

Comprehensive School Safety Plan

**2024-25
School Year**

School: Norton Science and Language Academy
CDS Code: 36-10363-0115808
District: Norton Science & Language Academy
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 San Bernardino, CA 92408
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Approved by:




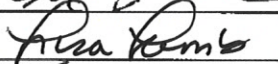
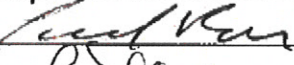
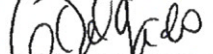
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Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

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

Safety Plan Vision

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

Norton Science and Language Academy shall have a Board Approved Safety Plan to deal with natural and manmade disasters. NSLA Safety Plan acts as the umbrella, which encompasses all NSLA personnel, property, and actions during an emergency situation. Its purpose shall be to inform NSLA personnel, students, and parent/guardians of actions which will be taken during emergency situations. It establishes the standards for all emergency operations school-wide and is based on the California Standardized Emergency Management System (SEMS) model for responding to emergencies. It also establishes the requirements for regular school-level practice drills to familiarize students and personnel with proper procedures in the event of a disaster. This NSLA Safety Plan shall be reviewed annually and updated as needed. (1/18/24)

Components of the Comprehensive School Safety Plan (EC 32281)

Norton Science and Language Academy Safety Committee

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

Assessment of School Safety

A school safety assessment was completed in August 2023 by NSLA Administrative staff as an all-campus walk-through. School safety assessments take place as an agenda item in each of the following meetings: SSC, "Cafecito" with the Principal, Quarterly Safety Committee Meetings, & All-Staff Meetings.

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

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

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

SB 1626 Training for CSOs and Admin. staff

Monthly Safety Drills

Manned entrance kiosk

Security cameras

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

MOU with SBCUSD School Police

StopIT Reporting App

Go Beacon Technology Monitoring

CatapultEMS (Emergency Response System)

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

Child abuse or neglect includes the following:

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

Child abuse or neglect does not include:

- A mutual affray between minors
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment
- An injury resulting from the exercise by a teacher, vice-principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning

or other dangerous objects within the control of the student

- An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons

or other dangerous objects within the control of the student

- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; licensed nurse or health care provider; and administrators, presenters, and counselors of a child abuse prevention program.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect.

Reportable Offenses

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

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

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14.

Responsibility for Reporting

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

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

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

Reporting Procedures

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

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

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

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

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

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

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

agency a written report.

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

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

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

Disaster Plan (See Appendix C-F)

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

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

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

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

During an emergency, children may only be released to the parent, guardian, designee of parent, or other adult legally responsible for their care (these shall be clearly defined within the SIS in place). There shall be NO EXCEPTIONS to this policy.

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

Public Agency Use of School Buildings for Emergency Shelters

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

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

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

This Pupil Suspension and Expulsion Policy (BP 5144) has been established in order to promote learning and protect the safety and well-being of all students at NSLA. In creating this policy, NSLA has reviewed Education Code Section 48900 et seq. which describes the list of offenses that may be subject to suspension and/or expulsion. The language that follows closely mirrors the language of Education Code Section 48900 et seq. NSLA is committed to an annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

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

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

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

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

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

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

To fulfill the requirements of Education Code 49079, teachers will be notified of why (s) a student has been suspended. Norton Science and Language Academy has incorporated this notification into the Student Information System. The information provided is for the student's current teacher(s) only. All information regarding suspension and expulsion is confidential.

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

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

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

Sexual Harassment:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Gang-affiliated clothing is prohibited.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Procedures for campus visitors and volunteers are outlined in the Parent-Student Handbook. Campus visitors must check in with school personnel in the main office. Office staff will verify pre-approval of campus visitors and provide visitors with appropriate identification. Upon verification, visitors will be issued a visitor badge and be required to sign in and out during the visit. School volunteers are required to complete the volunteer application process which includes, but is not limited to volunteer workshop, written application, TB test, and fingerprints. Upon clearance from Human Resources, volunteers receive an ID badge to be worn during their entire time on campus. Volunteers must check in with school personnel and sign in and out upon each visit.

