

**Required and authorized Title III English Learner (EL) student program activities:**

An eligible entity receiving funds under the Every Student Succeeds Acts section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2019-20 Title III EL student program allocation	\$30,733
Transferred-in amount	\$0
2019-20 Total allocation	\$30,733
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$2,436
3000-3999 Employee benefits	\$658
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$11,018
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$14,112
2019-20 Unspent funds	\$16,621

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**2019-20 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the LEA for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Federal Programs and Reporting Office, [TitleIV@cde.ca.gov](mailto:TitleIV@cde.ca.gov), -

2019-20 Title IV, Part A LEA allocation	\$17,395
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2019-20 Title IV, Part A LEA available allocation	\$17,395
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2019-20 Title IV, Part A LEA adjusted allocation	\$17,395

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**2019-20 Consolidation of Administrative Funds**

A request by the LEA to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Arturo Ambriz, Financial Accountability and Info Srv Office, [AAmbriz@cde.ca.gov](mailto:AAmbriz@cde.ca.gov), 916-323-0765

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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### 2019-20 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Arturo Ambriz, Financial Accountability and Info Srv Office, [AAmbriz@cde.ca.gov](mailto:AAmbriz@cde.ca.gov), 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2019-20 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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**2019-20 Title I, Part A School Allocations**

This report identifies the amount of Title I, Part A funds to be allocated to eligible schools.

**CDE Program Contact:**

Lana Zhou, Federal Programs and Reporting Office, [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov), 916-319-0956  
 Rina DeRose, Federal Programs and Reporting Office, [RDerose@cde.ca.gov](mailto:RDerose@cde.ca.gov), 916-323-0472

**LEA meets small LEA criteria.**

An LEA is defined as a small LEA if, based on the school list and the data entered in School Student Counts, the LEA meets one or both of the following:

- Is a single school LEA
- Has enrollment total for all schools less than 1,000

If applicable, enter a Discretion Code. Use lower case only.

**Allowable Discretion Codes**

- a - Below LEA average and at or above 35% student low income
- d - Waiver for a desegregation plan on file
- e - Grandfather provision
- f - Feeder pattern

Low income measure	FRPM
Ranking Schools Highest to Lowest	Within the LEA
LEA-wide low income %	65.65%
Available Title I, Part A school allocations	\$235,301
Available parent and family engagement reservation	\$0

School Name	School Code	Grade Span Group	Student Enrollment	Eligible Low Income Students Ages 5-17	Low Income Student %	Eligible to be Served	Required to be Served	Ranking	\$ Per Low Income Student	TIA School Allocation	2018-19 Carryover	Parent and Family Engagement	Total School Allocation	Discretion Code
Norton Science and Language Academy	0115808	1	821	539	65.65	*	*	1	436.55	235300.45	\$10,937		246237.45	

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**Lewis Center for Educational Research  
Board Packet Agenda Items**

Date of meeting: 3/9/20

Title: Comprehensive School Safety Plan

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: X Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

All California public schools kindergarten and grades one through twelve must develop a comprehensive school safety plan, per California Education Code sections 32280-32289. Comprehensive School Safety Plans (CSSPs) must be reviewed, updated, and approved annually by March 1. CSSPs are to be submitted to the school district or county office of education for approval.

**Fiscal Implications (if any):**

None

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

Supports our LCAP Goal 3-Provide safe and well-maintained facilities and positive school climate.

**Recommendation:**

Board approval of AAE Comprehensive School Safety Plan as submitted.





Submitted by: Valli Andreasen, Principal, AAE

# Comprehensive School Safety Plan

## 2020 School Year

**School:** Academy for Academic Excellence  
**CDS Code:** 36750773630837  
**District:** Apple Valley Unified School District  
**Address:** 17500 Mana Rd.  
 Apple Valley, CA  
**Date of Adoption:** March 1, 2020  
**Date of Update:** March 1, 2020  
**Date of Review:**  
 - with Staff  
 - with Law Enforcement February 28, 2020  
 - with Fire Authority February 28, 2020

**Approved by:**

Name	Title	Signature	Date
Valli Andreasen	School Principal		3-1-20
Sally Ritchea	School Safety Planning Committee representative		03-01-2020
Veronica Calderon	School Site Council representative		
Lisa Lamb	CEO/President		3/1/2020
Deputy Brandon Clancey	Law enforcement representative		
Brian Pachman	Fire department representative		

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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, CA 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

Valli Andreasen (Principal), Sally Ritchea (Vice Principal), Lisa Longoria (Vice Principal), Gustavo Congo (Child Psychologist), Heather O'Bler (School Nurse), Genevieve Cook (School Counselor), Ryan Chamberlain (Facilities Manager), Trevor Aydelott (Parent), Shawna Lorz (Parent), and Sergio Tejada (Parent)

### Assessment of School Safety

A School Safety assessment was completed on September 28, 2019.

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

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

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

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

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

Child abuse or neglect includes the following:

- A physical injury or death inflicted by other than accidental means on a child by another person
- Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
- Neglect of a child as defined in Penal Code 11165.2
- Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3 5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

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

Mandated reporters include, but are not limited to: teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program. Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

#### Reportable Offenses

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

#### Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

#### Reporting Procedures

It is the policy of AAE that child custodians immediately report known or suspected child abuse by telephone to the Director, San Bernardino County CWS Agency (385 North Arrowhead Avenue, 5th Floor, San Bernardino, CA 92415, 800-827-8724 , 909-350-4949, 909-422-3266 nights, [www.co.san-bernardino.ca.us](http://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.

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.

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

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

### **Disaster Plan (See Appendix C-F)**

The Standardized Emergency Management System (SEMS) provides the model for 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. Each school will notify parents yearly about the school's Safety Plan and will have a copy of the plan in the school office for parent review. During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care. There shall be NO EXCEPTIONS to this policy. The dismissal of children from the school shall be governed by the emergency procedures outlined in this handbook. However, this policy does not preclude the exercise of professional judgment by an administrator when the circumstances of the situation indicate dismissal to be in the best interest of the child.

### **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. Every student and his/her parent or guardian is required to sign and return an Acknowledgement Form at the beginning of each academic year establishing that they have read and understand the expectations and policies.

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 the reason(s) a student has been suspended. AAE has incorporated this notification into the existing Student Information System. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is confidential.

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

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

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

**Sexual Harassment:**

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

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

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

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

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

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

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

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

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

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

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

#### **(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 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 given frequent reminders about traffic and campus safety. CDO's (Character development 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. Campus visitors are required to check-in with school personnel in the main office. Office staff will verify pre-approval of campus visitor and their appropriate identification. Upon verification, visitor will be issued a visitor badge and be required to sign-in and out during the visit. School volunteers are required to fill out a volunteer application. Upon clearance from Human Resources, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers are required to check-in with school personnel and sign-in and out upon each visit.

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



**Component:**

School and Classroom Safety

**Element:**

Creating and Maintaining a clean and safe school environment

**Opportunity for Improvement:**

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, CDO's, volunteer students	utilize gloves, trash bags and other cleaning supplies	Ryan Chamberlain	daily visual assessment by all parties involved
Recycling program	students, CDO's and other staff members collect recyclables	recycling bins	Lead CDO & AFJROTC Advisor	receipts from recycling center

**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	Implement SEL classroom curriculum, morning announcements, schedule assemblies for student awareness, use an anonymous reporting website (WeTip)	WeTip, SEL Curriculum	Counseling, Administration	school climate surveys, SEL surveys, office referrals, suspension/expulsion data, attendance rates

**Component:****Element:****Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

### **Academy for Academic Excellence Student Conduct Code**

#### **Conduct Code Procedures**

The rules of the school pertaining to student discipline are distributed through the Parent-Student Handbook and are available in the Principal's Office at 17500 Mana Rd., Apple Valley, CA.

#### **(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 to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

#### **Procedures for Preventing Acts of Bullying and Cyber-bullying**

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 WeTip. Reporting and Filing of Complaints Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.

**Investigation and Resolution of Complaints:**

Any complaint of bullying against a student who is of a protected characteristic, actual or perceived, as defined in the LCER's Uniform Complaint Procedures, shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the LCER's Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory bullying, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

**Discipline :**

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

## **Safety Plan Review, Evaluation and Amendment Procedures**

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

**Safety Plan Appendices**

**Emergency Contact Numbers**

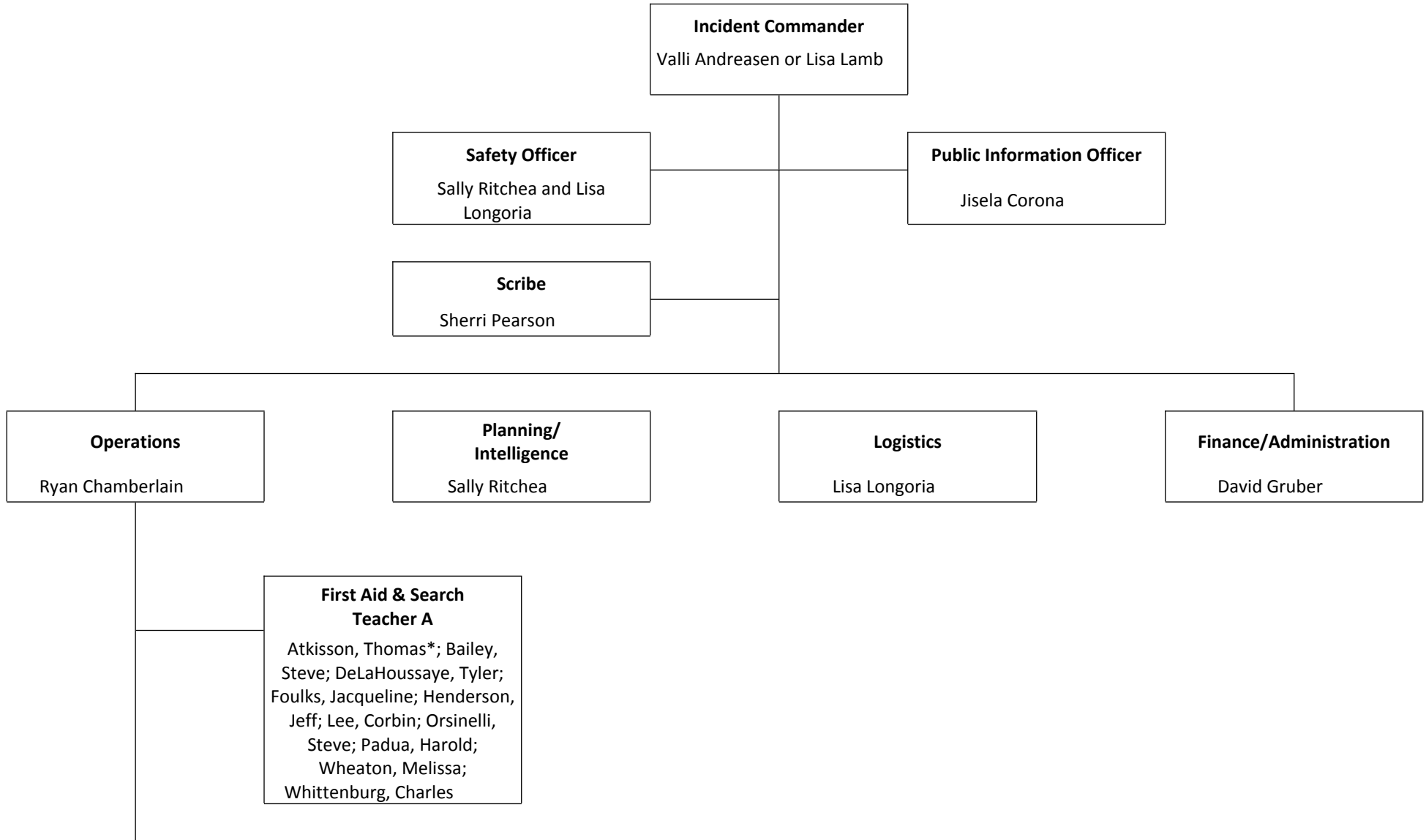
**Utilities, Responders and Communication Resources**

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

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
safety committee meeting of the school	July 26, 2019 10:00 am	
safety committee meeting review of the CSSP	October 28, 2019 8:30 am	
review of AAE and NSLA CSSP	January 27, 2020 8:15 am	
present CSSP in a public meeting for comment	March 3, 2020 6:30 pm	
Board approval of CSSP	March 9, 2020 4:00 pm	

**Academy for Academic Excellence Incident Command System**





**Student Release &  
Accountability  
TeacherB**

Berentis, Tammy; Blinsmon,  
Malaina; Caudle, Johanna;  
Gesson, Anita; Goulet, Tracy;  
McComas, Kari; Martindale,  
Christine\*; Moody, Dorothy;  
Pinkstaff, Patty; Rollins,  
Margie; Ruesch, Lenny; Secrist,  
Gretchen; Slone, Connie;  
Tejeda, Taryn; Lozano,  
Frankie\*\*

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

#### **INCIDENT COMMAND TEAM**

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

#### **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**

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.

