In accordance with Board Policy #9323, the public is permitted to address the Board of Education on: Items that are on the Consent Calendar; Requests for Future Agenda Items; and Items that are **not** on the agenda. Remarks are limited to 3 minutes per person per agenda item. Please complete a "request to address the Board of Education" (yellow form) listing the item you would like to comment on at the beginning of the meeting and submit it to the Superintendent's Administrative Assistant. While we encourage your comments, unfortunately, State law prevents the Board from discussing items that are not on our meeting agenda. We do take your comments very seriously, and if appropriate, staff will follow up on them. Speakers are cautioned that the Board assumes no responsibility for the speaker's liability for any intentionally false or defamatory comments the speaker may make regarding any person during the opportunity for public comment. Any individual who requires disability-related accommodations or modifications should contact the Superintendent's Office at least 48 hours in advance of the meeting you wish to attend so that we may make every reasonable effort to accommodate you. The meeting will be live-streamed on https://www.brentwood.k12.ca.us/o/busd/page/board-of-education.

AGENDA

Regular Board Meeting of the Board of Trustees
of the
BRENTWOOD UNION SCHOOL DISTRICT
February 19, 2025

0 Call Closed Session to Order, 6:00 pm District Service Center, 255 Guthrie Lane, Brentwood, California

1 Roll Call

2 Public Comment on Closed Session Agenda Items
2.0 Public Comment on Closed Session Agenda

3 Closed Session, 6:00 pm, District Service Center, 255 Guthrie Lane, Brentwood, California
3.0 Conference with Employee Negotiators
3.1 Public Employee Discipline/Dismissal/Release

4 Open Session, 7:00 pm, District Service Center, 255 Guthrie Lane, Brentwood, California
4.0 **Flag Salute**

5 Agenda Review

6 Special Presentations/Correspondence/Superintendent/Staff Comment
~Superintendent Report
~Board Member Comment/Committee Reports
~Student Presentation, Krey Elementary

7 Public Comment/Oral Communication
At this time, the public is permitted to address the School Board on:
- Items that are on the Consent Calendar
- Requests For Future Agenda Items
- Items that are **not** on the agenda.

Remarks are limited to 3 minutes per person. While we encourage your comments, unfortunately, State law prevents us from discussing items that are not on our meeting agenda. Public comments can be made at this time, or during the appropriate agenda item. We do take them very seriously, and if appropriate, staff will follow up. Public comments can also be submitted via e-mail to nkleven@brentwood.k12.ca.us. Any public comments received up until 5 pm on the day of the meeting will be distributed to the Board via email, posted online for public inspection within 1 day of the meeting with the agenda packet, and later summarized in the minutes. As e-mails containing public meeting comments are part of the official record, personal contact information (potentially including email addresses) may be published if included with your e-mail.

7.0 Public Comment

- Open Public Comment
- Public Comment
- Close Public Comment

8 Consent Items

All matters listed on the consent calendar section will be considered routine by the Board of Education and will be enacted by one motion. There will be no separate discussion of these items. If discussion is required, that particular item will be removed from the consent calendar section and will be considered separately.

8.0 Approval of Minutes 01/15/25
8.1 Approval of Personnel Report
8.2 Approval of Interdistrict Transfers
8.3 Approval of Warrants for January, 2025
8.4 Approval of Purchase Register for December, 2024 and January, 2025
8.5 Approval of Safe School Plans
8.6 Approval of Resolution #2025-03, a Resolution Regarding Women's History Month
8.7 Approval of the 2024-25 Transportation Plan

9 Hearings and Appeals

9.0 None.

10 Presentations, Reports and Other Action Items

10.0 Report out of closed session

Information

10.1 Approval of the 2023-2024 Measure B Bond Building Fund Audit Report

The Board is asked to consider approval for the 2023-2024 Measure B Bond Building Fund Audit Report.

Action

10.2 Approval of Resolution #2025-04

The Board is asked to consider approval of Resolution #2025-04, a Resolution stating Brentwood Schools are Safe and Welcoming for All Students.

Action

10.3 Special Education Update

Staff will provide the Board with a Special Education Department Update.

Information

10.4 Board Priority Goal Update - Attendance

Staff will provide the Board with a Board Priority Goal Update on Attendance.

Information

10.5 Board Update and Feedback on LCAP Progress and Process

Staff will provide the Board with an update on our LCAP progress and process.

Information

10.6 Approval of Tentative Agreement

The Board is asked to consider approval of the Tentative Agreement with the Brentwood Teachers Association.

Action

10.7 Approval of Tentative Agreement on Memorandum of Understanding

The Board is asked to consider approval of the Tentative Agreement with the Brentwood Teachers Association on two Memorandum of Understandings (MOUs).

Action

10.8 Approval of 2025-2026 Initial Certificated & Management Staffing Allocations

The Board is asked to consider approval of the 2025-2026 Initial Certificated & Management Staffing Allocations.

Action

10.9 Approval of 2025 Delegate Assembly Candidates

The Board is asked to vote for no more than two candidates for the CSBA 2025 Delegate Assembly Subregion 7-A.

Action

10.10 First Reading of Board Policy, Board Bylaw, Administrative Regulation:

BP/AR 1250	Visitors/Outsiders
BP/AR 5113.1	Chronic Absence and Truancy
BP/AR 5145.13	Response to Immigration Enforcement
BB/EX 9270	Conflict of Interest

11 Board Member Comment/Future Agenda Items

12 Announcement

12.0 The next **Regular** Board Meeting will be held on March 12, 2025, at 6:00 pm

Minutes of the Regular Board Meeting
of the
BRENTWOOD UNION SCHOOL DISTRICT
January 15, 2025

0 The meeting of the Brentwood Union School District Board of Trustees was called to order by Emil Geddes at 4:30 pm at 255 Guthrie Lane, Brentwood, CA 94513.

1 ROLL CALL

Present: Dr. Thuy DaoJensen; Mr. Scott Dudek, Board Clerk; Mr. Emil Geddes, Board President, Dr. Victor Thornhill
Absent: Mr. Steve Gursky

2 PUBLIC COMMENT ON CLOSED SESSION AGENDA ITEMS

2.0 There was no public comment.

3 CLOSED SESSION, 6:00PM, DISTRICT SERVICE CENTER, 255 GUTHRIE LANE, BRENTWOOD, CALIFORNIA

3.0 Conference with Employee Negotiators
3.1 Public Employee Discipline/Dismissal/Release
3.2 Expulsion of Student #12-2024-05

4 OPEN SESSION, 7:00PM, DISTRICT SERVICE CENTER, 255 GUTHRIE LANE, BRENTWOOD, CALIFORNIA

4.0 A student from Loma Vista Elementary led the flag salute.

5 AGENDA REVIEW

5.0 As presented.

6 SPECIAL PRESENTATIONS/CORRESPONDENCE/SUPERINTENDENT/STAFF COMMENT

- Superintendent Dana Eaton provided updates of events happening around the District. The superintendent report can be found publically on the BUSD webpage.
- Students from Loma Vista Elementary shared information with the Board regarding the LEAP Program.

7 Public Comment/Oral Communication

Dr. Thornhill motioned, seconded by Mr. Dudek to open public comment. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky absent). The vote was approved 4-0.

- Lynn Groshong spoke to the Board regarding concerns over a newly created HR Coordinator position.
- Cyndi Lopez spoke to the Board regarding concerns over a newly created HR Coordinator position.
- Gari Ann Schmidt spoke to the Board regarding concerns over a newly created HR Coordinator position.
- Rachel Leo spoke to the Board regarding the importance of a Speech and Debate program.
- Amara Espinosa spoke to the Board regarding the importance of Robotics programs in schools.

Mr. Dudek motioned, seconded by Dr. DaoJensen to close public comment. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky absent). The vote was approved 4-0.

8 CONSENT ITEMS

8.0 Approval of Minutes 12/18/24 & 1/08/25
8.1 Approval of Personnel Report
8.2 Approval of Interdistrict Transfers
8.3 Approval of Warrants for December, 2024

8.4 Approval of Williams Quarterly Report for the months of October-December 2024
8.5 Approval of Resolution #2025-01, a Resolution Regarding Black History Month
8.6 Approval of Resolution #2025-02, a Resolution Regarding Board Recognition Month
8.7 Approval of Resolution of Acceptance of the Notice of Completion with ProSpectra Contract Flooring for a flooring replacement project at Loma Vista Elementary, Garin Elementary and Bristow Middle School
8.8 Approval of Job Description for CalPERS Retired Senior Account Clerk
8.9 Approval of Updated 2023-2024 Salary Tables
8.10 Approval of Board Policy, Board Bylaw, Administrative Regulation:

AR/EX 1312.4	Williams Uniform Complaint Procedures
AR/EX 3517	Facilities Inspection
BP/AR 5144.1	Suspension & Expulsion/Due Process
AR 5144.2	Suspension & Expulsion/Due Process (Students with Disabilities)

Mr. Dudek motioned, seconded by Dr. DaoJensen to approve consent items 8.0-8.10. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky absent). The vote was approved 4-0.

9 HEARINGS AND APPEALS

9.0 None

10 PRESENTATIONS, REPORTS AND OTHER ACTION ITEMS

10.0 There was nothing to report out of closed session.

10.1 Mr. Dudek motioned, seconded by Dr. DaoJensen to approve the recommendation of the stipulated expulsion of student #12-2024-05 from the Brentwood Union School District. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky, absent).

10.2 Dr. Thornhill motioned, seconded by Mr. Dudek to approve the 2023-2024 Annual Financial Audit. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky, absent).

10.3 Staff provided the Board with an update on BUSD's work to implement the Science of Reading and the Reading Difficulties Screener.

10.4 Staff provided the Board with an update on the Governor's 2025-2026 proposed state budget.

10.5 Staff provided the Board with a mid-year update on the 2024-2025 LCAP.

10.6 Staff provided the Board with an update on the 2025-2026 Strategic Action Planning and LCAP process.

10.7 Staff provided the Board with information related to enrollment for the 2025-2026 school year.

10.8 Mr. Dudek motioned, seconded by Dr. DaoJensen to approve the new job description for the Coordinator of Human Resources. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky, absent).

10.9 Mr. Dudek motioned, seconded by Dr. DaoJensen to approve the Administrative Service Waiver for Anasi Jower. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky, absent).

11 BOARD MEMBER COMMENT/FUTURE AGENDA ITEMS

12 ANNOUNCEMENT

12.0 The next **Regular** Board Meeting –will be held on February 19, 2025 at 6:00pm

13. ADJOURNMENT

Mr. Dudek motioned, seconded by Dr. DaoJensen to adjourn the meeting. The roll call vote: DaoJensen, aye; Dudek, aye; Geddes, aye; Thornhill, aye (Gursky, absent). The meeting was adjourned at 8:37 pm.

PERSONNEL TRANSACTION REPORT
FOR BOARD APPROVAL
February 19, 2025

Certificated New Hires

Name	Position	FTE	Site	Start Date

Classified New Hires

Name	Position	FTE/Hours	Site	Start Date
Majeed, Deeba	Special Ed Aide- 1:1	6.0	IME	1/27/2025
Cyphers, Naomi	Special Ed Aide- 1:1	6.0	AMS	2/3/2025
Banks, Nicholas	Warehouse Person	6.0	DO/Food Service	2/10/2025
Boyd, Tina	Special Ed Aide-SDC	4.5	LVS	2/4/2025
Monson, Stephanie	Special Ed Aide - 1:1	5.5	BES	2/5/2025
Chandler, Sarah	Human Resources Coordinator	8.0	DO	3/10/2025

Resignations/Retirements

Name	Position	Eff. Date	Site	Comments
Gandluru, Baby Kalyani	ISP Aide	1/10/2025	EHMS	Resign
Allen, Davion	Campus Supervisor	1/24/2025	EHMS	Resign
Chombo Soto, Priscilla	Instructional Aide	2/6/2025	IME	Resign
Fuentes, Martha	Instructional Aide	2/7/2025	GES	Resign
Gonzalez, Brianna	Teacher	1/31/2025	BMS	Resign
Del Chiaro, Heather	Instructional Aide	2/25/2025	PES	Resign
Iles , Denise	Instructional Aide	2/15/2025	PES	Resign

Requests for Unpaid Leave of Absence

Name	Position	% Leave	Eff. Date	End Date	Site	Comments
Estep, Lacey	ISP Aide	100	2/6/2025	2/6/2026	LVS	LOA

Mitchell, Cori	SDC Aide	100	2/11/2025	1/29/2026	EHMS	LOA
Marquez, Karley	Tk Aide/ EE Child Care	100	2/12/2025	6/15/2025	PES	LOA
Dawal, Laura	Secretary II	100	2/6/2025	5/09/2025	LVS	LOA

Requests for Job Share Assignments

Name	Position	Eff. Date	Site	Comments

Classified Short Term Positions

Position	Hours	Start Date	End Date	Site	Comments

Other:

- Approval of release from probation of EE 5142; effective 1/27/2025.
- Approval of increase in hours for Fei Jiang; 5.8 1:1 Aide at LVS; Resign 3.0 1:1 aid and 2.0 Campus Sup Aide at LVS; overall increase of 0.80 hours.
- Approval of increase in hours for Amber Bryant; 6.25 SDC Aide at IME; Increase hours by 2.75 hours.
- Request the resignation of Psychologist Lizet Hernandez.

	Last Name	First Name	Resident District	Requested District	Approved to Attend	Date Approved/ Denied	Board Meeting Date
	Collins	Tae'veon	OUESD	BUSD	Isaac Montañez Elementary	1/15/2025	2/19/2025
Denied	Gaite	Aurora	OUESD	BUSD	BUSD Denied	1/13/2025	2/19/2025
Denied	Luna-Johnson	Leonardo Lucas	AUSD	BUSD	BUSD Denied	1/13/2025	2/19/2025
	McKinney	Landon	KESD	BUSD	Garin Elementary	1/13/2025	2/19/2025
	McKinney	Lucas	KESD	BUSD	Garin Elementary	1/13/2025	2/19/2025
	McKinney	Adalynn	KESD	BUSD	Edna Hill Middle	1/13/2025	2/19/2025
Denied	Khan	Eliza	OUESD	BUSD	BUSD Denied	1/15/2025	2/19/2025
	Garcia Campos	Adrian	AUSD	BUSD	Bristow Middle	1/24/2025	2/19/2025
	Garcia Campos	Nicholas	AUSD	BUSD	Marsh Creek Elementary	1/30/2025	2/19/2025
Denied	Sanchez Avendano	Ervin	AUSD	BUSD	BUSD Denied	1/16/2025	2/19/2025
Denied	Zavala	Cristal	OUESD	BUSD	BUSD Denied	1/21/2025	2/19/2025
	Paje	Greycen	OUESD	BUSD	Pioneer Elementary	1/21/2025	2/19/2025
Denied	Laura	Sianna	AUSD	BUSD	BUSD Denied	1/21/2025	2/19/2025
Denied	Dixson	Jordan	OUESD	BUSD	BUSD Denied	1/24/2025	2/19/2025
Denied	Bettiga	Kaidyn	PUSD	BUSD	BUSD Denied	1/24/2025	2/19/2025
	Jenkins	Abigail	Byron USD	BUSD	Edna Hill Middle	1/24/2025	2/19/2025
Denied	Bouhani	Kevin	AUSD	BUSD	BUSD Denied	1/27/2025	2/19/2025
	Salman	Elina	AUSD	BUSD	Adams Middle	1/27/2025	2/19/2025
	Hernandez	Dean	AUSD	BUSD	Marsh Creek Elementary	1/30/2025	2/19/2025
	Cerna	Elizabeth	OUESD	BUSD	Marsh Creek Elementary	1/30/2025	2/19/2025
	Pettifer	Emily	OUESD	BUSD	Edna Hill Middle	1/31/2025	2/19/2025
	Pettifer	Zachary	OUESD	BUSD	Garin Elementary	1/31/2025	2/19/2025
Denied	Miranda Lopez	Melany	AUSD	BUSD	BUSD Denied	1/30/2025	2/19/2025
Denied	Garza	Damarcio	AUSD	BUSD	BUSD Denied	2/3/2025	2/19/2025
	Garcia Campos	Romelle Antonio	AUSD	BUSD	Marsh Creek Elementary	1/31/2025	2/19/2025
	Garcia Campos	Luis Leonardo	AUSD	BUSD	Marsh Creek Elementary	1/31/2025	2/19/2025
	Zavala	Cristal	OUESD	BUSD	Harvest Grove Virtual Academy	2/7/2025	2/19/2025
Denied	Lomeli	Paul James	AUSD	BUSD	BUSD Denied	2/7/2025	2/19/2025
Denied	Bettiga	Kaidyn	MDUSD	BUSD	BUSD Denied	2/7/2025	2/19/2025
Denied	Jean Louis	Viviana	AUSD	BUSD	BUSD Denied	2/11/2025	2/19/2025
Inters Out	Bey	Aja	BUSD	OUESD	OUESD	1/8/2025	2/19/2025
	Byrd	Michael	BUSD	AUSD	AUSD	1/14/2025	2/19/2025
	Grayson	Destiny	BUSD	AUSD	AUSD	1/14/2025	2/19/2025
	Grayson	Lyric	BUSD	AUSD	AUSD	1/16/2025	2/19/2025
25.26 Inters Out	Greer	Brooklyn	BUSD	KESD	KESD	1/8/2025	2/19/2025
	Ricasata	Julian	BUSD	AUSD	AUSD	1/8/2025	2/19/2025
	Becker	Ruby	BUSD	KESD	KESD	1/22/2025	2/19/2025
	Mota	Lucianna	BUSD	KESD	KESD	1/28/2025	2/19/2025
	Mota	Ella	BUSD	KESD	KESD	1/28/2025	2/19/2025
	Rocheleau	Caleb	BUSD	AUSD	AUSD	1/29/2025	2/19/2025
	Fuentes	Jaxson	BUSD	KESD	KESD	2/3/2025	2/19/2025
	Fuentes	Jordan	BUSD	KESD	KESD	2/3/2025	2/19/2025
	Terry	Savannah	BUSD	KESD	KESD	2/3/2025	2/19/2025
	Terry	Kennedy	BUSD	KESD	KESD	2/3/2025	2/19/2025
	Terry	Charlotte	BUSD	KESD	KESD	2/3/2025	2/19/2025
	Bey	Aja	BUSD	OUESD	OUESD	2/3/2025	2/19/2025
	Frazier	Georgia	BUSD	LVJUSD	LVJUSD	2/4/2025	2/19/2025
	Frazier	Samantha	BUSD	LVJUSD	LVJUSD	2/4/2025	2/19/2025
	Campbell	Harlee	BUSD	KESD	KESD	2/4/2025	2/19/2025
	Casares	Roman	BUSD	OUESD	OUESD	2/7/2025	2/19/2025
	Wunschel	Jonas	BUSD	KESD	KESD	2/7/2025	2/19/2025
	Holbein	Nova	BUSD	KESD	KESD	2/10/2025	2/19/2025
	Bustos	Mateo	BUSD	KESD	KESD	2/10/2025	2/19/2025
	Bustos	Drina	BUSD	KESD	KESD	2/10/2025	2/19/2025

