



Comprehensive School Safety Plan SB 187 Compliance Document

2023-2024 School Year

School: PRIDE Academy at Prospect Avenue
CDS Code: 37 68361 6040380
District: Santee School District
Address: 9303 Prospect Ave.
 Santee, CA 92071-3798
Date of Adoption: January 2023

Approved by:

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Senate Bill 187: Comprehensive School Safety Plan Purpose

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 PRIDE Academy at www.santeesd.net/pa.

Safety Plan Vision

VISION STATEMENT

PRIDE Academy School's Safe School Vision

1. PRIDE Academy School will provide a safe, orderly, and secure environment conducive to learning.
2. PRIDE Academy School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. PRIDE Academy School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. PRIDE Academy School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. PRIDE Academy School will follow the established PBIS behavioral expectations of PRIDE's 3 core values or the 3 Be's: Be Respectful, Be a Problem Solver, Be Kind.*
6. PRIDE Academy School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.

Components of the Comprehensive School Safety Plan (EC 32281)

PRIDE Academy at Prospect Avenue Safety Committee

The Safety Committee consists of:

Principal - Kristen Bonser

Vice Principal - Gretchen Murphy

School Secretary - Lupe Brambila

Site Custodian - Zach Cruz

Administrative Designee - Bonnie Jackson

Health Clerk - Leslie Peterson

Attendance Clerk - Joyce Mauzy

Assessment of School Safety

SCHOOL CRIME STATUS and REPORTING

The school campus is meticulously maintained by a custodial staff of two and a half and all staff members and students take pride in their clean, hazard free campus. Staff members are well trained to report potential safety hazards immediately. In rare cases of vandalism, the custodian follows a procedure for reporting to school personnel and makes every effort to repair the damage prior to the arrival of students.

Safe routes on which students travel to and from school have been identified. There is one intersection in which students encounter moderate traffic in crossing the street. The City of Santee has provided us with an adult crossing guard to ensure that students are safe in the morning and afternoon. Bussing is provided for general education students who live east of Cuyamaca Street to reduce the need to cross that busy street to get to and from school. Parents are vigilant about notifying the school when they have concerns regarding the safety of students.

PRIDE Academy at Prospect Avenue School faces the normal everyday challenges in maintaining a safe school. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs for continued improvement in providing a safe, orderly, school environment conducive to learning.

PERSONAL CHARACTERISTICS OF PUPILS & STAFF

PRIDE Academy has an enrollment of 562 general education, pre-kindergarten through eighth grade students. 45.9% of students are socioeconomically disadvantaged and 12.9% of our students have a disability. The ethnic makeup of the pupil population is 41.0% Hispanic or Latino, 3.0% African American, 37.5% Caucasian, 2.9% Filipino, 2.4% Asian, 0.3% Hawaiian or Pacific Islander and 12.9% Two or More Races. 15.1% of our students are English Learners. 2.4% of our students are identified as homeless. Our students have a variety of life experiences. Some have recently arrived from out of the country or state while others have never left their neighborhood.

The faculty is composed of 22 general education teachers. The school has one principal, one vice principal, one language arts specialist, 2.5 specialized academic instructors, two SAI Instructional Assistants, one speech and language pathologist, a 40% psychologist, a school counselor, a licensed social worker and two bilingual assistants. There are two site substitutes on campus. There is one lunch server, one cashier, one cold cart lunch server and six campus supervisors. Students who are identified for the Gifted and Talented program are maintained at our school site. Additional staff includes one secretary, one part-time records secretary, one health clerk, one part-time Instructional Media Technician, and a custodial staff of two and a half.

Our MTSS Team (Multi-Tiered Systems of Support) meets on a weekly basis and teachers are encouraged to bring any student before the team who is experiencing difficulty in the areas of attendance, behavior, or academics. The MTSS team consists of the Language Arts Specialist, a District CRT (Curriculum Resource Teacher), and the classroom teacher. The school counselor, school social worker and site administrator may also be part of the MTSS team. Students who are not showing sufficient progress with MTSS interventions may be referred to the Student Success Team (SST) to determine additional support for the student. The SST team includes the classroom teacher, the Speech/Language Specialist, the Language Arts Specialist, the Specialized Academic Instructor, the School Psychologist, the parents of the child, an administrator and when needed, the school counselor. The Language Arts Specialist chairs the MTSS and SST teams.

CURRICULUM AND EDUCATIONAL ACTIVITIES

The Santee School District has adopted performance standards for grades Kindergarten through eight in the core subjects along with physical education and performing arts.

Pupils have the opportunity to participate in extra curricular activities through ELP (Extended Learning Program). These activities include sports, music, performing arts and fine art, character education, social-emotional learning, math, creative writing, gardening, crafting, photography, science and technology, engineering and cooking.

PRIDE Academy also hosts a State Preschool.

PHYSICAL ENVIRONMENT

The Schools' Location and Physical Environment

PRIDE Academy at Prospect Avenue School is one of nine elementary schools in the Santee School District serving a population, which ranges from transitional kindergarten through eighth grade and who are served by a dedicated staff. The district is located in the eastern portion of San Diego County, approximately 20 miles inland. PRIDE Academy is located on the western boundary of Santee, and is truly a neighborhood school, surrounded by single family dwellings, apartments, condominiums, Navy and Section 8 housing. Our working parents are employed in the San Diego area. Many are military personnel. Economic indicators suggest that PRIDE Academy at Prospect Ave School is located in a lower socioeconomic class community with 21.6% of our students receiving free or reduced lunches.

DESCRIPTION OF SCHOOL GROUNDS

The school has 30 classrooms available and a media center that serves all of the students at PRIDE Academy. A before and after day care program, ELP, is housed in the MPR and multiple relocatable buildings on the school campus. There are three playgrounds; one for kindergarten students, the lower playground for students in grades 1-3 and the upper field for students in grades 4-8. There is grass and asphalt, basketball and volleyball courts, baseball diamonds and a track on the upper field. Other ancillary structures include: the office, school lunch kitchen, restrooms and a library media center.

A fence surrounds the perimeter of the school building, and the gates are locked when school is not in session. Signs are posted at the front entrance to the building, asking visitors to check in at the office before going onto the campus. All visitors to the campus are given a visitor's badge to wear while they are on the school campus. Campus supervision is provided by administrators and staff members. Identified problem areas receive increased supervision to reduce discipline, crime, or other school safety concerns. Staff members are encouraged to inquire when unfamiliar faces are seen on campus.

It is standard practice to remove all graffiti from school property before pupils arrive to begin their school day. Other acts of vandalism are promptly addressed.

MAINTENANCE OF SCHOOL BUILDINGS/CLASSROOMS

The school's physical facility is well maintained and generally looks neat and clean. The school was modernized throughout the 2010-2011 school year. District personnel periodically examine the school's physical facility and help eliminate obstacles to school safety.

The classrooms are monitored for safety and appearance by the administration and individual classroom teachers. The pupils take pride in the appearance of the school.

INTERNAL SECURITY AND DISCIPLINE PROCEDURES

PRIDE Academy at Prospect Avenue School in accordance to district guidelines has established procedures in the following areas: California Safe School Assessment (CSSA) reporting procedures, suspension and expulsion procedures.

PRIDE Academy maintains a copy of the district's sexual harassment policy in the principal's office and the policy is available on request. The District's Sexual Harassment Policy contains dissemination plans, applicable definitions, reporting requirements, investigation procedures, enforcement regulations, and information related to suspension and/or expulsion for sexual harassment of or by pupils. Additionally, a notice summarizing this sexual harassment policy appears in the Parent & Student Handbook. A hard copy of the Parent/Student Handbook is available upon request and can be found on the school website. All students and their families are told where to find the handbook at the beginning of each school year and when new students enroll.

Included in this Safe School Plan is a school map established by school administration indicating safe entrance and exit areas for pupils, parents and school employees. The Safety Map is included at the end of this document.

To ensure the safety of pupils and staff, all visitors to the campus, except pupils of the school and staff members, shall register immediately with their driver's license upon entering any school building or grounds when school is in session. All District employees wear appropriate identification badges while on campus conducting business. Guest teachers and student teachers are given staff identification badges.

After the start of instruction each morning, all peripheral gates at the school will be locked by the custodian and/or administration. The gates will be reopened prior to the end of the instructional day to allow parent access to classrooms and students.

PRIDE Academy's discipline policy is designed to guarantee the safety and well-being of the total school community. Emphasis is placed on kindness, respect, and problem solving. Discipline procedures shall focus on finding the cause of problems and working with all concerned to reach the proper, lawful solutions. The school's discipline plan begins at the classroom level. Appropriate consequences are administered based on the seriousness of the pupil's misbehavior. We encourage parents to become actively involved in their children's education.

Reportable crimes at PRIDE Academy were minimal in the 2022-2023 school year which required constant vigilance and supervision.

RESPONSIBILITIES OF THE TEACHERS AND SUPPORT STAFF:

Teachers and support staff contribute to a positive school environment in the following ways:

- Establishing an atmosphere of proper behavior in the classroom and setting course guidelines, which will give every student full opportunity to pursue their studies without disruption.
- Communicating with students and parents regarding behavior problems and proposed solutions.
- Reporting promptly any continuing student behavior (good or bad) to appropriate site personnel.
- Enforcing consistent and fair district and school regulations regarding discipline.
- Setting an example of our three core values of kindness, respectfulness and being a problem solver.

RESPONSIBILITIES OF SCHOOL ADMINISTRATION:

In order to maintain a well organized and orderly school, PRIDE Academy at Prospect Avenue School administrators have the following responsibilities:

- Establishing school rules and regulations in cooperation with staff, parents, and students that will ensure an educational program free from disruptions.
- Communicating the agreed upon school rules, regulations, and district policies regarding student conduct with staff, parents, and students.
- Modeling behavior expected from teachers, students, and support personnel.
- Consistently and fairly enforcing school rules, regulations, and district policies regarding student conduct.
- Assisting staff, parents, and students in early identification of behavior problems and seeking solutions to those problems.