### **Management**

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

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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

### **Finance & Administration**

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

## **Emergency Response Guidelines**

### **Step One: Identify the Type of Emergency**

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

### **Step Two: Identify the Level of Emergency**

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

### **Step Three: Determine the Immediate Response Action**

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

### **Step Four: Communicate the Appropriate Response Action**

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

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

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

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 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.
- 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.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

### **STAFF/TEACHER ACTIONS:**

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

## **Armed Assault on Campus**

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

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

### **ACTIONS – ALL SCHOOL STAFF**

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

a. Act immediately if you or your students:

- hear a sound that might be gunfire.
- see something that looks like a weapon being carried or used on or near the campus.
- sense any other indication of active shooter / armed assailant threat.

b. Quickly evaluate which option (Run, Hide or Fight) will best protect you and your students.

c. Be decisive. Communicate your plan to your students and act quickly.

d. Call 911 and the School Office as soon as it is safe to do so.

2. Options: Run, Hide or Fight

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

- Do not evacuate unless you...

know with certainty, the exact location of assailant (do not trust unofficial, second hand accounts),

and can visualize a route that will get your students and yourself safely off campus.

- Don't carry anything with you.

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

Leave everything behind.

- If you encounter people along the way...

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

Students: Warn any students you encounter and take them with if you can. 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 (insert phone #) 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 you’re 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 usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

#### Inside the building

#### STAFF ACTIONS:

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

#### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

#### THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing
- Do not use bleach on potentially exposed skins.
- 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.

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**Outside of School**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

**Earthquake**

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

**INSIDE BUILDING**

**STAFF ACTIONS:**

- At first recognition of seismic activity, instruct students to move away from windows.
- Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand

and cover the back of the neck with the other arm.

- Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them against an interior wall. Face away from the windows.
- After shaking stops and it is safe to do so, check for injuries, and render first aid.
- Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.

- If shaking is significant and has caused obvious damage to the building, EVACUATE immediately.
- Follow procedures for EVACUATION or SHELTER IN PLACE as directed by Incident Commander.
- Avoid evacuation routes with heavy architectural ornaments over the entrances.
- Do not return to the building.
- DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
- Stay alert for aftershocks.
- DO NOT re-enter building until it is determined safe to do so.

## OUTSIDE BUILDINGS

### STAFF ACTIONS:

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

### Explosion or Risk Of Explosion

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

### PRINCIPAL/SITE ADMINISTRATOR:

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

### STAFF ACTIONS:

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

- If explosion occurred in the surrounding area, initiate SHELTER IN PLACE. Keep students at a safe distance from site of the explosion.

### **Fire in Surrounding Area**

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

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

#### **STAFF ACTIONS:**

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

### **Fire on School Grounds**

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

#### **Within School Building**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

#### **STAFF ACTIONS:**

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

## **Flooding**

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

### **STAFF ACTIONS:**

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

## **Loss or Failure Of Utilities**

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

### **Procedure:**

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

B. Plan for a Loss of Electricity:

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

C. Plan for a loss of Communication

- Telephone Service:
- Administrators carry cellular phones.
- Administrators and CDO's (proctors) carry radios.

**Motor Vehicle Crash**

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

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

**Psychological Trauma**

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

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

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

Procedure:

- The School Administrator will establish Psychological First Aid Team, which has 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 systems, 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.

#### **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

**Lewis Center for Educational Research  
Board Packet Agenda Items**

Date of meeting: March 9, 2020

Title: NSLA Comprehensive School Safety Plan

Presentation:\_\_\_ Consent:\_\_\_\_\_ Action: X Discussion:\_\_\_\_\_ Information:\_\_\_\_\_

**Background:**

The development of a comprehensive school safety plan is mandated by **California Education Code 32281**. This mandate, which was established by Senate Bill 187, states that each school's Site Council, or 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 our schools.

**Fiscal Implications (if any):**

None

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

None

Recommendation:

**It is recommended that the Lewis Center Board of Education approve the NSLA Comprehensive School Safety Plan**

Submitted by: Fausto Barragán Jr., Principal


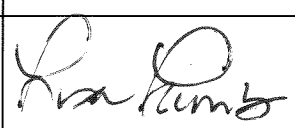


# Comprehensive School Safety Plan

**2019-2020  
School Year**

**School:** Norton Science and Language Academy  
**CDS Code:** 36103630115808  
**District:** Lewis Center for Educational Research  
**Address:** 503 East Central Ave.  
 San Bernardino, CA, 92408  
**Date of Adoption:** March 18th 2019  
**Date of Update:** March 1st. 2019  
**Date of Review:**  
 - with Staff  
 - with Law Enforcement  
 - with Fire Authority

**Approved by:**

Name	Title	Signature	Date
Fausto Barragan	School Principal		2/24/2020
Myrna Foster	School Safety Planning Committee Representative	Ms. Foster	2/26/2020
	School Site Council representative		
Lisa Lamb/CEO	District office representative/ Superintendent		2/26/2020
	Law enforcement representative		
David Davis	Fire department representative	SEE ATTACHED	2/27/2020




# San Bernardino County Office of Emergency Services Compliance Checklist for a Comprehensive School Safety Plan

Reference California Education Code: Sections 32280–32289

Section 32282 (a)(2)	Mandate Made (date, plan)	Comments, Suggested Details (resources, activities, etc.)
(B) Disaster procedures, routine and emergency, crisis response plan including adaptations for pupils with disabilities and the following:	Include date and plan. 02/27/2020 DD	Use the Standardized Emergency Management System (SEMS) as detailed in the California Emergency Services Act 8607 and the supporting California Code of Regulations.
<p>i. Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom:</p> <p>I. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.  <b>[Note: Building disaster plan emergency procedures and drills for the following situations that may be associated with an earthquake or other emergency event should be developed and adapted to each school's needs and circumstances in collaboration with first responders and community partners; these may include but are not limited to: Fire; Relocation/Evacuation; Bomb Threat; Bioterrorism/Hazardous Materials; Earthquake; Flood; Power Failure/Blackout; Intruders/Solicitors; Weapons/Assault/Hostage; Explosion; Gas/Fumes]</b></p> <p>II. A drop procedure (students and staff take cover) <b>dates/times of drop procedure drills held once each quarter in elementary; once each semester in secondary schools</b></p> <p>III. Protective measures to be taken before, during, and after an earthquake</p> <p>IV. A program to ensure that pupils, and certificated and classified staff are aware of and are trained in the procedures</p>	Include date and plan. 02/27/2020 DD	<p>Detail response procedures:</p> <ul style="list-style-type: none"> <li>• Lock Down</li> <li>• Secure School</li> <li>• Active intruder or other threat(s)</li> </ul> <p>Describe information on training and exercise drills:</p>
<p>ii. Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.</p>	Include date and plan. 02/27/2020 DD	Comments:

Checked by David Davis  
Emergency Services Officer, San Bernardino County Fire, Office of Emergency Services

Signed  Date 02/27/2020 School Norton Science Language Academy  
District Charter \_\_\_\_\_

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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.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Norton Science and Language Academy Safety Committee

Myrna Foster, Dean; Fausto Barragan, Principal; Teresa Monroy, CDO; Marco Lara, General Ed teacher; Carolina Torres, Kinder Teacher; Erin Mason, 4th grade teacher; Marcelo Congo, Director of student services; Stephany Mesinas, TK teacher; Sharmeen Mamhud, school counselor, Cinthia Landin, NSLA Psychologist

### Assessment of School Safety

A School Safety assessment was completed on September 13, 2019.

A School Safety assessment was completed on September 28, 2019.

In meetings--SSC, Cafecito, Safety Committee, Staff--the following information is reviewed:

- Student Behavior Incident
- 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)

Norton Science and Language Academy 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
- 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](http://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 enduring 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.

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

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

##### **Disaster Plan (See Appendix C-F)**

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

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

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

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

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

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

##### **Public Agency Use of School Buildings for Emergency Shelters**

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



### **(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines**

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

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

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

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

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

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

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

No student shall be involuntarily removed by NSLA for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, NSLA shall utilize the same hearing procedures specified 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 NSLA 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 the reason(s) a student has been suspended. NSLA has incorporated this notification into the existing Student Information System. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is confidential.

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

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

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

Sexual Harassment:

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

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

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

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

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

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

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

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

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

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

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

#### **(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. NSLA's school dress code is regularly reviewed. NSLA has chosen a uniform dress code for students to follow whenever on campus which may not be altered in any way and must be worn properly.

Gang-affiliated clothing is prohibited. The administration reserves the right to determine and update the dress code based on current trends.

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

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

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

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

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

**Component:**

School and Classroom Safety

**Element:**

Creating and Maintaining a clean and safe school environment

**Opportunity for Improvement:**

By the end of the 2019-2020 school year, lunch areas, restrooms and classrooms will be well-maintained and litter free as evidenced by facilities evaluations, Character Development Officer (Campus Supervisors) support and administrator evaluations.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Recycling Program	Collect and submit recycling materials at least once a month	bins	Stacy Bruneau (Middle School Teacher)	visual assessment
Improvement of school grounds	Utilize student volunteers for community service. Dean along with CDO's, custodians and students accept the responsibility for a clean lunch area and will monitor the area	tools/materials	Ryan Chamberlain	visual assessment and recommendations from staff
ASB Club Activities	Once a month ASB students will do campus clean up.	gloves, trash bags	Stacy Bruneau (MS Teacher)	visual assessment

**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 2019-2020 school year	Golden tickets given to students by teachers to honor students who demonstrate any of the three standards and other positive behaviors.	Golden tickets/prizes	Dean of students	10 students recognized at the end of the month
Increase student demonstration of Growth Mindset	Begin teaching students about Growth Mindset through daily messages and in class instruction	Growth mindset book by Carol Dweck	Administrative Leadership Team	student climate surveys, SEL survey data, attendance and discipline data
Increase opportunities for student leadership	Continue development of a strong student council program	Leadership curriculum	Bruneau (MS teacher)	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 assemblies about options for reporting.	Funding and training for school and community awareness Anonymous reporting boxes	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	Bruneau (Middle school teacher)	student participation, student climate surveys, SEL survey data, attendance and discipline data

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

**Norton Science and Language Academy Student Conduct Code**

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

**Conduct Code Procedures**

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

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

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

- We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.
- We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
- We believe that students should be given opportunities to make decisions and live with the consequences be they good or bad.
- We believe that the adult’s emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students “pay” for past misdeeds.

- We believe that school issues should be handled by school personnel and that violations of criminal law should be handled by the authorities.
- We believe that misbehavior should be handled with natural or logical consequences instead of punishment, whenever possible.
- We believe that students should see a reasonable connection between their actions and the consequences that follow.

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

#### BEHAVIOR CODE:

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

#### 1) NSLA 3 PERSONAL STANDARDS:

- Show respect, make good decisions and solve problems.

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

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

3) Students will be guided and expected to solve their problems without causing a problem for anyone else. If students are not able to or choose not to solve their problem, the teacher, staff, and/or principal will set the consequence depending on the situation and the person involved. Staff members will use their best judgment based upon the information they have at the time.

4) If students and/or parents feel that the consequences appear not to be fair, they may request a "due process" hearing. A due process hearing does not need to be formal in nature. It is simply a time for concerned individuals to meet together and share information related to the situation in question. In the event that this discussion provides additional information that sheds a different light on the situation, or shows the consequence to be unfair, the consequences may be changed or eliminated to better fit the unique situation.

#### The Recovery Process

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

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

“Recovery”

At Home

“Recovery Area”

In the Principal’s Office

“Recovery”

In Another Classroom

“Recovery”

In Another Spot in the Classroom

Classroom Discipline Plans

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

Love and Logic©

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

Four Basic Principles of Love and Logic©

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

Love and Logic Basic Rules

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

Use of Physical Force

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

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

## **(J) Hate Crime Reporting Procedures and Policies**

In order to create a safe learning environment for all students, the school protects the right of every student to be free from hate-motivated behavior and promotes harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The CEO or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively. The CEO or designee shall ensure that staff receives training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

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

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

## **Procedures for Preventing Acts of Bullying and Cyber-bullying**

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

NSLA will develop 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. A Bullying Prevention Task Force will be formed, containing faculty and staff representatives from the school, students, parents, community members, and local law enforcement. This task force will draft the Bullying Prevention & Intervention Plan.