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

Component:

School and Classroom Safety

Element:

Creating and maintaining a clean and safe school environment

Opportunity for Improvement:

During the 2024-2025 school year, lunch areas, restrooms, and classrooms will be well-maintained and litter free as evidenced by facilities, Campus Safety Officers, and administrator evaluations.

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

Component:

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

Element:

School Climate

Opportunity for Improvement:

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

Objectives	Action Steps	Resources	Lead Person	Evaluation
Students will be able to identify the three school standards for student behavior by the end of 2024- 2025 school year	Teachers to honor students who demonstrate any of the three standards and other positive behaviors.	Assemblies and class visits	AP's	Positive phone calls made home each month
Increase student demonstration of Growth Mindset	Continue to students about Growth Mindset through daily messages and in class instruction	Suite 360	Administrative Leadership Team	student climate surveys, SEL survey data, attendance and discipline data
Increase opportunities for student leadership	Continue development of a strong student council program	Leadership courses (ASB, BSU, GSA)	Advisors, Counselors	student rosters
Empower students to report dangerous and bully like behaviors/character counts	Utilize the anonymous reporting box for students to turn in information. Inform students during class meetings/assemblies about options for reporting.	Funding and training for school and community awareness Anonymous reporting boxes StopIt App	Counselor, Administration	Participation in Kindness week and monthly character count presentations
Character building and strengthening of school climate	creating events such as: spirit week, leadership day, kindness week, etc.	funded by ASB	School Counselors	student participation, student climate surveys, SEL survey data, attendance and discipline data.
It is a goal to teach students the important values that we all share.	Principal makes Friday Announcements	Friday Announcements	Principal	Participation in Monthly Character Themes
Increase # of students practicing positive coping skills	Counselors will implement small groups related to anger management, positive conflict resolution, etc.	Suite 360, Second Step	Counselors	Climate surveys, behavior referrals

Component:

NA

Element:

Opportunity for Improvement:

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

Norton Science and Language Academy Student Conduct Code

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

Conduct Code Procedures

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

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

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

- We believe that students should be guided and expected to solve the problems they create without creating problems for anyone else.
- We believe that we should make every attempt to maintain the dignity of both the student and the adult during a disciplinary situation.
- We believe that students should be given opportunities to make decisions and live with the consequences be they good or bad.
- We believe that the adult’s emphasis should be placed on helping students learn to problem-solve and to adopt new behaviors, instead of making students “pay” for past misdeeds.
- We believe that school issues should be handled by school personnel and that violations of criminal law should be handled by the authorities.
- We believe that misbehavior should be handled with natural or logical consequences instead of punishment, whenever possible.
- We believe that students should see a reasonable connection between their actions and the consequences that follow.

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

BEHAVIOR CODE:

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

1) NSLA 3 PERSONAL STANDARDS:

- Show respect, make good decisions and solve problems.

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

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

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

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

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

The Recovery Process

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

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

“Recovery”

At Home

“Recovery”

In Another Classroom

“Recovery”

In Another Spot in the Classroom

Classroom Discipline Plans

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

Love and Logic©

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

Four Basic Principles of Love and Logic©

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

Love and Logic Basic Rules

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

Use of Physical Force

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

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

EDC 49005.

The Legislature finds and declares all of the following:

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

(J) Hate Crime Reporting Procedures and Policies

To create a safe learning environment for all students, the school protects the right of every student to be free from hate-motivated behavior and promotes harmonious relationships among students to enable them to gain a true understanding of the civil rights and social responsibilities of people in society.

The district prohibits discriminatory behavior or statements that degrade an individual based on his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

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

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

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

Procedures for Preventing Acts of Bullying and Cyber-bullying

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

BP 5131.2:

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

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

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

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

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

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

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

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

Opioid Prevention and Life-Saving Response Procedures

Opioid Prevention Options:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Safety Plan Review, Evaluation and Amendment Procedures