AP-BATCH: 37025 01/07/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
01	01-0000-0000-2700-013-0-000-5900	COMMUNICATIONS MCB	372.66	.00
01	01-0000-0000-8210-014-0-014-4300	MATERIALS & SUPPLIES	803.89	.23
01	01-0000-5760-3600-060-0-791-5895	TRNSPRTTN REIMB-PARENT	3,546.45	-3,166.42
01	01-0787-0000-2700-013-0-000-4305	GOAL 5 SUPPLIES/MATERIALS	391.36	-391.69
01	01-0787-1110-1000-002-0-000-5801	GOAL 1-CONTRACTS/SERVICES	80.00	36,757.65
01	01-0787-1110-1000-013-0-000-4301	GOAL 1-SUPPLIES/MATERIALS	132.20	45,566.07
01	01-0787-1110-1000-013-0-000-4304	GOAL 4-SUPPLIES/MATERIALS	193.45	45,566.07
01	01-0787-1110-1000-004-0-000-4301	GOAL 1-SUPPLIES/MATERIALS	56.99	6,932.08
01	01-0787-1110-1000-010-0-000-4301	GOAL 1-SUPPLIES/MATERIALS	402.31	11,108.05
01	01-1100-0000-8210-014-0-185-4315	JUST IN TIME SUPPLIES	403.77	-2,300.00
01	01-6054-1110-1000-060-0-023-5200	TRAVEL & CONFERENCE	830.00	-830.00
01	01-6266-0000-2100-060-0-000-5200	TRAVEL & CONFERENCE	75.04	-75.04
01	01-6266-1110-1000-060-0-203-5200	TRAVEL & CONFERENCE	162.02	-162.02
01	01-6266-1110-1000-060-0-202-5200	TRAVEL & CONFERENCE	73.30	5,484.10
01	01-6500-5760-1110-060-0-000-4300	MATERIALS & SUPPLIES	2,320.00	-10,743.48
01	01-6500-5760-1110-060-0-000-5200	TRAVEL & CONFERENCE	49.06	-49.05
01	01-6500-5760-1180-060-0-000-5800	CNTRCT SRVS	2,910.00	-18,885.45
01	01-6500-7110-1110-060-0-470-4300	LOW INC-MATERIALS & SUPPLIE	75.00	960,972.57
01	01-9110-0000-2100-060-0-000-5800	CNTRCT SRVS	4,668.68	-305.93
01	01-9674-1110-1000-060-0-674-4300	MATERIALS & SUPPLIES	7.26	-1,582.74
01	01-9674-1110-1000-010-0-655-4300	MATERIALS & SUPPLIES	456.34	3,445.47
01	01-9674-1110-1000-060-0-333-5200	TRAVEL & CONFERENCE	756.21	39,851.46
01	01-0000-0000-2700-002-0-000-5900	POSTAGE BR EL	372.62	-.35
01	01-0000-0000-2700-003-0-000-5900	POSTAGE GARIN	372.62	-.35
01	01-0000-0000-2700-004-0-000-5900	POSTAGE EHS	372.62	-.35
01	01-0000-0000-2700-005-0-000-5900	POSTAGE RNS	372.62	-.35
01	01-0000-0000-2700-007-0-000-5900	POSTAGE WBMS	372.62	-.35
01	01-0000-0000-2700-008-0-000-5900	POSTAGE LOMA VISTA	372.62	-.35
01	01-0000-0000-2700-009-0-000-5900	POSTAGE KREY	372.62	-.35
01	01-0000-0000-2700-010-0-000-5900	POSTAGE ADAMS MS	372.62	-.35
01	01-0000-0000-2700-011-0-000-5900	POSTAGE-PIONEER	372.62	-.35
01	01-0000-0000-2700-012-0-000-5900	POSTAGE MARSH CREEK	372.62	-.35
01	01-0000-0000-3130-060-0-710-5200	TRVL/CNF STUDENT SERVICES	720.00	-1,727.77
01	01-0000-0000-3130-060-0-710-5880	LEGAL COSTS STUDENT SRV	279.56	-1,727.77
01	01-0000-0000-3140-060-0-710-5200	HEALTH TRVL/CONF	139.31	-1,727.77
01	01-0000-0000-7100-060-0-000-5880	LEGAL COSTS-SUPNTNDNT OFFIC	5,688.67	.00
01	01-0000-0000-7110-060-0-000-5200	TRVL/CONF BOARD	118.21	381.79
01	01-0000-0000-7200-060-0-000-5600	UNRESTR NO RE/RNTL LEASE	1,658.68	.00
01	01-0000-0000-7200-060-0-000-5800	UNRESTR NO RE/PROF/CNSLT	25,876.47	-25,499.50
01	01-0000-0000-7200-060-0-000-5900	COMMUNICATIONS/PSTG UNRST	1,901.14	-.35
01	01-0000-0000-7400-060-0-753-5800	ADM COSTS-HUMAN RESOURCES	1,032.57	-15,473.98
01	01-0000-0000-8220-060-0-000-5500	UTILITIES OPRTIONS/HSKEEP	91,454.33	-3,000.10
01	01-0000-0000-8220-060-0-000-5900	PHONES/COMMUNICATION	43,597.78	-62,011.44
01	01-0500-0000-7200-000-0-000-3701	CERT RETIREE H&W ACCT	2,305.10	-206.87
01	01-0635-0000-2100-060-0-000-5200	TRAVEL & CONFERENCE	40.07	23,961.01
01	01-1100-0000-7200-060-0-000-4300	STATE LOTTERY/MATRLS & SU	564.87	2,095.01
01	01-1100-0000-8210-005-0-185-4315	JUST IN TIME CUSTODIAL RNS	380.95	-2,409.91
01	01-1100-0000-8210-007-0-185-4315	JUST IN TIME CUSTODIAL BMS	1,245.00	-2,409.91
01	01-1100-0000-8210-008-0-185-4315	JUST IN TIME CUSTODIAL LVS	99.92	-2,409.91

AP-BATCH: 37025 01/07/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
01	01-1100-0000-8210-009-0-185-4315	JUST IN TIME CUSTODIAL KES	1,083.50	-2,409.91
01	01-1100-0000-8210-011-0-185-4315	JUST IN TIME CUSTODIAL PES	813.14	-2,409.91
01	01-1100-0000-8210-012-0-185-4315	JUST IN TIME CUSTODIAL MCS	763.81	-2,409.91
01	01-1100-0000-8210-060-0-185-4315	JUST IN TIME CUSTODIAL DST	651.19	-2,409.91
01	01-1100-1110-1000-010-0-122-4300	AMS ART MATERIALS-LTTRY ALL	186.65	1,592.17
01	01-1100-1110-1000-010-0-124-4300	AMS HOME EC SUPPLIES	155.55	1,503.91
01	01-1100-1110-1000-010-0-129-4300	AMS DISTRICT SCIENCE SUPPLI	42.12	1,651.61
01	01-1100-1110-1000-060-0-000-5600	MTC/CNTRCTS LOTTERY DISTRIC	9,887.01	-.28
01	01-1100-1110-1000-060-0-128-5600	INSTRUMENT REPAIRS-ALL SC	225.00	.00
01	01-1100-1110-1000-060-0-723-4400	NONCAPITALIZED EQUIPMENT	176,136.57	43,863.43
01	01-6500-5001-7100-060-0-000-5885	SP ED SETTLEMENT AGREEMNT	10,443.84	960,972.57
01	01-8150-0000-8110-060-0-000-4300	SUPPLIES RR&MTC	10,626.65	1,059,638.26
01	01-8150-0000-8110-060-0-000-5500	MTC SRV CONTRACTS HSKPING	4,480.00	1,059,638.26
01	01-8150-0000-8110-060-0-000-5600	REPAIRS/LEASES RR&MTC	38,855.50	1,059,638.26
01	01-8150-0000-8110-060-0-000-5800	CONTRACT SRVS RR&MTC	13,474.58	1,059,638.26
01	01-8150-0000-8110-060-0-000-6400	NEW EQUIP RR&MTC	20,553.75	1,059,638.26
01	01-9674-1110-1000-010-0-674-4300	INST SUPPLIES LOC GRNT	870.21	5,720.32
		FUND TOTAL	488,843.89	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -5,709,184.38			
13	13-5466-0000-3700-060-0-000-4700	FOOD	12,800.70	33,524.00
13	13-7033-0000-3700-060-0-000-4700	FOOD	6,455.99	3.91
13	13-5310-0000-3700-060-0-000-4300	FOOD SERVICE NON FOOD SUPPL	9,465.77	8,895,204.88
13	13-5310-0000-3700-060-0-000-4700	FOOD SERVICE - FOOD EXPENSE	91,784.22	8,895,204.88
13	13-5310-0000-3700-060-0-000-5200	TRAVEL/CONF - FOOD SERVICE	239.69	8,895,204.88
13	13-5310-0000-3700-060-0-000-5600	CHILD NUTRITI/RNTL LEASE	2,054.10	8,895,204.88
		FUND TOTAL	122,800.47	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -5,709,184.38			
21	21-0293-0000-8500-013-0-105-5800	CNTRCT SRVS	8,572.50	.00
21	21-0293-0000-8500-014-0-000-6270	BUILDING CONTRACTOR-MAIN	408.50	57,257.53
21	21-0293-0000-8500-060-0-114-6400	EQUIPMENT	5,599.00	.00
21	21-0293-0000-8500-008-0-113-5800	CNTRCT SRVS	54,614.30	258,299.90
21	21-0293-0000-8500-011-0-105-5800	CNTRCT SRVS	8,610.00	.00
21	21-0293-0000-8500-008-0-105-5800	CNTRCT SRVS	2,750.00	.00
21	21-0293-0000-8500-009-0-105-5800	CNTRCT SRVS	2,250.00	.00
21	21-0293-0000-8500-010-0-105-5800	CNTRCT SRVS	16,750.58	-16,750.58
		FUND TOTAL	99,554.88	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -5,709,184.38			
25	25-9010-0000-8100-060-0-087-5880	LEGAL SERVICES	931.88	1,041,573.19
		FUND TOTAL	931.88	

AP-BATCH: 37025 01/07/2025

FUND	ACCOUNT	AMOUNT	AVLB BUDGET

CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110 BALANCE -5,709,184.38

	AP-BATCH SUMMARY TOTAL	712,131.12
	GRAND TOTAL	712,131.12

** END OF REPORT - Generated by Flora Escobar **

AP-BATCH: 57025 01/14/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
01	01-0000-5760-3600-060-0-791-5895	TRNSPRTTN REIMB-PARENT	26.13	-3,135.45
01	01-0099-0000-0000-000-0-000-8699	STALE DATED/RETURNED CKS	73.56	.00
01	01-0787-1110-1000-060-0-712-5804	GOAL 4-CONTRACTS/SERVICES	270.00	.00
01	01-0787-1110-1000-060-0-710-5802	GOAL 2-CONTRACTS/SRVCS-STUS	71.46	1,209,961.22
01	01-2600-1110-1000-060-0-000-4300	MATERIALS & SUPPLIES	158.99	-.15
01	01-3310-5760-1180-060-0-000-5120	SUBAGREEMENT NPA	23,083.26	.00
01	01-6053-1110-1000-060-0-000-4300	MATERIALS & SUPPLIES	573.00	4,856.37
01	01-6053-5760-1110-060-0-000-4300	MATERIALS & SUPPLIES	1,153.53	-190.32
01	01-6500-5760-1110-060-0-000-4300	MATERIALS & SUPPLIES	822.94	-10,708.83
01	01-6500-5760-1180-060-0-000-5115	SUBAGREEMENT NPS	121,658.05	.17
01	01-6500-5760-1180-060-0-000-5120	SUBAGREEMENT NPA	161,103.91	-57,815.84
01	01-6500-5760-1180-060-0-000-5800	CNTRCT SRVS	31,488.06	-28,485.45
01	01-6500-5760-1180-060-0-000-5815	NON PUBLIC SCHOOL CONTRACT	5,130.07	.02
01	01-6500-5760-1180-060-0-000-5820	NON PUBLIC AGENCY CONTRACT	3,400.00	-41,564.29
01	01-6500-7110-1110-060-0-470-4300	LOW INC-MATERIALS & SUPPLIE	2,418.25	952,445.80
01	01-6770-1110-1000-060-0-000-4300	MATERIALS & SUPPLIES	6,598.88	17,143.68
01	01-8210-1110-1000-002-0-000-5800	CNTRCT SRVS	125.00	-16,766.31
01	01-8210-1110-1000-003-0-000-5800	CNTRCT SRVS	3,819.58	-9,662.80
01	01-9010-5760-3120-060-0-472-4300	MATERIALS & SUPPLIES	80.16	-.75
01	01-9110-0000-2100-060-0-000-5800	CNTRCT SRVS	1,192.25	.07
01	01-9200-0000-8500-060-0-920-5800	CNTRCT SRVS	323.50	-475,000.00
01	01-9721-0000-2420-013-0-721-4200	BOOKS MCB LIBRARY	4,979.48	1,830.52
01	01-0000-0000-3130-060-0-710-5800	CONTRACTS STUDENT SERV	1,658.76	-1,920.43
01	01-0000-0000-3140-060-0-710-5200	HEALTH TRVL/CONF	192.66	-1,920.43
01	01-0000-0000-7400-060-0-753-5800	ADM COSTS-HUMAN RESOURCES	6,666.67	-15,473.98
01	01-0000-0000-8220-060-0-000-5500	UTILITIES OPRTIONS/HSKEEP	206,111.31	-8,247.20
01	01-0000-0000-8220-060-0-000-5900	PHONES/COMMUNICATION	10,464.17	-62,011.44
01	01-0160-1110-1000-060-0-000-4300	MAA INSTR SUPPLIES DIST	873.33	24,607.00
01	01-0635-1110-1000-060-0-000-5800	C&I IM CNTRCD SRV	7,245.00	16,716.01
01	01-1100-0000-7540-060-0-000-4300	LOTTERY -WAREHS/PURCH SUPPL	360.62	-.11
01	01-1100-0000-7700-060-0-723-4400	TECH NON CAP EQUIP	2,252.28	-.28
01	01-1100-0000-7700-060-0-723-5800	TECH /PROF/CNSL	4,159.92	31,203.99
01	01-1100-0000-8210-002-0-185-4315	JUST IN TIME CUSTODIAL BES	547.18	-7,907.91
01	01-1100-0000-8210-003-0-185-4315	JUST IN TIME CUSTODIAL GES	1,569.40	-7,907.91
01	01-1100-0000-8210-005-0-185-4315	JUST IN TIME CUSTODIAL RNS	236.53	-7,907.91
01	01-1100-0000-8210-009-0-185-4315	JUST IN TIME CUSTODIAL KES	1,212.47	-7,907.91
01	01-1100-1110-1000-010-0-128-4300	MUSIC INSTR'L MATL AMS	409.56	.00
01	01-1100-1110-1000-060-0-000-5800	STATE LOTTERY/PROF/CNSLT	19,358.11	.02
01	01-1100-1110-1000-060-0-723-4300	TECH CLSRM SUPPLIES	1,082.07	12,861.90
01	01-6300-1110-1000-060-0-000-4100	ADOPTED BOOKS/MAT'L-RSTRD L	1,734.24	-1,616.65
01	01-6300-1110-1000-060-0-000-4300	LOTTERY INST /MAT'L & SUPPL	3,053.23	-9,285.50
01	01-6500-5001-7100-060-0-000-5885	SP ED SETTLEMENT AGREEMNT	11,325.00	952,445.80
01	01-8150-0000-8110-060-0-000-4300	SUPPLIES RR&MTC	2,966.78	1,045,603.26
01	01-8150-0000-8110-060-0-000-5600	REPAIRS/LEASES RR&MTC	3,888.43	1,045,603.26
01	01-8150-0000-8110-060-0-000-5800	CONTRACT SRVS RR&MTC	11,532.78	1,045,603.26
01	01-9721-0000-2420-005-0-721-4200	BKS LOCAL LIBRARY	214.33	3,294.92
		FUND TOTAL	667,664.89	

CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110 BALANCE -1,035,191.40

AP-BATCH: 57025 01/14/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
05	05-0000-0000-0000-000-0-000-9575	DIST UI	10,774.77	
		FUND TOTAL	10,774.77	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,035,191.40			
21	21-0293-0000-8500-014-0-000-6270	BUILDING CONTRACTOR-MAIN	80,912.29	57,257.53
21	21-0293-0000-8500-005-0-113-5800	CNTRCT SRVS	11,908.84	-11,908.84
21	21-0293-0000-8500-060-0-723-4300	MATERIALS & SUPPLIES	813,524.08	-813,524.08
21	21-0293-0000-8500-060-0-723-6270	DIST WIFI PROJECT	375,070.27	-.26
21	21-0293-0000-8500-008-0-105-5800	CNTRCT SRVS	2,750.00	.00
21	21-0293-0000-8500-009-0-105-5800	CNTRCT SRVS	2,250.00	.00
		FUND TOTAL	1,286,415.48	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,035,191.40			
25	25-9010-0000-8500-060-0-087-6270	BUILDING CONTRACTOR-MAIN	237,234.00	860,374.52
		FUND TOTAL	237,234.00	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,035,191.40			
		AP-BATCH SUMMARY TOTAL	2,202,089.14	
		GRAND TOTAL	2,202,089.14	