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



## **Safety Plan Review, Evaluation and Amendment Procedures**

The plan is revised annually to include up-to-date demographic data, current status and goals. The plan is reviewed by NSLA's School Safety Committee and presented to the ELAC committee as well as the School Site Council 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**

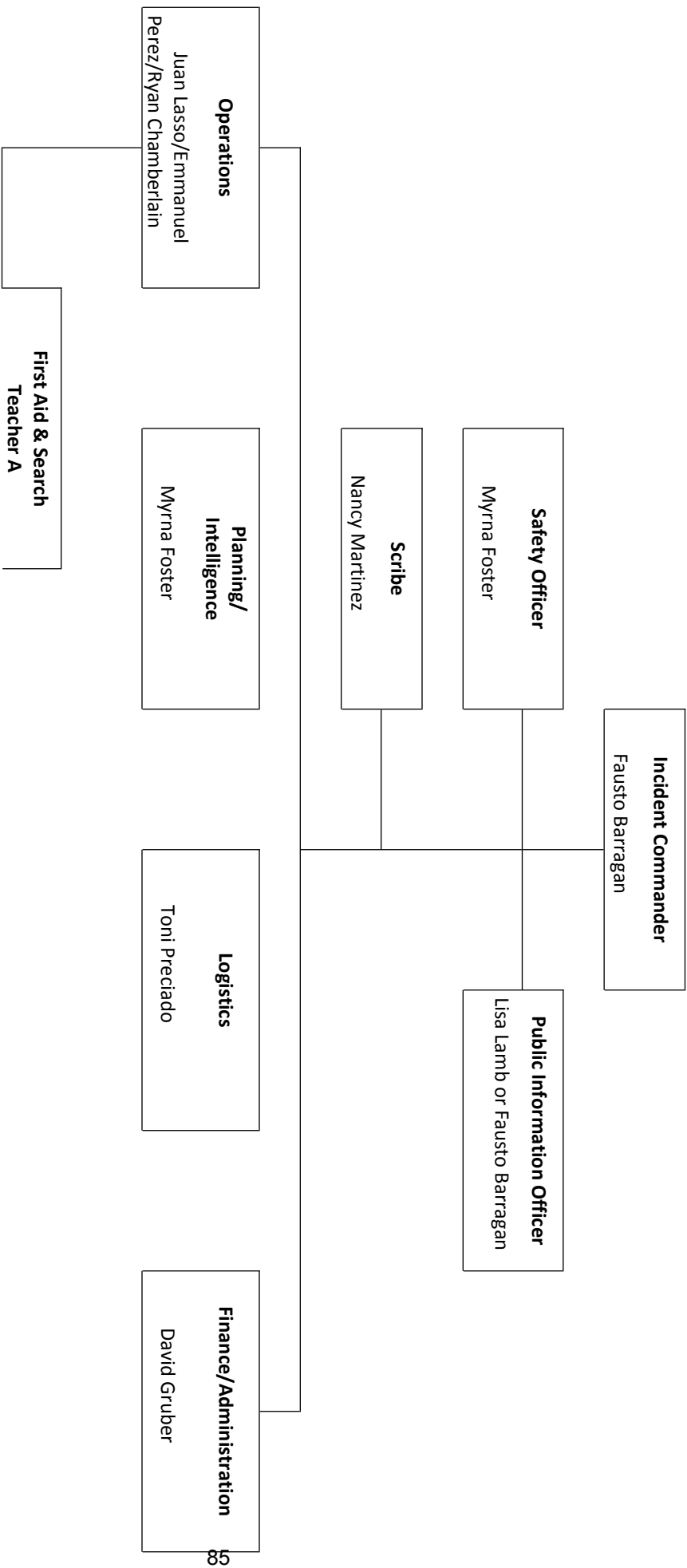
**Utilities, Responders and Communication Resources**

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

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Safety committee meeting safety of the school	November 6th 2019 2:00 pm	NSLA
Compare and merge AAE and NSLA safety plan	November 14th 2019 1:00 pm.	AAE principal, TOSA, AAE VP and NSLA Dean
Compare and merge AAE and NSLA safety plan	November 19th, 2019 8:30 am.	AAE principal, TOSA, AAE VP and NSLA Dean
Complete NSLA safety plan	February 6th, 2019 9:00 a.m.	NSLA Dean and TOSA
Safety presentation		
Review of AAE and NSLA safety plan		
Compare and merge AAE and NSLA safety plans		
Present draft of AAE and NSLA Safety plan in DTS		

**Norton Science and Language Academy Incident Command System**



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

**Student Release & Accountability TeacherB**

Request Gate Team: Annalee Carrillo \*, Sophia Martínez, Nancy Dust  
Reunion Gate Team: Elvira Regalado \*, Myrna Foster, Stephany Mesinas, Dr. Martin and Maria Funaki  
(RUNNERS) Sepulveda, Jessica. ( Jackie sub), Yanet Jimenez, Mesinas IA (Sonia Fuentes), Judith Navarro

## **Incident Command Team Responsibilities**

### **Standardized Emergency Response Management System Overview**

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

#### **INCIDENT COMMAND TEAM**

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

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

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

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

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

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

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

### **Roles and Responsibilities**

#### **Incident Commander**

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

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

#### **Public Information Officer**

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

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

#### **Safety Officer**

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

- Periodically checking with the Incident Commander for situation briefings and updates
- Monitoring drills, exercises and emergency response activities for safety
- Identifying safety hazards

- Ensuring that responders use appropriate safety equipment

#### Agency Liaison

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

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

#### Team Supplies and Equipment

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

#### Team Assembly Location

- Report to the Incident Command Post by the Foisy Gate.

### **Management**

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

### **Planning & Intelligence**

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

### **Operations**

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

### **Logistics**

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



**Finance & Administration**

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

## Emergency Response Guidelines

### Step One: Identify the Type of Emergency

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

### Step Two: Identify the Level of Emergency

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

### Step Three: Determine the Immediate Response Action

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

### Step Four: Communicate the Appropriate Response Action

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

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

- Bell system
- Phone intercom system
- School email

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

- Phone
- Email
- Text messaging

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

- Parent Square Notification
- Letter
- School messenger call out/email
- Postings on website and all social media accounts

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

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

### **Animal Disturbance**

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

**IN THE EVENT OF AN ANIMAL DISTURBANCE STAFF ACTIONS:**

Alert Site Administrator

If the animal is outside, proceed with SHELTER IN PLACE protocol. Keep students inside. If the animal is inside, EVACUATE students to a sheltered area away from the animal.

### **Armed Assault on Campus**

**ARMED ASSAULT ON CAMPUS/ACTIVE SHOOTER**

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

**STAFF ACTIONS:**

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

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

Follow procedures for lockdown or evacuation as directed or as necessary

Plan for students "locked-out"

**STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:**

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

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

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

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

All staff will participate in staff debriefings.

**Lockdowns:**

- Lockdown
- Shelter in place

(Lockdown)

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

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

“Your attention, please, we are experiencing an emergency situation and need to lockdown the school immediately. Teacher, lock your doors and keep students inside until further notice: students or staff are to return to the nearest classroom or office.” If we fear for lives, ignore all alarms and bells unless advised otherwise.

Responsibilities:

- Teachers will:
- Get outside students to a close, secure area.
- Immediately secure classroom door and windows – lock or 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, CDO’s, Office, etc.)

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

#### Shelter in Place

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

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

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

#### Responsibilities:

- Teachers will:

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

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

- Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
- If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom.
- Students will:

- o Await instructions from teacher.

- Administration will:

- o Communicate as necessary via email, phone etc.

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

- o Remain calm

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

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

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

### **Biological or Chemical Release**

#### **GAS LEAK**

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

#### **STAFF ACTIONS**

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

Do not turn on any electrical devices such as lights, computers, fans, etc. If EVACUATION is ordered, follow all appropriate procedures.

#### **TOXIC AGENT**

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

Postal mail

Ventilation system

Small explosive device

Parcel left unattended

Food supply

Aerosol release

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

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

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

#### **STAFF ACTIONS**

Alert Site Administrator

If contamination is inside a specific classroom/area, EVACUATE students away from affected area immediately.

Otherwise, follow immediate response action as directed by Site Administrator or Emergency Services personnel.

Follow standard student assembly, accounting and reporting procedures.

#### **THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT**

Wash affected areas with soap and water.

Immediately remove and contain contaminated clothing.

Do not use bleach on potentially exposed skins.

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

#### **THOSE WHO DISCOVER A CHEMICAL SPILL:**

Alert others in immediate area to leave the area.

Close doors and restrict access to affected area.

Notify Site Administrator.

DO NOT eat or drink anything or apply cosmetics.

### **Bomb Threat/ Threat Of violence**

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

- Use bomb threat checklist.
- Ask where the bomb is located, when will the bomb go off, what materials are in the bomb, who is calling, why is caller doing this. (See Bomb Threat Checklist)

- Listen closely to caller's voice and speech patterns and to noises in background.
- After hanging up phone, immediately dial \*57 to trace call. (May be different on your phone system)
- At the same time you are speaking with caller, try by any means, to get the attention of someone nearby, notifying them that you are on the phone with a potential bomb threat. Have them notify Administration immediately.

**Incident Commander:**

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

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

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

**Teachers and staff:**

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

**Bus Disaster**

**Bus Driver/Monitor:**

- Protect student passengers from injuries and the bus from further damage.
- Turn off the ignition, remove the key and activate the hazard lights.
- Check for conditions that could cause a fire.
- If conditions are safer outside the bus than inside, evacuate the bus.
- Do not leave students unattended or unsupervised.
- Notify the appropriate law enforcement agency by calling 911. Let them know a school bus was involved, exact location, number of injured and type of injuries, school district or bus company name and remain on the phone to provide updates until emergency responders arrive.

- Contact the school district/bus company office and provide the following information:

o Who

o What

o When

o Where (location)

o Why and needs

- Do not discuss details of the accident with media.
- Do not release any students to anyone unless told to do so by school district administration or law enforcement.
- If you are directed by law enforcement to remove student passengers from the scene, be sure to follow their directions and/or school district/bus company policy and procedures for removal and transport.
- If there are no injuries, follow school district/bus company policy and instructions on moving, returning or delivering students.

Incident Commander:

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

CEO

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

## **Disorderly Conduct**

### **DISORDER/PUBLIC DEMONSTRATION**

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

STAFF ACTIONS:

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

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult



Do not retaliate or take unnecessary chances

Move away from the area of agitation

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

Do not pick up anything and do not go back for anything until receiving clearance to do so. Stay calm and reassure fellow students.

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

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

Do not perpetuate rumors or repeat unsubstantiated information

### **Earthquake**

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

#### **INSIDE BUILDING**

##### **STAFF ACTIONS:**

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

Initiate DROP, DUCK, COVER, and HOLD ON procedures. Immediately drop to the floor under desks, chairs, or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.

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

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

Do NOT move injured students, unless to do so would place students in further danger. Use buddy system to remain with injured students.

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

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

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

Avoid evacuation routes with heavy architectural ornaments over the entrances.

Do not return to the building.

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

Stay alert for aftershocks.

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

#### **OUTSIDE BUILDINGS**

##### **STAFF ACTIONS:**

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

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

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

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

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

Each time an aftershock is felt, DROP AND COVER

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

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

Continue to follow directives of Incident Commander.

### **Explosion or Risk Of Explosion**

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

#### **STAFF ACTIONS:**

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON. Check for injuries and render first aid.

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

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

Use buddy system to remain with injured students.

If directive is to EVACUATE follow all EVACUATION procedures.

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

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

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

If explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions. Keep students at a safe distance from site of the explosion.

### **Fire in Surrounding Area**

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

#### **FIRE OFF-SITE:**

#### **STAFF ACTIONS:**

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

Follow all procedures for EVACUATION.

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

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

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

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

### **Fire on School Grounds**

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

#### **FIRE ON-SITE:**

#### **STAFF ACTIONS:**

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

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

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

### **Flooding**

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

#### **STAFF ACTIONS:**

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

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

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

If walking in water is unavoidable, walk where the water is not moving. Use a stick to check the firmness of the ground.  
Upon arrival at the safe site, implement Student/Staff Accountability procedures.  
Report missing students to Incident Command Staff.  
Do not return to site until it has been inspected and determined safe by authorities.

### **Loss or Failure Of Utilities**

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

#### **Procedure**

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

#### **A. Plan for a Loss of Water:**

Toilets: 5 gallon buckets with tent in each classroom.  
Food Service: No stored food / Limited food in cafeteria.

#### **B. Plan for a Loss of Electricity:**

Emergency Light: Flashlight in each classroom. (working on getting one for each class)

#### **C. Plan for a loss of Communication**

##### **Telephone Service:**

Administrator carries cellular phone.  
CDO's (proctors) carry radios.  
Facilities carry radios.

### **Motor Vehicle Crash**

#### **STAFF ACTIONS:**

Notify Principal or designee.

Move students away from immediate vicinity of the crash.

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

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

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

Care for the injured, if any.

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

### **Psychological Trauma**

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

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

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

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

#### Procedure

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

#### SUICIDE

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

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

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

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

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

#### PREVENTION

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

#### FOR STAFF

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

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

Background on the scope of the problem of youth suicide

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

Information on risk factors for suicide

Information about signs of suicidal thinking

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

Access to written copies of this policy in hard copy in main office, intranet, school website, and student handbooks.