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

Safety Plan Appendices

Emergency Contact Numbers

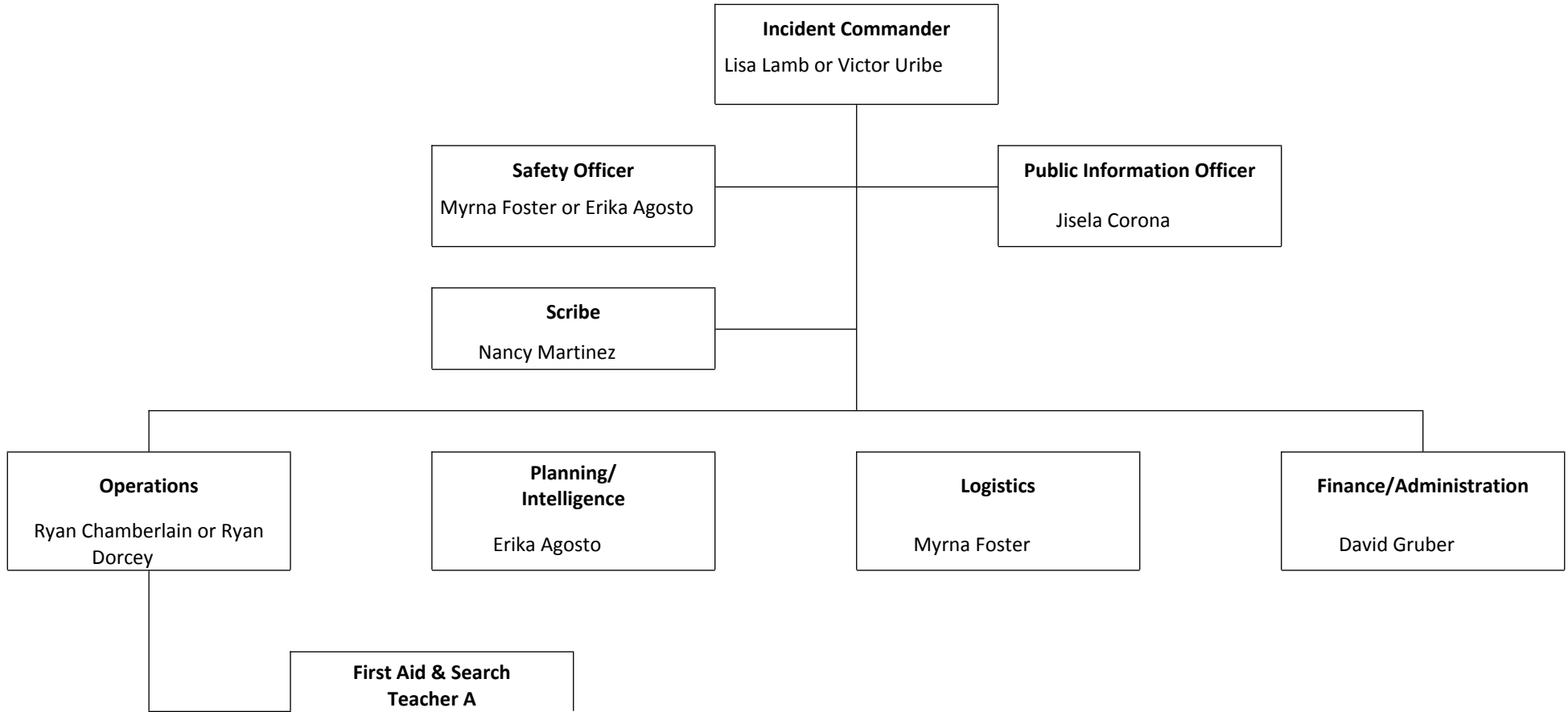
Utilities, Responders and Communication Resources

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

Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
Police Walk-through & Safety Consult	October 2022	Conducted an audit of the facilities from a safety perspective with San Bernardino Sheriff's Department.
SBCUSD SRO Garcia (A.M. Duty) School tour and safety review	October 2022	NSLA admin met with SBCUSD school police to develop an MOU for the 2022-2023 school year.
SBCUSD SRO Latimore (P.M. Duty) School tour and safety review	September 2023	NSLA admin met with SBCUSD school police to develop an MOU for the 2022-2023 school year.
All-staff Safety Plan Review	August 2023	Training provided by LCER RN for blood-borne pathogens, AED, epipen administration. Training provided by LCER Psychologists on mental health resources and suicide prevention.
Back To School Night Parent Review	August 3, 2023; August 7, 2023	New and revised safety protocols presented to elementary and secondary parents for 2022-2023 school year.
Catapult EMS Training	August 2023	Staff retrained to use new EMS system
School Site Council Plan Review	February 24, 2024	The updated CSSP will be presented to SSC in February. The meeting agenda and minutes will be attached.
NSLA Active Shooter Training	August 31, 2022	NSLA classified and certificated staff participated in active shooter training provided by San Bernardino Sheriff's Department.
Title IX Training	October 3, 2023	LCER managers attended annual Title IX and Sexual Harassment training to inform practice and policy updates as needed.