RESPONSIBILITIES OF PARENTS:

Parents contribute to a positive school environment in the following ways:

- Reviewing district policy and school discipline rules and regulations with family members to ensure that all understand the standards of conduct expected by school authorities.
- Assisting school personnel in changing unacceptable behaviors of their children and being available to school personnel during the day by maintaining current phone numbers (home and emergency) at school.
- Cooperating with school officials in determining and carrying out appropriate discipline penalties when such action is necessary.
- When necessary, seeking the advice and guidance of district personnel and/or appropriate community agencies for assistance in correcting misbehavior of the student.

RESPONSIBILITIES OF STUDENTS:

The staff at PRIDE Academy believes that in order for students to develop and maintain a positive self-image and behave in a productive manner, it is necessary to have a classroom management plan which emphasizes the positive, recognizes and rewards responsible actions, and encourages positive decision making. When making decisions regarding appropriate behavior, students are encouraged to always ask the following questions:

1. Is it kind?
2. Is it respectful?
3. How can I be a problem solver?

Students contribute to a positive school environment in the following ways:

Attend school with necessary supplies, devices, and projects.

Complete classwork and homework by the designated due date.

Complete independent activities such as reading (appropriate leveled texts), online practice (i.e. iReady, Imagine Learning, Lexia, Razkids, etc.).

Participate in behavior expectation assemblies each trimester.

Review and adhere to playground rules.

Be responsive to direction or correction provided by staff members.

Participate in positive reward systems, positive referrals, front of the line passes.

Participate in community circles in their classroom with teachers and peers on a regular basis.

Cooperate with teachers and administrators to solve problems and change behaviors as they need to be corrected.

Follow through on complying with any disciplinary actions such as serving detentions and or suspensions.

PUPIL BEHAVIOR AND STANDARDS:

Pupil conduct standards and consequences for PRIDE Academy at Prospect Avenue School are specifically described in this Comprehensive Schools Safety Plan including: (a) the adopted school discipline rules and procedures, (b) District Disciplinary Guidelines, and (c) the adopted district-wide dress code.

Pupils may be suspended, transferred to another school, or recommended for expulsion for certain acts. For specific student violations, a mandatory expulsion recommendation shall be submitted by the administration of PRIDE Academy at Prospect Avenue School.

Site administrators contribute to a positive school climate, promote positive pupil behavior, and help reduce inappropriate conduct. The principal, vice principal and administrative designee uses available district and other appropriate records to inform teachers of each pupil identified under E.C. 49079.

Law enforcement is contacted and consulted to help maintain and to promote a safe and orderly school environment in emergency situations or per the Suspension Guidelines released by the Board. PRIDE Academy employees comply with all legal mandates, regulations, and reporting requirements for all instances of suspected child abuse.

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

SAFETY STRATEGIES

Introduction

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. PRIDE Academy at Prospect Avenue promotes educationally and psychologically healthy environments for all children and youth. PRIDE Academy recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. PRIDE Academy further recognizes that safe school practices make major contributions to academic and school improvement efforts.

Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. PRIDE Academy's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

SCHOOL SAFETY STRATEGY #1:

Positive pupil interpersonal relations are fostered by teaching social-personal skills, encouraging pupils to feel comfortable assisting others to get help when needed and teaching pupils alternative, socially appropriate replacement responses to violence, including, but not limited to problem solving and anger control skills. When appropriate, staff members make referrals to recognized community agencies and/or counseling and mental health resources in the community to assist parents/student with issues prevention and intervention. The school uses a variety of methods to communicate to pupils, parents, and the greater community that all children are valued and respected.

Preventing and Intervening: Pupil Aggressive Behavior

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts.

Staff members at PRIDE Academy use a comprehensive approach to school violence prevention. Pupils are identified using measures shown to be highly effective in identifying student with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

Mental Health Programs

A school counselor is assigned to PRIDE Academy five days a week. We are also able to offer mental health professional services through a Licensed Social Worker who is on our campus 4 days per week.. Rady Children's Hospital offers services one day a week to Medi-Cal eligible students. The District began a partnership with Fred Finch in 2023-2024 to provide small group lessons targeting specific SEL (Social Emotional Learning) skills. Second Step lessons are offered to all grade levels weekly to support character development and social emotional support. The staff of PRIDE Academy identifies students with mental health needs. These students and their families receive assistance through the Multi-tiered Systems of Support (MTSS) and Student Success Team (SST). The staff of Prospect Avenue implements the EDCR Incident Crisis Response Plan for "suicide" in cases where a student exhibits specific characteristics. In incidences of possible suicide, school/district psychologist, site counselor, or police crisis response units shall be contacted.

Professional Development

The Santee School District provides professional development for teachers, parents, and community members. The goals of such programs are to help others establish and nurture a healthy sense of self confidence and self control, to develop personal and social responsibility and to enhance academic success.

Student Recognition Programs

PRIDE Academy offers several recognition and award programs

- A school wide PBIS System has been set up effective August 2018. This system is based upon our three core values: Be Kind, Be Respectful, Be a Problem Solver.
- Classroom incentives/programs/activities are determined by students and teachers in each class to recognize student academic achievement and social success.
- Monthly PRIDE "PAWsitive" Assemblies recognize outstanding students for embodying our three core values.
- Special field trips/activities and/or awards for students who attain honor roll.
- Perfect Attendance incentives for students and classrooms that maintain weekly and/or monthly perfect attendance. Monthly recognition of the grade level with best overall attendance.
- Attendance party for one K-3 and one 4-8 class with the highest attendance rate in Trimester 2 and in Trimester 3.
- Reggie's Gold school dollars are given to students that are displaying our core values. Student Panther Store is available once per month for students to spend their Reggie's Gold.
- Positive Preferrals are given by teachers and campus aides to students who exemplify our three core values and are role models for other students on campus or in their classroom.

SCHOOL SAFETY STRATEGY #2:

Procedures, programs and strategies are implemented to help eliminate problems of bias or unfair treatment of pupils by staff and by peers because of ethnic group, gender, race, national origin, social class, religion, disability, sexual orientation, physical appearance, color, ancestry, parental status, or other relevant characteristics. The school provides a way for each pupil to safely report and, be protected after reporting, troubling behaviors that the pupil thinks may lead to dangerous situations, such as potential school violence.

Nondiscrimination and Fair Treatment of Pupils

A major source of conflict in many schools is the perceived or real problem of bias and unfair treatment of students because of ethnicity, gender, race, social class, religion, disability, nationality, sexual orientation, physical appearance, or some other factor. Effective schools convey the attitude that all children can achieve academically and behave appropriately, while at the same time appreciating individual differences. Effective schools communicate to students and the greater community that all children are valued and respected.

In order to maximize the successful education of all students and help them become productive citizens and lifelong learners in a diverse society, all individuals including student, parents, staff and community members are:

- Treated with dignity, respect and fairness;
- Encouraged to maintain high expectations;
- Role models that show an appreciation for socioeconomic, cultural, ethnic, gender and religious diversity and
- Contributors to an environment of mutual respect, caring, and cooperation.

Students, parents, staff and community members shall join together to share a sense of belonging and take pride in our schools, facilities and programs through participation and cooperation in support of the education of all students.

A copy of the “Parent/Student Handbook” is provided to each parent/student upon request and can be found online on the school website. This handbook includes information pertaining to student rights regarding physical safety, protection of personal property, respect from others, and freedom from discrimination on the basis of gender, race, color, religion, ancestry, national origin, ethnic group, marital or parental status, physical or mental disability, sexual orientation or the perception of one or more of such characteristics. The District’s policies on nondiscrimination and sexual harassment support these protections and serve to promote the fair treatment of all children.

Discipline Policy and Code

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

PRIDE Academy at Prospect Avenue School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectancies and consequences for pupils.

Inappropriate choices will result in the implementation of a 4-step progressive discipline plan. Opportunities exist for each student to improve and succeed at each level of discipline. Steps in the discipline plan include all of the following:

- Pre Step = multiple warnings
- Step 1 = teacher counsels with student privately
- Step 2 = teacher contacts the parent and detention given
- Step 3 = student is referred to school administrator who counsels student and contacts parent
- Step 4 = student is referred to school administrator who contacts parent and student may receive in-school suspension

Beyond Step 4 = discipline at discretion of administration

School rules and discipline are communicated to parents through the parent handbook, the junior high handbook, the school website, and teacher prepared parent letters at the beginning of the school year. Approximately three times a year, or whenever deemed necessary, administration meets with the students to review school rules and consequences.

SCHOOL SAFETY STRATEGY #3:

PRIDE Academy at Prospect Avenue School's administrators, teachers, families, pupils, support staff, and community members recognize and make appropriate use of the early warning signs related to violence, substance abuse, and other at-risk concerns.

Crisis Intervention and Disaster Planning

The staff of PRIDE Academy shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicides call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

PRIDE Academy benefits from the District's Disaster Response Emergency Procedures Plan (DREP). The DREP includes information on how to respond to a crisis. Risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response and training/drills to become aware of warning signs are among the areas addressed.

Student Reporting of Concern

PRIDE Academy encourages students to report concerning situations either before they occur or after as a witness or victim. This helps determine a situation of need as well as who is involved. Reporting can occur through several means:

- * Talk to the classroom teacher
- * Report a problem to a supervising staff member during recess or lunch
- * Leave a note for the teacher
- * E-mail the principal, vice principal and/or teacher
- * Visit the office to complete an incident report, to be submitted to the vice principal's office
- * Leave a voicemail on the main phone line
- * Call the Bullying Hotline to report, either with your name or anonymously as well as who is involved, location, frequency, etc.
- * Once a report is made, an investigation occurs to resolve the problem and disciplinary action is taken as needed.

Teacher Notice of Disciplinary History

The District's Pupil Service Department, under the direction of the Assistant Superintendent of Educational Services, shall provide to the administration of PRIDE Academy information on each pupil who has: (1) during the previous three school years, engaged in any suspendable or expellable act (except E.C. 48900 (h)) or (b) committed a crime reported to the District by a family member, local law enforcement, Probation Department or social services. This information is used to develop awareness, assigning appropriate discipline consequences, help in allocating resources, and is a factor in determining which services are provided to the pupil or recommended to the parent/guardian.