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

#### FOR STUDENTS

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

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

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

#### FOR STUDENTS' FAMILIES

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

Background on the scope of the problem of youth suicide

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

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about parenting and communication strategies for suicide prevention

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

Resources in the school and community for families that need help

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

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

#### INTERVENTION

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

Assessing the scope of the crisis and the risk of suicide

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

Marcelo Congo, School Psychologist  
Sharmeen Mahmud, School Counselor  
Cinthia Landin, School Psychologist  
Myrna Foster, Dean of Students  
Elizabeth Chronister, Assistant Principal  
Fausto Barragan, 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](http://www.integration.samhsa.gov/images/res/SAFE_T.pdf) \*\*.

#### Response to identified suicide risk

If there is immediate risk of harm to the student's self or others (for example, a suicide attempt in progress) the support team member will contact the student's parent or guardian, as stated in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases, will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

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

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

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

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

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

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

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

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

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

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

A student at moderate risk who is willing to commit in the presence of her or his guardian to staying safe until the next school day will create a safety plan using \*\*tool. One good template for a safety plan in the case of suicide risk is available here: <http://www.sprc.org/sites/sprc.org/files/SafetyPlanTemplate.pdf> .\*\* This process may be revisited at the beginning of the next school day and a new safety plan drafted.

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

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

#### Out-Of-School Suicide Attempts

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

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

Inform the student's parent or guardian.

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

#### Re-entry

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

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

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

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

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

#### PARENTAL NOTIFICATION AND INVOLVEMENT

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

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

#### POSTVENTION

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

Verify the death

##### Development and Implementation of an Action Plan

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

Verify the death.

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

Assess the situation.

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

Share information.

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

Avoid suicide contagion.

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

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

- A student-led suicide prevention initiative supervised by one or more faculty members;
- A donation or fundraiser for a local crisis service or mental health care provider;
- Participation as a school in a local suicide awareness event;
- Hosting a suicide prevention or postvention training for students, staff, and/or families;
- Placing printed prevention resources in the school.

Initiate support services.

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

Develop memorial plans.

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

- A student-led suicide prevention initiative supervised by one or more faculty members;
- A donation or fundraiser for a local crisis service or mental health care provider, such as
- Participation as a school in a local suicide awareness event;
- Hosting a suicide prevention or postvention training for students, staff, and/or families;
- Placing printed prevention resources in the school.

External Communication

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

- a) Keep the LCER Suicide Prevention Coordinator and CEO informed of school actions relating to the death.
- b) Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- c) Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

Days After Postvention

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



### **Suspected Contamination of Food or Water**

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

#### **Procedure**

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

### **Tactical Responses to Criminal Incidents**

Any portion of a comprehensive safety plan that includes tactical responses to criminal incidents that may result in death or serious bodily injury at the school site, including steps to be taken to safeguard students and staff, secure the affected school premises, and apprehend the criminal perpetrator(s), shall be developed by district administrators in accordance with Education Code 32281. In developing such strategies, district administrators shall consult with law enforcement officials and with a representative of an employee bargaining unit, if he/she chooses to participate. Existing law requires any vote to approve the tactical response plan to be announced in open session following a closed session. Existing law provides certain protections from disclosure for this tactical response plan. This information shall not be made available to the public.

### **Unlawful Demonstration or Walkout**

#### **Unlawful Demonstration or Walkout**

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

#### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Principal or designee.
2. The Principal or designee will initiate appropriate Immediate Response Actions.
3. The Principal or designee will call 911 to request assistance and will provide the exact location and nature of emergency.
4. The Emergency Response Team will immediately proceed to the 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. SHELTER-IN-PLACE.



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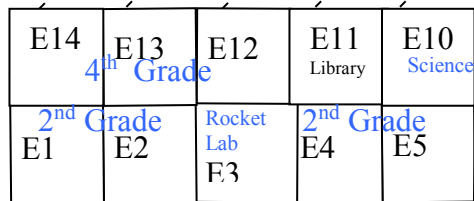
Request Gate

Reunion Gate

Student Assembly Area

5<sup>th</sup> Grade

MIDDLE GRADES

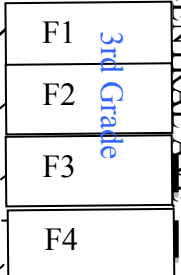


Incident Command Center

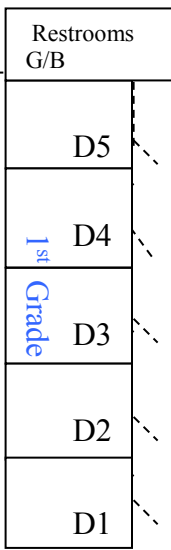
Psych Team

Restroom—B/G--Staff

Doc. Team



CENTRAL AVE

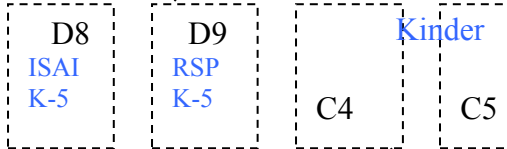
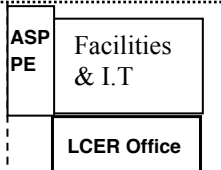


Search & Rescue

Security/Utilities

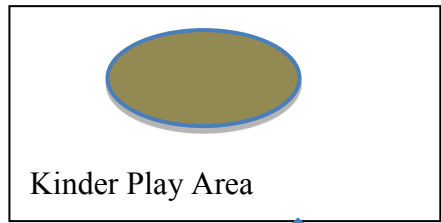
First Aide Team

Supply & Equipment



Kinder

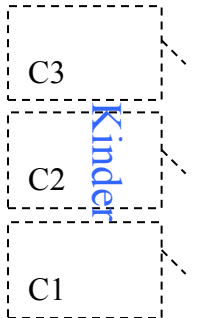
Restrooms G/B



K5 Meeting Room

K4 TK

Lunch Area



Kinder

Cafeteria

Public RR.

Nurse

Kitchen

Facilities

Public RR.

Office

K3 STAFF LOUNGE

Principal and Vice Principals Offices

K2 Psychologist/Counselor Dean

BALL FIELD



NSLA Creating Global Citizens

**Lewis Center for Educational Research  
Board Packet Agenda Items**

Date of meeting: March 9, 2020

Title: AAE Proposed New Graduation Requirements

Presentation: \_\_\_\_\_ Consent: \_\_\_\_\_ Action: X Discussion: \_\_\_\_\_ Information: \_\_\_\_\_

**Background:**

In 2015, the Board adopted new graduation requirements aligning to UC/CSU entrance requirements, including changing from:

1 year of a language other than English (LOTE) OR 1 year of a Visual Performing Art  
to:

2 years of a language other than English (LOTE) AND 1 year of a Visual Performing Art

The requirements took effect for the incoming freshman of the 2016-17 school year. The Class of 2020 is the first class of seniors required to meet those adopted graduation standards.

While the change was intended to increase the number of students eligible for entrance to a four-year university, it also had unintended consequences. Most notable is that AAE Special Education students that can not pass Spanish 1 & 2, do not meet the requirements for an AAE high school diploma and will receive a certificate of completion instead.

Currently, AAE is the only high school in the High Desert, except Riverside Preparatory, to require 2 years of a LOTE for graduation. This potentially makes the school a less attractive option to the approx. 50% of AAE graduates that are not planning to go directly to a four-year university.

It is proposed to return graduation requirements for LOTE back to those the school had prior to SY 2016-17. Since we are removing and not adding requirements, the proposed graduation requirements will take effect with the class of 2021 if approved.

**Fiscal Implications (if any):**

None

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

Takes into account that students will pursue different paths to “post-secondary success”.

**Recommendation:**

Approve proposed change in LOTE and VPA graduation requirements to take effect with class of 2021.

Submitted by: Valli Andreasen, Principal, AAE

<b>Subject Area</b>	<b>Proposed AAE Graduation Requirements</b>
Social Science (Area - A) <i>No change to this area</i>	3 year-long courses  World History - 1 year US History - 1 year American Gov't - ½ year Economics - ½ year
English (Area - B) <i>No change to this area</i>	4 year-long courses  Intro to Literature World Literature American Literature British Literature
Mathematics (Area - C) <i>No change to this area</i>	3 year-long courses including at least  Integrated Math 1 Or Algebra 1 and Geometry
Science (Area - D) <i>No change to this area</i>	3 year-long courses  Earth Science - 1 year Biology - 1 year Chemistry - 1 year
<b>LOTE (Area - E)</b> <b>Language Other Than English</b>	<b>1 year of a language other than English</b>
<b>VPA (Area - F)</b> <b>Visual or Performing Art</b>	
<b>Electives (Area - G)</b>	<b>AAE students must complete a minimum of 70 HS elective credits to graduate from high school.</b>
Physical Education <i>No change to this area</i>	2 years required

Apple Valley Unified School District

Units/Credits	Subject/Course
40	English - Must include 10 units Intro. Lit/Comp, 10 units World Lit/Comp, 5 units American Lit. based course, and 5 units other Lit-based course. Refer to page 5 for elective courses meeting subject requirements.
30	Mathematics, including Algebra I or equivalent
20	Science (minimum of 10 units biological and 10 units of physical science)
20	Physical Education
10	Visual & Performing Arts/Foreign Language (Two year-courses from one of the areas or 1-year course in two of the three)
10	Visual & Performing Arts/Vocational Technology/Foreign Language
10	World History and Culture
10	United States History
10	American Government/Economics
70	Elective course work
<b>230</b>	<b>TOTAL UNITS REQUIRED TO GRADUATE</b>

Hesperia Unified School District

**GRADUATION REQUIREMENTS**

The Governing Board desires that all students obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and employment.

Graduation Requirements – Minimum 220 Credits

English – 40 Credits

English I – 10 Credits  
 English II – 10 Credits  
 English III – 10 Credits  
 English IV – 10 Credits

Mathematics – 20 Credits

Integrated I – 10 Credits  
 Integrated II – 10 Credits

World Language or Visual  
 Performing Art – 10 Credits

Social Studies – 30 Credits  
 World History – 10 Credits  
 U.S. History – 10 Credits  
 American Government – 5 Credits  
 Economics – 5 Credits

Science – 30 Credits

Physical Science – 10 Credits  
 Biology – 10 Credits  
 One additional year of Physical or  
 Life – 10 Credits

Physical Education – 20 Credits

Electives – 70 Credits

To graduate from high school, a student must:

Earn a minimum of: 220 credits; 150 credits in required courses and 70 credits in electives.

Promotion Requirements:

50 Credits – 10<sup>th</sup> Grade  
 100 Credits – 11<sup>th</sup> Grade  
 150 Credits – 12<sup>th</sup> Grade

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

Date of meeting: March 9, 2020

Title: BP5141.52 Suicide Prevention/AR 5141.54 Suicide Prevention

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Presentation:  Consent:  Action:  Discussion:  Information:

Background:

Fiscal Implications (if any):

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

Recommendation:

We recommend that the Board Directors approve the revisions to BP 5141.52 Suicide Prevention and the new AR 5141.54.

Submitted by: Marcelo Congo, Director of Student Services, Lewis Center of Educational Research.

## Lewis Center for Educational Research

### AR 5141.52: STUDENTS SUICIDE PREVENTION

Adopted: December 10, 2018

Revised: March 9, 2020

The Lewis Center for Educational Research (LCER) Board of Directors (LCER Board) recognizes that suicide prevention is most effective when students, staff, parents, and community members have adequate information about prevention.

#### Staff Development

Suicide prevention training shall be provided to teachers, counselors, school psychologists, and other LCER employees who regularly interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

The Lewis Center for Educational Research 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. Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215).

~~Suicide prevention training shall be provided annually to teachers, counselors, and other district employees who regularly interact with students. Training shall be offered under the direction of the Director of Special Education Services, district counselor/psychologist and/or in cooperation with one or more community mental health agencies.~~

~~Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials.~~

Staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide or are experiencing bereavement by a different cause; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; students who are being bullied; and students who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ) youth.



2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide, violence, or trauma, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors including any of the Adverse Childhood Experiences.
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in student's personality or behavior and verbalization of hopelessness or suicidal ideation.
4. The role of school personnel as a protective factor may help to decrease a person's suicide risk aiding in factors such as resiliency, problem-solving ability, access to mental health care and encouraging positive connections to peers, school, and community.
5. School and community resources and services, including resources and services that meet the specific need of high-risk groups.
6. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

## **Intervention**

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal ideations. Each school site shall develop and maintain a *Student Support Team* that will provide direction to the remaining members of the team along with school staff of necessary protocols and procedures.

Every statement regarding suicidal ideation shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal ideation, he/she shall promptly notify a school administrator or school counselor.

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

Whenever schools establish a peer support system to provide support for students, peers shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure shall ensure student safety by taking the following actions as circumstances dictate:

1. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened.
2. Immediately securing medical treatment and/or mental health services.