** END OF REPORT - Generated by Flora Escobar **

AP-BATCH: 77025 01/21/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
01	01-0000-5760-3600-060-0-791-5895	TRNSPRTTN REIMB-PARENT	717.58	-3,135.45
01	01-0099-0000-0000-000-0-000-8699	STALE DATED/RETURNED CKS	40.00	.00
01	01-0787-1110-1000-003-0-000-4301	GOAL 1-SUPPLIES/MATERIALS	408.16	32,373.39
01	01-0787-1110-1000-012-0-000-4301	GOAL 1-SUPPLIES/MATERIALS	371.11	-638.79
01	01-0787-1110-1000-012-0-000-4303	GOAL 3-SUPPLIES/MATERIALS	267.79	-638.79
01	01-0787-1110-1000-007-0-000-4303	GOAL 3-SUPPLIES/MATERIALS	199.52	-199.60
01	01-0787-1110-1000-060-0-137-4301	GOAL 1-SUPPLIES/MATERIALS	154.52	5,455.79
01	01-1100-0000-8500-060-0-000-5600	RNTL,LEASES,RPRS/NON CAP IM	535.05	.40
01	01-1100-1110-1000-013-0-185-4315	JUST IN TIME INSTRUCTIONAL	605.91	.00
01	01-1100-1110-1000-014-0-000-4315	JUST IN TIME SUPPLIES	341.80	.00
01	01-3310-5760-9200-060-0-000-7142	OTHR TUITION, EXC CSTS TO C	27,709.50	295,135.00
01	01-6054-1110-1000-060-0-023-5200	TRAVEL & CONFERENCE	1,225.92	-1,225.92
01	01-6266-1110-1000-060-0-202-5200	TRAVEL & CONFERENCE	4,478.20	1,005.90
01	01-6500-5760-1110-060-0-000-4300	MATERIALS & SUPPLIES	715.50	-10,708.83
01	01-6500-5760-1180-060-0-000-5115	SUBAGREEMENT NPS	179,214.96	1.17
01	01-6500-5760-1180-060-0-000-5120	SUBAGREEMENT NPA	53,038.89	-143,178.34
01	01-6500-5760-1180-060-0-000-5800	CNTRCT SRVS	82,640.40	-35,985.45
01	01-6500-5760-1180-060-0-000-5820	NON PUBLIC AGENCY CONTRACT	14,414.00	-72,529.29
01	01-6500-7110-1110-060-0-470-4300	LOW INC-MATERIALS & SUPPLIE	458.99	952,484.13
01	01-6770-1110-1000-060-0-000-4300	MATERIALS & SUPPLIES	1,367.92	17,143.68
01	01-7032-0000-3700-060-0-000-5800	CNTRCT SRVS	10,140.00	114,096.67
01	01-8210-1110-1000-007-0-000-4300	MATERIALS & SUPPLIES	294.09	-293.76
01	01-9010-5760-3120-060-0-472-4300	MATERIALS & SUPPLIES	314.24	-86.66
01	01-9010-5001-2100-060-0-472-5800	CNTRCT SRVS	2,753.00	.00
01	01-9010-5760-1195-060-0-472-4300	MATERIALS & SUPPLIES	141.90	11.68
01	01-9674-1110-1000-060-0-333-5200	TRAVEL & CONFERENCE	385.09	38,619.37
01	01-0000-0000-3130-060-0-710-5800	CONTRACTS STUDENT SERV	1,725.69	-1,933.02
01	01-0000-0000-3140-060-0-710-5200	HEALTH TRVL/CONF	12.59	-1,933.02
01	01-0000-0000-7400-060-0-753-5200	TRVL/CNF-HUMAN RESOURCES	41.48	-16,212.06
01	01-0000-0000-7400-060-0-753-5800	ADM COSTS-HUMAN RESOURCES	1,839.60	-16,212.06
01	01-0000-0000-8220-060-0-000-5500	UTILITIES OPRTIONS/HSKEEP	51,300.48	-8,247.20
01	01-0000-0000-8220-060-0-000-5900	PHONES/COMMUNICATION	813.13	-62,011.44
01	01-0160-5001-2100-060-0-000-4300	SE ADMIN SUPPLIES MAA DISTR	129.51	17,381.27
01	01-0635-1110-1000-060-0-000-4300	C&I IM MAT'LS	451.50	16,264.51
01	01-1100-0000-7200-060-0-000-4300	STATE LOTTERY/MATRLS & SU	228.76	2,095.01
01	01-1100-1110-1000-002-0-185-4315	JUST IN TIME INSTRUCTIONAL	1,691.45	1,098.63
01	01-1100-1110-1000-003-0-185-4315	JUST IN TIME INSTRUCTIONAL	1,505.93	1,098.63
01	01-1100-1110-1000-004-0-124-4300	HM EC SUPPLIES EHS LTTRY AL	184.51	1,452.49
01	01-1100-1110-1000-004-0-185-4315	JUST IN TIME INSTRUCTIONAL	1,715.57	1,098.63
01	01-1100-1110-1000-005-0-185-4315	JUST IN TIME INSTRUCTIONAL	739.59	1,098.63
01	01-1100-1110-1000-007-0-185-4315	JUST IN TIME INSTRUCTIONAL	1,087.19	1,098.63
01	01-1100-1110-1000-008-0-185-4315	JUST IN TIME INSTRUCTIONAL	584.61	1,098.63
01	01-1100-1110-1000-009-0-185-4315	JUST IN TIME INSTRUCTIONAL	1,641.45	1,098.63
01	01-1100-1110-1000-010-0-129-4300	AMS DISTRICT SCIENCE SUPPLI	16.23	1,635.38
01	01-1100-1110-1000-010-0-185-4315	JUST IN TIME INSTRUCTIONAL	859.33	1,098.63
01	01-1100-1110-1000-011-0-185-4315	JUST IN TIME INSTRUCTIONAL	1,502.41	1,098.63
01	01-1100-1110-1000-012-0-185-4315	JUST IN TIME INSTRUCTIONAL	1,579.53	1,098.63
01	01-1100-1110-1000-060-0-000-5600	MTC/CNTRCTS LOTTERY DISTRIC	845.27	-.28
01	01-3315-5730-1110-060-0-000-4300	SPEC ED-IDEA /MATRLS & SU	165.77	-269.03

AP-BATCH: 77025 01/21/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
01	01-6500-5001-7100-060-0-000-5885	SP ED SETTLEMENT AGREEMNT	14,488.56	952,484.13
01	01-6500-5001-7100-060-0-000-5889	OAH LEGAL COSTS	3,292.50	.00
01	01-8150-0000-8110-060-0-000-4300	SUPPLIES RR&MTC	1,962.39	845,250.88
01	01-8150-0000-8110-060-0-000-4400	NON CAP EQUIP-RR&MTC	575.45	845,250.88
01	01-8150-0000-8110-060-0-000-5600	REPAIRS/LEASES RR&MTC	3,231.89	845,250.88
01	01-9674-1110-1000-008-0-674-4300	INST SUPPLIES LOC GRNT	16.30	3,000.37
01	01-9675-1110-1000-002-0-675-4300	SUPPLIES BES BULLDOG CLUB	310.68	25,373.16
01	01-9679-1110-1000-008-0-679-4300	MAT'L/SUPPLIES PARENT CLUB	35.88	-16,113.32
		FUND TOTAL	477,509.27	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,411,654.76			
13	13-5466-0000-3700-060-0-000-4700	FOOD	12,616.57	33,524.00
13	13-7033-0000-3700-060-0-000-4700	FOOD	3,070.98	3.91
13	13-5310-0000-3700-060-0-000-4300	FOOD SERVICE NON FOOD SUPPL	15,585.71	8,762,421.25
13	13-5310-0000-3700-060-0-000-4700	FOOD SERVICE - FOOD EXPENSE	84,194.17	8,762,421.25
13	13-5310-0000-3700-060-0-000-5300	NSLP MEMBERSHIPS	119.99	8,762,421.25
13	13-5310-0000-3700-060-0-000-5600	CHILD NUTRITI/RNTL LEASE	4,596.40	8,762,421.25
13	13-5310-0000-3700-060-0-000-6400	CHILD NUTRITI/EQUIPMENT	24,900.79	8,762,421.25
		FUND TOTAL	145,084.61	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,411,654.76			
21	21-0293-0000-8500-004-0-723-4400	NONCAPITALIZED EQUIPMENT	13,984.15	-36,867.34
21	21-0293-0000-8500-007-0-723-4400	NONCAPITALIZED EQUIPMENT	13,984.17	-36,867.34
21	21-0293-0000-8500-010-0-723-4400	NONCAPITALIZED EQUIPMENT	13,984.17	-38,138.63
		FUND TOTAL	41,952.49	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,411,654.76			
25	25-9010-0000-8700-060-0-087-5600	PORTABLE LEASES	4,543.00	1,041,573.19
		FUND TOTAL	4,543.00	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,411,654.76			
35	35-7714-0000-8500-014-0-000-6274	4TH MS OTHER CONSTR COSTS	95.76	38,215.00
		FUND TOTAL	95.76	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE -1,411,654.76			
		AP-BATCH SUMMARY TOTAL	669,185.13	
		GRAND TOTAL	669,185.13	

AP-BATCH: 77625 01/28/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
01	01-0787-0000-3130-060-0-710-4304	GOAL 4-SUPPLIES/MATERIALS	41.71	-30.98
01	01-0787-0000-2700-013-0-000-4304	GOAL 4-SUPPLIES/MATERIALS	311.05	-310.63
01	01-0787-0000-2700-013-0-000-4305	GOAL 5 SUPPLIES/MATERIALS	54.16	-445.85
01	01-0787-1110-1000-003-0-000-4304	GOAL 4-SUPPLIES/MATERIALS	330.41	32,042.98
01	01-0787-1110-1000-005-0-000-5305	GOAL 5-MEMBERSHIPS	80.00	-80.00
01	01-0787-1110-1000-011-0-000-4304	GOAL 4-SUPPLIES/MATERIALS	251.03	-251.52
01	01-0787-1110-1000-011-0-000-5205	GOAL 5-TRAVEL/CONFERENCE	38.16	-38.16
01	01-0787-1110-1000-013-0-000-4301	GOAL 1-SUPPLIES/MATERIALS	.00	44,789.18
01	01-0787-1110-1000-013-0-000-4304	GOAL 4-SUPPLIES/MATERIALS	26.89	44,789.18
01	01-0787-1110-1000-013-0-000-4305	GOAL 5 SUPPLIES/MATERIALS	1,338.93	-1,339.12
01	01-0787-1110-1000-004-0-000-4304	GOAL 4-SUPPLIES/MATERIALS	754.40	6,177.68
01	01-0787-1110-1000-007-0-000-4303	GOAL 3-SUPPLIES/MATERIALS	80.51	-280.11
01	01-0787-1110-1000-010-0-000-4301	GOAL 1-SUPPLIES/MATERIALS	27.00	10,532.30
01	01-0787-1110-1000-010-0-000-4302	GOAL 2-SUPPLIES/MATERIALS	313.28	10,532.30
01	01-0787-1110-1000-010-0-000-4304	GOAL 4-SUPPLIES/MATERIALS	235.47	10,532.30
01	01-0787-1110-1000-060-0-000-5803	GOAL 3-CONTRACTS/SERVICES	11,723.00	-20,000.00
01	01-1100-0000-8210-013-0-185-4315	JUST IN TIME CUSTODIAL MCB	150.82	.00
01	01-2600-1110-1000-060-0-000-5800	CNTRCT SRVS	126,986.36	.40
01	01-3327-5760-1180-060-0-000-5120	SUBAGREEMENT NPA	7,476.78	22,145.00
01	01-6054-1110-1000-060-0-023-5200	TRAVEL & CONFERENCE	4,624.51	-5,850.43
01	01-6266-0000-2100-060-0-202-5200	TRAVEL & CONFERENCE	1,330.86	-1,188.86
01	01-6266-0000-3130-060-0-710-5200	TRAVEL & CONFERENCE	199.00	-198.97
01	01-6266-1110-1000-060-0-202-5200	TRAVEL & CONFERENCE	3,261.46	-2,255.56
01	01-6500-5760-1110-060-0-000-5200	TRAVEL & CONFERENCE	66.75	-115.80
01	01-6500-5760-1180-060-0-000-5115	SUBAGREEMENT NPS	5,112.50	1.17
01	01-6500-5760-1180-060-0-000-5120	SUBAGREEMENT NPA	17,835.00	-157,083.34
01	01-6500-5760-1180-060-0-000-5800	CNTRCT SRVS	7,560.00	-35,985.45
01	01-6770-0000-0000-000-0-000-9559	SALES TAX	315.00	
01	01-8210-1110-1000-002-0-000-5800	CNTRCT SRVS	326.25	-17,911.57
01	01-8210-1110-1000-004-0-000-4300	MATERIALS & SUPPLIES	104.97	-19,330.31
01	01-8210-1110-1000-011-0-000-4300	MATERIALS & SUPPLIES	382.41	-3,712.22
01	01-8210-1110-1000-012-0-000-5800	CNTRCT SRVS	5,162.32	-15,011.28
01	01-9010-0000-0000-000-0-000-9559	SALES/USE TAX	11.00	
01	01-9674-0000-2700-060-0-333-5200	TRAVEL & CONFERENCE	7,220.05	-6,144.94
01	01-9674-1110-1000-013-0-674-4200	BKS/OTHER REF-LOCAL RESC-MC	43.45	16,559.39
01	01-9674-1110-1000-010-0-655-4300	MATERIALS & SUPPLIES	182.68	3,262.79
01	01-9674-1110-1000-060-0-333-5200	TRAVEL & CONFERENCE	3,964.76	34,664.61
01	01-0000-0000-0000-060-0-000-8699	UNRESTR NO RE/ALL OTHR LO	80.00	.00
01	01-0000-0000-3130-060-0-710-5880	LEGAL COSTS STUDENT SRV	93.19	-2,036.21
01	01-0000-0000-3140-060-0-710-5200	HEALTH TRVL/CONF	103.19	-2,036.21
01	01-0000-0000-7100-060-0-000-5200	TRAVEL/CONF SUPERNTNDNT OFF	2,031.48	-6,497.26
01	01-0000-0000-7100-060-0-000-5300	DUES/MEMBERSHIPS SUPERNTDNT	420.00	-420.00
01	01-0000-0000-7100-060-0-000-5800	CNTRCTD SRVS-SUPERNTNDNT OF	157.58	-644.19
01	01-0000-0000-7190-060-0-000-5800	EXTERNAL AUDIT CONTRACT	14,526.00	30,474.00
01	01-0000-0000-7200-060-0-000-5200	UNRESTR NO RE/TRAVEL & CO	110.76	-244.51
01	01-0000-0000-7400-060-0-753-5300	MEMBERSHIPS/FEES-H R	975.00	-32,452.68
01	01-0000-0000-7400-060-0-753-5800	ADM COSTS-HUMAN RESOURCES	2,209.86	-32,452.68
01	01-0000-0000-7700-060-0-723-5800	UNRESTR NO RE/PROF/CNSLT	767.69	-6,761.24
01	01-0000-0000-8220-060-0-000-5500	UTILITIES OPRTIONS/HSKEEP	7,072.52	-8,247.20

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FUND	ACCOUNT		AMOUNT	AVLB BUDGET
01	01-0000-0000-8220-060-0-000-5900	PHONES/COMMUNICATION	502.56	-62,011.44
01	01-0635-0000-2100-060-0-000-5200	TRAVEL & CONFERENCE	40.20	16,176.37
01	01-0635-1110-1000-060-0-000-4300	C&I IM MAT'LS	47.94	16,176.37
01	01-0657-0000-2100-060-0-657-5200	FECCBTSA TRVL/CONF	112.36	60,708.01
01	01-0657-0000-2100-060-0-657-5300	FECCBTSA MBRSHIPS	19.99	60,708.01
01	01-1100-0000-7100-060-0-000-4300	SUPPLIES SUPERINTENDENT	168.41	-168.64
01	01-1100-0000-7200-060-0-185-4315	JUST IN TIME ADMISTRATIVE D	36.39	3,034.79
01	01-1100-0000-7700-060-0-723-4300	TECH SUPPLIES	82.62	33,103.42
01	01-1100-0000-8210-003-0-185-4315	JUST IN TIME CUSTODIAL GES	68.57	-9,826.91
01	01-1100-0000-8210-007-0-185-4315	JUST IN TIME CUSTODIAL BMS	1,037.59	-9,826.91
01	01-1100-0000-8210-008-0-185-4315	JUST IN TIME CUSTODIAL LVS	733.92	-9,826.91
01	01-1100-0000-8210-010-0-185-4315	JUST IN TIME CUSTODIAL AMS	1,243.42	-9,826.91
01	01-1100-1110-1000-003-0-185-4315	JUST IN TIME INSTRUCTIONAL	132.39	1,098.63
01	01-1100-1110-1000-004-0-134-4300	SHOP SUPPLIES EHS LTTRY ALL	81.95	567.66
01	01-1100-1110-1000-010-0-124-4300	AMS HOME EC SUPPLIES	53.70	1,450.21
01	01-1100-1110-1000-010-0-128-4300	MUSIC INSTR'L MATL AMS	86.99	.00
01	01-1100-1110-1000-010-0-134-4300	AMS LOTTERY SHOP SUPPLIES	209.18	.00
01	01-1100-1110-1000-010-0-185-4315	JUST IN TIME INSTRUCTIONAL	307.36	1,098.63
01	01-1100-1110-1000-012-0-185-4315	JUST IN TIME INSTRUCTIONAL	8.73	1,098.63
01	01-1100-1110-1000-060-0-137-4315	IND STUDY-JUST IN TIME	73.75	.00
01	01-1100-1110-1000-060-0-712-4300	C&I SUPPLIES	61.39	72.44
01	01-1100-1110-1000-060-0-723-4300	TECH CLSRM SUPPLIES	4,518.28	12,845.61
01	01-6010-1110-1000-012-0-000-5100	SUBAGREEMENTS FOR SERVICES	14,781.81	45,562.58
01	01-6300-1110-1000-060-0-000-4100	ADOPTED BOOKS/MAT'L-RSTRD L	1,834.24	-2,066.65
01	01-6300-1110-1000-060-0-000-4300	LOTTERY INST /MAT'L & SUPPL	164.74	-9,285.50
01	01-8150-0000-8110-060-0-000-4300	SUPPLIES RR&MTC	15,272.59	803,588.57
01	01-8150-0000-8110-060-0-000-5200	TRVL/CNF RR&MTC	730.00	803,588.57
01	01-8150-0000-8110-060-0-000-5600	REPAIRS/LEASES RR&MTC	26,865.16	803,588.57
01	01-8150-0000-8110-060-0-000-5800	CONTRACT SRVS RR&MTC	33,571.53	803,588.57
01	01-9668-1110-1000-011-0-668-4300	DOCENT SUPPLIES PIONEER	154.97	1,564.12
01	01-9674-1110-1000-005-0-674-4300	SUPPLIES RNS LOCAL GRANTS	843.69	45,686.28
01	01-9674-1110-1000-010-0-674-4300	INST SUPPLIES LOC GRNT	207.66	5,612.66
01	01-9675-1110-1000-003-0-675-4300	SUPPLIES GES COUGAR CLUB	306.73	-306.52
01	01-9679-1110-1000-009-0-679-4300	MAT'L/SUPPLIES PARENT CLUB	111.31	25,482.53
01	01-9721-0000-0000-007-0-721-8699	REV LOC LIBRARY	50.88	.00
01	01-9721-0000-0000-060-0-721-8699	LOC REVENUE DSTR LIBRARY	24.00	.00
01	01-9721-0000-2420-003-0-721-4200	BKS LOCAL LIBRARY	545.49	16,893.19
01	01-9721-0000-2420-005-0-721-4200	BKS LOCAL LIBRARY	19.06	3,294.92
01	01-9721-0000-2420-011-0-721-4200	BKS LOCAL LIBRARY	1,151.98	1,098.02
		FUND TOTAL	342,733.73	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110 BALANCE 11,663,218.04				
13	13-5466-0000-3700-060-0-000-4700	FOOD	13,756.71	33,524.00
13	13-7033-0000-3700-060-0-000-4700	FOOD	2,605.62	3.91
13	13-5310-0000-3700-060-0-000-4300	FOOD SERVICE NON FOOD SUPPL	3,371.23	8,703,717.86
13	13-5310-0000-3700-060-0-000-4700	FOOD SERVICE - FOOD EXPENSE	74,511.37	8,703,717.86
13	13-5310-0000-3700-060-0-000-5600	CHILD NUTRITI/RNTL LEASE	2,413.00	8,703,717.86