Gang Affiliation

Gang affiliation and gang activity will not be tolerated at PRIDE Academy. The staff at PRIDE Academy shall work closely with the local law enforcement/Gang Unit regarding all issues and matters that are gang related. Information from the school and the community shall be communicated to the student's parents, if the pupil begins to make gang affiliations. Appropriate prevention and intervention strategies and programs shall be offered to the families.

GANGS AND GRAFFITI

There is a local law enforcement gang task force. PRIDE Academy uses its links with the City of Santee to enhance its effort to curb gang influence.

Alternative Programs.

Research has shown that effective alternative programs can have long-term positive results by reducing expulsions and court referrals. PRIDE Academy has access to the Santee Success Program, an alternative program that provides students with opportunities to produce positive outcomes.

Drug and Violence Prevention Programs

The goals of the district's Drug, Alcohol and Tobacco Education Program and other related community programs include providing all K-8 pupils with a comprehensive drug and violence prevention programs and to provide all pupils in grades seven and eight with a comprehensive tobacco use prevention education.

TRUANCY – School Attendance Review Board (SARB) / District Attendance Review Team (DART)

PRIDE Academy at Prospect Avenue School recognizes the importance of punctuality and regular attendance. The staff of PRIDE Academy shall accurately record the attendance record for all students. Parents of students with poor attendance will receive attendance notifications on a monthly basis per district guidelines and conference regularly with the Vice Principal. If attendance does not improve after communication with students and parents, the Vice Principal may implement interventions that include a School Attendance Review Team contract. Students with poor attendance due to medical issues will be referred to the school nurse. Should attendance problems continue, official action is to be taken, which could result in a referral to the School District Attendance Review Board or a referral to the East County District Attorney's Office with a request for prosecution of the parent and/or the student.

Megan's Law Notification

The staff of PRIDE Academy shall receive Megan's Law Sex Offender Information from local law enforcement and that information shall be communicated with the public so that the information can be used to protect students and families. Megan's Law provides the public with photographs and descriptive information on serious or high risk sex offenders residing in California who have been convicted of committing sex crimes and are required to register.

SCHOOL SAFETY STRATEGY #4:

Plan(s) and method(s) are available to identify isolated and troubled pupils, help foster positive relationships between school staff and pupils, and promote meaningful parental and community involvement.

PARENT/GUARDIAN INVOLVEMENT

Staff members in effective and safe schools make persistent efforts to involve parents/guardian by: Informing them about discipline policies, procedures, and rules, and about their children's behavior, both desirable and undesirable; involving them in making decisions concerning school-wide disciplinary policies and procedures; and encouraging them to participate in prevention programs, intervention programs and crisis planning.

PRIDE Academy at Prospect Avenue School:

- Encourages parent participation on the School Site Council.
- Encourages parent participation on the English Learners Advisory Committee.
- Notifies parents about, and encourages participation in parenting programs.
- Has established a school visitation procedure.
- Uses the School Accountability Report Card as a procedure to communicate to parents.
- Provides opportunities for Teacher-Parent Conferences.

Each classroom is arranged to help prevent aggressive behavior. High traffic areas are free of congestion. Pupils are in full view of the teacher so the teacher can easily monitor students' behavior. Teaching materials and student supplies are readily accessible to minimize student-waiting time. Seats are arranged so students can easily see instructional presentations and to reduce the opportunity for off-task behavior.

Parent Training: Promoting the Use of Community Resources

Prospect Avenue School and the Santee School District, advocates for the provision of community resources to help maximize the development of positive behavior and the suppression of antisocial behavior. Such training promises to maximize the parent's contribution to academic excellence and noteworthy social-development.

PROBLEM SOLVING TEAMS

School communities can enhance their effectiveness by identifying factors that result in violence and other problem behaviors. Collaborative problem-solving teams are viewed as essential to successful prevention and intervention with aggressive behavior. PRIDE Academy utilizes a Multi-Tiered System of Support (MTSS) and Student Success Team (SST) to help address issues of problem behavior. These problem-solving efforts bring together school staff, parents, and when appropriate, involved community-based agencies and the pupil. When appropriate, a written Behavior Support Plan is initiated. The goal is to help identify, clarify, analyze and resolve issues concerning pupil, educational and familial concerns. The MTSS and SST teams address individual problems and school-wide concerns.

Community Linkages

When working with parents and students with specific issues, the staff and school counselor at PRIDE Academy will provide information to the families regarding available community resources. The school counselor works closely with recognized local city, county and state agencies. The school counselor and school social worker works closely with students to promote increased attendance and literacy, as well as developing school connectedness for parents and the community by maintaining a parent breakfast club and initiating community partnerships. The military liaison, employed by the military, works with Administration and the counseling staff to provide resources and support for the unique needs of the school's military families.

SCHOOL SAFETY STRATEGY #5:

School administrators, staff, and campus lunch supervisors use common strategies to promote school safety.

Campus Supervisor and Administrative Positions

Schools can enhance physical safety by monitoring the surrounding school grounds-including landscaping, parking lots, and bus stops. Pupils can also be a good source of information. Peers often are the most likely group to know in advance about potential school violence.

PRIDE Academy at Prospect Avenue School employs a principal, vice principal and six lunch campus supervisors whose job is designed to help increase school safety, prevent prohibited offenses, and promote positive student relationships. The principal, vice principal and staff have developed procedures to monitor the school campus, the surrounding areas, and have designated the safe entrance and exit routes to school. Furthermore, recognizing that pupils are often the first to know of dangerous plans or actions, the principal and vice-principal at PRIDE Academy make themselves available for a pupil to safely report troubling behaviors that may lead to dangerous situations.

When it comes to school safety, pupils are taught that if they hear or see a safety concern, they must report it (hear it, see it, report it). Effective relationships between the school administration, staff, campus supervisors and pupils help initiate appropriate investigations, help staff learn of suspects in school offenses, and help collect important knowledge about community conflicts that may have an impact on school safety. A Bully Hotline, monitored by the vice principal, is in place and students are encouraged to report concerns as soon as they arise.

CAMPUS DISTURBANCES AND CRIMES

PRIDE Academy recognizes that campus disturbances and crimes may be committed by visitors and outsiders to the campus. Several steps have been taken to protect the school, staff, and pupils from safety threats by individuals visiting the campus area. In addition, disputes often occur because of parental custody disputes. The staff of PRIDE Academy will maintain in the student's record custody documentation provided by families and will request assistance from local law enforcement and the Office of Child Welfare and Attendance as needed.

Visitors and Disruptions to Educational Process

PRIDE Academy is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. PRIDE Academy uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by staff members. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing.

To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except pupils of the school and staff members, must register immediately upon entering any school building or grounds when school is in session.

PRIDE Academy has established a visible means of identification for visitors while on school premises (i.e. tag). Furthermore, the school administration, staff or campus supervisors may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace.

PRIDE Academy's notice and removal system establishes sufficient documentation for civil law remedies as needed. For continuing disruptive behavior by a visitor or outsider, PRIDE Academy shall contact the district office to determine whether to file for a temporary restraining order and injunction.

SCHOOL SAFETY STRATEGY #6:

At PRIDE Academy, effective procedures will be followed to maintain a safe physical plan and school site.

ENHANCING PHYSICAL SAFETY PRACTICES

Schools can enhance physical safety by adjusting traffic flow patterns to limit potential for conflicts or altercations. Schools can enhance physical safety by having adults visibly present throughout the school building. This includes encouraging parents to visit the school.

PRIDE Academy at Prospect Avenue School:

- operates a closed campus, where pupils must have permission to leave the campus during school hours when accompanied by an adult.
- has helped assure a safe learning environment.
- has set a priority to keep buildings clean and maintained.
- has located its playground equipment where it is easily observed.
- has limited roof access by keeping dumpsters away from building walls.
- avoids decorative hedges and plants all new trees at least ten feet from buildings.
- keep trees and shrubs closely trimmed to limit outside hiding places for people or weapons.
- ensures vehicle access around the building(s) for night surveillance and emergency vehicles.
- keeps a complete list of staff members who have keys to building(s).
- does not allow graffiti to remain on walls. The procedure involves following the three "R's" after discovery of graffiti— read, record (i.e. photograph or videotape) and remove.
- inflammatory bathroom graffiti is removed daily upon discovery.
- provides maximum supervision in heavy traffic areas.
- has established two-way communication between the front office and each classroom.
- offers school-or-community-based activities for students after school.

In the 2022-2023 school year the Santee School District added security cameras throughout the campus to enhance student, staff and community safety on school grounds. In the 2023-2024 school year additional cameras were added to further increase safety on school grounds.

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

CHILD ABUSE

Child abuse or neglect includes the following:

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

1. A mutual affray between minors
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
3. 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
4. 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
5. 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

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriffs department, county probation department if designated by the county to receive such reports, or county welfare department.

Child Protective Services, Child Abuse Hotline
1-800-344-6000

San Diego County Sheriffs Department
858-565-5200

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, any employee (as defined above) shall fax legible, completed Form 04-184 (10/91) "Suspected Child Abuse 'FAX' Report" to: Children's Services Bureau, FAX# (619) 694-5469 and to Educational Services, FAX# 2367. Attach FAX receipt to the reporter's copy of the FAX.

Mandated reporters may obtain copies of the Department of Justice form from either the district or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known:

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade, and class.
- c. The names, addresses, and telephone numbers of the child's parents/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case.

3. Internal Reporting

Employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

The mandated reporter shall not be required to disclose his/her identity to the principal.

He/she may provide or mail a copy of the written report to the principal or Superintendent or designee without his/her signature or name.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency.

TRAINING

Training of mandated reporters shall include child abuse and neglect identification and mandated reporting.

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse.

VICTIM INTERVIEWS

Whenever a representative of a government agency investigating suspected child abuse or neglect or the state Department of Social Services deems it necessary, a suspected victim may be interviewed during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child.

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him/her of the following requirements:

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school.

RELEASE OF CHILD TO PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation.

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

PARENT/GUARDIAN COMPLAINTS

Upon request, the Superintendent or designee shall provide parents/guardians with a copy of the district's administrative regulation that describes how to report suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

NOTIFICATIONS

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167. The district shall also provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167.

Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Superintendent or designee.

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the district for making a report.

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

Adaptations for Students with Disabilities

Disaster Plan (See Appendix C-F)

A contingency plan for emergencies is contained in the Staff Redbook which is available to each staff member. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures, and information on Readiness and Emergency Management for Schools.

The staff of PRIDE Academy at Prospect Avenue School shall increase school safety by evaluating and addressing serious behavioral and academic concerns. Weapons (on campus and in the community), bomb threats, explosives, fights, natural disasters, accidents, and suicide threats call for immediate, planned action, and long-term, post-crisis intervention. Planning for such contingencies reduces chaos and trauma.

PRIDE Academy at Prospect Avenue School benefits from the District's Disaster Response Emergency Procedures Plan (DREP). The DREP Plan includes information on how to respond to a crisis, including risk factors, response and contingency plans, quick response designs, parent contacts, debriefing, suicide/threat response, violence/aggression response, and training/drills to become aware of warning signs are among the areas addressed.

All staff are trained annually on earthquake emergency procedures, evacuation procedures, lock-down procedure, and shelter-in-place procedures.

Staff and student perform evacuation drills (monthly), earthquake drills (minimum of 2), lock-down drills (minimum of 1), and shelter-in-place drills (minimum of 1) throughout the year.

Emergency evacuation procedure adaptations will be provided for pupils with disabilities as needed:

- Adult supervision during transitions
- Adult one-to-one assigned to student to support social-emotional and/or physical needs
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Use of self-calming strategies taught in advance
- A peer buddy system
- Access to emergency medications (e.g., an asthma inhaler)
- Access to noise-canceling headphones

PROCEDURES FOR PREVENTING OPIOID AND FENTANYL USE AND OVERDOSE

The primary goal in the fight against opioids and fentanyl use is prevention.

Santee School District will use the following prevention strategies:

- Distribute materials to and/or discuss with students content conducive to preventing drug use/abuse such as, but not limited to:
 - o How opioids and fentanyl affect the body's systems.
 - o Refusal strategies
 - o The signs and symptoms of use/abuse
 - o The science of addiction
 - Distribute safety advice to families regarding opioid overdose prevention.
 - Creating a supportive, safe and orderly environment conducive to learning by regularly assessing school climate and using data to develop goals and objectives to address gaps.
 - Providing training to staff on building protective factors in students, as well as recognizing the signs and symptoms of use/abuse.

Evacuation Planning for Special Needs

For People with Disabilities and Special Needs

Santee School District uses this document which is based on and modified from the National Fire Protection Association Emergency Evacuation Guide in planning for special needs individuals during an emergency.

Disaster procedures include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973, and require the annual evaluation of the comprehensive school safety plan to also include ensuring that the plan includes appropriate adaptations for pupils with disabilities. School employees, parents, guardians, and students are able to bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety plan to the school principal. The principal, if they determine there is merit to a concern, is to direct the school site council or school safety planning committee as applicable, to appropriately modify the comprehensive school safety plan or school safety plan, as applicable, and specified.

This Annex is designed to help the school in planning for both students and staff with specific functional or access needs.

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Classroom/Personal Evacuation Planning Checklist for Functional & Access Needs

General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

Elements of Needed Evacuation Information

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)

- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
 - o Self
 - o Self with device
 - o Self with assistance
 - Personal Assistance (What kind of assistance might I need?)
 - o Who
 - o What
 - o Where
 - o When
 - o How

Service Animals

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal “as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability.” Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal’s behavior poses a direct threat to the health or safety of others.
- The animal’s presence would result in a fundamental alteration to the nature of a business or a state or local government’s program or activity.
- The animal would pose an “undue hardship” for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person’s evacuation plan and shared with the appropriate building and management personnel.

People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

Standard Building Evacuation Systems

A standard building evacuation system has three components:

- The circulation path
- The occupant notification system(s)
- Directions to and through the circulation paths

Circulation Path

A circulation path is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a usable circulation path if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of NFPA 101", Life Safety Code" for more information.)

An area of refuge serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of NFPA 101", Life Safety Code", for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, American National Standard for Accessible and Usable Buildings and Facilities, for the particular disabilities involved.

Occupant Notification System

The occupant notification systems include but are not limited to alarms and public address systems. NFPA 72", National Fire Alarm Code, defines a notification appliance as "a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof."

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.

Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building's alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Mobility Impairment

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility.

Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs

should be located so they are readily visible and should contrast against their surroundings.

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available to visitors with mobility impairments when they enter the building. Site staff should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.

Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a "firefighters" keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation. Consider what types of emergencies elevators can still be used.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building's emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others. Determine whether the locations with elevators have Evacuation Chairs for use if elevators are not working.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan

Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)?

Visual Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

Can People with Visual Impairments Use the Circulation Path by Themselves?

In addition to identifying usable circulation paths, sites should also:

- Locate or identify these paths.
- Put signs up in alternative formats

- Identify all students and staff with visual impairments
- Develop evacuation plans for different abilities

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:

The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes.

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then the emergency evacuation plan will include a method for providing appropriate assistance.

Generally, only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.
- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path

Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

Hard of Hearing or Deaf

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - o Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - o Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)

Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with “closed captioning” at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don’t block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building’s alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- What behavioral supports and rewards are needed to encourage cooperation and compliance?
- What personnel will assist in transition and monitoring for student throughout situation?

Speech Impairment

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Staff should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?

- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Cognitive Impairment

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building, Specific Person(s) in the Office or the Building, friend, co-worker or first responders? Do the people identified have to have special training or skills? Should the helper be known to the person with cognitive impairments?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress

Where Will the Person(s) Start Providing Assistance?

Does the person providing assistance need to go where the person with the impairment is located at the time the alarm sounds or to a predetermined location (entry to stairs, etc.)? If so, how will he or she know where the person needing assistance is?

When Will the Person(s) Provide Assistance? (Always, Only when asked, etc.)

How Will the Person(s) Providing Assistance Be Contacted? (Face to face, Phone, E-mail, Tweet, Other)

OTHER CONSIDERATIONS

- Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?

- What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).
- Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Procedures To Assess and Respond to Dangerous, Violent and Unlawful Activity

The Santee School District is committed to assessing and responding appropriately to dangerous, violent and unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school or on a school bus serving the school.

The "Assessment of the Current Status of School Crime and Safety" along with the "Risk Assessment" portions of this plan help the school identify the types of violent and unlawful activity and the potential for such activities. These assessments are used to identify the need for training, resources, equipment and strategies to mitigate, prevent, prepare for, respond to and recover from violent and unlawful activity. Using these assessments, Goals and Objectives are written to improve response to such activity.

School administration, safety committee, risk management and other needed resources along with law enforcement may conduct an investigation into violent, dangerous and unlawful activities. Depending on the investigation outcomes, administration will follow {DistrictName} procedures for discipline and will assist in any necessary prosecution procedures through the District Attorney's office.

The Santee School District adheres to the following Law Enforcement Notification Matrix in

CALL 911 for Law Enforcement

? Bomb threat/Suspicious package

? Firearm on campus

? Explosive on campus

? Fire

? Immediate risk of harm to student(s) and/or staff

? Intruder on campus

? Medical emergency

? Possible abduction ? Assault with a dangerous weapon and/or resulting in great physical injury (EC 48902)

? Loss of consciousness; concussion; bone fracture; protracted loss or impairment of function of any bodily member or organ; a wound requiring extensive suturing; disfigurement

? Report of sexual assault or battery (Grades 4-12) (EC 48902)

? Touching an intimate part of another person, against the person's will, for the specific purpose of sexual gratification, sexual arousal, or sexual abuse

? Homicidal threat (Grades 6-12) (EC 49390)

? Any action that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity

? Physical attack, assault or threat toward employee (EC 44014)

? Possession of controlled substance (EC 48902)

? Possession of other dangerous weapon (EC48902)

? dirk, dagger, ice pick, knife having a blade longer than 2 1/2 inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, any instrument that expels a metallic projectile, such as a BB or a pellet.

Public Agency Use of School Buildings for Emergency Shelters

Coordination of the use of school buildings for emergency shelters should be coordinated through the office of the Superintendent of the Santee School District.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct. Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others. The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

ZERO TOLERANCE

The Board supports a zero tolerance approach to serious offenses in accordance with state and federal law. This approach makes the removal of potentially dangerous students from the classroom a top priority and ensures the standardized treatment of all students. Staff shall immediately report to the Superintendent or designee any incidence of offenses specified in law, Board policy, and administrative regulation as cause for suspension or expulsion.

STUDENT DUE PROCESS

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law.

SUPERVISED SUSPENSION CLASSROOM

The Board recognizes that students who are suspended from school often have no supervision or guidance during the school hours when they are off campus and may fall behind in the coursework. The Board believes that, in many cases, it would be better to manage the student's behavior by keeping the student at school and providing him/her with supervision that is separated from the regular classroom. The Superintendent or designee shall establish a supervised classroom suspension program which meets the requirements of law for students suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, who pose no imminent danger or threat at school, and for whom an expulsion action has not been initiated. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

REQUIRED PARENTAL ATTENDANCE

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise.

Decision Not to Enforce Expulsion Order

On a case-by-case basis, the enforcement of an expulsion order may be suspended by the Board pursuant to the requirements of law.