3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contact and has the opportunity to intervene.
4. Administration shall remove other students from the immediate area as soon as possible.

The principal, counselor, or principal's designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

### **Parent Notification**

In situations when 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, administrative designee, counselor, or mental health professional.

For any student returning to school after a suicide attempt or hospitalization for suicidal ideation, re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school.

### **Postvention**

In the event that a student dies by suicide, the President/CEO, Administrator or designee will enact the crisis protocol. In accordance with the laws governing confidentiality of student record information, the President/CEO or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

To avoid a suicide "contagion effect", the Student Support Team shall closely monitor and provide any necessary follow up to students who may be at a higher risk of post-suicide emulation.

The school should not create or sanction memorials. School should not be canceled for the funeral. Refer to the crisis management protocol for procedures regarding the death of a student.

## Lewis Center for Educational Research

### **BP 5141.52: STUDENTS SUICIDE PREVENTION POLICY**

**Adopted: December 10, 2018**

**Revised: [March 9, 2020](#)**

The Lewis Center for Educational Research ([LCER](#)) Board of Directors (~~LCER~~ Board) recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the President/CEO or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

[Suicide prevention training shall be provided to teachers, counselors, school psychologists, and other LCER employees who regularly interact with students. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.](#)

[The Lewis Center for Educational Research 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. Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. \(Education Code 215\)](#)

This policy specifically addresses:

1. The needs of high-risk groups, including but not limited to, all of the following:
  - a. Youth bereaved by suicide or other trauma
  - b. Youth with disabilities, mental illness, or substance use disorders
  - c. Youth experiencing homelessness or in out-of-home settings, such as foster care
  - d. Students who are being bullied
  - e. Lesbian, gay, bisexual, transgender, or questioning youth
2. Staff development on suicide awareness, prevention, intervention, and postvention for teachers, school counselors, and other district employees who regularly interact with students.
3. Materials approved by the LCER for training shall include how to identify appropriate mental health services, both at the school site and within the larger community, and when and how to refer youth and their families to those services.
4. Materials approved for training may also include programs that can be completed through self-review of suitable suicide prevention materials.

Suicide prevention, intervention, and postvention plans for the Academy for Academic Excellence and Norton Science and Language Academy schools offer more detailed information regarding site-specific protocols and procedures and are available to staff, student, parents, and community members via the Lewis Center School Safety Plan.

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

Date of meeting: March 9, 2020

Title: Board Policy – BP 3350 Reimbursements, Travel & Other Expenses

Presentation:  Consent:  Action:  Discussion:  Information:

**Background:**

This Board Policy is to support the understanding of the travel policy with the Lewis Center for Educational Research. This policy provides clarity to our practices, appropriate and acceptable expenses that will be reviewed and reimbursed to employees while they are on travel for organizational purposes to include but not limited to workshops, seminars, conventions, conferences.

**Fiscal Implications (if any):**

None

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

**Recommendation:**

The staff recommendation is to approve Board Policy 3350.

Submitted by: David Gruber, Director of Finance, LCER

## **Lewis Center for Educational Research**

**BP 3350:      Business and Non-instructional Operations  
Reimbursements, Travel, & Other Expenses**

**Adopted:      March 9, 2020**

**Revised:**

The Lewis Center for Educational Research Board of Directors (“Board”) recognizes that organization employees may incur expenses in the course of performing their assigned duties and responsibilities. To ensure the prudent use of public funds, the President/Chief Executive Officer (“CEO”) or designee shall establish rules to keep such expenses to a minimum while affording Lewis Center for Educational Research (“LCER”) employees a reasonable level of safety and convenience.

The Board shall authorize payment for actual and necessary travel expenses incurred by any employee performing authorized services for the organization, whether within or outside organization boundaries.

Travel includes attendance at workshops, seminars, conventions, conferences or other meetings of interest to the organization.

If travel is necessary during the normal workday of the employee, and involves no cost to the organization other than employee salary and/or mileage within the county, the employees designated by the Supervisor or CEO for such purposes, may authorize travel, subject to other provisions of this policy.

Except by specific CEO approval, salary is not authorized for travel over and above the normal working day or days.

If travel is to involve costs to the organization other than mileage or the employee salary while absent from the work location, a LCER Training/Conference/Seminar Request shall be prepared by the employee and shall include a detailed cost estimate. Local travel, not requiring a LCER Training/Conference/Seminar Request, is only intended to include travel within the county, and only involving mileage and the employee's regular salary. All costs in conjunction with travel shall have been provided for in the school organization budget approved by the Board.

Reimbursable travel expenses may include, but are not limited to, meals, tips or gratuities, costs of transportation, parking fees, bridge or road tolls, lodging when organization business reasonably requires an overnight stay, registration fees for seminars and conferences, telephone and other communication expenses incurred on organization business, and other necessary incidental expenses.

The organization shall not reimburse personal travel expenses including, but not limited to, alcohol, entertainment, laundry, expenses of any family member who is accompanying the employee on organization-related business, personal use of an automobile and personal losses or traffic violation fees incurred while on organization business.

Except as otherwise provided, reimbursement of travel expenses shall be based on actual expenses as documented by original itemized receipts.

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

Date of meeting: March 9, 2020

Title: Board Policy – BP 3450 Money in School Buildings

Presentation:  Consent:  Action:  Discussion:  Information:

**Background:**

This Board Policy is being revised to support the handling and security of money collected from regular organizational operations and set forth the safe and secure means of storing funds pending deposit into our financial institutions.

**Fiscal Implications (if any):**

None

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

**Recommendation:**

The staff recommendation is to approve Board Policy 3450.

Submitted by: David Gruber, Director of Finance, LCER

## Lewis Center for Educational Research

**BP 3450: Business and Non-instructional Operations  
Money in School Buildings**

**Adopted: September 12, 2011**

**Revised: March 9, 2020**

The Lewis Center for Educational Research Board ("Board") complies with applicable federal and state laws and regulations governing Business and Finance. Money collected by organization employees and by student organizations shall be handled with good and prudent business procedures both to demonstrate the ability of school system employees to operate in that fashion, and to teach such procedures to the students.

All money collected shall be receipted and accounted for and directed immediately to the proper location for deposit.

In no case shall money be left overnight in schools except in safes provided for safekeeping of valuables. Each school must establish after-hours cash security procedures so cash and checks can be stored safely in the school safe until the amounts can be counted and verified following additional procedures set by the Finance Department.

~~Money collected by organization employees and by student organizations shall be handled with good and prudent business procedures both to demonstrate the ability of school system employees to operate in that fashion, and to teach such procedures to the students.~~

~~All money collected shall be receipted and accounted for and directed without delay to the proper location of deposit.~~

~~In no case shall money be left overnight in schools except in safes provided for safekeeping of valuables. If an event is held after normal school hours, the ASB or Club Advisor shall document the 'chain of custody of funds' (i.e. place it in the drop safe and have a witness sign at the time of this event).~~

**Regular Meeting of the  
Lewis Center for Educational Research Board of Directors**

**Minutes  
February 10, 2020**

**1.0 Call to Order**

Vice Chairman Sharon Page called the meeting to order at 4:03 p.m.

**2.0 Roll Call**

LCER Board Members Pat Caldwell, Torii Gray (arrived at 4:13 p.m.) Omari Onyango, Sharon Page, David Rib and Rick Wolf were present.

LCER Board Members Jim Morris, Kevin Porter and Jessica Rodriguez were absent.

Staff members Valli Andreasen, Ryan Dorcey, Teresa Dowd, David Gruber and Lisa Lamb were also present.

**3.0 Public Comments: None**

**4.0 Special Presentations:**

.01 Brielle DeLaHoussaye, AAE Ambassadors President, and Alex North, AAE Ambassadors Vice President, updated the Board on events. Winter sports of basketball, cheer and soccer just ended and we are going into spring sports of baseball, softball and track. Additionally, Students Run LA are running the LA Marathon in a few weeks. The Ambassadors are hosting Mr. Knight next week to raise funds for their Sacramento trip. ASB is working on filming for an awareness project.

.02 Michael Klein from Nigro and Nigro presented highlights of the audit and described the process. As of June 30, there was an increase in our cash balance and capital assets, while liabilities remained constant. There were no findings, but best practices were noted. Rick Wolf asked if we were compliant with state and federal law – Michael stated that we were. Pat Caldwell congratulated staff on no findings.

.03 Valli Andreasen presented the School Accountability Report Card (SARC), which is published on each school's web page. It is pre-populated with State data, and then we update sections on curriculum, stakeholder involvement and salaries. It dovetails with the school dashboard. Lisa reviewed NSLA's SARC as well. We are working on misassignments at both schools, as the State has not aligned credentialing to integrated science, so we will go back to traditional classes, which will correct the situation.

**5.0 Discussion Items**

.01 Discuss LCER Board Chairman Leave of Absence – Chairman Kevin Porter has requested a leave of absence through March. He is planning to return to the Board in April. Vice Chairman Sharon Page will take over Chairman Duties until he returns.

.02 Discuss Development of LCER Board Hub - Access to Pertinent Documents – both schools have been using a Google HUB for documents, which has worked well for staff. We are thinking of creating a Board Google HUB with useful information for Board members. A list of ideas to include was included in the packet. Please let us know any other items you would be interested in seeing on the HUB. Once the HUB is updated, we will send the link to Board members.

.03 Discuss AAE and NSLA Development Update – Larry Rieder shared the construction timeline for NSLA. Grading should start by May 1 and underground infrastructure by June 1. We are planning for



a Certificate of Occupancy by May 1, 2021. The project unanimously passed at the San Bernardino City Council meeting. Bid packages are going out and we want to execute a guaranteed maximum price contract. There are some soil issues due to the many prior uses of the property that we will need to remediate. The site plan for the AAE Multipurpose Room was shared. It is planned to make it a central location with a master plan for flow around campus. Construction should start in June as soon as school is out.

- .04 Discuss AAE and NSLA Bond Financing Update – John Phan reported that \$9.3 million of the AAE bonds were sold to nine major investors. We received a great rate and the market timing is perfect. We hope to close NSLA bonds in June.
- .05 Discuss Lewis Center Foundation Update – Lisa Lamb reported that the Gala Save the Date cards went out electronically and invitations will be coming soon. Our honored guests are Honorable Jerry Lewis and Rick Piercy. The AAE Band and Color Guard will be presenting. The Board was asked to help secure sponsors for the event.

## **6.0 Action Items**

- .01 Vice Chairman Sharon Page appointed Marcia Vargas as the Chair of the Lewis Center Foundation.
- .02 On a motion by Pat Caldwell, seconded by Omari Onyango, vote 6-0, the LCER Board of Directors approved the Multi-Year Auditor Agreement with Nigro and Nigro.
- .03 On a motion by David Rib, seconded by Pat Caldwell, vote 6-0, the LCER Board of Directors approved the AAE Management Services Agreement, which defines LCER administrative services and fees. It includes subordination, which is necessary for the bonds.
- .04 On a motion by David Rib, seconded by Pat Caldwell, vote 6-0, the LCER Board of Directors approved Approve the NSLA Management Services Agreement, which defines LCER administrative services and fees. It includes subordination but it is not as detailed as we are not to that point yet in the bond process. The agreement may be amended in the future with updated subordination information.
- .05 On a motion by Omari Onyango, seconded by David Rib, vote 6-0, the LCER Board of Directors approved the Charter School Property Solutions Development Consultant Services Agreement for the AAE Construction Project. The fee is prorated over 8 months.
- .06 On a motion by Rick Wolf, seconded by Torii Gray, vote 6-0, the LCER Board of Directors approved the Tate Snyder Kimsey Architects Agreement (TSK) for NSLA and Head Start Construction Projects.
- .07 On a motion by Pat Caldwell, seconded by David Rib, vote 6-0, the LCER Board of Directors approved Resolution 2020-02 – 2020 Bond Financing.
- .08 On a motion by Torii Gray, seconded by Omari Onyango, vote 6-0, the LCER Board of Directors approved Approve BP 4119 Revision – Unlawful Harassment, Discrimination and Retaliation.
- .09 On a motion by Pat Caldwell, seconded by Omari Onyango, vote 6-0, the LCER Board of Directors approved Approve AR 5145.13 – Response to Immigration Enforcement.
- .10 On a motion by Omari Onyango, seconded by David Rib, vote 6-0, the LCER Board of Directors approved Approve BP 5145.13 – Response to Immigration Enforcement.
- .11 On a motion by David Rib, seconded by Torii Gray, vote 6-0, the LCER Board of Directors approved Approve BP 5131.2 – Bullying.
- .12 On a motion by Rick Wolf, seconded by Torii Gray, vote 6-0, the LCER Board of Directors approved Approve BP 6020 - Parent Involvement.