AP-BATCH: 77625 01/28/2025

FUND	ACCOUNT		AMOUNT	AVLB BUDGET
13	13-5310-0000-3700-060-0-000-5800	CHILD NUTRITI/PROF/CNSLT	14,958.33	8,703,717.86
13	13-5310-0000-3700-060-0-000-6400	CHILD NUTRITI/EQUIPMENT	525.00	8,703,717.86
		FUND TOTAL	112,141.26	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE 11,663,218.04			
25	25-9010-0000-8100-060-0-087-5880	LEGAL SERVICES	2,050.13	1,041,573.19
		FUND TOTAL	2,050.13	
CASH ACCOUNT 01-0000-0000-0000-000-0-000-9110	BALANCE 11,663,218.04			
		AP-BATCH SUMMARY TOTAL	456,925.12	
		GRAND TOTAL	456,925.12	

** END OF REPORT - Generated by Flora Escobar **

Agenda Item #:8.4 **Presented by:** Diane Deshler, CBO

Description: Approval of Purchase Order Register for December 2024 & January 2025

Background Information: Included in the Board packet is the Purchase Order Register. The Superintendent recommends approval.

Staff Recommendation: Approval

Funding Source

Item to be considered for: Consent

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

Board Meeting 2/19/2025

Routine Administrative Contracts/Purchase Orders December 2024

Funding	Department	Vendor Name	General Comments	Order Amount
General Fund	Special Education	SPED Parent	SPED: PARENT REIMBURSEMENT FOR TRANSPORTATION	166.84
General Fund	Special Education	SPED Parent	SPED: PARENT REIMBURSEMENT	3,000.00
General Fund	Curriculum	XTRAMATH	BES XTRA MATH	500.00
General Fund	Curriculum	ODYSSEY OF THE MIND/CALOMER	BES California North State Membership 2024-2025 ID	80.00
General Fund	Curriculum	BRENTWOOD REPROGRAPHICS, INC.	Classroom Posters: Disrupting to Driving	2,300.44
General Fund	Technology	DELL COMPUTER	TECH - LAPTOP FOR ACCOUNTING DEPT.	2,252.26
General Fund	Technology	ENCORE DATA PRODUCTS	TECH-ENCORE HEADPHONES-CLASSROOM REQUESTS PER C&I	1,082.06
General Fund	Business Services	VIRCO, MFG.	WAREHOUSE STOCK FURNITURE - KIDNEY SHAPE TABLES	2,290.28
General Fund	Special Education	LAKESHORE LEARNING MATERIALS	SPED: PRESCHOOL DIVIDER ACCESSORIES	165.77
General Fund	Curriculum	CALIFORNIA KINDERGARTEN ASSOC.	TK CONFERENCE	830.00
General Fund	Curriculum	THE WONDER YEARS LLC	C&I - ADDT'L CURRICULUM FOR PUBERTY WONDER YEARS	1,095.00
General Fund	Curriculum	NILES BIOLOGICAL, INC.	C&I - FOSS CURRICULUM - LIVE MATERIALS	9,099.60
General Fund	Curriculum	STUDIES WEEKLY, INC	SPED: STUDIES WEEKLY SDC CURRICULUM	715.50
General Fund	Special Education	AMAZON	SPED: AMAZON PURCHASES	2,000.00
General Fund	Special Education	N2Y INC	SPED: ADDITIONAL LICENSES	795.73
General Fund	Special Education	3P LEARNING	SPED: READING EGGS LICENCES FOR SDC CURRICULUM	2,320.00
General Fund	Special Education	SPED Parent	SPED: SPEECH LANGUAGE IEE	4,000.00
General Fund	Special Education	MAXIM HEALTHCARE SERVICES, INC	SPED: 1:1 SUPPORT FOR NPA STUDENT	14,885.00
General Fund	Special Education	SONOVA USA INC.	SPED: LOW INCIDENCE ABRESC	497.32
General Fund	Maintenance	PETER DAVID MATHESON DBA	DISTRICT OFFICE - GROUNDS TRAILER LIC LT # 324673	837.00
General Fund	Maintenance	BEL AIR MECHANICAL, INC.	ADAMS - SERVICE CALL - CONTACTOR AND ACTUATOR	3,099.49
General Fund	Maintenance	B.T. MANCINI CO., INC.	DISTRICT OFFICE BOARD ROOM DIVIDING WALL SERVICE	3,450.00
General Fund	Maintenance	BEL AIR MECHANICAL, INC.	RON NUNN ROOM 1 SERVICE CALLS TO FIX LINESET	3,259.72
General Fund	Maintenance	FRIENDLY FIRE SYSTEMS	MUTLIPLE SITES REPAIR TO PASS BACKFLOW INSPECTION	3,635.00
General Fund	Maintenance	CENTRAL SANITARY SUPPLY, LLC.	EDNA HILL RIDE ON SCRUBBER	20,553.75
General Fund	Maintenance	ALLIED HAND DRYER, LTD	GARIN - HAND DRYER	400.00
General Fund	Maintenance	BEL AIR MECHANICAL, INC.	BRISTOW - GYM AC UNITS AND LOCKER ROOM FANS	9,010.39
General Fund	Maintenance	SPARTAN ENGINEERING INC.	BRISTOW - FIRE ALARM PANEL PROGRAMMING	9,989.11
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	REPAIRING SYNTHETIC TURF SURFACING - MCB	6,515.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	REPAIRING SYNTHETIC TURF SURFACING - PES	7,050.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	REPAIRING SYNTHETIC TURF SURFACING - RNS	4,535.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	SYNTHETIC TURF REPAIRS - BES	7,050.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	SYNTHETIC TURF REPAIRS BOTH PLAYGROUNDS - GES	6,945.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	REPAIRING SYNTHETIC TURF AT BOTH PLAYGROUNDS - KES	7,390.00
General Fund	Maintenance	ADAM LABS, INC.	BRISTOW MOLD INVESTIGATION	560.00
General Fund	Maintenance	ADAM LABS, INC.	BUSD ALL SITES - WATER TESTING	800.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	REPAIR SYNTHETIC TURF SURFACING - MCS	7,055.40
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	REPAIR AND REPLACE SYNTHETIC TURF - RNS 3 LOCATION	1,235.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	SYNTHETIC TURF REPAIRS AFTER EQUIPMENT - BES	1,235.00
General Fund	Maintenance	AMERICAN SPORTS CONSTRUCTION	REPAIRING SYNTHETIC TURF AT BOTH PLAYGOUNDS - LVS	6,515.00
General Fund	Maintenance	CONSOLIDATED ELECTRICAL DISTRIBUTOR	PIONEER - EXIT SIGNS FOR THE SITE	8,059.73
General Fund	Maintenance	DAKTRONICS INC	ADAMS - ALL SPORT SERVICE REPAIR KIT	4,143.38
General Fund	Maintenance	DELTA FENCE CO., INC.	BRISTOW ENTRY EXIT GATE TO THE PARKING LOT	6,232.00
General Fund	Maintenance	EAST CONTRA COSTA IRRIGATION	ADAMS AND BES WATER IRRIGATION FOR 24/25	351.84
General Fund	Maintenance	CONTRA COSTA COUNTY FIRE PROTECTIO	M&O 2024-2025 OPERATION FIRE PERMITS-INSPECTIONS	11,800.00
General Fund	Maintenance	STALLS & STRIPES INC	ADAMS PARKING LOT PROJECT	9,000.00
General Fund	Maintenance	MARK PETERSEN CORP. DBA	GARIN 2 NEW TANKLESS WATER HEATERS	12,325.00
General Fund	Maintenance	FRIENDLY FIRE SYSTEMS	ADAMS PIV SIGNALS, PANEL ISSUES & DEFICIENT DEVICE	1,400.00
General Fund	Maintenance	FRIENDLY FIRE SYSTEMS	MCS - PIV SIGNAL PANEL ISSUE & DEFICIENT DEVICES	1,400.00
General Fund	Maintenance	BSN SPORTS LLC	BRISTOW - FACILITY RENTAL DAMAGE TO ANTENNA	79.53
General Fund	Maintenance	MONARCH LANDSCAPE	LOMA VISTA - IRRIGATION DRAIN AND SOD INSTALLATION	11,692.97
General Fund	ASB/Student Body	FIRST STUDENT, INC	TRANSPORTATION TO STOCKTON CHILDREN'S MUSEUM	1,237.27
General Fund	ASB/Student Body	LUX BUS AMERICA	BMS TRANSPORTATION TO SIX FLAGGS	12,107.28
General Fund	ASB/Student Body	SAVENATURE.ORG	SAVE NATURE ONSITE FIELD TRIP (3RD GRADE)	1,040.00
General Fund	ASB/Student Body	LIBERTY UNION HIGH SCHOOL DIST	BES 1ST GRADE F.T TRANSPORTATION LUHSD BUS	2,140.08
General Fund	ASB/Student Body	EAST CONTRA COSTA HISTORICAL SOCIET	BES EAST CONTRA COSTA HISTORICAL SOCIETY 3RD	125.00
General Fund	ASB/Student Body	LIBERTY UNION HIGH SCHOOL DIST	PES KINDER FT BUS FEE FOR 5.15.25 TO SMITH FAM FAR	514.46
General Fund	ASB/Student Body	LIBERTY UNION HIGH SCHOOL DIST	PES 1ST GRADE SMITH FAMILY FARM BUS	814.00
General Fund	ASB/Student Body	LIBERTY UNION HIGH SCHOOL DIST	2nd Grade Bus fee for FT to Brentwood Public Libra	166.82
General Fund	ASB/Student Body	FIRST STUDENT, INC	TK Field Trip - Stockton Museum	2,394.27
General Fund	ASB/Student Body	MICHAEL'S TRANSPORTATION CORP.	2ND GRADE LHOS FIELD TRIP	2,646.00
General Fund	ASB/Student Body	LIBERTY UNION HIGH SCHOOL DIST	5TH GRADE WATER PARK	409.50
General Fund	Special Education	RIVERSIDE ASSESSMENTS HOLDINGS, LLC.	SPED: ACADEMIC TEST ASSESSMENT STOCK	2,721.23
General Fund	Special Education	THERAPRO, INC.	SPED: OT ADAPTIVE WRITING PAPER	153.18
General Fund	Special Education	PEARSON CLINICAL ASSESSMENTS	SPED: PSYCH PROTOCOLS - STOCK	314.24
General Fund	Special Education	MULTI-HEALTH SYSTEMS INC.	SPED: PSYCH ASSESSMENT TEST KIT	699.21
General Fund	Local Site Donations/Grants	THE RON CLARK ACADEMY	C&I- RON CLARK ACADEMY CONFERENCE BRIE HAGUE	1,075.00

General Fund	Local Site Donations/Grants	SPIRITWEAR.COM	BES 5TH GRADE SHIRTS	1,855.62
General Fund	Local Site Donations/Grants	SCHOLASTIC CLASSROOM MAGAZINES	BES SCHOLASTIC NEWS	1,325.18
General Fund	Local Site Donations/Grants	WHITECASTLE TOURS CHARTER BUS SERV	AMS BUSING FOR GATE FIELD TRIP TO HILLER AVIATION	2,320.40
General Fund	Local Site Donations/Grants	WORLD OF WONDER SCIENCE MUSEUM	C&I - GATE FIELD TRIP	750.00
General Fund	Local Library Resources	SCHOLASTIC LIBRARY PUBLISHING	GES-SCHOLASTIC BOOK PURCHASE	4,318.06
General Fund	Local Library Resources	PERMA-BOUND	LOMA VISTA LIBRARY BOOKS	2,499.13
General Fund	Local Library Resources	SCHOLASTIC BOOK FAIRS - 10	MCB DECEMBER BOOKFAIR	5,500.00
Cafeteria Fund	Food Services	FROG HOLLOW FARM LLC	24-25 SY FS OPEN PO FROG HOLLOW	10,000.00
Cafeteria Fund	Food Services	DELL COMPUTER	TECH- LAPTOPS FOR FOOD SERVICE DEPT.	15,507.18
Measure B	Facilities	ALL COUNTY FLOORING CORP	FURNISH - INSTALL VINYL FLOORING - RNS K RESTROOM	11,908.84
Measure B	Facilities	CDW-GOVERNMENT	IT- CHROMECARTS (MIDDLE SCHOOLS)	111,873.31
Measure B	Facilities	GEO-ENGINEERING SOLUTIONS, INC.	GEO TECH ENGINEERING TO COMPLETE IME	35,658.00
Measure B	Facilities	DELL COMPUTER	TECH- DELL STUDENT CHROMEBOOKS	813,524.06
Measure B	Facilities	ARBITRAGE COMPLIANCE SPECIALST INC.	2024-2025 ARBITRAGE FEES	2,500.00
Fund 25	Developer Fees	LCC ENGINEERING & SURVEYING, INC.	SURVEYING AND MAPPING - NEW SCHOOL SITE	3,749.00
Fund 25	Developer Fees	SCHOOL WORKS	24/25 DEMOGRAPHIC ENROLLMENT STUDY W/SCHOOLWORKS	16,200.00
Fund 35	Capital Facilities Fund	GEO-ENGINEERING SOLUTIONS, INC.	GEO ENGINEERING STUDY & REPORT - PLAY YARD AT MCb	9,100.00