Norton Science and Language Academy Incident Command System



First Aid Team: Angélica Ramos*, Julianna Teran, Daisy Mejía, Rodolfo Remigio, Eunise Rubio, Lilia Avila.

Search and Rescue Team: Jeovanni de Reza*, Stephanie Deininger, Esmeralda Gabriel, Yvette Fregoso, Dominic Chavira, Teresa Monroy, Leticia Hurtado, Andre Humphrey and Carolina Torres.

**Student Release &
Accountability
TeacherB**

Request Gate Team: Annalee Carrillo*, Sophia Martínez, Brenda Cornejo, Angela Rodriguez, James Alduenda.

Reunion Gate Team: Elvira Regalado*, Myrna Foster, Alicia Belman, and Maria Funaki
(RUNNERS) Sepulveda,
Jessica, IA (Cindy Zambrano),

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

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

INCIDENT COMMAND TEAM

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

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

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

Other than Student Assembly Team Members, all other personnel will report to the Incident Command before reporting to their assigned post. All personnel should be accounted for once the Student Assembly Team submits their reports to the Incident Command.

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

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

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

Roles and Responsibilities

Incident Commander

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

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

Public Information Officer

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

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

Safety Officer

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

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

Agency Liaison

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

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

Team Supplies and Equipment

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

Team Assembly Location

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

Management

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

Planning & Intelligence

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

Operations

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

Logistics

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

Finance & Administration

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

Emergency Response Guidelines

Step One: Identify the Type of Emergency

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

Step Two: Identify the Level of Emergency

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

Step Three: Determine the Immediate Response Action

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

Step Four: Communicate the Appropriate Response Action

Administrators/commanders will communicate to the necessary emergency responders via phone, preferably a landline phone.

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

- Bell System
- Phone intercom system
- School Email
- Remind
- CatapultEMS

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

- Phone
- Email
- Text messaging
- CataPult

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

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

Types of Emergencies & Specific Procedures

Aircraft Crash

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

Animal Disturbance

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

IN THE EVENT OF AN ANIMAL DISTURBANCE, STAFF ACTIONS:

Alert Site Administrator

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

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

Armed Assault on Campus

ARMED ASSAULT ON CAMPUS/ACTIVE SHOOTER

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

STAFF ACTIONS:

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

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

Follow procedures for lockdown or evacuation as directed or as necessary

Plan for students "locked out."

STAFF ACTIONS AFTER CRISIS HAS BEEN NEUTRALIZED:

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

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

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

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

All staff will participate in staff debriefings.

Lockdowns:

- Lockdown
- Shelter in place

(Lockdown)

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

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

“Your attention, please. We are experiencing an emergency situation and need to lock down the school immediately.

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

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

Responsibilities:

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

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

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

- Move your class to a far area of the field away from the threat of harm. As they move, have students walk/run in a “zigzag” pattern rather than in a straight line (to be used in the case of possible gunfire).
 - Bring your class back inside the nearest classroom/school building that is open. Proceed with the above listed indoor instructions once inside.
 - If a lock down situation occurs during lunch or passing periods, all students should proceed immediately to the nearest open classroom or drop and cover.
- Students will:
 - o Immediately get to the floor and to a non-visible location.
 - o Remain silent.
 - o Await instructions from teacher.
 - Move away from windows and doors.
 - Administration will:
 - o Communicate as necessary via email, phone etc.
 - o Establish communication with law enforcement including a set of keys.
 - o Establish an Incident Command Center (ICC).
 - o Employ communications and reunification procedures.
 - o Notify district and media.
 - o Prepare materials for emergency response personnel.
 - Other staff (maintenance, CSO’s, Office, etc.) will:
 - o Remain calm
 - o Decide whether to call 911 or Admin first.
 - o Call on a landline if possible, be prepared to give details
 - o Call the San Bernardino County Sheriff’s Department (909-473-3888) and San Bernardino County Superintendent of Schools (909-888-3228). Inform them of the lockdown. (If necessary and feasible).
 - o Take charge of any student walking on campus.
 - o Look for, and be aware of strangers on campus or in and around the parking lot area.
 - o Use radios to communicate, but be aware of transmissions, which could escalate a situation if overheard by the intruder.
 - o Write down/keep a log of any important information with time and location of occurrence (if feasible)