## **7.0 Consent Agenda:**

- .01 Approve Minutes of December 2, 2019 Regular Meeting
- .02 Approve Minutes of January 29, 2020 Special Meeting
- .03 Approve AAE Kitty Hawk Air Society 30 Hour Famine March 8-9, 2020
- .04 Approve AAE ASB Every 15 Minutes Overnight Event March 9-10, 2020

- .05 Approve AAE HOSA Field Trip to Long Beach, CA April 2-5, 2020
- .06 Approve NSLA 7<sup>th</sup> Grade Field Trip to Dana Point Ocean Institute April 20-21, 2020
- .07 Approve NSLA 2020-21 Calendar Revision

Consent Agenda Item 7.03 was pulled and the dates corrected to May 8-9, 2020. On a motion by David Rib, seconded by Omari Onyango, vote 6-0, the LCER Board of Directors approved the AAE Kitty Hawk Air society 30 Hour Famine on May 8-9, 2020.

On a motion by Pat Caldwell, seconded by Torii Gray, vote 6-0, the LCER Board of Directors approved Consent Agenda items 7.01-7.02 and 7.04-7.07.

## **8.0 Information Included in Packet:**

01. President/CEO Report – the Dashboard reports will be added to the HUB.
02. LCER Financial Reports
  - Checks Over \$10K
  - Budget Comparisons
  - AAE and NSLA 1<sup>st</sup> Interim Reports – David Gruber explained differences in the way expenses were accounted for in 1<sup>st</sup> Interim Reports.
  - AAE and NSLA Federal Cash Management Data Collection Reports
03. Lewis Center Foundation Financial Report
  - December 2019
04. LCER Board Attendance Log
05. LCER Board Give and Get

## **9.0 Board/Staff Comments:**

- .01 Ask a question for clarification
- .02 Make a brief announcement – Lisa reminded the Board to submit their Form 700. Badri Younes, NASA's Deputy Associate Administrator for Space Communications and Navigation, and Barbara Adde, NASA's SCA Policy and Strategic Communications Director are coming to AVCI tomorrow to see the Science on a Sphere after the groundbreaking for a 34 meter antenna at Goldstone. Lisa will be meeting with them at NASA Headquarters this Friday as well after a GAVRT training at Wallops. We are working with John Guidi, Deputy Director of the Advanced Exploration Systems Division with NASA's Human Exploration and Operations Mission on getting CubeSats for High School, the Artemis Mission and Parker Solar Probe. We are also still looking to expand the NASA Visitors Center. Jisela Corona introduced herself.
- .03 Make a brief report on his or her own activities
- .04 Future agenda items

## **10.0 Closed Session:**

The LCER Board of Directors convened into closed session at 6:24 p.m. They reconvened into open session at 7:34 p.m. Vice Chairman Page reported that no action was taken with litigation pursuant to subdivision (b) of Section 5495.6.9: (1 case). Chairman Page further reported that the Board took action, by unanimous vote, to approve the President/CEO Employment Agreement as presented. The Board discussed and approved section B.4 of the Employment Agreement in open session pertaining to the CEO Salary. Per the agreement, the CEO will continue to receive an annual base salary, in accordance with its current Administrative/CEO Salary Schedule. For 2020-21, the CEO will advance to Step 5, and will continue to advance on the salary schedule thereafter, provided she meets the salary schedule movement criteria as outlined in the Lewis Center Employee Handbook.

## **11.0 Adjournment**

Vice Chairman Sharon Page adjourned the meeting at 7:35 p.m.

**Lewis Center for Educational Research  
STAFF REPORT**

Date: March 9, 2020  
 To: LCER Board of Directors  
 From: Lisa Lamb  
 Re: President/CEO Report

<b>Goal 1: Build the financial capacity of the LCER, including key provisions for sustainability.</b>	
<p>1.1 <u>Objective:</u> Each school will maintain a reserve balance of no less than 4% of the total operating budget. Reserves will be defined as unencumbered cash balance_</p>	<p>We are continuing to build our cash reserves and searching for additional funding options for both schools. Currently we are meeting the 4% cash balance at both sites. Please be aware that we will follow our Bond Covenants requirements for each school, and will be increasing this cash on hand expectation to a minimum of 45 days of cash or approximately 12.33% availability. We currently expect this to be met for AAE by June 30th and we currently exceed this level for NSLA.</p>
<p>1.2 <u>Objective:</u> Support oversight and accountability of funds by LCER budget managers through monthly financial reports which include budget-to -actuals.</p>	<p>On the first Wednesday of the month, the Finance Office is continuing to provide each manager with their budgets and any subsequent internal departments (ie Athletics, VAPA, ROTC, etc.) with an up-to-date picture of their budget and expenditures to date.</p> <p>As the budget development process continues, the Executive Team will continue to have ongoing budget workshops monthly. The principals will facilitate ongoing family and student engagement in the budget and LCAP development through School Site Council, Principal’s Cabinets, Parent Forums, and special Town Halls. A collaborative budget workshop will be scheduled with the board in May.</p>
<p>1.3 <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 School Site Council.</p>	<p>Administrative staff carefully monitor expenditures to ensure that categorical monies are utilized first and for the intended purposes. The beginning of each month, Finance provides all administrators their Financial Reports to support them in the further process of using their Categorical Funds effectively.</p> <p>Several staff members attended an LCAP Update Workshop sponsored by SB County on February 26th as part of the ongoing budget development process. California has released an updated template that will be implemented at both schools this year.</p>

	<p>Both schools held Parent Town Hall meetings to seek input regarding school goals. This stakeholder input will be used to inform the LCAP and budget development.</p> <p>Veronica Calderon also attends CASBO Monthly meetings monthly to ensure that we have all necessary updates.</p>
<p>1.4 <u>Objective:</u> The Foundation Board will raise funds to support the needs of LCER schools and programs.</p>	<p>The Foundation Board is actively planning the 3rd Annual Lewis Center Gala which will be held on May 22nd at the Orange Show Fairgrounds in San Bernardino. The theme is Back to the Future, and we have confirmed the attendance of our special guests, who will be, our founder Rick Piercy, and Congressman Jerry Lewis (ret.).</p>
<p><b>Goal 2: Develop and maintain facilities to meet the TK-12 needs at both campuses.</b></p>	
<p>2.1 <u>Objective:</u> Complete NSLA TK-12 and Head Start campus in Winter/Spring 2021.</p>	<p>We are continuing to progress in a timely manner. The following are key upcoming milestones:</p> <ul style="list-style-type: none"> <li>● SB County Board of Supervisors to approve final ground lease- March 10th</li> <li>● Grading and Foundation work- March-April</li> <li>● Official Groundbreaking Projected- late April/Early May</li> <li>● Projected 11-month build schedule</li> <li>● Adjusted 20-21 SY School Calendar to allow us time to vacate our current campus between May 15- June 1, 2020</li> </ul>
<p>2.2 <u>Objective:</u> Create a deferred maintenance schedule to properly identify and address the needs of aging equipment, building and infrastructure.</p>	<p>AAE</p> <ul style="list-style-type: none"> <li>● Repainted main front gates</li> <li>● Painted all posted along the main circle</li> <li>● Removed faded parking lot signage</li> <li>● Replaced HVAC unit in Rm. D 113</li> <li>● Repainted door swing circles in North Elementary</li> <li>● Annual fire extinguisher inspection</li> </ul> <p>Norton</p> <ul style="list-style-type: none"> <li>● Replacing ADA partition stalls in student restrooms</li> <li>● Repaired chain link fences</li> <li>● Winterized grass field</li> <li>● Athletic and play field maintenance</li> <li>● Painted door swing lines for cafeteria and classrooms</li> <li>● Row of delineators added to the main entrance to create a safe, walking path for parents and students</li> </ul> <p>LCER</p> <ul style="list-style-type: none"> <li>● Removed wallpaper and painted conference room</li> <li>● Provided water source in Mineral City</li> </ul>

	<ul style="list-style-type: none"> <li>● General roof repair at AVCI</li> </ul>
<p>2.3 <u>Objective: Monitor technological systems to protect against external and internal security threats.</u></p>	<p>Ryan Dorcey is continuing to meet with the low voltage contractor for Norton’s build out. In addition to staying within budget, safety and security are a driving consideration during these discussions.</p> <p>IT continues to monitor and evaluate our systems to protect against emerging threats.</p>
<p>2.4: <u>Utilize the refinancing of the AAE Bonds to address capital campaign needs (i.e. Multipurpose Room, secondary science labs, additional athletic and P.E. fields, special education, parking lot rehabilitation, etc.).</u></p>	<p>The AAE task force is scheduled to meet the first week of March to work with the architects on the development of the floorplans for the MPR. This will provide various perspectives to ensure that the highest needs are met with these funds. TSK Architects will be guiding the task force and administration through a development phase for the MPR in the coming months. The goal is to begin grading in June 2020.</p>
<p><b>Goal 3: Strengthen the academic programs at both schools resulting in increased student mastery while preparing every student for post-secondary success in the global society.</b></p>	
<p>3.1 <u>Objective: Both schools will demonstrate continued increases in student mastery in the area of Mathematics as reported on the California School Dashboard.</u></p>	<ul style="list-style-type: none"> <li>● Both schools are continuing to show progress in mathematics as presented earlier this school year. These reports include information regarding overall academic performance, engagement, student population, climate and additional progress indicators.</li> </ul>
<p>3.2 <u>Objective: In order to decrease referrals for counseling and behavior incidents, both schools are implementing curricula at the elementary, middle and high school to support Social Emotional Learning (SEL). The collective outcomes of these strategies are to: enhance the ability of students to self-regulate, strengthen relationships amongst students and staff, and empower teachers to support SEL needs in the classroom.</u></p>	<p>AAE</p> <ul style="list-style-type: none"> <li>● AAE is in full implementation of the Second Step SEL curriculum in grades K-8. Lessons are presented weekly by elementary and middle school homeroom teachers. Families are involved through ParentSquare posts that share the week’s lesson topics and suggested family lesson questions.</li> <li>● AAE accepted the Great Kindness Challenge the week of January 26-31 and conducted daily activities to promote a culture of kindness on campus. Activities also promoted bullying prevention.</li> <li>● AAE is currently running SEL groups through the SAP Program (Student Assistance Program DM SELPA). This program is designed to support students with suicidal ideations, anxiety, depression and social skills deficits.</li> </ul> <p>NSLA</p> <ul style="list-style-type: none"> <li>● NSLA continues to implement Sanford Harmony in some elementary classrooms. Sanford Harmony is a social emotional learning program for Pre-K-6 grade students designed to foster communication, connection, and community both in and outside the classroom, and develop boys and girls into compassionate and</li> </ul>

	<p>caring adults.</p> <ul style="list-style-type: none"> <li>● In Middle School, we have the Habitudes curriculum and we integrate Mindfulness into the beginning of each lesson. Habitudes is a curriculum that is based on building leadership skills and Mindfulness is for building resilience and Neuroplasticity for our students. The lessons are delivered once per month in each Middle School Enrichment Classroom.</li> <li>● Through our MOU with San Bernardino County Superintendent of Schools, NSLA has been receiving support from a licensed mental health practitioner. NSLA has increased the number of days for this clinician from two days to three full days per week based on the increased number of referrals at the end of the first trimester.</li> </ul>
<p><u>3.3 Objective: Both schools will develop a more robust STEAM strand that builds upon itself in grades TK-12.</u></p>	<p>AAE is piloting two NGSS-aligned science curricula--TWIG Science and STEMscopes-- in grades TK-5. At the end of the year, AAE will adopt one of these curricula for full implementation in the 20-21 school year for an eight year adoption cycle.</p> <p>NSLA is piloting Twig Science and Amplify Science in grades TK-5. At the end of the year, NSLA will adopt one of these curricula for full implementation in the 20-21 school year for an eight year adoption cycle.</p> <p>NSLA's Space Math class is implementing Quest Science Lessons. Quest Science allows students to participate in hands-on science experiments to collect data to send to the International Space Station. The lessons include multimedia presentations and engaging lessons.</p> <p>Results for the 2018–19 California Science Test (CAST) show that both schools outperformed other local schools. We are continuing to analyze this data with teachers to inform future decision making.</p>
<p><b>Goal 4: Recruit, develop and retain a highly qualified and diversified staff.</b></p>	
<p><u>4.1 Objective: Evaluate ongoing and new recruitment efforts to ensure that all positions are filled with highly-qualified and diversified staff.</u></p>	<p>Intent to Return notifications have been returned. HR is working closely with the principals and directors to fill any projected vacancies. HR and Norton administration are attending the SBCSS teacher job fair on February 29 with hopes of recruiting at both sites.</p> <p>HR is focusing on evaluating and updating job descriptions. These job descriptions are being reviewed one department at a time. Any updated job descriptions will be used to recruit for any potential vacancies.</p> <p>HR has increased its recruitment presence on the Lewis Center and both schools websites, along with community social media outlets. Positions continue to be advertised through California's leading educational job board, Edjoin.org. Emails are sent to potential applicants through Edjoin,</p>