Board Meeting 2/19/2025

Routine Administrative Contracts/Purchase Orders January 2025

Funding	Department	Vendor Name	Order Amount	General Comments
General Fund	Student Services	SHERMAN GARNETT & ASSOCIATES	720.00	STUDENT RECORDS WORKSHOP 1 22 25
General Fund	Business Services	CHRISTY WHITE ACCOUNTANCY CORPORATION	14,526.00	DISTRICT AUDITOR
General Fund	Business Services	JAMES DUGGAN KERNEY DBA	25,500.00	2024-2025 FIXED ASSET MANAGEMENT
General Fund	Human Resources	CONSORTIUM CONSULTING	15,000.00	HR - CONSULTING SERVICES
General Fund	Human Resources	CALIFORNIA SCHOOLS VEBA	10,000.00	EMPLOYEE ASSISTANCE PROGRAM (EAP) JANUARY 2025
General Fund	Technology	AMS.NET INC.	5,400.00	AMS-BLOCK OF PREMIUM FLEX SUPPORT 20 HOURS
General Fund	Technology	EPLUS TECHNOLOGY, INC.	12,197.58	EPLUS- RUBRIK SUPPORT RENEWAL
General Fund	Curriculum	WENGER CORPORATION	2,592.04	IME - MUSIC STANDS AND CART FOR BAND
General Fund	Special Education	SPED Parent	900.00	SPED: PARENT REIMBURSEMENT FOR TRANSPORTATION
General Fund	Special Education	N2Y INC	5,250.00	SPED: UNIQUE TRAINING PART 2
General Fund	Special Education	FIRST STUDENT, INC	1,975.73	SPED: TRANSPORTATION FOR SPECIAL OLYMPICS
General Fund	Curriculum	EDCLUB, INC.	7,245.00	C&I - TYPING CLUB LICENSES - 1 YEAR
General Fund	Curriculum	MIKE GRAF	750.00	Red Across America
General Fund	Curriculum	JW PEPPER & SON INC.	289.75	BMS Music books
General Fund	Business Services	VIRCO, MFG.	961.35	WAREHOUSE - VIRCO STOOLS
General Fund	Technology	CDW-GOVERNMENT	9,618.94	EPSON BRIGHTLINK 760WI CLASSROOM PROJECTORS
General Fund	Special Education	CONTRA COSTA COUNTY	44,321.00	SPED: 1:1 FOR STUDENT IN CCCOE
General Fund	Curriculum	ENCORE DATA PRODUCTS	293.63	C&I - HEADPHONES FOR ELPAC TESTING
General Fund	Curriculum	VOYAGER SOPRIS LEARNING, INC.	3,600.00	SPED: SDC MATH CURRICULM TRAINING
General Fund	Curriculum	JW PEPPER & SON INC.	2,996.04	C&I - ADDITIONAL BAND BOOKS FOR BMS
General Fund	Curriculum	MCGRAW-HILL EDUCATION	1,221.24	IME GR 4 LL TITLES
General Fund	Curriculum	THE WONDER YEARS LLC	126.00	C&I - ADDITIONAL PUBERTY CURRICULUM MATERIALS
General Fund	Curriculum	ROCKWELL PRINTING, INC.	450.00	C&I - MS INDEPENDENT STUDY USER LICENSES
General Fund	Special Education	FOUNDATIONS THERAPY SERVICE, INC	7,501.45	SPED: SETTLEMENT AGREEMENT
General Fund	Special Education	VOYAGER SOPRIS LEARNING, INC.	4,928.55	SPED: SDC MATH CURRICULM
General Fund	Special Education	SPG THERAPY & EDUCATION, PC	2,925.00	SPED: OCCUPATIONAL THERAPY IEE
General Fund	Special Education	THE STEPPING STONES INC.,	86,655.00	SPED: COUNSELING CONTRACTOR
General Fund	Special Education	SCHOOL PSYCHOLOGY GROUP, INC	7,000.00	SPED: PSYCH IEE
General Fund	Special Education	FOUNDATIONS THERAPY SERVICE, INC	1,400.00	SPED: OCCUPATIONAL THERAPY IEE
General Fund	Special Education	BUILDING CONNECTIONS BEHAVIORAL HEALTH INC	15,000.00	SPED: FBA ASSESSMENTS
General Fund	Special Education	SRP PSYCHOLOGICAL SERVICES, INC	8,400.00	SPED: PSYCHO ED IEE
General Fund	Special Education	BRIDGES OF THE MIND PSYCHOLOGICAL SERVICES, INC.	7,500.00	PSYCHO ED IEE STUDENT
General Fund	Special Education	AEQUOR HEALTHCARE SERVICES, LLC	125,362.50	SPED: PSYCH COVERAGE FOR UNFILLED 1.O FTE -PES
General Fund	Special Education	AEQUOR HEALTHCARE SERVICES, LLC	45,000.00	SPED: PSYCH SERVICES - IME
General Fund	Special Education	STERLING ADAPTIVES LLC	2,991.69	SPED: LOW INCIDENCE
General Fund	Special Education	NATIONAL SEATING & MOBILITY, INC.	4,687.13	SPED: LOW INCIDENCE
General Fund	Special Education	SONOVA USA INC.	239.99	SPED: LOW INCIDENCE
General Fund	Maintenance	MARK PETERSEN CORP. DBA	15,257.87	EHMS - REPLACE BROKEN SEWER LINE
General Fund	Maintenance	KARCHER NORTH AMERICA, INC./	242.76	IME - SERVICE ON SCRUBBER
General Fund	Maintenance	QUALITY SOUND INC	45,519.98	ANNUAL FIRE ALARM SYSTEM INSPEC AND TEST
General Fund	Maintenance	BEL AIR MECHANICAL, INC.	22,075.00	REPLACE HVAC UNIT FOR FOOD SERVICES BUILDING DIST
General Fund	Maintenance	FRIENDLY FIRE SYSTEMS	3,875.00	REPLACE CHECK ASSEMBLY ON BACKFLOW
General Fund	Maintenance	CENTRAL SANITARY SUPPLY, LLC.	960.27	BES - TILT TRUCK
General Fund	Maintenance	GOLD COAST APPLIANCE SERVICE LLC	1,000.00	DO ICE MACHINE REPAIR AND MAINTENANCE
General Fund	Maintenance	CONSOLIDATED ELECTRICAL DISTRIBUTORS	9,046.64	MARSH CREEK - EXIT SIGNS
General Fund	Maintenance	STALLS & STRIPES INC	10,800.00	LOMA VISTA - ASPHALT/CONCRETE/TREE ROOT GRINDING
General Fund	Maintenance	BRENTWOOD EMBROIDERY	11,939.34	M&O UNIFORM ORDER 24/25
General Fund	Maintenance	MIRACLE PLAYSYSTEMS, INC.	6,977.67	KES-REMOVE/REPLACE REFLUX CENTER LEG SUPPORT
General Fund	Maintenance	MARK PETERSEN CORP. DBA	1,660.04	BES- AIM HIGH - NEW 20 GALLON WATER HEATER INSTALL
General Fund	Maintenance	PELICAN WIRELESS VENTURES LLC	1,057.43	ADAMS AND EHMS PELICAN SUBSCRIPTION
General Fund	Maintenance	CENTRAL SANITARY SUPPLY, LLC.	7,604.56	KREY - SCRUBBER
General Fund	Maintenance	CENTRAL SANITARY SUPPLY, LLC.	515.68	PIONEER (2) JANITOR CARTS
General Fund	Maintenance	CENTRAL SANITARY SUPPLY, LLC.	1,201.01	RON NUNN AND BRISTOW - BACKPACK VACUUMS
General Fund	Maintenance	AMAZON	5,745.03	M&O UNIFORM ORDER 24/25 RAIN GEAR
General Fund	Maintenance	PHILS DIESEL CLINIC, INC.	1,075.86	M&O - ISUZU BOX TRUCK SERVICE
General Fund	Maintenance	QUALITY SOUND INC	1,300.00	GARIN - FIRE SYSTEM NOT WORKING - EMER REPAIR
General Fund	Maintenance	MONARCH LANDSCAPE	3,850.00	BES/KREY/LOMA - FRUIT REDUCTION
General Fund	ASB/Student Body	CALIFORNIA WEEKLY EXPLORER INC	2,306.59	GES4TH GRADE WALK THROUGH CA PRESENTATION #251227
General Fund	ASB/Student Body	CALIFORNIA WEEKLY EXPLORER INC	1,512.99	GES 5TH WALK THROUGH REVOLUTION 252126
General Fund	ASB/Student Body	WHITECASTLE TOURS CHARTER BUS SERVICES INC	6,363.48	TRANSPORTATION TO SACRAMENT0 (4TH GRADE)
General Fund	ASB/Student Body	SACRAMENTO HISTORY ALLIANCE	1,035.00	SACRAMENTO HISTORY ALLIANCE (4TH GRADE)
General Fund	ASB/Student Body	SCENTCO, INC.	326.25	BES SMENCILS FOR LEADERSHIP BOO GRAMS
General Fund	ASB/Student Body	OAKLAND ZOO	2,381.00	1ST GRADE F.T TO OAKLAND ZOO ADMISSION
General Fund	ASB/Student Body	LIBERTY UNION HIGH SCHOOL DIST	657.18	BES TK FIELD TRIP TRANSPORTATION TO STOCKTON
General Fund	ASB/Student Body	LIBERTY UNION HIGH SCHOOL DIST	488.08	BES K FIELD TRIP TRANSPORTATION TO SMITH FAMILY
General Fund	ASB/Student Body	EXPLORATORIUM	920.00	EXPLORATORIUM ENTRANCE - MCS 4TH GRD 3.7.25
General Fund	ASB/Student Body	WHITECASTLE TOURS CHARTER BUS SERVICES INC	4,242.32	MCS - TRANSPORTATION TO EXPLORATORIUM - 4TH GRD
General Fund	Special Education	LAKESHORE LEARNING MATERIALS	50.48	SPED: SDC MANIPULATIVE CURRICULUM
General Fund	Special Education	MEDICAL ELECTRONIC DEVICES	646.75	SPED: AUDIOMETER CALIBERATION
General Fund	Special Education	LIGHTSPEED SYSTEMS	1,990.00	SPED: MDM LICENSE RENEWAL FOR IPADS
General Fund	Special Education	THERAPRO, INC.	54.38	SPED: SPECIALIZED PAPER FOR OT SUPPORT
General Fund	Curriculum	WPS UNLOCKING POTENTIAL	243.60	SPED: TESTING ACCESSORIES
General Fund	Curriculum	SAINT MARY'S COLLEGE OF CALIF	4,668.68	C&I TEACHER RESIDENCY CAP. GRANT 4/1/24-10/31/24
General Fund	Curriculum	SAINT MARY'S COLLEGE OF CALIF	1,192.25	ST. MARY'S TEACHER RESIDENCY CAPACITY PROJECT COST

General Fund	CalSHAPE Grant	SILICON VALLEY MECHANICAL, INC.	475,000.00	CALSHAPE VENTILATION PROGRAM - VARIOUS SITES
General Fund	CalSHAPE Grant	SILICON VALLEY MECHANICAL, INC.	496,800.00	CALSHAPE PLUMBING PROGRAM - VARIOUS SITES
General Fund	Local Site Donations/Grants	COOLESCHOOL.COM	800.00	STUDENT PLANNERS - RNS
General Fund	Local Site Donations/Grants	FUN AND FUNCTION	228.36	MCS - FUN & FUNCTION ORDER / OT
General Fund	Parents Club/PTA	LIBERTY UNION HIGH SCHOOL DIST	1,071.98	LVS KINDER F/T BUS TRANSPORTATION
General Fund	Parents Club/PTA	DENNIS LANGLAIS	1,844.00	LVS BMX FREESTYLERS DREAM TEAM SCHOOL ASSEMBLY
General Fund	Parents Club/PTA	MIKE GRAF	750.00	MCS - MIKE GRAF, AUTHOR'S ASSEMBLY 3/5/25
General Fund	Local Library Resources	PERMA-BOUND	1,800.00	EHMS LIBRARY & TEXTBOOKS
General Fund	Local Library Resources	SCHOLASTIC BOOK FAIRS - 10	5,032.00	AMS - SCHOLASTICS BOOK FAIR
Fund 13	Cafeteria Fund	SIERRA SCHOOL EQUIPMENT CO.	108,750.00	24-25 SY FS PO SIERRA SCHOOL EQUIPMENT- FSO FURN.
Fund 13	Cafeteria Fund	JEFFREY P. JOINER	11,000.00	24-25 FS JEFFREY P. JOINER TRAINER
Fund 13	Cafeteria Fund	SAF-GARD SAFETY SHOE CO.	11,962.50	24-25SY FS OPEN PO SR MAX-STAFF SAFETY SHOES
Fund 13	Cafeteria Fund	MICHAEL AGUIRRE	53,984.00	FOOD SERVICE - KITCHEN FLOOR MCS
Fund 13	Cafeteria Fund	CUMMING MANAGEMENT GROUP, INC.	4,316.00	FOOD SERVICE CONSTRUCTION MGMT SERVICES PURSUANT
Measure B	Facilities	GOODWIN COLE COMPANY, INC	10,569.38	IME - REMOVAL OF FLAGPOLE AND INSTALL OF NEW

Comprehensive School Safety Plan

2025-2026
School Year

School: Adams Middle School

CDS Code: 07 61655 0110528

District: Brentwood Union School District

Address: 401 American
Brentwood,
CA 94513

Date of Adoption:

Date of Update: January 27, 2025

Date of Review:
with School Site Council: February 4, 2025
with Site Safety Team: February 4, 2025
with Law Enforcement: February 4, 2025

Approved by:

Name	Title	Signature	Date
Lauren Griggs	Principal	Lauren Griggs	2/4/25
Abbey Wheeler	EL/Site Safety Administrator, Vice Principal		2/4/25
Taylor Thornhill	PBIS Lead, Teacher - Certificated		2/4/25
Lucinda Brainerd	EL Site Lead, Teacher - Certificated	Lucinda Brainerd	2/4/25
Danny McKnight	School Site Council - Certificated		2/4/25
Jill Pospisil	School Site Council - Classified	Pospisil	2/4/25
Saidah Scott	Counselor		2/4/25
Officer Matt King	School Resource Officer		2/4/25
Kendra Ebinger	School Site Council - Parent	Kendra Ebinger	2/4/25
Dr. Brittany Bryant	School Site Council - Parent	Brittany Bryant	2/4/24

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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 I, 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.

A copy of the Comprehensive School Safety Plan is available for review at https://ams-brentwood-ca.schoolloop.com/.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety
The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All district employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code Section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.
Or
CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/ 365 days per year):

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894. The Suspected Child Abuse form (SS 8572) may be downloaded from the Brentwood School District's Administrative Services website.

In accordance with state law, all district employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides district employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan

The safety and security of all district students and employees is of the highest priority. The district and each school site has adopted procedures to best prepare, mitigate and recover in the unanticipated event of a disaster. The district believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g. earthquake, fire and active intruder) on a consistent and ongoing basis.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual supports, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and district buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

During the 2018-19 school year, BUSD invested time and resources to raise the bar in school security by providing all district employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Departments to prepare district employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All district employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations and plan and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-19 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g. smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 911.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education code 32001 all district schools conduct a school wide fire drill at least every calendar month.

Earthquake
The Brentwood School District and each school has adopted the following procedures in the event of an earthquake:

Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and and allow them to safely crawl.)
COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.
HOLD On: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter [e.g. corner of a table.]

Once the shaking has stopped, teachers will check for injured students in their classroom; evacuate everyone to the designated and secured open area on campus. Evacuation is necessary only if there is damage to the building, or the building is on fire.

Relocation stations are set up at each school site to allow parents to take students home. If there has been earthquake damage to a school, students and staff will not be allowed to re-enter buildings until the buildings have been appropriately inspected.

All district schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe, and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed under above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record.(Education Code 48900.5)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3.) Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

For more information about the suspension and expulsion process, please review BUSD board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notifies teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the district in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the district. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school sponsored or school-related activities. The district also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal.

Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all district employees have completed a mandatory online sexual harassment training.

The district's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, 255 Guthrie Lane, Brentwood, California, kjobb@brentwood.k12.ca.us

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress Code policy applies to all schools in the district. Board Policy 5132
Schools Dress code policy is as follows:

Students shall wear appropriate school clothing to school. Students' dress, personal appearance, and conduct are required to be of such character as not to disrupt or detract from the educational environment of the school. The school shall have the right to designate which types of dress or appearance disrupt or detract from the educational program and/or may be a safety concern. The following requirements will be included:

1. Require the wearing of appropriate shoes. Slippers and flip flops do not offer safety protection and are prohibited. All students should wear comfortable play shoes (tennis shoes are the best choice) so they can engage in regular outdoor play and PE activities.
2. No shoes with wheels of any kind are allowed at school.
3. Require the wearing of shirts or blouses appropriately buttoned.
4. Prohibit wearing transparent, see-through, bare midriff, strapless, or low-cut clothing.
5. Require shorts and skirts to be of an appropriate length.
6. Prohibit slogans or advertising on clothing or body which by their controversial, inappropriate, or obscene nature disrupt the educational setting.
7. Hats may be worn outside, but must be removed when entering a room.

Please note: Parents/Guardians will be called to come to school with a change of clothes or shoes if the student arrives at school wearing inappropriate clothing or shoes (as described above).

Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups. Clothing must not threaten the health or safety of any other student or staff member.

Every effort will be made by school staff to avoid embarrassing or shaming the student.

All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2)
Component: In order to support student physical, mental and emotional health, all students will have a safe school culture, climate and learning environment.

Element: We will continue to provide the safe, positive, and supportive environment all students need to flourish through multiple school-based approaches.

Opportunity for Improvement:
We will continue to strive to reduce disciplinary data, increase student participation in school activities, increase student academic success, and provide social-emotional learning to students at Adams Middle School.

After reviewing the 2024-2025 California Healthy Kids Survey, we were pleased to see we saw increased percentages of students in the following categories:

- school connectedness
- maintaining focus on schoolwork
- meaningful participation
- optimism
- positive attendance
- caring adult relationships
- decrease in harassment/bullying on campus

We will continue to explore ways to support students in areas related to:

- social emotional distress
- cyberbullying
- believe adults have high expectations
- perceiving school as very safe or safe
- Parental involvement

Objectives	Action Steps	Resources	Lead Person	Evaluation
With the use of a school-wide incentive program (5 Star), we will maintain 85% of students feeling connected to our school community (activities, extra-curriculars, being AMS). Increase students who: - feel safe from 13% - caring adult relationship by 5%	In order to address the behavior needs of our students, teachers will utilize the SEL lessons provided through Second Step. Identify monthly focus behavior and implement the 5 Star Reward system to encourage and monitor behaviors.	Develop and implement common language to teach and reinforce positive behavior and clarify what it means to "Be A.MS.". Create Monday Message videos (by admin) to remind students of expectations and help them feel connected to adults on campus,	PBIS Team Leads All Staff Admin/Counselors	Analysis of 5 Star Data California Healthy Kids Survey data
With the implementation of an ODR Process, referrals will decrease each month as compared to the same month from the previous year.	Explain, implement, and utilize the Behavior Flowchart and the Office Discipline Referral Process	-Behavior Reflections -Behavior Matrix -AMS Behavior Flow Chart -Office Discipline Referral -Staff referral to COST Team for behavior concerns.	PBIS Team Leads Administration All Staff AD/CO COST Team	Analysis of 2024-2025 Office Discipline Referral data

Provide support for social and emotional health of students Run restorative circles with students who demonstrate a need based on behavioral data Provide educational lessons directly related to student behavior needs. Run groups based upon data from referrals and COST Team	Students are assigned a certificated advisor who they meet with four times a week. During this time, social-emotional learning and academic goals setting is explored. Students learn what it means to "be A.M.S." Run restorative circles with students who demonstrate a need based on behavioral data -Girls groups every week after school (by invitation) -Bullying group by referral	Second Step Curriculum: a holistic approach to building supportive communities for every child through social-emotional learning. Units Include: -Mindset & Goals -Recognizing Bullying & Harassment -Thoughts, Emotions, & Decision Making -Managing Relationships & Social Conflict Contract with: -Jareem Gunter Online Courses: -VAPE	Advisory Team Leads Certificated Staff Admin Counselors TUPE Counselors	Second Step Dashboard Reports indicate the number of staff using the program consistently as well as how many lessons each grade level has completed. Contractor notes, behavioral data review, exit interviews Review of referral data, students reporting incidents, PBIS data
Anonymous Reporting	Say Something App	Sandy Hook Promise training for staff and students Signs of Suicide presentation in 8th grade Health by counselors Counselors available as needs arise Students/staff/parents can anonymously report signs of bullying, depression, or acts of violence using the application "Say Something". Tips are	Administration Counselors/Health Teacher Counselors Administration	Data effectiveness of program based on Sandy Hook Promise Disposition Report Student referrals Aeries Data Data effectiveness of program based on Sandy Hook Promise Disposition Report

		followed up by school and/or law enforcement as appropriate.		
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Adams Middle School in partnership with the Brentwood Police Department will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, teachers, district office officials	SRO, Principal, Director of Student Services	Successful completion of drills with staff
Increase parent communication and support	Communicate monthly SEL objectives and AMS traits with families regularly Quarterly written communication to families when admin visits classes for school expectations reminders.	Create and maintain a communication tool and solicit parent feedback/involvement	Culture/Climate Admin	Parent feedback measured in SAPC survey results
Increase positive student attendance	Community awareness, share new health/safety guidelines, promote independent study		Admin/Counseling	District attendance rates AMS has highest attendance of middle schools 11 out of 12 months.