Shelter in Place

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

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

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

Responsibilities:

- Teachers will:

- o Get students who are outside into a secure area.
- o Immediately secure classroom door and windows – lock.

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

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

Biological or Chemical Release

GAS LEAK

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

STAFF ACTIONS

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

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

If EVACUATION is ordered, follow all appropriate procedures.

TOXIC AGENT

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

Postal mail

Ventilation system

Small explosive device

Parcel left unattended

Food supply

Aerosol release

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

Watery eyes

Choking

Breathing difficulty

Twitching

Loss of coordination

Distressed animals

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

STAFF ACTIONS

Alert Site Administrator

If contamination is inside a specific classroom/area, evacuate students from the affected area immediately.

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

Follow standard student assembly, accounting, and reporting procedures

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT

Wash affected areas with soap and water

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins

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

THOSE WHO DISCOVER A CHEMICAL SPILL:

Alert others in the immediate area to leave the area

Close doors and restrict access to the affected area

Notify Site Administrator

DO NOT eat or drink anything or apply cosmetics

Bomb Threat/ Threat Of violence

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

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

Incident Commander:

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

The Incident Commander and law enforcement agency will decide to:

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

Teachers and staff:

- Teachers and staff will check their classrooms, offices and work area for suspicious items and report any findings to the Incident Commander or Search Team members.
- If a suspicious item is found, do NOT TOUCH IT. Secure the area where the item is located, but do not guard it.
- Teachers will account for their students and be prepared to evacuate if ordered.
- Teachers and staff will evacuate using standard procedures and exit routes to the assembly area.
- Teachers will open classroom windows and leave classroom doors open when exiting.
- Teachers take roll after being evacuated. Hold up the GREEN status card to indicate everyone is accounted for. Use a RED status card to indicate that a student or staff is missing or you need immediate assistance.

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

- Keep your class together at the assembly area until given further instructions. Be prepared for Off-Site Evacuation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

Bus Disaster

Bus Driver/Monitor:

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

o Who

o What

o When

o Where (location)

o Why and needs

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

Incident Commander:

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

CEO

- If multiple hospitals are used, the CEO's office will send an administrator to each hospital.

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

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

Disorderly Conduct

DISORDER/PUBLIC DEMONSTRATION

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

STAFF ACTIONS:

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

STUDENT ACTIONS:

In a violent situation, immediately notify the first available adult

Do not retaliate or take unnecessary chances

Move away from the area of agitation

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

Do not pick up anything, and do not return for anything until receiving clearance.

Stay calm and reassure fellow students.

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

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

Do not perpetuate rumors or repeat unsubstantiated information.

Earthquake

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

INSIDE BUILDING

STAFF ACTIONS:

At first, upon recognizing seismic activity, instruct students to move away from windows.

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

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

Move as little as possible. However, if someone cannot find protection under sturdy furniture, direct them against an interior wall.

Face away from the windows.

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

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

Use the buddy system to remain with injured students.

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

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

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

Avoid evacuation routes with heavy architectural ornaments over the entrances.

Do not return to the building.
DO NOT strike matches or touch any wires. Gas and electricity lines may be damaged.
Stay alert for aftershocks.
DO NOT re-enter the building until it is determined safe to do so.