	<p>specifically targeting candidates for specific positions. Classified positions are being advertised in the local newspapers and online job boards. Job postings are sent to local universities and employment agencies (such as EDD) with hopes to recruit highly qualified and diversified candidates.</p>
<p><u>4.2 Objective: Develop a comprehensive succession plan for all key positions.</u></p>	<p>Personnel task force has been meeting regularly to develop the CEO succession plan. Their progress is presented at the monthly board meetings.</p> <p>Each Director on the Executive Team is working on departmental succession plans with the goal to build capacity internally.</p>
<p><u>4.3 Objective: Invest in professional development for classified and certificated staff and board members.</u></p>	<p>The Executive Team will be attending the annual California Charter School Association Conference in Long Beach on March 16-19.</p> <p>The annual Conflict of Interest and Governance Training provided by YM&amp;C will be held during the March Board Meeting to include all board members and Executive Team.</p> <p>NASA is sponsoring two professional development opportunities for LCER teachers. The first is a 6-Degree Workshop using the Science on a Sphere at AVCI. This will be held on March 28th and NASA will provide a \$100 stipend for each participating teacher. The second is a lunar rock certification training to be held in Mission Control on April 15th. Both of these opportunities have already been filled with teachers from both schools.</p> <p>NSLA's Principal and LCER team members attended the Innovating Equity Symposium in Anaheim, California in February. The team attended several workshops to learn about the different, innovative ways in which other California schools and districts have developed and implemented a variety of successful programs using restricted monies. These programs serve the needs of targeted student populations. Workshops focused on the following topics:</p> <ol style="list-style-type: none"> <li>1. Categorical monies (Title 1, Title 2, Title 3, etc.)</li> <li>2. Developing language programs</li> <li>3. LCAP development</li> </ol> <p>LCER staff, including AAE Principal, attended LCAP Update training in February to prepare for use of the new template and submission of the annual LCAP.</p> <p>AAE's secondary Social Science/History teachers attended the California Council for Social Studies annual conference in February.</p> <p>AAE Kindergarten and first grade teachers attended additional Orton-Gillingham training to learn new strategies to improve Early Literacy</p>

	<p>instruction.</p> <p>AAE elementary and middle school Science teachers continue to attend scheduled NGSS trainings held at AVCI to improve Science instruction.</p> <p>Six AAE elementary teachers received training for implementing the Twig Science curriculum pilot.</p>
<p>4.4 <u>Create a highly attractive environment for staff which increases and/or maintains staff retention rates LCER-wide.</u></p>	<p>The HR Department is working with the Executive Team to review employment practices, policies, salary and benefits for staff.</p> <p>Salary comparisons are being reviewed as part of the annual budget workshops that began in January. Ideas for salary increases will be brought forward to the board as part of that process.</p>
<p><b>Goal 5: The Lewis Center for Educational Research will communicate and operate under a common vision, mission, goals and objectives.</b></p>	
<p>5.1 <u>Objective: The Board of Directors and Executive Team will continue to participate in annual strategic planning. Progress toward goals will be reported monthly via the CEO Board Report.</u></p>	<p>The Annual Strategic Planning Meeting was held on August 9, 2019.</p> <p>A Vision Committee was established and met to codify the drafts of the revisions from the strategic planning session. That draft was presented and ratified by the Board on September 9, 2019.</p> <p>The Executive Team met to draft the objectives and tasks to support the revised goals. These were also presented on September 9, 2019.</p> <p>The Board approved the final draft of the Strategic Plan during regular session on October 14, 2019.</p> <p>The staff report template has been updated to reflect the current goals for the 2019-2020 School Year.</p>
<p>5.2 <u>Objective: Board and Executive Team will actively communicate LCER’s mission to the stakeholders and communities that we serve.</u></p>	<p>Jisela Corona is working on increasing the social media presence for both LCER schools and programs. Current tasks include the following:</p> <ul style="list-style-type: none"> <li>● Advertising Designs for use (w/ Michael Clark)</li> <li>● NSLA Brochure for distribution</li> <li>● NSLA Recruitment of students/teachers with Task Force</li> <li>● Social Media Campaign focused on prospective students interested in NSLA</li> <li>● Contests, Giveaways- “Tag a friend who might be interested and enter to win...”</li> <li>● Call to Action: Subscribe, sign up, follow for more info</li> <li>● Live Streaming Events; Event Hashtags, Geofilters, etc.</li> <li>● Throwback Thursday because of GALA theme</li> <li>● Human Interest Videos/ Snippets of students, parents, staff</li> <li>● Timeline/slideshow of LCER history with a focus on Piercy and</li> </ul>



	<p>Lewis for the GALA</p> <ul style="list-style-type: none"> <li>● Publicizing local and school events/news on all Socials</li> <li>● Making LCER website current; some changes may be necessary</li> <li>● Press Releases for Events/News</li> <li>● Taking and Gathering Photos for Ad Distribution (which is currently lacking)</li> <li>● Putting together news/info for LCER Newsletter</li> <li>● Looking into webinars/workshops for Grant writing</li> </ul>
<p>5.3 <u>Objective: Increase communication with stakeholders regarding progress toward mission, vision, and goals.</u></p>	<p>Staff receive invitations to attend monthly board meetings with the packet that contains the staff report.</p> <p>Both schools' LCAPs reflect the Lewis Center Strategic Plan. Schoolwide systems set up for engagement around these plans include: Professional Learning Communities, Academic Leadership Teams, School Site Councils, and Parents and Pastries Open Forums. Each of these stakeholder groups meet at least monthly to discuss school- wide progress and improvement. Annual student, staff and parent surveys are also conducted to seek feedback and input.</p> <p>All Lewis Center websites and social media accounts are currently being reviewed by the LCER staff with the goal to improve the public's ability to learn more about the Lewis Center's mission, vision and goals.</p>

The High Desert Partnership in Academic Excellence Foundation, Inc.  
 Check/Voucher Register - Board Report - 10K  
 From 1/30/2020 Through 2/29/2020

<u>Effective D...</u>	<u>Check Nu...</u>	<u>Vendor Name</u>	<u>Check Amount</u>	<u>Transaction Description</u>
1/31/2020	440		376,320.88	Group: Payroll; Pay Date: 1/31/2020
2/3/2020	43942	CharterSAFE	26,009.00	Insurance premium pymt for January 2020
2/3/2020	43945	SBCSS	21,133.57	NSAA PERS contributions for January 2020
2/3/2020		SBCSS	58,469.92	LCER/AAE - PERS contributions for January 20
2/3/2020	43950	SBCSS	68,893.14	NSAA STRS contributions for January 20
2/3/2020		SBCSS	130,857.60	LCER/AAE - STRS contributions for January
2/7/2020	43971	Committee for Children	14,584.64	PO# 1920-0341-AAE
2/7/2020	43988	Ground Down Engineer...	24,002.00	1920-0144-AAE Trash Removal
2/7/2020	44039	Wells Fargo Vendor Fi...	18,308.90	Acct# 3690900333
2/12/2020	44049	Geocon West Inc.	18,127.69	NSLA for Professional Services from 9/9/2019-10/6/2019
2/12/2020	44051	Kimley-Horn & Associa...	50,483.02	For Services rendered through November 30, 2019
2/12/2020	44053	SISC	181,970.65	Health Coverage for February 2020
2/14/2020	443		391,931.69	Group: Payroll; Pay Date: 2/14/2020
2/28/2020	444		400,939.10	Group: Payroll; Pay Date: 2/28/2020
Report Total			1,782,031.80	

**All Funds - Budget Comparison 2018/19 to 2019/20**

2018-2019				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	23,394,181	15,596,121	7,798,060	33.33%
Expense				
Certificated Salaries	9,573,430	6,302,636	3,270,794	34.17%
Classified Salaries	3,162,047	2,089,401	1,072,646	33.92%
Benefits	4,694,848	2,822,917	1,871,931	39.87%
Books and Supplies	1,634,067	1,022,629	611,438	37.42%
Services & Other	2,335,445	1,323,649	1,011,796	43.32%
Capital Outlay	217,500	84,620	132,880	61.09%
Other Outgo	977,044	705,130	271,914	27.83%
Share of LCER	0	0	0	N/A
<b>Total Expense</b>	<b>22,594,381</b>	<b>14,350,982</b>	<b>8,243,399</b>	<b>36.48%</b>
Add (Subtract) to Reserves	799,800	1,245,139	(445,339)	
<b>Total Revenue</b>	<b>23,394,181</b>	<b>15,596,121</b>	<b>7,798,060</b>	<b>66.67%</b>
<b>Total Expense</b>	<b>22,594,381</b>	<b>14,350,982</b>	<b>8,243,399</b>	<b>63.52%</b>
Add (Subtract) to Reserves	799,800	1,245,139	(445,339)	

2019-2020				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	24,219,500	16,146,333	8,073,167	33.33%
Expense				
Certificated Salaries	9,918,476	6,415,249	3,503,227	35.32%
Classified Salaries	3,463,235	2,135,572	1,327,663	38.34%
Benefits	4,860,713	3,055,268	1,805,445	37.14%
Books and Supplies	1,445,252	1,154,648	290,604	20.11%
Services & Other	2,277,763	1,184,563	1,093,200	47.99%
Capital Outlay	227,500	569,165	(341,665)	-150.18%
Other Outgo	947,000	573,818	373,182	39.41%
Share of LCER	0	0	0	N/A
<b>Total Expense</b>	<b>23,139,939</b>	<b>15,088,283</b>	<b>8,051,656</b>	<b>34.80%</b>
Add (Subtract) to Reserves	1,079,561	1,058,050	21,511	
<b>Total Revenue</b>	<b>24,219,500</b>	<b>16,146,333</b>	<b>8,073,167</b>	<b>66.67%</b>
<b>Total Expense</b>	<b>23,139,939</b>	<b>15,088,283</b>	<b>8,051,656</b>	<b>65.20%</b>
Add (Subtract) to Reserves	1,079,561	1,058,050	21,511	

**AAE - Budget Comparison 2017/18 to 2018/19**

2018-2019				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	14,150,329	10,074,765	4,075,564	28.80%
Expense				
Certificated Salaries	5,704,026	3,763,589	1,940,437	34.02%
Classified Salaries	1,151,280	773,931	377,349	32.78%
Benefits	2,493,290	1,509,980	983,310	39.44%
Books and Supplies	829,630	474,680	354,950	42.78%
Services & Other	1,004,066	456,022	548,044	54.58%
Capital Outlay	137,500	40,521	96,979	70.53%
Other Outgo	977,044	699,705	277,339	28.39%
Share of LCER	1,605,370	1,070,616	534,755	33.31%
<b>Total Expense</b>	<b>13,902,206</b>	<b>8,789,044</b>	<b>5,113,163</b>	<b>36.78%</b>
Add (Subtract) to Reserves	248,123	1,285,722	(1,037,599)	
<b>Total Revenue</b>	<b>14,150,329</b>	<b>10,074,765</b>	<b>4,075,564</b>	<b>71.20%</b>
<b>Total Expense</b>	<b>13,902,206</b>	<b>8,789,044</b>	<b>5,113,163</b>	<b>63.22%</b>
Add (Subtract) to Reserves	248,123	1,285,722	(1,037,599)	

2019-2020				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	14,591,131	9,727,421	4,863,710	33.33%
Expense				
Certificated Salaries	5,916,706	3,826,354	2,090,352	35.33%
Classified Salaries	1,287,916	793,595	494,321	38.38%
Benefits	2,550,273	1,627,363	922,910	36.19%
Books and Supplies	752,885	619,421	133,464	17.73%
Services & Other	892,887	502,662	390,225	43.70%
Capital Outlay	177,500	103,949	73,551	41.44%
Other Outgo	947,000	571,818	375,182	39.62%
Share of LCER	1,741,438	1,185,323	556,114	31.93%
<b>Total Expense</b>	<b>14,266,605</b>	<b>9,230,485</b>	<b>5,036,119</b>	<b>35.30%</b>
Add (Subtract) to Reserves	324,527	496,935	(172,409)	
<b>Total Revenue</b>	<b>14,591,131</b>	<b>9,727,421</b>	<b>4,863,710</b>	<b>66.67%</b>
<b>Total Expense</b>	<b>14,266,605</b>	<b>9,230,485</b>	<b>5,036,119</b>	<b>64.70%</b>
Add (Subtract) to Reserves	324,527	496,935	(172,409)	