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.Each district school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair. Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language
6. Plagiarism or dishonesty on school work or tests
7. Inappropriate attire
8. Tardiness or unexcused absence from school
9. Failure to remain on school premises in accordance with school rules
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another district school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood Union School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary supports to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925): At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(I) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The district recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The district will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying", as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The district expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (Education Code 48900(r)).

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day- to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District's goal is to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The district believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The district and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The district has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades seven to twelve adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The district's suicide prevention model is sustainable as evidenced by all district employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new district employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-20 school year, the district has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health supports for each district Middle School.

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(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.
3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:

- Suspected opioid overdose recognition and response.
- Emergency response and procedures for an unresponsive person
- Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.

- Educational programs for students about the dangers of opioid misuse.

5. Emergency Contact and Post-Overdose Procedures
   - Contact parent/guardian per school policies.
     - Maintain up-to-date emergency contact information for all students.
   - Establish post-overdose support, including counseling and referral to treatment.
   - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities
   - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
   - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
   - Regular communication of the protocol to staff, students, and parents.
   - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Crisis Response Plan

Adams Middle School

2024-2025
Brentwood Union School District

THE BIG FIVE



SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees’ Workers’ Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑ Remain calm and speak slowly and clearly
  - ❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What Where, When, How, Why.
  - ❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
  - ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. ● Return to class as quickly as possible. ● Shut all windows doors and blinds. Look for stray students as you are doing this. ● Turn off heat or air conditioning. HVAC on breaker panel **only** ● Take roll. / Maintain control of students. ● Tape doors, return air vent. Windows if necessary. ● Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** ● Give "Duck, Cover and Hold" Command. ● Get under desks or tables. ● Drop to knees with back to the windows and knees together. ● Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. ● Bury face in arms, protecting the head. Close the eyes tightly. ● Stay there until further instructions are given ● Evacuate only if there is damage to the building
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. ● All classroom/office doors are closed and locked ● All students and staff remain inside until otherwise directed. ● Instruction continues as planned. ● Close all blinds. ● Look for email communication or listen for all call.
	**Intruder on campus- immediate danger** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. ● If you can get out, direct students to get out and away from danger ● Barricade if necessary! ● Counter if Necessary
Evacuate 	**EVACUATION** **Fire/ Earthquake/fallen Aircraft** Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location. **WAIT FOR AN ANNOUNCEMENT BEFORE EVACUATING!**

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
    - ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
    - ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
    - ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
    - ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
    - ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
    - ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
    - ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat. **ALICE** requires closing and locking doors and barricading with heavy objects.

"**ALERT –** Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos
If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a "snake"
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

❑ Announce the type of emergency
❑ Offer arm for guidance
❑ Tell person where you are going, obstacles you encounter
❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

❑ Turn lights on/off to gain a person's attention
❑ Indicate directions with gestures
❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

❑ Evacuate these individuals as injured persons
❑ Assist and accompany to evacuation site, if possible
❑ Use a sturdy chair (or one with wheels) to move person
❑ Help carry individual to safety

To evacuate individuals using wheelchairs

❑ Give priority assistance to wheelchair users with electrical respirators
  ❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

HAZARDS: FIRE ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
    - ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
    - ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
    - ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

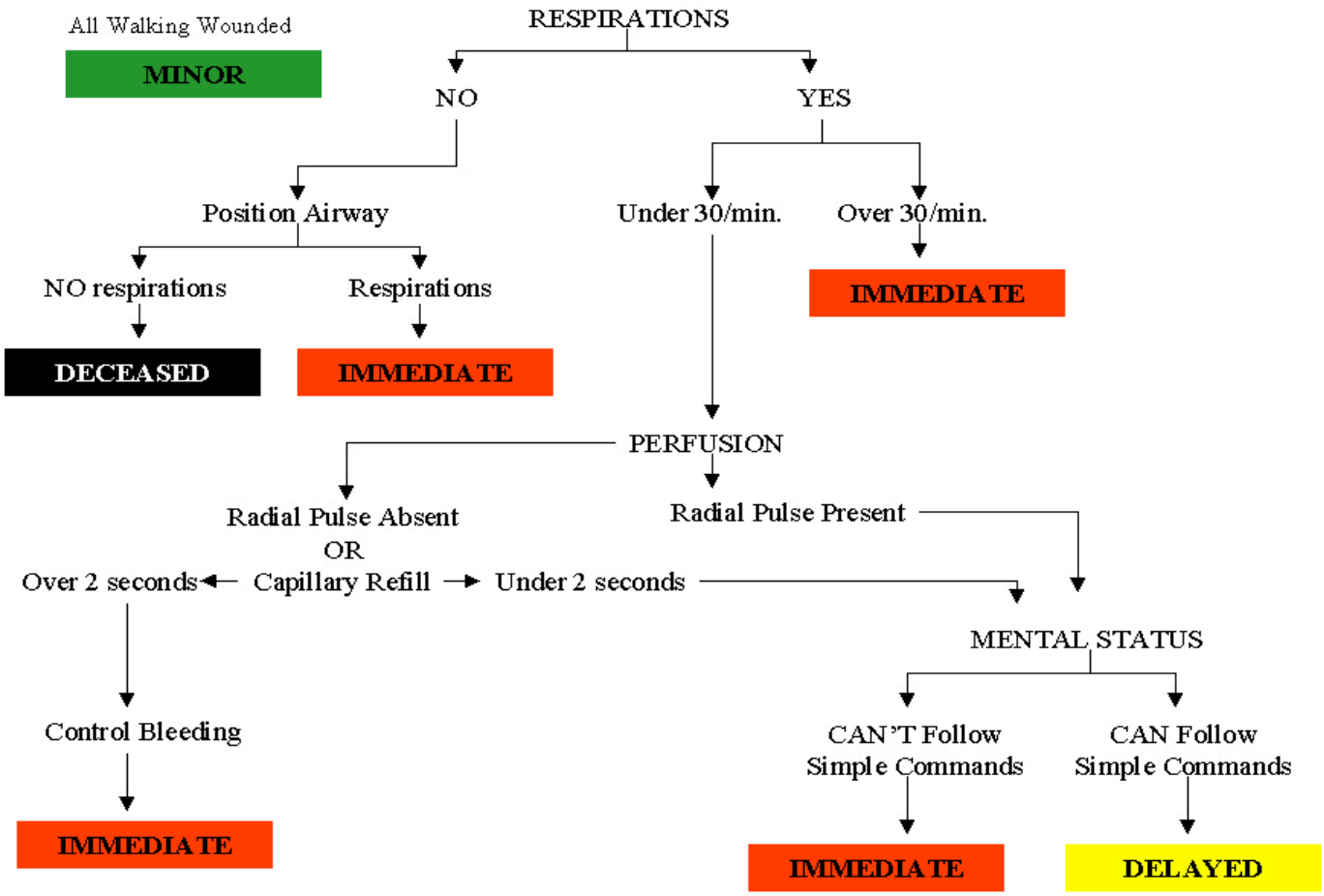
- **1 Flashlight**
- **1 set of spare batteries for each flashlight - *to be replaced yearly.**
- **vinyl disposable gloves**
- **medical tape**
- **ice packs**
- **package band-aids**
- **package 3X3 non stick gauze pads**
- **feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)**
- **thick red sharpies**
- **thick black sharpies**
- **duct tape**
- **plastic garbage bags (Large)**
- **name tags**

In Disaster Tote in Class:

- **Food for student provided from family at the beginning of the year (labeled with student name…no nuts or peanut butter!)**
- **Individual bottled water (2 per student)**

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix

Appendix A	Student Emergency Release Form
Appendix B	Teacher Situation Report
Appendix C	Buddy List *(Incl in Staff Folders on Site)*
Appendix D	ICS Flow Chart/Incident Command *(Incl in Staff Folders on Site)*
Appendix E	Emergency Telephone Numbers
Appendix F	School Evacuation Maps *(Incl in Staff Folders on Site)*
Appendix G	Emergency Response Procedures
Appendix H	Crisis Response Team Procedures

APPENDIX A

****This form is only to be used by authority of Crisis Response Coordinator/Students****

STUDENT EMERGENCY RELEASE FORM

I am accepting the release of named student below and assuming COMPLETE RESPONSIBILITY FOR THEIR SAFETY.

	STUDENT NAME	PRINT ADULT NAME	SIGNATURE	PHONE #
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				

APPENDIX B

TEACHER SITUATION REPORT

Reporting Teacher: _____ Room: _____

STUDENTS

NUMBER INJURED	
NUMBER TRAPPED	
NUMBER MISSING	

ADULTS/VISITORS

NUMBER INJURED	
NUMBER TRAPPED	
NUMBER MISSING	

List names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

****A runner will collect this report for the command post.***

APPENDIX C

AMS Emergency Buddy Teacher List 24-25

****Included in Staff Folders*

APPENDIX D

Crisis Prevention/Intervention Flow Chart

******Personnel names included in staff folders on site***

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

- Keep the safety of students at the forefront of your mind at all times.
- If in a classroom, try to get students in crisis to the office to de-escalate or cool off. Get help! A neighbor teacher, support personnel or call office. Use words to de-escalate the situation, distract from what is upsetting the student.
- If not possible to remove the student or reduce escalation, evacuate students to the lunch area or another room. Leave the student in crisis in the room with two staff members if possible.
- If you approach the situation, identify yourself and ask if staff needs help.
- One person is to call a CPI trained personnel for back up. Notify them this is an emergency or a CPI situation.
- Constantly evaluate if the child is in danger to him/herself or others. If at any time they are, intervene with CPI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate the situation.
- Once support arrives, discuss one aide to cover/support students and help in other classroom or lunch area.
- Communicate updates/status regarding the situation (i.e. see support staff list below).
- Notify office staff. Office staff will notify the principal then support staff listed below.
- Office staff/Teacher or admin will contact parents.
- Once the situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any CPI techniques were used by any personnel it must be documented by that individual(s) with admin).

First Responders	**Support Staff**	**Office Staff/Communication**
Classroom teacher	[redacted]	
Neighbor teacher		
Any available aide		
Other school personnel		

CPI Certified Personnel:

[redacted]

CPR/First Aid Certified Personnel:

[redacted]

Adams Middle School Incident Command System Flow Chart

****** Included in Staff Folders on Site***

APPENDIX E

Emergency Telephone Numbers

In the event of accident or injury it is important to know what numbers to call:

****911 is your primary number!***

All other numbers are to get additional information after the fact.

Brentwood Fire: 911
Emergency Line
925-941-3330
Non-Emergency Line
925-634-3400

Brentwood Police: **911**
Emergency Line
925-809-7811
Non-Emergency Line
925-809-7911

Local Hospitals
Kaiser Sand Creek
925-813-6880
John Muir Urgent Care
925-308-8111
Sutter-Delta Medical Center
925-779-7200

Other Services
Pacific Gas & Electric
800-743-5000
Poison Control Center
800-876-4766
Animal Control
925-608-8400
County Child Family Services
877-881-1116
County Suicide Hotline
800-833-290

If whole-site evacuation is required, students and staff will travel down American Avenue to:
Primary Off-Site Evacuation Location (Plan B): Balfour-Guthrie Park

Plan C: Shadow Lakes Driving Range
Plan D: Oak Meadow Park via Balfour Rd

****Evacuation Maps Included in Staff Folders on Site*

APPENDIX G

Emergency Response Procedures

Fire Evacuation Procedures

In the event of a fire on campus, the fire alarm bell will ring and these procedures will take place:

- The teacher will direct the class to immediately move with their belongings in silence, single file, to the point of egress or an alternate location as issued by the command center.
- The teacher will exit the room last. If a student is injured and unable to evacuate, the teacher will mark the door with a red “X” for the rescue teams.
- The teacher will get the emergency folder, turn off all of the lights, close all of the doors and accompany the class to the point of egress.
- The teacher will immediately take attendance upon reaching the point of egress and will highlight any absent student with the highlighter in the emergency folder.
- The teacher will give the completed roll sheet to the administrator who comes to collect it and send all students needing first aid to the designated triage area.
- The teacher will keep the class quiet and calm and wait for further instructions or for the all-clear signal.

Fire Evacuation Procedures: Lunch Area

In the event of a fire during a lunch period, these procedures will take place for students at lunch:

- All food service will stop immediately and staff will direct students to move to the point of egress and report to their sixth period teacher’s lineup location.
- The teacher will immediately take attendance upon reaching the point of egress and will highlight any absent student with the highlighter in the emergency folder.
- The teacher will give the completed roll sheet to the administrator who comes to collect it and send all students needing first aid to the designated triage area.
- The teacher will keep the class quiet and calm and wait for further instructions or for the all-clear signal.

Fire Evacuation Procedures: Passing Period

In the event of a fire during a passing period, these procedures will take place for all students:

- The teacher will get the emergency folder, turn off lights, close doors and direct students to move to the point of egress and report to their advisory teacher’s lineup location.
- The teacher will immediately take attendance upon reaching the point of egress and will highlight any absent student with the highlighter in the emergency folder.
- The teacher will give the completed roll sheet to the administrator who comes to collect it and send all students needing first aid to the designated triage area.
- The teacher will keep the class quiet and calm and wait for further instructions or for the all-clear signal.

Earthquake Evacuation Procedures, Indoor

In the event of an earthquake, a PA announcement will direct these procedures to take place:

- The teacher will direct the class to “duck, cover, and hold” under student desks or classroom tables.
- The teacher will direct students to drop to their knees and position themselves with their knees together and their backs to the windows.
- The teacher will direct students to use one hand to stabilize the desk or table so that it doesn’t move and the other hand to cover the neck.
- The teacher will direct students to protect the head, close the eyes tightly, and remain in this protective position and wait for further instructions.
- The teacher will provide first aid to any injured student and document the name of the injured student in the emergency folder.

- When instructed, the teacher will direct the class to evacuate the building following the fire evacuation procedures.

Earthquake Evacuation Procedures, Outdoor

In the event of an earthquake, a PA announcement will direct these procedures to take place:

- If the class is outside when the earthquake occurs, the teacher will direct students to walk away from buildings, trees, poles, or exposed wires.
- The teacher will direct students to drop to their knees and position themselves with their knees together, their arms protecting the head and neck, and eyes closed tightly.
- The teacher will provide first aid to any injured student and report the name of the injured student to an administrator as soon as possible.
- When instructed, the teacher will direct the class to the point of egress following the fire evacuation procedures.
- In the event that an earthquake takes place during passing period, students will meet their Advisory line-up location; during lunch, students will meet with their 6th period line-up location.

Lock-Out Procedures

In the event of a Lock-Out, a PA announcement will direct these procedures to take place:

- The teacher will lock the doors of the class, take roll, and continue with the learning activities as planned.
- If the class is outdoors, the teacher will direct the class to return indoors. The teacher will then lock the doors, take roll, and continue with the learning activities as planned.
- The teacher will keep students in the room and deny student requests to leave the room for any reason.
- The teacher will keep the class quiet and calm and wait for further instructions or for the all-clear signal.

Lock-Down Procedures

In the event of a Lock-Down, a PA announcement will direct these procedures to take place:

- The teacher will lock the doors of the class, turn off the lights, and direct students to move away from the windows and doors.
- The teacher will take roll and direct students to try to keep out of sight from windows and doors and to maintain silence.
- The teacher will keep students in the room and deny student requests to leave the room for any reason. The teacher will wait for responders to deliver further instructions.
- If the class is outdoors, the teacher will direct the class to hide or run to a safe area as quickly as possible.

Bomb Threat Procedures

In the event of a bomb threat, a PA announcement will direct these procedures to take place:

- The teacher will first direct students to stay away from buildings, trashcans, lockers, or strange objects before directing them to follow the fire evacuation procedures.
- After following the fire evacuation procedures, the teacher will keep the class quiet and calm and wait for further instructions or for the all-clear signal.

Chemical Spill Procedures

In the event of a chemical spill, a PA announcement will direct these procedures to take place:

- The teacher will ensure that students are inside a classroom. The teacher will shut all doors and windows and turn off the air conditioning.
- The teacher will take roll, render first aid to injured students, and keep the class quiet and calm and wait for further instructions or for the all-clear signal

APPENDIX H

EMERGENCY PROCEDURES FOR CRISIS TEAM MEMBERS

STAFF DUTIES

Crisis Response Director:

a. Overall director of disaster procedures.
b. Initiate call for outside assistance.
c. Maintain communication with Disaster Response Team and district office.
d. Coordinate media communications with the public information officer.
e. Determine facility/student safety from Crisis Response Coordinator/Operations.
f. Evacuate additional buildings on recommendation of Crisis Response Coordinator/Operations.
g. Provide statement of current status on P.A. system. Issue written communiqué to students and staff regarding status if emergency period is prolonged.
h. Obtain report of needed facility repairs from the Crisis Response Coordinator/ Operations and notify utility companies of any breaks or suspected break in lines.
i. Determine the advisability of closing the school with the advice of the Superintendent and/or City Building Inspector if possible.
j. Direct school staff to remain after school hours if required to assist in disaster service activities.
k. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
l. Authorize resumption of power, gas and water services.
m. Authorize return to buildings. Send verbal or written instruction with available staff.
n. Debrief meeting with disaster response team, maintenance, and district office.