OUTSIDE BUILDINGS

STAFF ACTIONS:

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

Explosion or Risk Of Explosion

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

STAFF ACTIONS:

At the sound of an explosion, immediately direct students to turn away from the windows and DROP, DUCK, COVER AND HOLD ON.
Check for injuries and render first aid.
If an explosion occurs inside the classroom or classroom block, EVACUATE to the outdoor assembly area immediately.
Do not move injured students unless doing so would place students in further danger.
Use the buddy system to remain with injured students.
If a directive is to EVACUATE, follow all EVACUATION procedures.
Do not stop to collect belongings. Leave the door unlocked.
Keep students and staff safe from the building(s) and away from fire-fighting equipment.
Do not return to the building until it is safe to do so.
If an explosion occurs in the surrounding area, initiate procedures for SHELTER IN PLACE and wait for further instructions.
Keep students at a safe distance from the site of the explosion.

Fire in Surrounding Area

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

FIRE OFF-SITE

STAFF ACTIONS:

If students are to be evacuated, implement Student/Staff Accountability procedures before leaving the building site.
Follow all procedures for EVACUATION.
Do not stop to collect belongings. Leave the door unlocked.
Stay calm. Maintain control of the students safely from the fire and fire fighting equipment.
Remain with students until the building has been inspected and it has been determined safe to return.
If a directive is to implement SHELTER IN PLACE, gather students inside and close windows and doors. Wait for further instructions.

Fire on School Grounds

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

FIRE ON-SITE

STAFF ACTIONS:

1. As directed, evacuate students using primary or alternate fire routes from the building.
2. Follow all EVACUATION procedures.
3. Maintain control of the students safely from the fire and fire fighting equipment.
4. Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Flooding

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

STAFF ACTIONS:

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

Loss or Failure Of Utilities

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

Procedure

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

Motor Vehicle Crash

STAFF ACTIONS:

1. Notify the Principal or designee.
2. Move students away from the immediate vicinity of the crash.
3. EVACUATE students to a safe assembly area away from the crash scene if necessary.
4. If an evacuation is necessary, take classroom emergency backpacks (including class rosters) to the safe assembly area. Red and Green cards.
5. Report missing students to the principal/designee and emergency response personnel.
6. Care for the injured, if any.
7. Escort students back to the school site when emergency response officials have determined it is safe to return to the building.

Psychological Trauma

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

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

Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.

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

Procedure

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

SUICIDE

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

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

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

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

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

PREVENTION

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

FOR STAFF

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

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

Background on the scope of the problem of youth suicide

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

Information on risk factors for suicide

Information about signs of suicidal thinking

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

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

FOR STUDENTS

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

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

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

FOR STUDENTS' FAMILIES

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

Background on the scope of the problem of youth suicide

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

Information on risk factors for suicide

Information about signs of suicidal thinking

Information about parenting and communication strategies for suicide prevention

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

Resources in the school and community for families that need help

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

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

INTERVENTION

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

Assessing the scope of the crisis and the risk of suicide

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

Marcelo Congo, School Psychologist

Arthur Aragon, School Counselor

Kristy Wilson, School Psychologist

Myrna Foster, Assistant Principal

Erika Agosto, Assistant Principal

Victor Uribe, Principal

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

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

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

Response to identified suicide risk

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Out-Of-School Suicide Attempts

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

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

Inform the student's parent or guardian.

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

Re-entry

If a student has missed one or more days of school because of a suicidal crisis (for example, because of inpatient hospitalization or

emergency expulsion, the student's re-entry to school must begin with a re-entry meeting to ensure the student's readiness for return to school.

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

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

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

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

PARENTAL NOTIFICATION AND INVOLVEMENT

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

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

POSTVENTION

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

Verify the death

Development and Implementation of an Action Plan

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

Verify the death.

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

Assess the situation.

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

Share information.

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

school is doing to support students, the warning signs of suicidal behavior, and a list of resources available.

Avoid suicide contagion.

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

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

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

Initiate support services.

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

Develop memorial plans.

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

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

External Communication

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

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

Days After Postvention

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

Suspected Contamination of Food or Water

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

Procedure

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

Tactical Responses to Criminal Incidents

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

Education Code 32281

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

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

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

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

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

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

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

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

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

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

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

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

Unlawful Demonstration or Walkout

Unlawful Demonstrations or Walkouts

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

Procedure

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