Legal Reference:

EDUCATION CODE

212.5 Sexual harassment

1981 Enrollment of students in community school

17292.5 Program for expelled students

32261 Interagency School Safety Demonstration Act of 1985

35146 Closed sessions (re suspensions)
35291 Rules (for government and discipline of schools)
35291.5 Rules and procedures on school discipline
48660-48667 Community day schools
48900-48927 Suspension and expulsion
48950 Speech and other communication
9073-49079 Privacy of student records

CIVIL CODE

47 Privileged communication
48.8 Defamation liability

CODE OF CIVIL PROCEDURE

1985-1997 Subpoenas; means of production

GOVERNMENT CODE

11455.20 Contempt
54950-54963 Ralph M. Brown Act

HEALTH AND SAFETY CODE

11014.5 Drug paraphernalia
11053-11058 Standards and schedules

LABOR CODE

230.7 Discharge or discrimination against employee for taking time off to appear in school on behalf of a child

PENAL CODE

31 Principal of a crime, defined
240 Assault defined
241.2 Assault fines
242 Battery defined
243.2 Battery on school property
243.4 Sexual battery
245 Assault with deadly weapon
245.6 Hazing
261 Rape defined
266c Unlawful sexual intercourse
286 Sodomy defined
288 Lewd or lascivious acts with child under age 14
288a Oral copulation
289 Penetration of genital or anal openings
626.2 Entry upon campus after written notice of suspension or dismissal without permission
626.9 Gun-Free School Zone Act of 1995
626.10 Dirks, daggers, knives, razors or stun guns
868.5 Supporting person; attendance during testimony of witness

WELFARE AND INSTITUTIONS CODE

729.6 Counseling

UNITED STATES CODE, TITLE 18

921 Definitions, firearm

UNITED STATES CODE, TITLE 20

7151 Gun free schools

COURT DECISIONS

T.H. v. San Diego Unified School District (2004) 122 Cal. App. 4th 1267
Woodbury v. Dempsey (2003) 108 Cal. App. 4th 421
Board of Education of Sacramento City Unified School District v. Sacramento County Board of Education and Kenneth H., (2001) 85 Cal.App.4th 1321
Garcia v. Los Angeles Board of Education (1991) 123 Cal.App.3d 807
Fremont Union High School District v. Santa Clara County Board (1991) 235 Cal. App. 3d 1182
John A. v. San Bernardino School District (1982) 33 Cal. 3d 301
ATTORNEY GENERAL OPINIONS
84 Ops.Cal.Atty.Gen. 146 (2001)
80 Ops.Cal.Atty.Gen. 91 (1997)
80 Ops.Cal.Atty.Gen. 85 (1997)

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Attorney General's Office: <http://www.caag.state.ca.us>

California Department of Education: <http://www.cde.ca.gov>

U.S. Department of Education, Office of Safe and Drug-Free Schools: <http://www.ed.gov/about/offices/list/osdfs/index.html>

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

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

PROCEDURES FOR NOTIFYING TEACHERS ABOUT PUPILS SUSPENSIONS

To notify teachers of suspensions as they occur during the school year, the following process is used:

1. Suspensions are reported to each teacher using the schools internal email address.
2. Teachers are advised about the confidential nature of the data.
3. Suspension reports are filed in the student's cum and a copy is sent to Pupil Services Department.
4. Teachers can access suspension history for their students in Power School.

When students are administratively transferred from one school to another for disciplinary reasons, teachers (to whom the student is assigned) at the new school are notified by the school administration and provided with written information about reasons for the student's transfer and a copy of the student's behavior contract. Copies of the written notice are maintained in the school office.

When the district receives information from the juvenile court system that a student has been convicted of the serious or violent crime requiring teacher notification, the principal and the teachers are provided with written notice from the district Pupil Services Department. Copies of this notice are maintained in the school office and the district Pupil Services' Office.

Included in AR 4158

Notice Regarding Student Offenses Committed While Under School Jurisdiction

The Superintendent or designee shall inform the teacher of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code 48900, with the exception of the possession or use of tobacco products, or Education Code 48900.2, 48900.3, 48900.4, or 48900.7. This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code 49079)

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the Superintendent or designee shall inform any of the student's teacher(s) that the student was suspended from his/her former district and of the act that resulted in the suspension or expulsion. (Education Code 48201)

Information received by teacher(s) shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code 49079)

(E) Discrimination and Harassment Policies

NONDISCRIMINATION/HARASSMENT

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic, extracurricular, and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, including discriminatory harassment, intimidation, and bullying, targeted at any student by anyone, based on the student's actual or perceived race, color, ancestry, national origin, immigration status, nationality, ethnicity, ethnic group identification, age, religion, marital or parental status, pregnancy, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression or association with a person or group with one or more of these actual or perceived characteristics.

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

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

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

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

The Superintendent or designee shall facilitate students' access to the educational program by publicizing the district's nondiscrimination policy and related complaint procedures to students, parents/guardians, and employees. He/she shall provide training and information on the scope and use of the policy and complaint procedures and take other measures designed to increase the school community's understanding of the requirements of law related to discrimination. The Superintendent or designee shall regularly review the implementation of the district's nondiscrimination policies and practices and, as necessary, shall take action to remove any identified barrier to student access to or participation in the district's educational program. He/she shall report his/her findings and recommendations to the Board after each review.

Regardless of whether a complainant complies with the writing, timeline, and/or other formal filing requirements, all complaints alleging unlawful discrimination, including discriminatory harassment, intimidation, or bullying, shall be investigated and prompt action taken to stop the discrimination, prevent recurrence, and address any continuing effect on students.

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

Record-Keeping

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

Legal Reference: EDUCATION CODE

200-262.4 Prohibition of discrimination

48900.3 Suspension or expulsion for act of hate violence

48900.4 Suspension or expulsion for threats or harassment

48904 Liability of parent/guardian for willful student misconduct

48907 Student exercise of free expression

48950 Freedom of speech

48985 Translation of notices

49020-49023 Athletic programs

51500 Prohibited instruction or activity

51501 Prohibited means of instruction

60044 Prohibited instructional materials

CIVIL CODE

1714.1 Liability of parents/guardians for willful misconduct of minor

PENAL CODE

422.55 Interference with constitutional right or privilege

422.6 Crimes, harassment

CODE OF REGULATIONS, TITLE 5

432 Student record

4600-4687 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary education programs

UNITED STATES CODE, TITLE 42

2000d-2000e-17 Title VI & VII Civil Rights Act of 1964 as amended 2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964

6101-6107 Age Discrimination Act of 1975

CODE OF FEDERAL REGULATIONS, TITLE 28

35.107 Nondiscrimination on basis of disability; complaints

CODE OF FEDERAL REGULATIONS, TITLE 34

99.31 Disclosure of personally identifiable information

100.3 Prohibition of discrimination on basis of race, color or national origin 104.7 Designation of responsible employee for Section 504

106.8 Designation of responsible employee for Title IX

106.9 Notification of nondiscrimination on basis of sex

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

Students BP 5132(a) DRESS AND GROOMING

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process. Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action. Gang-Related Apparel and Racial or Ethnic Symbols Gang related apparel or clothing with racial or ethnic symbols is prohibited. Prohibited dress includes garments displaying logos of racist groups, obscene language, vulgar gestures, racist, ethnic or sexist slurs. Dress code should be included as part of the school safety plan and must be presented to the Board for approval.

UNIFORMS

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students. If a school's plan to require uniforms is adopted, the Superintendent or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. The Superintendent or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Legal Reference: BP 5132(b) DRESS AND GROOMING; Legal Reference: EDUCATION CODE 32281 School safety plans 35183 School dress codes; uniforms 35183.5 Sun-protective clothing 48907 Student exercise of free expression 49066 Grades; effect of physical education class apparel CODE OF REGULATIONS, TITLE 5 302 Pupils to be neat and clean on entering school COURT DECISIONS Marvin H. Jeglin et al v. San Jacinto Unified School District et al, (C.D. Cal. 1993) 827 F.Supp. 1459 Arcadia Unified School District v. California Department of Education, (1992) 2 Cal. 4th 251 Hartzell v. Connell, (1984) 35 Cal. 3d 899

Students AR 5132(a)

DRESS AND GROOMING

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, Board policy, and administrative regulations. These school dress codes shall be regularly reviewed. Each school shall allow students to wear sun-protective clothing, including but not limited to hats, for outdoor use during the school day as long as these articles comply with the requirements in this administrative regulation. In addition, the following guidelines shall apply to all regular school activities:

1. Appropriate shoes must be worn at all times. Sandals must have heel straps. Flip-flops or backless shoes or sandals are not acceptable. Heels must be of a reasonable height and not be unsafe in the school environment.
2. Clothing, jewelry and personal items (backpacks, fanny packs, gym bags, water bottles etc.) shall be free of writing, pictures or any other insignia which are crude, vulgar, profane or sexually suggestive, which bear drug, alcohol or tobacco company advertising, promotions and likenesses, or which advocate death, violence, racial, ethnic or religious prejudice.
3. Hats, caps and other head coverings shall not be worn indoors.
4. Clothes shall be sufficient to conceal undergarments at all times. See-through or fishnet fabrics, halter tops, spaghetti straps, off-the-shoulder or low-cut tops, strapless or tube tops, backless shirts, bare midriffs and skirts or shorts shorter than mid-thigh are prohibited.
5. Gym shorts may not be worn in classes other than physical education.
6. Hair shall be clean and neatly groomed and the color may not cause a distraction to the educational environment. Hair may not be sprayed by any coloring that would drip when wet.
7. Spiked jewelry and waist chains will not be allowed.
8. Students must be cleanly dressed so as not to promote unhealthy or unsanitary conditions.
9. Bandanas and sweatbands shall not be worn unless prior approval is granted by a site administrator.
10. Overalls are considered pants and must have an appropriate shirt worn underneath.
11. Muscle shirts, tank shirts, or underwear shirts may not be worn. Clothing that is suggestive or revealing will not be allowed.
12. Facial piercing shall be limited to the ears only. Any other piercing must be plugged with a skin tone plug (no color).
13. Pants must not be worn to expose undergarments or bare skin above the waist.
14. Clothing that is considered nightwear (pajamas and slippers) may not be worn, with the exception of a designated day by the school. Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes. No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. The principal, staff, students, and parent/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities. Gang-Related Apparel and Racial or Ethnic Symbols Gang related apparel or clothing with racial or ethnic symbols is prohibited. Annually, the district will work with the Sheriff's Department to identify specific logos, designs symbols, verbiage, etc. that are associated with gangs. This information will be provided to the school administration each spring so that families can be informed of the dress code requirements before the end of the school year.

UNIFORMS

In schools where a school wide uniform is required, the principal, staff, and parents/guardians of the individual school shall jointly select the specific uniform to be worn. At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. Parents/guardians shall also be informed of their right to have their child exempted. At this time, uniforms are not required at PRIDE Academy.