Crisis Response Coordinator/Operations (Reports to Crisis Response Director):

a. Report to and establish the Command Center.
b. Coordinate alarms/telephone/radio's with Communications Coordinator.
c. Initiate with Facilities Team Leader facility inspection.
d. Relay facility damage reports.
e. Notify Crisis Response Director when evacuation has been properly completed.
f. Initiate search and rescue with Sweep and Rescue Team Leaders.
g. Coordinate sweep teams and rescue teams.
h. Establish security gates.
i. Keep command center secure.
j. Supervise traffic control.
k. Debrief with district response team.

Crisis Response Coordinator/Students(Reports to Crisis Response Director):

a. Assist staff in gaining control of the students.
b. Organize and supervise a group of students to be command center runners.
c. Send runners to collect attendance.
d. Send the attendance sheets to attendance secretary at the Command Center.
e. Oversee the movement of students into alphabetic supervision areas on the field.
f. Coordinate the labeling of every student.
g. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from Crisis Response Director.
h. Notify the Staff Accountability Clerk of any needs for additional staffing.
i. Assign non-teaching staff, to areas where needed.
j. Maintain student release records.
k. Periodically report number of released students to command center.
l. Debrief with district response team.

Crisis Response Coordinator/Medical(Reports to Crisis Response Director):

a. Report to and establish command center.
b. Establish and supervise a triage area on the basketball blacktop.
    1. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first aid.
    2. Set up morgue.
    3. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
c. Supervise the duties of the Medical Clerk.
d. Send periodic updates to command center on numbers of inured/fatalities.
e. Supervise the administration of first aid.
f. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
g. Verify that parents of injured persons have been notified.
h. Disassemble triage area.
i. Inventory remaining first aid supplies.
j. Debrief with disaster response team.

Crisis Response Coordinator/Psychological Trauma (Reports to Crisis Response Director):

a. Assist in personal psychological trauma needs of staff/students.
b. Have counseling center staff available for counseling needs during and after emergency.
c. Inform command center of staff who need to be covered/replaced.
d. Inform Crisis Response Coordinator/Students of the names of students being serviced.
e. Make recommendations for follow-up needs.
f. Keep records of students/staff psychological trauma needs.
g. Debrief with district response team.

Communications Coordinator (Reports to Crisis Response Coordinator/Operations):

a. Report directly to the Command Center.
b. Record new messages for the telephone system.
c. Assist in the conversion to backup power for the computers and communications systems as needed.
d. Assist with communication needs between command post and district office.
e. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
f. Keep frequencies organized for radio communications.
g. Assist Staff Accountability Clerk with communication logs.

Facilities/Custodial Personnel (Reports to Crisis Response Coordinator/Operations):

a. Team leader to report to Crisis Response Coordinator/Operations at command post.
b. Turn off main gas, electricity, and/or water.
c. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
d. Confer with Crisis Response Coordinator/Operations for further directions.
e. Direct fire-fighting efforts until regular fire fighting personnel take over.
f. Certify building safety and restore services as directed.

Student Accountability Clerk (Reports to Crisis Response Coordinator/Students):

a. Observe locator panel by switchboard.
b. Radio administration & maintenance as to which lights are showing on the panel.
c. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced or request emergency personnel be called.
d. Follow light panel operation procedures.
e. Sound All Clear when directed.
f. Make P.A. announcements as needed and authorized by administration.
g. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location. Notify Crisis Response Coordinator/Students.
h. Accept and record calls from parents
i. Call parents of students who have been transported by ambulance. Keep a list to notify release gate personnel.
j. Coordinate with the Medical Clerk in the accounting of injured students/staff.

Staff Accountability Clerk (Reports to Crisis Response Coordinator/Students):

a. Establish the command center.
b. Take radio, substitute list and list of absent teachers to command center.
c. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
d. Keep a log of all command center calls other than parents, and all communication.
e. Collect all reports, maps, records sent to command center.
f. Update Crisis Response Director as needed from forwarded records.
g. Coordinate student runners from command center.
h. Assign staff to Crisis Response Coordinator/Students as requested.

Medical Clerk (Reports to Crisis Response Coordinator/Medical):

a. Assist with set up, transporting necessary materials to triage/morgue area.
b. Pull emergency cards for students on injury list.
c. Coordinate injury reports from rescue team rescues.

d. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
e. Complete report of action taken regarding injured persons.
f. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
g. Assist in tagging all injured persons and fatalities.
h. Complete records of fatalities.

Assistant Accountability Clerk (Reports to Student Accountability Clerk):

a. Assist Student Accountability Clerk with light/alarm- panel procedures.
b. Telephone cafeteria and appraise of emergency.
c. Assist Student Accountability Clerk with phone lines, records and or any other duties needed.

Sweep Team (Reports to Crisis Response Coordinator/Operations):

a. Team leader reports to command center to Crisis Response Coordinator/Operations.
b. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms,

bathrooms, shops, gymnasium, shower stalls, etc.

c. If injured/trapped/fatalities are found, mark the door and your map with a ***RED X*** and the time for rescue team.
d. When area has been searched and cleared, mark the door and your map with a ***BLACK X*** and the time.
e. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
f. When sweep completed, assist rescue team in removing trapped, injured, fatalities.
g. Team leader to report findings to command center.

Rescue Team(Reports to Crisis Response Coordinator/Operations):

a. Assist staff in gaining control of students.
b. Team leader reports to command center to Crisis Response Coordinator/Operations.
c. Dispatch rescue teams, to rescue trapped, injured, fatalities.
d. Remove injured to the designated triage area.
e. Remove fatalities, AFTER ALL INJURED HAVE BEEN REMOVED to the morgue. List on your map.
f. Secure all buildings from reentry after search and mark door with a ***BLACK X***, the time and a ***"P"***(meaning primary search).
g. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted students/personnel
h. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.
i. Conduct a secondary search marking the doors with the time and a ***"S"*** (meaning secondary search).

Public Information Officer (Reports to Crisis Response Director):

a. Arrange a staging area for media.
b. Meet the media.
c. Contain media from actual disaster, command center, students and staff.
d. Field questions until designated media official arrives from the District Office.

Liaison (Reports to Crisis Response /Director):

a. Meet the arrival of emergency service workers from fire, police, medical, etc.
b. Act as liaison between emergency service workers, command center and Crisis Response Director.
c. Provide needs for emergency service workers until relieved or no longer needed.

Release Of Students/Personnel:

All students will be released at the gates on the black top area unless is deemed unsafe in which release will take place in front of the school or at an alternate site as designated by the command center.

Release Team(Reports to Crisis Response Coordinator/Students):

a. Begin release process when Crisis Response Coordinator/Students advises.
b. Assign students to assist in looking up student schedules, locating students, and assisting at the release gate.
c. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released.

d. Check for the appropriate signatures before permitting a student to depart the grounds.
e. Report periodic numbers of released students to Crisis Response Coordinator/Students.

Release Clerk (Reports to Release Team Leader):

a. Report to the release gate with student emergency card records.
b. Assist release team members with release procedures.
c. Keep an accurate record of released students.
d. Periodically report the numbers of students released to the Release Team Leader.

Comprehensive School Safety Plan

2025-2026
School Year

School: **Brentwood Elementary School**
CDS Code: **07 61655 6003644**
District: Brentwood Union School District
Address: **200 GriffithLane, Brentwood Ca 94513**

Date of Adoption:
Date of Update: **Jan 27, 2025**
Date of Review: **Jan 27, 2025**
- with Staff/SSC

Approved by:

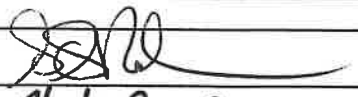
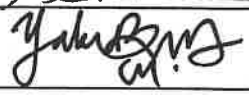
name	Title	Signature	Date
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Name

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Guy Rohlfs	Principal	
Gabby Castro	School Site Council Chairperson & Parent	
Alauna Stone	Counselor	
Todd Swenson	Teacher	
Lisa Ehrlich	Teacher	
Mara Muniz	Librarian	
Nicole Harp	Parent	
Sarah Talton	Parent	
Stephanie Beaman	Parent	
Grant Byer	Parent	

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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 I, 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.

A copy of the Comprehensive School Safety Plan is available for review at BES Comprehensive School Plan on our website.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety
The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All district employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code Section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/ 365 days per year):

Employees may submit phone reports may to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894. The Suspected Child Abuse form (SS 8572) may be downloaded from the Brentwood School District's Administrative Services website.

In accordance with state law, all district employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides district employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)
The safety and security of all district students and employees is of the highest priority. The district and each school site has adopted procedures to best prepare, mitigate and recover in the unanticipated event of a disaster. The district believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g. earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters
The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and district buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure
The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

During the 2023-24 school year, BUSD invested time and resources to raise the bar in school security by providing all district employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Departments to prepare district employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. We receive this training each year and it started in 2018-2019.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plan and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire
Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-19 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g. smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire

alarm evacuation signal and call the fire department at 911.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education code 32001 all district schools conduct a school wide fire drill at least every calendar month.

Earthquake
The Brentwood School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)
COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.
HOLD On: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter [e.g. corner of a table.]

Once the shaking has stopped, teachers will check for injured students in their classroom; Evacuate only if there is damage to the building, or the building is on fire.

Relocation stations are set up at each school site to allow parents to take students home. If there has been earthquake damage to a school, students and staff will not be allowed to re-enter buildings until the buildings have been appropriately inspected.

All district schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

(C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines
Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessing an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed under above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record.(Education Code 48900.5)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3.) Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood School District notify Teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the district in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood School District prohibits unlawful sexual harassment of or by any student by anyone in or from the district. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The district also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all district employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, 255 Guthrie Lane, Brentwood, California, kjobb@brentwood.k12.ca.us

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

The Brentwood School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress Code policy applies to all schools in the district. Board Policy 5132
Schools Dress code policy is as follows:

Dress Code

We want to ensure that all students are safe and follow our guidelines for proper school dress while at the same time feel comfortable.

Dress, grooming or appearance that disrupts, or intends to disrupt, the education process or affects the health or safety of individuals is prohibited according to California Education Code #48900 and #48907. Student dress should be neat and clean. The following general guidelines should be considered.

All students should wear comfortable play shoes (tennis shoes are the best choice) so that they can move and play comfortably in regular outdoor and Physical Education activities. If sandals are worn, they should have a back strap for safety reasons. Slippers and flip-flops are not to be worn at school.

Halter tops, tube tops, bare midriffs, off the shoulder see-through, or low-cut tops and dresses are not appropriate for school. Undergarments should not be visible.

Clothing and jewelry shall be free of writing, pictures, or any other insignia which is crude, vulgar, profane, sexually suggestive,

promotes the use of illegal substances (including alcohol), or advocates negative racial/ethnic prejudice, or is disrespectful to any religious group.

Hats/hoods may be worn outside, but must be removed when entering a room.

Sagging pants, tattered or torn clothing are not appropriate for school. Gang related apparel is prohibited, including but not limited to bandannas or other symbols, emblems, or insignia.

Please note: Parents of students who arrive at school wearing inappropriate clothing or shoes (as described above) will be called to come to school with a change of clothes or shoes for their child

Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
Clothing must not threaten the health or safety of any other student or staff member

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

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

All Brentwood School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and busses.

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

The following is an example of a safe and orderly goal creating a safe and caring environment where all students can learn.

Element:

Refine the tiers in PBIS and MTSS implementation to address the needs and behavior of students.

Opportunity for Improvement:

Reduce the number of office referrals and suspension.

Via the California Healthy Kids Survey, conducted during the Fall of 2023 indicated... .

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance through a safe school environment, school wide programs, and SART/SARB process.	Create a positive learning environment, which meets the needs of students in each tier of the Response to Intervention pyramid. Student expectation assemblies (held 1st week of school, as needed throughout the year). Character education activities for all students in grades K-5 sets behavior expectations for all students. Monthly "Fire drill Recognitions" (Improved attendance, Bulldog Prides, EL reclassification, other) Follow SART and SARB process and procedures Continue Bulldog Pride (positive reinforcement) goals and procedures. Weekly prizes for displaying positive behavior in targeted areas of focus. Host a caregiver informational event to stress the importance of school attendance. Send weekly communication to all families regarding the benefits of regular attendance via email.	Bulldog Code of Conduct Bulldog Prides weekly and monthly awards. Attendance awards for being on time, best classroom attendance, weekly perfect attendance, and improved attendance. Certificates for local eateries. Office attendance secretary. Attendance survey CHKS	SLT, Admin Culture and Climate committee	Attendance (year to date) 95.17%, Staff feedback, review of counseling contact minutes, attendance award prizes, character education purchases.

Provide for the social and emotional health of students. All students will have a safe school culture, climate and learning environment in order to support student physical, mental and emotional health.	Weekly Social Emotional Lessons (SEL) provided to teachers in partnership with school counselor and Second Step. Implement established best practices for character education, bullying prevention and diversity appreciation programs, including highlights on social media. Support a "wellness room" to assist students in regulating emotions, reset their focus to be able to access classroom instruction.	Counselor/Psychologist PBIS committee (Positive Behavioral Interventions and Supports 1 minute interviews to determine if students' feelings of safety. Community Building circles and Restorative Circles	Counselor, Psychologist VP Principal	Referrals to counseling STEP form (behavioral documentation) Counseling logs Monitor school attendance, discipline referrals. Feedback from parents and staff. (CHKS survey)
Via the California Healthy Kids Survey, conducted during the fall of 2024 indicated 97% of students' surveyed feel safe at school. To improve on this we will establish procedures and an environment that ensures the safety of all students and staff on campus.	Follow BUSD volunteer process (CA Assembly Bill 506). Staff to be aware of people who are on site without the Raptor sticker and direct those visitors to the office to check-in. Increase community awareness of the security of the campus. Maintain automatic gate closures installed on all perimeter gate doors and ensure all gates remain closed during instructional time. Staff are assigned to supervise each gate of entrance (2) before school to greet students and ensure that all visitors have registered with the office.	Continue to fund additional campus supervisor time out of 0787.	SLT & Admin Police officer (also parent)	Healthy Kids Survey, student, staff, parent feedback.

	Maintain site paid additional campus supervisor time. Teaching and reteaching of safe school expectations such as walking about campus, recess line up, and dismissal procedures. Presentation for 4th and 5th grade to talk about the effects of bullying and derogatory language at school.			Use "fix it" ticket as data collection.
Via the California Healthy Kids Survey, conducted during the fall of 2024 indicated that 77% of students felt our site was clean and orderly at least most of the time. We will improve and maintain a clean orderly campus	Calendar monthly site walks for inspections of physical environment Day Custodian inspects and logs in inspection of playground equipment. Staff will take Slips, Trips, and Falls video lesson. Review custodial routes quarterly	School wide calendar, custodial routes, slip trips and falls training.	Admin & SLT	CA Healthy Kids survey, Evaluation will also be based on anecdotal evidence, observation, reduction in injuries, and frequency of work orders to correct hazardous conditions.
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invading the school.	Brentwood Elementary in partnership with Brentwood Police Department will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, teachers; other relevant staff members. Brentwood Police Department Sergeant Mitch Brouillette	SRO and Principal	Successful completion of drills with staff.

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

Brentwood Union School District Student Conduct Code

The Brentwood School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Each district school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty on school work or tests
8. Inappropriate attire
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another district school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary supports to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925): At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood School District believes that all students have a right to a safe, healthy and nurturing learning environment. The district recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The district will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying", as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The district expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (Education Code 48900(r)).

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood School District has a goal is to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care
The district believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The district and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention
The district has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades seven to twelve adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The district's suicide prevention model is sustainable as evidenced by all district employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new district employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

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During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
    - Immediately call 911.
    - If trained, administer first aid such as rescue breathing.
    - Administer Naloxone.
    - Stay until medical help arrives.
    - Continue to provide rescue breathing if it has not resumed.
    - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.

3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and EducationAnnual training for staff will include, but is not limited to the following:
    - Suspected opioid overdose recognition and response.
    - Emergency response and procedures for an unresponsive person
    - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
6. Contact parent/guardian per school policies.
    - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.
7. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
8. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
9. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Brentwood Elementary
2024-2025



Emergency Preparedness Plan
Crisis Response Plan

Brentwood Elementary

2024- 2025

Brentwood Union School District

Crisis Response Plan

Brentwood Elementary

2024-2025

Brentwood Union School District

THE BIG FIVE

SCHOOL EMERGENCY GUIDELINES IMMEDIATE ACTION RESPONSE AND HAZARDS

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene with accurate information should always be the initial call. Call 911 first, and then if viable, contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly.
- Be prepared to provide the name, location of the incident, and caller's location, if different from the scene of the emergency, ie Who, What, Where, When, How, Why.
- Although caller ID information may transfer immediately to the 911 Dispatcher; it is not available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious. Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries.

- Know your cell phone number and be prepared to give the dispatcher an exact address.

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozens different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE I Get Back inside 	Implement to isolate students and staff from the outdoor environment in order to protection from external airborne contaminants. • Return to class as quickly as possible. • Shut all windows, doors and blinds. Look for stray students as you are doing this. • Turn off heat or air conditioning. HVAC on the breaker panel only takes roll. / Maintain control of students. • Tape doors, return air vent. Windows if necessary. • Office will activate the email tree to ensure the safety of students & staff.
Earthquake DROP, COVER & HOLD ON 	Implement during an Earthquake Give "Duck, Cover and Hold" Command. Get under desks Of tables. Drop to knees with back to the windows and knees together. Hold on to desk or chair to prevent it from moving away. With other hand, cover the neck. Buy face in arms, protecting the head. Close the eyes tightly. Stay there until further instructions are given

Lockout SECURE CAMPUS 	Lockout: Initiate for a potential threat of danger in the surrounding community. All classroom/ office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned.
AliCE 	Active Shooter Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in danger. If you can get out, direct students to get out and away from danger Barricade if necessary! Counter if Necessary
Evacuate 	EVACUATION Pause when you hear fire alarm - Look, Listen. Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- Earthquake
- Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake ● In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injuries in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in LOCKOUT/SECURE CAMPUS status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of the event. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN 1 BARRICADE in which case instruction immediately ceases and students and staff follow LOCKDOWN 1 BARRICADE procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked ● Is intended to prevent intruders from entering occupied areas of the building ● Requires that students and staff remain in SECURE CAMPUS status until ALL CLEAR is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During ALICE, students and staff are to determine if evacuation is possible, if so get out and get away.