**NSLA - Budget Comparison 2017/18 to 2018/19**

2018-2019				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	9,138,352	6,092,235	3,046,117	33.33%
Expense				
Certificated Salaries	3,400,458	2,162,766	1,237,692	36.40%
Classified Salaries	875,892	538,923	336,969	38.47%
Benefits	1,497,928	836,377	661,551	44.16%
Books and Supplies	770,364	466,169	304,195	39.49%
Services & Other	933,201	459,513	473,688	50.76%
Capital Outlay	10,000	27,575	(17,575)	-175.75%
Other Outgo	0	0	0	N/A
Share of LCER	1,098,832	1,070,616	28,217	2.57%
<b>Total Expense</b>	<b>8,586,675</b>	<b>5,561,939</b>	<b>3,024,737</b>	<b>35.23%</b>
Add (Subtract) to Reserves	551,677	530,296	21,381	
<b>Total Revenue</b>	<b>9,138,352</b>	<b>6,092,235</b>	<b>3,046,117</b>	<b>66.67%</b>
<b>Total Expense</b>	<b>8,586,675</b>	<b>5,561,939</b>	<b>3,024,737</b>	<b>64.77%</b>
Add (Subtract) to Reserves	551,677	530,296	21,381	

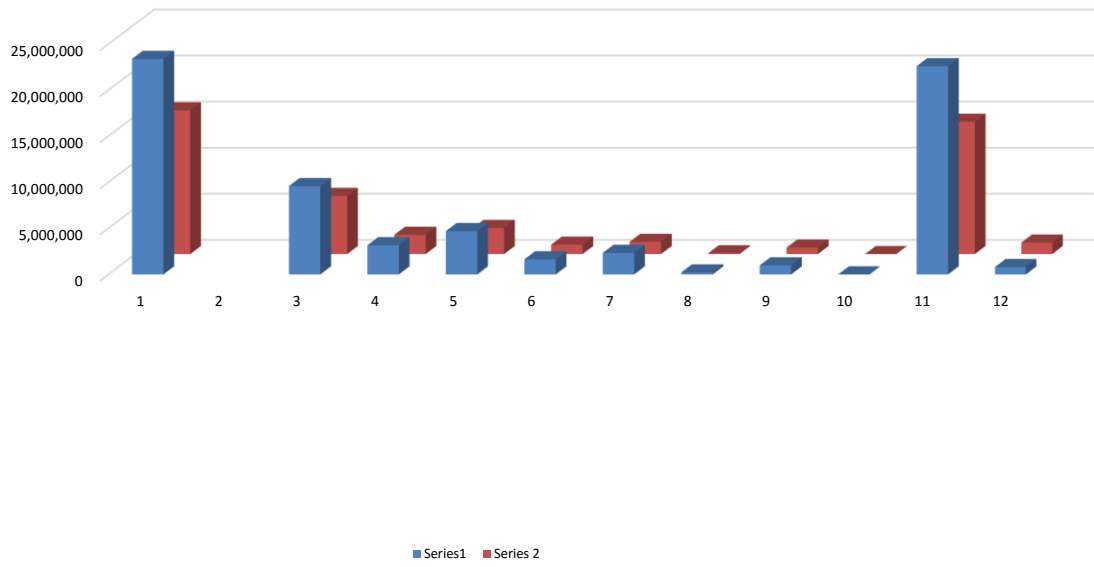
2019-2020				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	9,497,369	6,331,579	3,165,790	33.33%
Expense				
Certificated Salaries	3,516,967	2,269,265	1,247,702	35.48%
Classified Salaries	924,674	546,413	378,261	40.91%
Benefits	1,520,878	930,331	590,547	38.83%
Books and Supplies	617,939	474,280	143,659	23.25%
Services & Other	983,686	394,533	589,153	59.89%
Capital Outlay	20,000	452,644	(432,644)	-2163.22%
Other Outgo	0	2,000	(2,000)	N/A
Share of LCER	1,158,191	788,332	369,859	31.93%
<b>Total Expense</b>	<b>8,742,335</b>	<b>5,857,798</b>	<b>2,884,537</b>	<b>33.00%</b>
Add (Subtract) to Reserves	755,035	473,782	281,253	
<b>Total Revenue</b>	<b>9,497,369</b>	<b>6,331,579</b>	<b>3,165,790</b>	<b>66.67%</b>
<b>Total Expense</b>	<b>8,742,335</b>	<b>5,857,798</b>	<b>2,884,537</b>	<b>67.00%</b>
Add (Subtract) to Reserves	755,035	473,782	281,253	

**LCER - Budget Comparison 2017/18 to 2018/19**

2018-2019				
Total Budget \$ - Revised	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	105,500	122,142	(16,642)	-15.77%
Expense				
Certificated Salaries	468,946	376,281	92,665	19.76%
Classified Salaries	1,134,875	776,547	358,328	31.57%
Benefits	703,630	476,560	227,070	32.27%
Books and Supplies	34,073	81,780	(47,707)	-140.01%
Services & Other	398,178	408,114	(9,936)	-2.50%
Capital Outlay	70,000	16,524	53,476	76.39%
Other Outgo	0	5,425	(5,425)	N/A
Share of LCER	(2,704,202)	(2,141,231)	(562,971)	
<b>Total Expense</b>	<b>105,500</b>	<b>0</b>	<b>105,500</b>	<b>100.00%</b>
Add (Subtract) to Reserves	0	122,142	(122,142)	
<b>Total Revenue</b>	<b>105,500</b>	<b>122,142</b>	<b>-16,642</b>	<b>115.77%</b>
<b>Total Expense</b>	<b>105,500</b>	<b>0</b>	<b>105,500</b>	<b>0.00%</b>
Add (Subtract) to Reserves	0	122,142	(122,142)	

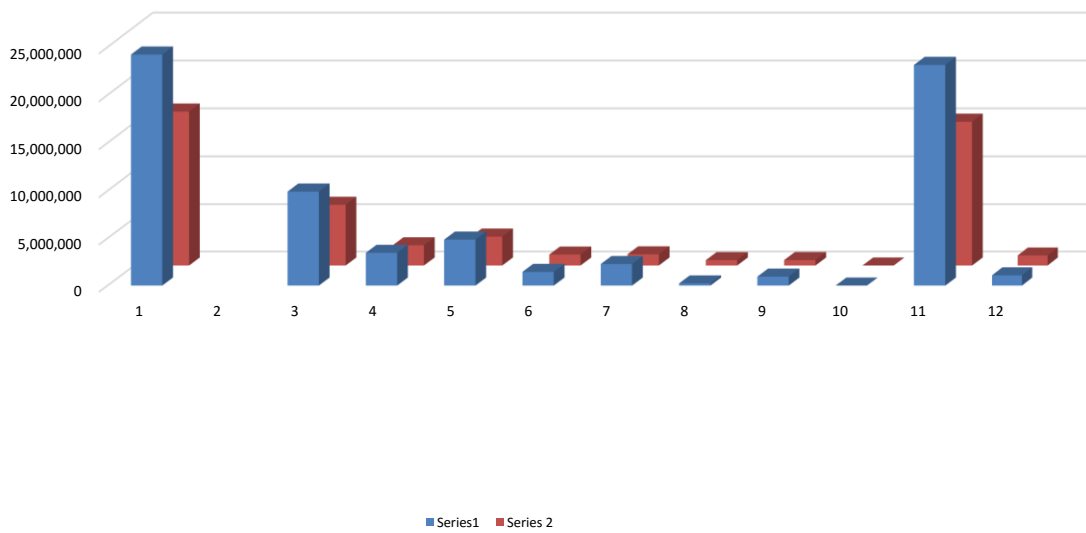
2019-2020				
Total Budget \$ - Original	Current Period Actual		Remaining Budget	Percent Remaining
	thru February			
Revenue				
Revenue	131,000	158,737	(27,737)	-21.17%
Expense				
Certificated Salaries	484,803	319,630	165,173	34.07%
Classified Salaries	1,250,645	795,564	455,081	36.39%
Benefits	789,562	497,574	291,988	36.98%
Books and Supplies	74,428	60,947	13,481	18.11%
Services & Other	401,190	287,368	113,822	28.37%
Capital Outlay	30,000	12,572	17,428	58.09%
Other Outgo	0	0	0	N/A
Share of LCER	(2,899,628)	(1,973,655)	(925,973)	31.93%
<b>Total Expense</b>	<b>131,000</b>	<b>0</b>	<b>131,000</b>	<b>100.00%</b>
Add (Subtract) to Reserves	0	158,737	(158,737)	
<b>Total Revenue</b>	<b>131,000</b>	<b>158,737</b>	<b>-27,737</b>	<b>121.17%</b>
<b>Total Expense</b>	<b>131,000</b>	<b>0</b>	<b>131,000</b>	<b>0.00%</b>
Add (Subtract) to Reserves	0	158,737	(158,737)	

2018-19



Series1 Series 2

2019-20



Series1 Series 2

**LEWIS CENTER FOUNDATION  
COMBINED BALANCE SHEET AND INCOME STATEMENT  
January 1 - January 31, 2020**

**CHECKING (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		<b>\$55,967.92</b>
<b>Revenue</b>		
Online Donations to NSLA Capital Campaign	\$100.00	
SOS Teacher Professional Development	\$3,000.00	
2019 Victor Valley Regional Open Golf Tournament Sponsorships	\$1,650.00	
<i>Total</i>	\$4,750.00	
<b>Expenditures</b>		
Victor Valley Chamber - 50% Proceeds 2019 VVRO Golf Tournament	\$24,479.32	
Transfer to Savings - Edison Scholarship	\$5,000.00	
Transfer to Savings - NSLA Capital Campaign	\$200.00	
Transfer to Savings - Unrestricted - 50% Proceeds 2019 VVRO Golf Tournament	\$24,479.32	
<i>Total</i>	\$54,158.64	
<b>Ending Balance</b>	<i>Total</i>	<b>\$6,559.28</b>

**SAVINGS (LEWIS CENTER FOUNDATION)**

<b>Beginning Balance</b>		
Restricted Funds - AAE Capital Campaign		\$97,604.82
Restricted Funds- NSLA Capital Campaign		\$33,571.48
Restricted Funds - Davis Endowment		\$12,026.32
Restricted Funds - Global Exchange Programs		\$12,948.28
Restricted Funds - HiDAS Endowment		\$63,803.55
Restricted Funds - Scholarships		\$28,600.22
Unrestricted Funds		\$53,426.28
		<b>\$301,980.94</b>
<b>Revenue</b>		
2019 VVRO Golf Tournament	\$24,479.32	
Transfer from Checking - NSLA Capital Campaign	\$200.00	
Transfer from Checking - Edison Scholarship	\$5,000.00	
AAE Staff Scholarship	\$15.00	
Intenl Corporation Donation	\$291.30	
Wells Fargo Community Donation	\$105.00	
Interest	\$26.67	
<i>Total</i>	\$30,117.29	
<b>Expenditures</b>		
<i>Total</i>	\$0.00	
<b>Ending Balance</b>		
Restricted Funds - AAE Capital Campaign		\$97,614.42
Restricted Funds - NSLA Capital Campaign		\$33,773.61
Restricted Funds - Davis Endowment		\$12,027.38
Restricted Funds - Global Exchange Programs		\$12,948.28
Restricted Funds - HiDAS Endowment		\$63,809.95
Restricted Funds - Scholarships		\$33,618.42
Unrestricted Funds		\$78,306.17
		<b>\$332,098.23</b>
	<i>Total</i>	<b>\$332,098.23</b>
<b>Total Checking and Savings</b>		<b>\$338,657.51</b>

**LCER Board Meetings  
Attendance Log 2019**

	<b>February Regular</b>	<b>March Regular</b>	<b>April Regular</b>	<b>May Regular</b>	<b>June Regular</b>	<b>August Regular</b>	<b>Sept. Regular</b>	<b>Oct Regular</b>	<b>Nov Regular</b>	<b>Dec Regular</b>	<b>TOTAL REGULAR</b>

Pat Caldwell	Present										100%
Torii Gray	Present										100%
Jim Morris	Absent										0%
Omari Onyango	Present										100%
Sharon Page	Present										100%
Kevin Porter	Leave	Leave	Leave								Leave
David Rib	Present										100%
Jessica Rodriguez	Absent										0%
Rick Wolf	Present										100%

	<b>Jan. 29 Special</b>						<b>TOTAL SPECIAL</b>
Pat Caldwell	Present						100%
Torii Gray	Present						100%
Jim Morris	Absent						0%
Omari Onyango	Present						100%
Sharon Page	Present						100%
Kevin Porter	Absent						0%
David Rib	Present						100%
Jessica Rodriguez	Present						100%
Rick Wolf	Absent						0%

**LCER Board Give and Get**  
**Current Fiscal Year 2019 /2020**

<b>Member</b>	<b>Give</b>	<b>Get</b>	<b>In-kind</b>	<b>Total</b>
Duberly Beck	\$ 500			\$ 500
Pat Caldwell		\$ 1,150		\$ 1,150
James Morris				\$ -
Omari Onyango	\$ 1,400			\$ 1,400
Sharon Page	\$ 150			\$ 150
Jessica Rodriguez	\$ 150			\$ 150
David Rib		\$ 1,500		\$ 1,500
Marcia Vargas	\$ 1,723			\$ 1,723
Rick Wolf				\$ -
<b>Total</b>	<b>\$ 3,923</b>	<b>\$ 2,650</b>	<b>\$ -</b>	<b>\$ 6,573</b>