Regulation SANTEE SCHOOL DISTRICT approved: September 7, 1993 Santee, California revised: July 18, 2006 revised: May 19, 2009 reviewed: October 22, 2018

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

The Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. Also, safety procedures and expectations are described for those students who ride their bikes and walk to and from school. Students riding a bike must be grade 4-8, file a bike permit and must wear a helmet.

In addition, the principals' school newsletters provide frequent reminders about traffic and campus safety. At the beginning of each school year, school personnel take the time to discuss school rules and safety procedures including safe ingress and egress of students. Safety patrol squads assist families in crossing at designated place within the school school boundaries. Teachers are on duty 15 minutes before and after school to provide both before and after school supervision. Staff members are vigilant about visitors on campus, and all school guests are required to sign in at the office and obtain a visitor's badge for purposes of identification. If a person's presence on campus is questioned, the police department is contacted. Volunteers are required to fill out a volunteer application and valid ID and are checked in the Megan's Law database.

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

Component:

School buildings and classrooms will be well maintained and attractive, free of physical hazards, and designed to prevent criminal activities.

Element:

Physical Environment

Opportunity for Improvement:

By the end of the 2023-2024 school year, the lunch area, halls, restrooms, and classrooms will be well maintained and litter free as evident by custodial evaluation, campus supervisor evaluation, and administrator evaluation.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By the end of the 2023-2024 school year, the lunch area, halls, restrooms, and classrooms will be well maintained and litter free.</p>	<p>a) Vice Principal with campus aides, custodian, and students accept the responsibility for a clean lunch area and will monitor the area.</p> <p>b) Utilize student volunteers for community service.</p> <p>c) Utilize a student recognition system to assist students in making positive contributions.</p> <p>d) Assign classrooms and/or Family Groups rotations for litter pick-up.</p>	<p>Class/student participation</p>	<p>a) Vice Principal</p> <p>b) Custodians</p> <p>c) Campus Aides</p>	<p>Reduction of litter in the lunch area.</p>
<p>Throughout the 2023-2024 school year, administrators and the custodial staff will assess the condition of our buildings, campus, and classrooms to maintain a hazard free environment.</p>	<p>a) Conduct regular campus walks to identify areas of need and assess wear or damage.</p> <p>b) File work orders for unsafe areas or needed repairs.</p> <p>c) Coordinate with custodial staff for daily, weekly, and break cleaning. This includes removal of graffiti.</p>	<p>District work order system</p> <p>Daily communication between office staff, custodial staff, and administrative staff.</p>	<p>a) Principal</p> <p>b) Vice Principal</p> <p>c) Day Custodian</p> <p>d) Evening Custodians</p>	<p>Clean, safe buildings and hallways and a reduction in student and staff injuries.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Throughout the 2023-2024 school year, students will safely and orderly circulate on campus.</p>	<p>a) Primary students wait at a specified arrival location to transition to the playground with adult supervision. Secondary students wait upon arrival in designated areas in the quad/lunch area until escorted to class by the teacher.</p> <p>b) Explicitly assign teacher duty locations to increase visibility and decrease student misbehavior during arrival, recess, and dismissal.</p> <p>c) Utilize Reggie's gold reward system to honor students that are kind, respectful, and problem solvers during arrival, lunch, dismissal, and transitions on campus.</p> <p>d) Frequently communicate arrival and dismissal procedures to parents via School Messenger.</p>	<p>Maintenance & Operations</p> <p>Cones</p> <p>Visible morning line up locations on campus; numbers or dots</p> <p>School Messenger</p>	<p>a) Principal</p> <p>b) Vice Principal</p> <p>c) Custodians</p> <p>d) Teachers</p>	<p>Safe transitions, a reduction in office referrals, and congestion free hallways.</p>

Component:

A safe physical and emotional learning environment for all students will be established and maintained at PRIDE Academy at Prospect Avenue School.

Element:

School Climate and PBIS.

Opportunity for Improvement:

By the end of the 2023-2024 school year, PRIDE Academy students will be able to identify and demonstrate the three behavioral expectations: Be kind, Be Respectful, Be a Problem Solver. These expectations coupled with a school wide focus on reporting unsafe behavior, emphasizing hope and student empathy, will result in fewer office referrals and a positive school climate. By June 2024, each grade level in grades 4th-8th will increase by 5% in reporting of safety (from Spring 2023 to Spring 2024) as measured by the Panorama survey.

Objectives	Action Steps	Resources	Lead Person	Evaluation
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Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By the end of the 2023-2024 school year, PRIDE Academy students will be able to identify and demonstrate the three behavioral expectations: Be kind, Be responsible, Be a Problem Solver.</p>	<p>a) Signs referring to the specific behavioral expectations will be posted in all hallways, restrooms, playgrounds, the lunch area, and classrooms.</p> <p>b) The three expectations will be shared and defined in each behavior assembly.</p> <p>c) The PBIS committee will meet monthly to review data and to revise and plan improvements to PRIDE Academy's positive behavior intervention system.</p> <p>d) The PBIS committee will work together with the staff to determine school-wide PBIS and Second Step (SEL) connections while teaching.</p> <p>e) The staff will reinforce expectations by focusing on an area of the week</p> <p>f) Positive Preferrals PRIDE assemblies and awards to align with these 3 core values and Reggie's gold will be available for all faculty and staff to honor students that demonstrate any of the three expectations.</p> <p>g)The PBIS Committee will begin training, planning and strategy implementation with the goal to promote PRIDE Academy from PBIS Tier I to PBIS Tier II.</p>	<p>Behavioral expectation signs</p> <p>PRIDE Academy PBIS Matrix</p> <p>PRIDE Academy Protocols for Major/Minor Behavior Incidents</p> <p>Classroom instructional time</p> <p>Behavior assemblies</p> <p>www.PBIS.org</p>	<p>Vice Principal</p> <p>Teachers</p> <p>Campus Aides</p> <p>School Counselors</p> <p>PBIS Committee</p>	<p>Reduction in the number of referrals.</p> <p>Increase in Reggie's gold recipients and Preferrals.</p> <p>PAWsitve monthly Awards recognitions.</p> <p>PBIS Tiered Fidelity Inventory.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By the end of the 2023-2024 school year, all students will know how to report and respond to mistreatment using a variety of resources.</p>	<p>a) Utilize office reporting system to notify school administration when behavioral concerns arise.</p> <p>b) Utilize online and bully hotline reporting systems.</p> <p>c) Notify students during student assemblies about options for reporting.</p> <p>d) Panther 9 choice wheel to problem solve.</p>	<p>Office reporting form (Electronic)</p> <p>Reporting link on school website</p> <p>Behavior assemblies</p> <p>Email</p> <p>Student incident report form</p>	<p>Vice Principal</p> <p>Principal</p> <p>School Counselors</p>	<p>Increase in student reporting of safety.</p> <p>Increased of students reporting/asking for help.</p> <p>Increase in students advocating for each other.</p>

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Throughout the 2023-2024 school year, restorative practices will be used to improve school climate and increase student empathy and problem solving skills.</p>	<p>a) Students will participate in classroom community-building such as circles, student acknowledgement, encouragement, or classroom meetings.</p> <p>b) Students will engage in conflict resolution and problem-solving with mediation techniques with the Vice Principal, School Counselor or Principal.</p> <p>c) Behaviorally at risk students will complete a self and match behavior chart and/or another behavior intervention plan to monitor and adjust their daily behavior.</p> <p>d) Students will participate in character education and social-emotional learning lessons facilitated by the staff.</p> <p>e) Family Group activities will focus on empathy, sense of belonging, hope and include opportunities for students to work with peers of varied backgrounds and ages.</p>	<p>Classroom instructional time</p> <p>Second Step program available for teachers to use for classroom instruction</p> <p>Self & Match training for teachers and support staff</p> <p>Books and lesson plans for reinforcing core values and/or skills to be used in Family Groups.</p>	<p>Teachers</p> <p>School Counselors</p> <p>Vice Principal</p> <p>Students</p>	<p>An increased percentage of students feeling safe as reported on student surveys.</p>

Component:

Social Emotionally Supportive Learning Environment (SEL)

Element:

All PRIDE Academy students will be socially emotionally supported. Through tiered interventions, students will receive differentiated services based on social emotional needs and be cared for at school through a supportive environment of fellow students and adults.

Opportunity for Improvement:

By the end of the 2023-2024, PRIDE Academy School staff will foster a learning environment that is supportive of students' social emotional needs. Staff members will identify root causes for various behaviors and address these behaviors in such a manner that minimizes removal from class and supports the process of re-integrating students back into the school and classroom setting with little disruption to instructional minutes when removal is necessary. By June 2024, each grade level from 4th-8th grades will increase by 5% in self efficacy as measured by Panorama survey (as compared to Spring 2023).

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Provide counseling services and SEL instruction through a variety of means including classroom SEL instruction, Fred Finch Groups, Tier II and Tier III counseling services.</p>	<p>The school counselor will see students on an as needed basis, through regular meetings and through small support groups, whole class lessons, referrals to outside care as needed.</p> <p>Fred Finch's partnership with the District will provide small group, focused lessons aimed at increasing the SEL skills of identified students.</p> <p>The school social worker will provide Tier III, 1:1 counseling for students as needed.</p> <p>Special Education ERMHS will be provided for students who have a need identified in their IEPs.</p>	<p>The school counselor School social Worker ERHMS therapist Fred Finch staff</p>	<p>Principal Vice Principal Counselors</p>	<p>Data provided by counselors(confidential)</p>
<p>Provide access to counseling students (interns) provided through partnerships with local colleges.</p>	<p>School Counselor to research, develop and implement.</p>	<p>The school counselor's time</p>	<p>Principal Vice Principal Counselors</p>	<p>Data provided by counselor (confidential)</p>
<p>Provide lessons on social emotional learning in the classroom setting.</p>	<p>Teachers will teach Second Step lessons each month. Thrively lessons are available to 6th-8th grade students to individualize SEL instruction.</p> <p>During MTSS, teachers will plan strategies for improving SEL skills of individual students.</p>	<p>The school counselor's and teacher's time 2nd Step Curriculum Thrively Curriculum</p>	<p>Principal Vice Principal Counselors</p>	<p>Classroom Observation Teacher feedback Thrively surveys Panorama Surveys</p>

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

PRIDE Academy at Prospect Avenue Student Conduct Code

Effective and safe schools, develop, and consistently enforce, school-wide rules that are clear, broad-based, and fair. School safety can be enhanced by the development of a school-wide disciplinary policy that includes a code of conduct, specific rules and consequences that can accommodate student differences on a case-by-case basis when necessary. Discipline consequences should be commensurate with the offense, should be written, applied in a nondiscriminatory manner, and accommodate cultural diversity. Direct teaching and social problem solving and social decision-making is now a standard feature of effective drug and violence prevention programs.

PRIDE Academy at Prospect Avenue School uses both classroom and school-wide discipline codes that clearly communicate the behavioral expectations and consequences for pupils. PRIDE Academy has developed plans to promote positive behaviors in the lunchroom, hallways, and assembly areas.

For junior high, inappropriate choices will result in the implementation of a 4-step progressive discipline plan. Opportunities exist for each student to improve and succeed at each level of discipline. Steps in the discipline plan include the following:

Pre Step = multiple warnings

Step 1 = teacher counsels with student privately

Step 2 = teacher contacts the parent and detention given

Step 3 = student is referred to school administrator who counsels student and contacts parent

Step 4 = student is referred to school administrator who contacts parent and student may receive in-school suspension

Beyond Step 4 = discipline at discretion of administration

School rules and discipline are communicated to parents through the parent handbook, the junior high handbook, and teacher prepared parent letters at the beginning of the school year. Approximately three times a year, or whenever deemed necessary, administration meets with the students to review school rules and consequences.

Conduct Code Procedures

Teachers will create a classroom structure and discipline system that will communicate classroom expectations as well as student behavior. A student displaying an unsafe or defiant behavior, including any item included on the zero tolerance listing, will be referred to the office through a referral system. Site administrators will conduct interviews or investigations to determine sequence, choices, and damage/injury. Consequences will be assigned, reflecting a restorative approach. In addition, parents will be contacted to notify them of student behavior and consequence. If behavior includes injury or a safety concern, a student may be suspended from class or school. Lastly, if behavior falls under violations of Educations Code 48900, a child will be suspended and may be referred to an administrative review hearing at the district level. At any time, teachers of staff may call a parent conference to discuss student behavior concerns as well as create goals or a behavior monitoring plan.

(J) Hate Crime Reporting Procedures and Policies

Students BP 5145.9(a)

HATE-MOTIVATED BEHAVIOR

In order to create a safe learning environment for all students, the Governing Board desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The 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 Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of 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 Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

GRIEVANCE PROCEDURES

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 Sexual Assessment. 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 Coordinator/Principal, Superintendent 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.

Legal Reference: (see next page) BP 5145.9(b) HATE-MOTIVATED BEHAVIOR (continued) Legal Reference: EDUCATION CODE 200-262.4 Prohibition of discrimination 32282 School safety plans 48900.3 Suspension for hate violence 48900.4 Suspension or expulsion for threats or harassment PENAL CODE 422.55 Definition of hate crime 422.6 Crimes, harassment CODE OF REGULATIONS, TITLE 5 4600-4687 Uniform Complaint Procedures 4900-4965 Nondiscrimination in elementary and secondary education programs Management Resources: CALIFORNIA DEPARTMENT OF EDUCATION LEGAL ADVISORIES California Student Safety and Violence Prevention - Laws and Regulations, April 2004 U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS & NATIONAL ASSOCIATION OF ATTORNEYS GENERAL PUBLICATIONS Protecting Students from Harassment and Hate Crime: A Guide for Schools, 1999 U.S. DEPARTMENT OF JUSTICE PUBLICATIONS Preventing Youth Hate Crimes: A Guide for Schools and Communities, 1997 WEB SITES CSBA: <http://www.csba.org> California Association of Human Relations Organizations: <http://www.cahro.org> California Department of Education: <http://www.cde.ca.gov> National Youth Violence Prevention Resource Center: <http://www.safeyouth.org> U.S. Department of Education, Office for Civil Rights: <http://www.ed.gov/about/offices/list/ocr> U.S. Department of Justice, Community Relations Service: <http://www.usdoj.gov/crs>

Opioid Prevention and Life-Saving Response Procedures

Response Procedures for Dangerous, Violent, or Unlawful Activities

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 PRIDE Academy at Prospect Avenue 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 Santee School District Board of Education for district level approval and publication.

Safety Plan Appendices

Emergency Contact Numbers

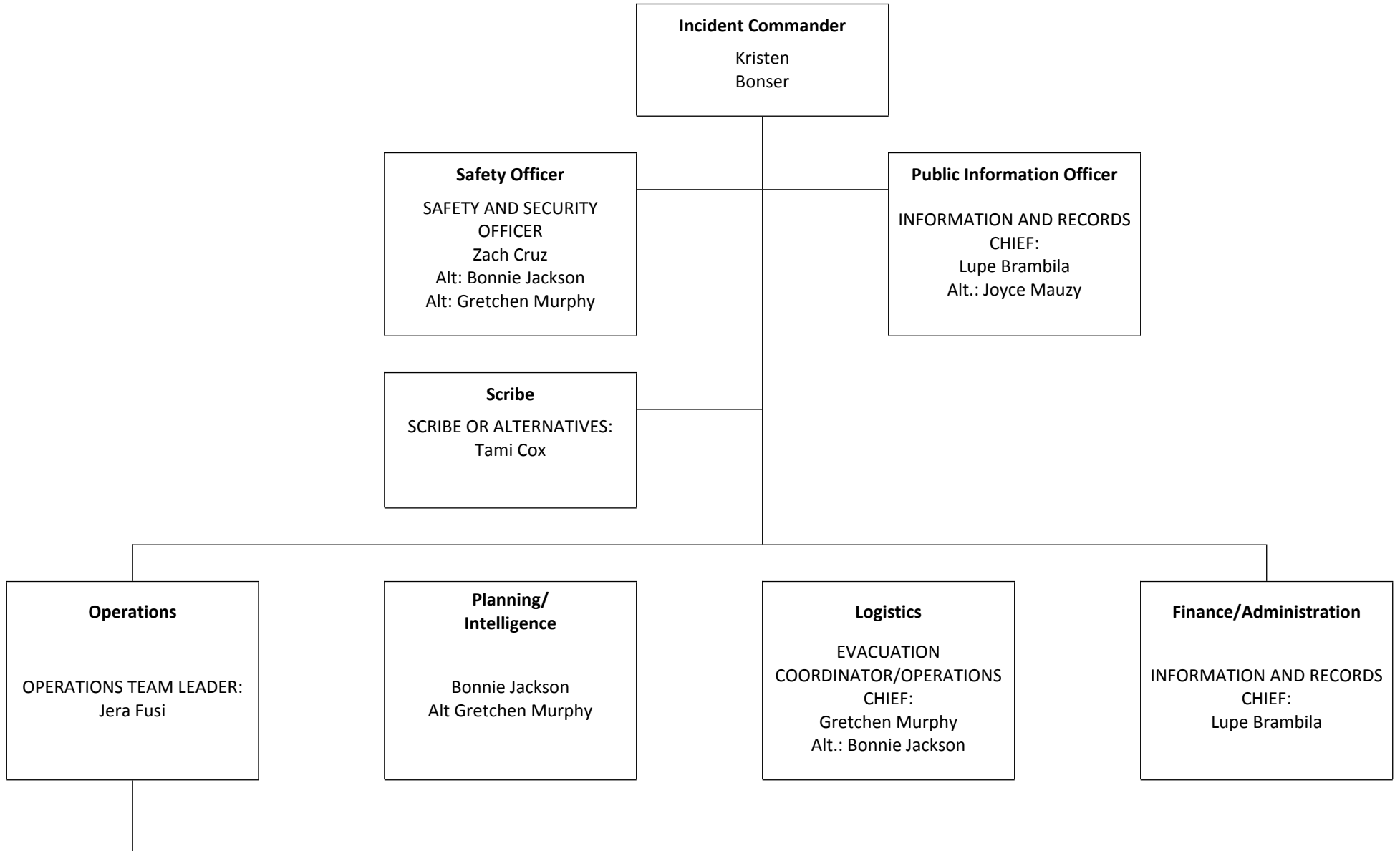
Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	California Highway Patrol	1-800-835-5247	
Law Enforcement/Fire/Paramedic	Santee Sheriff	(619) 956-4000	
Law Enforcement/Fire/Paramedic	Santee Fire	(619) 258-4100	
Emergency Services	911 - Emergency	911	
Public Utilities	Padre Dam	(619) 258-4600	
Public Utilities	SDGE	(619) 441-3834	
School District	Santee School District Kitchen	(619) 258-2290	
School District	Santee School District Transportation	(619) 258-2300	
Local Hospitals	Children's Hospital	(858) 576-1700	
Local Hospitals	Grossmont Hospital	(619) 740-6000	

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Staff review of emergency procedures	October 2023	Faculty meeting - full staff, PRIDE Academy at Prospect Avenue School
Safety Committee Review of Comprehensive Safety Plan	October 2023	PRIDE Academy at Prospect Avenue School
Comprehensive Safety Plan Presentation for ELAC	October 2023	PRIDE Academy at Prospect Avenue School
Comprehensive Safety Plan Presentation/approval for School Site Council	November 2023	PRIDE Academy at Prospect Avenue School
Review of school safety plan by law enforcement	December 2023	PRIDE Academy at Prospect Avenue School

PRIDE Academy at Prospect Avenue Incident Command System



**First Aid & Search
Teacher A**

FIRST AID
LEADER: Leslie Peterson
Kim Trudo
Bree Metelski

SEARCH/RESCUE TEAM ONE
Tami Cox
Jackie Flores
Nada Sawaya

SEARCH/RESCUE TEAM TWO
Audra Gervase
Gaby Martinez
Cheryl Grady

**Student Release &
Accountability
TeacherB**

STUDENT RELEASE

Joyce Mauzy
Lupe Brambila

STUDENT ACCOUNTABILITY

Lea Hallinan
Julie Boerman
Andrea Gadd
Michelle Johnson
Gillian Ryan
Paul Gianola
Katie Judd
Autumn Graham
Cecy Brigida
Robyn Botticelli
Miguel Gonzalez
Carly Walsh
Robin Larson
Phelim O'Connell
Megan Houfek
Meghan Brady
Michelle McNearney
Kristy Winn
Monica Cline
Tara O'Connell
Susan Smith
Merry Board
Joe Kemery
Tina Schipke
Dennae Lovell
Alison Nelson
Jessica Sherman
Candace Ginn

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:

PRIDE Academy at Prospect Avenue

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. Refer to emergency sections in this plan.

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. The impending threat/damage timetable will be considered. Also, the potential for injury or loss of life will be weighed to determine the level (highest injury=highest level of 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
- Remind Me emergency texting system
- School email

In addition, the Administrator/Commander will communicate with district personnel via:

- Phone
- District Transportation Radio
- 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:

- Letter
- School messenger call out/email
- Posting on website/Facebook

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.

AIRPLANE CRASHED INTO SCHOOL PROPERTY

STAFF ACTIONS:

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate response action as directed by the Fire Department or Site Incident Command (Evacuation or Shelter in place)

Locate emergency folder including class roster, "Buddy" class roster, and other emergency supplies as appropriate.

Remove staff ID placard from emergency folder and put it on

If evacuating, use primary and/or alternate fire routes to a safe assembly area away from the crash scene

If safe to do so, Operations Chief initiates Site Sweep Teams to ensure that all students have evacuated all buildings

Once at the Evacuation Assembly Area, implement Student/Staff Accountability procedures according to site protocol

Report missing students to the Site Incident Command and emergency response personnel

Maintain control of the students a safe distance from the crash site

Care for the injured, if any

Wait for further directives or if ALL CLEAR is issued, return to the building

AIRPLANE CRASHES NEAR SCHOOL

STAFF ACTIONS:

Call 911 and/or alert Site Administrator

Move students away from immediate vicinity of the crash

Follow immediate actions as directed by Fire Department or Site Administrator

If immediate action is necessary, anticipate EVACUATION or SHELTER IN PLACE

Animal Disturbance

Implement this procedure when any animal or bee swarm 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.

IN THE EVENT OF A BEE SWARM

STAFF ACTIONS:

If a bee swarm is identified, but bees are NOT aggressive, initiate procedures for SHELTER IN PLACE until the swarm has passed.

If a bee swarm is identified and bees are aggressive, call 911.

Initiate procedures for SHELTER IN PLACE. All students and staff should get inside a building immediately. A few bees may follow indoors, but in a well-lit room, bees will become confused and fly to windows.

If bee attack is widespread, direct students into a large, well-lit room with high ceilings such as a cafeteria or gymnasium.

Have a designated staff person available with a vacuum cleaner hose to remove any bees clinging to clothing or hair.

If no vacuum with hose is available, bees may be controlled with a spray bottle filled with soap and water solution (3%-6% soap).

Have nurse or health clerk available to assist stinging victims or if there are large numbers of stinging victims or if there are large numbers of stinging victims, instruct Operations Chief to engage Medical Team.

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.

Each school site must have a plan in place for students and/or staff who are "locked out" during a LOCKDOWN. It is the responsibility of the Site Safety Team that this plan is clearly communicated and integrated into drills and training.

STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:

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

The Student Release Team will follow procedures to oversee reunification of students with parents or authorized adults.

If necessary the Medical 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.

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

PERSON RECEIVING THREAT BY TELEPHONE

Listen. Do not interrupt caller.

Keep the caller on the line

Alert another staff member to call 911

Alert another staff member to notify site administrator immediately

Complete the Bomb Threat Checklist (Available from Site Administrator)

PERSON RECEIVING THREAT BY MAIL, E-MAIL, OR TEXT:

Note the manner in which the threat was delivered, where it was found, and who found it

Isolate the item and limit its handling. 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

STAFF ACTIONS:

Respond as directed to initiate EVACUATION, SHELTER IN PLACE, or LOCKDOWN

Control all cell phone activity (no outgoing or incoming calls). No exceptions. Radio frequencies can detonate an explosive

If evacuating, alter exit routes as necessary depending on the location of the suspected bomb. Be aware of the possibility of secondary devices

Upon arrival at the designated evacuation site and according to site protocol, implement Student/Staff Accountability procedures.

Notify the Incident Command of any missing students

Wait for another action or, if ALL CLEAR announcement is issued, return to school buildings, and normal class routine

Bus Disaster

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch at (530) 682-9627 or the nearest school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

Procedure

SCENARIO 1: EARTHQUAKE

1. The driver should issue DUCK AND COVER action as described in Section 4.0.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the School Administrator to report location and condition of students and the bus.
6. If the bus is disabled, stay in place until help arrives.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. If instructed to continue route, the driver should:
If en route to school, continue to pick up students.
If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, return back to school grounds.

Safe School Plan, – Emergency Procedures

Safe School Plan, – Emergency Procedures 5-12

9. If it is impossible to return to school, proceed back to the bus stop indicated on the bus route map. Upon arriving at the bus stop, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.
Safe School Plan, – Emergency Procedures
Safe School Plan, – Emergency Procedures 5-13

SCENARIO 2: FLOOD

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Contact the School Administrator and Bus Dispatch at (530) 682-9627 to report location and condition of students.
4. If the bus is disabled, stay in place until help arrives.
5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.
Safe School Plan, – Emergency Procedures
Safe School Plan, – Emergency Procedures 5-14

SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Move away from bus due to possibility of explosion
5. Check for injuries and provide appropriate first aid.
6. Call "911" and provide exact location of the bus and wait for arrival of emergency responders.
6. Contact the School Administrator and Bus Dispatch at (530) 682-9627 to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. Stay within general area until help arrives
9. The driver will account for all students and staff throughout the emergency.

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION/STUDENT RIOT

When an advance notice of a planned protest is given, inform staff, local law enforcement, and parent community. When the conduct of an assembly of students threatens the safety and security of the school community and/or school property, follow the protocol for "Student Riot." 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. Any person in a wheelchair should shelter against an interior wall. Face away from windows, place locks on wheels, and if possible, protect head and neck with arms.

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, as described in Section 4.0.
3. The School Administrator will notify CE Customer Service and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The School Administrator will notify the Local District Superintendent 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, refer to Section 5.9 Explosion/Risk of Explosion.

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.

Food Service: No stored food / Limited food in cafeteria.

B. Plan for a Loss of Electricity:

Emergency Light: Flashlight in each classroom.

C. Plan for a loss of Communication

Telephone Service:

Administrator carries cellular phone. All bus drivers and maintenance.

personnel have Nextel service with direct connect capabilities. 7 Motorola

Radios with chargers.

Motor Vehicle Crash

STAFF ACTIONS:

Notify Site Administrator

Move students away from immediate vicinity of the crash.

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

If possible take classroom emergency materials including class roster and staff ID to safe assembly area.

According to site protocol, implement Student/Staff Accountability procedures.

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 School Administrator will notify the Local District Superintendent.

5. The Psychological First Aid Team will advise and assist the School Administrator 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.

The Suicide Risk Intervention Procedures include:

I. When a student demonstrates suicidal ideation, the site administrator shall:

Bring student to a secure, private location.

Keep the student under direct visual and physical supervision at all times.

Contact the school counselor, school social worker or school psychologist that is on site that day. This person will conduct the suicide assessment (Suicide Risk Reporting Form and Suicide Assessment Questions) and intervention (Safety Plan). If two staff members are available, the first one to arrive is responsible for this process unless he/she asks his/her colleague to conduct this process due to unique circumstances of the student. If you are unable to contact a school counselor, school social worker, or school psychologist, call the Pupil Services Department at x2364 or x2233.

After the suicide assessment and intervention have been conducted, the school counselor, school social worker, or school psychologist will work collaboratively with the site administrator. The site administrator will contact the parent for notification and to pick up his/her child from school if deemed necessary.

Recommend to the parent in clear, unambiguous terms that the parent should take the student to a qualified mental health professional or a medical doctor immediately for an evaluation. Encourage the parent to get documentation from the medical provider that the student can safely return to school. If school staff would like to contact the medical provider, have the parent sign a Release of Information.

Obtain a parent signature on the Suicide Risk Notification Form to document the District has notified the parent of his/her child's suicidal ideation, the seriousness of this situation, and to release the District from future liability.

Contact law enforcement at 619-956-4000 immediately if

parent refuses to sign the Suicide Risk Notification Form (do not let parent leave with student before signing the form)

parent refuses to pick student up from school

parent does not arrive to school by office closing time

If a school counselor, school social worker, or school psychologist is unable to conduct the suicide assessment and intervention (for example, the incident happens after school hours; school counselors, school social workers, or school psychologists out of district on school business, etc), a site administrator is required to conduct parent notification and obtain parent signature on the Suicide Risk Notification Form before the student is released to the parent. He/She should also document their actions on the Suicide Risk Reporting Form. The day the student returns to school, a school counselor, school social worker, or school psychologist must conduct a Safety Plan with the student.

II. Follow-Up

Make sure the school site team develops appropriate follow-up activities/interventions (e.g., parent contact to determine outside support provided by parent, student joins a social skills or anger management group at school, individual check-ins with student at school, modified schedule as needed) and document these on the Suicide Risk Reporting Form.

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 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 530-749-6366 Local District Office, and the Office of Environmental Health and Safety 530-633-2785 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 Beale AFB 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 Beale AFB Security Forces.
9. The School Administrator will notify parents of the incident, as appropriate.

Unlawful Demonstration or Walkout

5.18 UNLAWFUL DEMONSTRATION/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 School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SH blinds in rooms so equipped.
3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate 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, as a locked gate 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 School Administrator, 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 School Administrator. 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 Venetian blinds.

7. The Documentation staff member should keep accurate record of events, conversations and actions.

8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.

9. The School Administrator will notify parents of the incident, as appropriate
SHELTER-IN-PLACE as described in Section 4.0.