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

ALICE is a protective action against human threat while
Shelter-in-Place protects against environmental threat.
ALICE requires closing and locking doors and barricading with heavy objects.

ALERT — Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)

Call 9-1-1

INFORM — Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER — This is the use of simple, proactive techniques should you be confronted by the Active Shooter.

Anything can be a weapon

Throws things at the shooters head to disrupt their aim

Create as much noise as possible

Attack in a group (swarm)

Grab the shooters limbs and head and take them to the ground and hold them there

Fight dirty-bite, kick, scratch, gouge eyes, etc.

Run around the room and create chaos

If you have control of the shooter call 911 and tell the police, where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate

Run in a zig-zag pattern as fast as you can like a "snake"

Do not stop running until you are far away from the area

Bring something to throw with you in case you would encounter the Active Shooter

Consider if the fall from a window will kill you

Break out windows in the top corners and attempt to quickly clear glass from the frame

Consider using belts, clothing or other items as improvised rope to shorten the distance you would

Hang by your hands from the window ledge to shorten your drop

Attempt to drop into shrubs, mulch or grass to lessen the chance of injury

Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture

EVACUATION:

● Requires exit from the building to a designated safe site, on-campus or off-site ● May require that students and staff rely on district bus transportation ● May require staff to exit via alternate routes based on circumstances ● Requires that students remain with assigned teachers unless circumstances prohibit that

- Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain a person's attention –OR
- Indicate directions with gestures —OR
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible –OR
- Use a sturdy chair (or one with wheels) to move person - OR
- Help carry individual to safety

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so

Hazards: Chemicals and Gas

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

Hazards: Fire – Off-Site

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

Hazards: Fire – On-Site

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not reenter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

First Aid: Triage

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- Remain calm and assess the situation
- Be sure the situation is safe for the responder
  - In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

- 1 Flashlight
- 1 set of spare batteries for each flashlight - *to be replaced yearly
- vinyl disposable gloves
- medical tape
- ice packs
- package band-aids
- package 3x3 non-stick gauze pads
- feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds) • thick red sharpies/thick black sharpies
- duct tape
- plastic garbage bags (Large)
- name tags

In Disaster Tote in Class:

- Food for student provided from family at the beginning of the year (labeled with student name...no nuts or peanut butter!)
- Individual bottled water (2 per student)

FIRST AID: TRIAGE



APPENDIX

Appendix A Student Emergency Release Form

Appendix B Student Emergency Release Log

Appendix C Teacher situation Report

Appendix D School site specific items

- Buddy list, CPR, bilingual, special circumstances/concerns

Appendix E BES Crisis Prevention Intervention Flow Chart

Appendix F General Evacuation Areas offsite

Appendix G ICS flow chart/ Incident command

- ICS roles

Appendix H Staff Phone Tree

Appendix I School Evacuation Map/ Color

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

_____

(Print) First Name Last Name Relationship

_____

Address City

_____ _____

Phone number Today's Date Time

I am willingly going with the above named adult.

_____ _____

Student's signature Date Time Signature of School Personnel releasing student/title

**** This form is only to be used by authority of Crisis Response Coordinator/Students****

STUDENT EMERGENCY RELEASE FORM

I am accepting the release of named student below and assuming COMPLETE RESPONSIBILITY FOR THEIR SAFETY.

	Student Name	Print Adult Name	Signature	Phone #
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				

APPENDIX C
TEACHER SITUATION REPORT

Reporting Teacher_____
Room_____

STUDENTS	TOTAL IN CLASS TODAY_____
	NUMBER UNINJURED_____
	NUMBER INJURED_____
	NUMBER TRAPPED_____
	NUMBER MISSING_____
ADULTS/VISITORS	TOTAL IN CLASS TODAY_____
	NUMBER UNINJURED_____
	NUMBER INJURED_____
	NUMBER TRAPPED_____
	NUMBER MISSING_____

List Names of injured/trapped/missing:

*A runner will collect this report for the command post.

APPENDIX E

Crisis Prevention/ Intervention Flow Chart

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

- Keep the safety of students at the forefront of your mind at all times.
- If in a classroom, try to get students in crisis to the office to de-escalate or cool off. Get help! A neighbor teacher, support personnel or call office. Use words to de-escalate the situation, distract from what is upsetting the student.
- If not possible to remove students or reduce escalation, evacuate students to the playground or another room. Leave student in crisis in a room with two staff members if possible.
- If you approach the situation, identify yourself and ask if staff needs help.
- One person is to call a CPI trained personnel for back up. Notify them this is an emergency or a CPI situation.
- Constantly evaluate if the child is in danger to him/herself or others. If at any time they are, intervene with CPI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate the situation.
- Once support arrives, dismiss one aide to cover/support students and help in another classroom or playground.
- Communicate updates/status regarding the situation (i.e. see support staff list below)
- Notify office staff. Office staff will notify the principal and then support staff listed below.
- Office staff/ Teacher or admin will contact parent
- Once the situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any CPI techniques were used by any personnel it must be documented by that individual(s) in coordination with admin).



Comprehensive School Safety Plan

2024-2025
School Year

School:	**Bristow Middle School**
CDS Code:	**07616550000000**
District:	Brentwood Union School District
Address:	**855 Minnesota Ave, Brentwood, CA 94513**

Date of Adoption: 1/30/25

Approved by:

Name: Carolina Villaseca

Title: School Site Council President

Comprehensive School Site Safety Plan 2024-2025

Name	Title	Signature
Anna Perales	Principal	Anna Perales
Kelly Ayotte	Vice Principal	K. Ayotte
Carolina Villaseca	Parent	
Kiko Ceja	Teacher	
Heather Jeffrey	Teacher	H. Jeffrey
Kourtney Cunnigham	Principal Secretary	K. Cunningham
Officer King	School Resource Officer	

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or

intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)

5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)
12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)
13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual

harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the

perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)

2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits

or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

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

The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:

Clothing must cover undergarments. Footwear must be worn at all times, and must not limit student participation in school activities. Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming:

The following are not appropriate on the BMS campus:

- ➔ Clothing with reference to sex, alcohol, weapons, violence, drugs, or which displays vulgar language, or administration determines inappropriate
- ➔ Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- ➔ Clothing must not threaten the health or safety of any other student or staff member
- ➔ Pajamas, slippers, blankets
- ➔ Strapless shirts, tube tops, shirts that don't reach the top of pants/shorts/skirt
- ➔ Short shorts
- ➔ Clothing that exposes undergarments

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

The BMS administration reserves the right to determine if students are following dress code. Students not following dress code will be asked to wear their P.E. clothes for the day.

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

All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

The following is an example of a safe and orderly goal creating a safe and caring environment where all students can learn.

Element:

Refine the tiers in PBIS and MTSS implementation to address the needs and behavior of students.

Bristow Middle School will continue to refine existing programs / supports through staff, student, and parent feedback.

Opportunity for Improvement:

Improving Bristow's inclusive school culture / climate which teaches, promotes and rewards positive student behaviors. Improvement of this opportunity, will result in lowering the occurrences of the negative behaviors that result in office referrals and suspensions.

The California Healthy Kids Survey, conducted during the Fall 2024, gives us student, staff and parent information in the key areas of school climate and engagement, social-emotional health, school safety and bullying, substance abuse and behavioral health, mental health and support systems as well as a demographic and equity breakdown. This information is used to inform and shape the future of the Bristow campus.

Most students reported feeling connected to their school, but some expressed boredom or lack of motivation. Caring adult relationships and high expectations from teachers were identified as positive factors. Parental involvement in academics varied, with some students reporting low engagement.

A significant percentage of students reported chronic sadness or hopelessness in the past 12 months. Life satisfaction and optimism were mixed, with some students feeling positive about the future while others struggled. Social-emotional distress indicators suggest that mental health resources are crucial for student well-being.

Most students felt safe at school, but there were reports of bullying and harassment, including cyberbullying. Reasons for harassment included race/ethnicity, gender, and appearance. Some students reported experiencing violence or threats on school grounds.

Alcohol, tobacco, and vaping use was low but not nonexistent. Marijuana and prescription drug misuse were reported by a small number of students. Peer and parental disapproval of substance use played a role in preventing risky behaviors.

Mental health services were available, but some students hesitated to seek help due to stigma or lack of awareness. Stress-related health symptoms and self-harm behaviors were concerns for a portion of students. Students who reported having supportive relationships (teachers, family, or peers) tended to have better mental health outcomes.

Differences in experiences were noted across race, gender, and socioeconomic status. English Learners and students with disabilities reported higher challenges in school engagement and mental health. Parental education levels correlated with students' academic motivation and school connectedness.

Key Takeaways & Recommendations included enhanced mental health resources and encourage help-seeking behaviors among students. Strengthen school safety efforts, including bullying prevention programs. Promote academic engagement through meaningful participation and motivation strategies. Address disparities among different student groups to ensure equitable support and resources.

Reference Document:

California Healthy Kids Survey 2024 - Bristow Middle School

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance	Bristow Middle School will collect attendance data from the previous year and use the data in comparison to current data, in promotion of improvement in attendance growth, monthly.	Data provided by school district run reports in the form of **Attendance Percentages.**	Assistant Principal whose responsibilities includes Student Attendance SARC	Attendance percentages will be collected, compared and monitored in an effort to guide strategy decisions in promotion of the objective of improving attendance.
Provide for social and emotional health of students	Bristow Middle School will implement and promote various student opportunities to access social and emotional support for students from counseling staff, teaching staff, program and committee members, as well as, from other students.	• Counselor Support • Promotion of "Say Something" support • Advisory program • PBIS committee • Restorative Justice staff training and strategy implementation within student population	• School Counselors • School Counselors/ Staff • Advisory Committee members • Staff • SRO • ASB / WEB	Support efficacy will be evaluated when compared to previous CHKS data. School connectedness Average reporting "Agree" or "Strongly agree"
Improve percentage of students that report ***"Pretty much or very much true"*** in the area of "Meaningful Participation at School"	Bristow Middle School will continue to implement and promote various student opportunities for the school to receive feedback on student opinion and voice in connection to "Meaningful Participation at School"	• Student representatives • Student Leadership • Advisory Committee • Student Surveys (CHKS)	• Staff leadership advisors • Advisory Committee Members • Administration • Counselors • Teachers	Comparison of future data from CHKS percentages of students that report ***"Pretty much or very much true"*** in the area of "Meaningful Participation at School"

Improve percentage of respondents that report "***Agree or strongly agree"*** in the area of "Promotion of parent involvement in school"	Bristow Middle School will continue to implement, advertise and promote various parent opportunities in an effort to promote and increase parental involvement in school. This will occur via technology, digital social media platforms, and in person when applicable.	• Bristow Web Page • Site distributed emails • Site social media platforms • In person connections	• Site Administration • Parents club • School Site Council	Comparison of future data from CHKS percentages of respondents that report "***Agree or strongly agree"*** in the area of "Promotion of parent involvement in school"
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Bristow Middle School in partnership with Brentwood Police Department will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, Teachers; other relevant staff members.	SRO and Administrators	Successful completion of safety drills with staff.

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.

2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying," as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm

or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic,

behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat

assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.
3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person
        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.

5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Bristow Middle School

THE BIG FIVE

Crisis Response Plan

2024-2025

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees’ Workers’ Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑ Remain calm and speak slowly and clearly
  - ❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What, Where, When, How, Why.
  - ❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
  - ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. ● Return to class as quickly as possible. ● Shut all windows doors and blinds. Look for stray students as you are doing this. ● Turn off heat or air conditioning. HVAC on breaker panel **only** ● Take roll. / Maintain control of students. ● Tape doors, return air vent. Windows if necessary. ● Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** ● Give "Duck, Cover and Hold" Command. ● Get under desks or tables. ● Drop to knees with back to the windows and knees together. ● Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. ● Bury face in arms, protecting the head. Close the eyes tightly. ● Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. ● All classroom/office doors are closed and locked ● All students and staff remain inside until otherwise directed. ● Instruction continues as planned. ● Close all blinds. ● Look for email communication or listen for all call.
	**Intruder on campus- immediate danger** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. ● If you can get out, direct students to get out and away from danger ● Barricade if necessary! ● Counter if Necessary
Evacuate 	**EVACUATION** **Fire/ Earthquake/fallen Aircraft** Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
    - ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
    - ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
    - ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
    - ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
    - ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally so as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
    - ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
    - ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by the School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat.
> **ALICE** requires closing and locking doors and barricading with heavy objects.

ALERT – Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 calls, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by “Flash Alerts”, PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos

If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a “snake”
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:
❑ Announce the type of emergency
❑ Offer arm for guidance
❑ Tell person where you are going, obstacles you encounter
❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:
❑ Turn lights on/off to gain a person's attention -OR-
❑ Indicate directions with gestures –OR-
❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:
❑ Evacuate these individuals as injured persons
❑ Assist and accompany to evacuation site, if possible -OR-
❑ Use a sturdy chair (or one with wheels) to move person -OR-
❑ Help carry individual to safety

To evacuate individuals using wheelchairs
❑ Give priority assistance to wheelchair users with electrical respirators
❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and

size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

HAZARDS: FIRE ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
    - ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
    - ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
    - ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

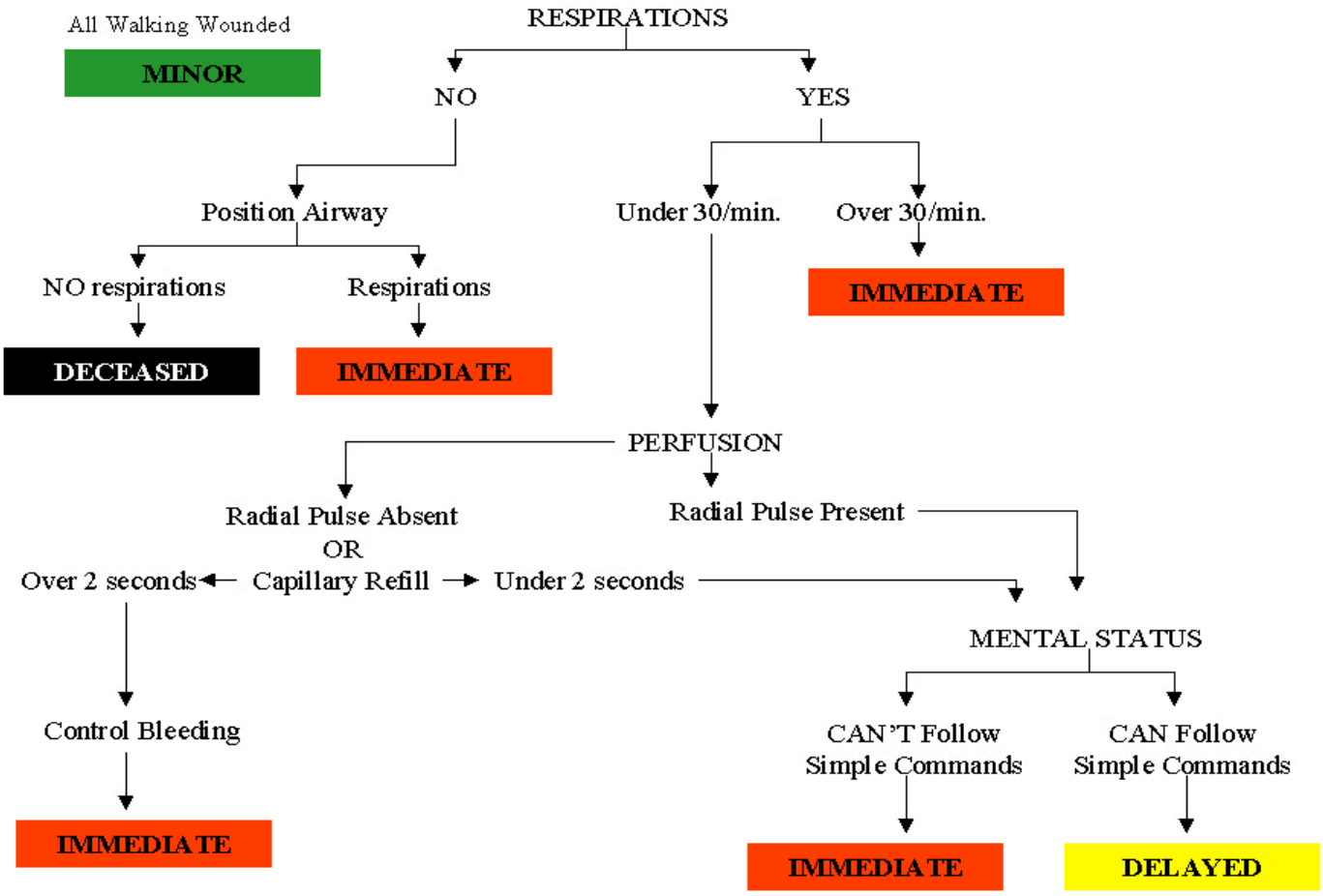
- **1 Flashlight**
- **1 set of spare batteries for each flashlight - *to be replaced yearly.**
- **vinyl disposable gloves**
- **medical tape**
- **ice packs**
- **package band-aids**
- **package 3X3 non stick gauze pads**
- **feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)**
- **thick red sharpies**
- **thick black sharpies**
- **duct tape**
- **plastic garbage bags (Large)**
- **name tags**

In Disaster Tote in Class:

- **Food for student provided from family at the beginning of the year (labeled with student name…no nuts or peanut butter!)**
- **Individual bottled water (2 per student)**

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix

Appendix A	**Student Emergency Release Form**
Appendix B	**Student Emergency Release Log**
Appendix C	**Teacher situation Report**
Appendix J	**Emergency Telephone Numbers**

Appendix A

STUDENT EMERGENCY RELEASE FORM

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name	Last Name	Relationship
Address		City
Phone Number	Today's Date	Time

I am willingly going with the above named adult.

Student's Signature	Today's Date	Time
Signature of School Personnel releasing student		Title

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name	Last Name	Relationship
Address		City
Phone Number	Today's Date	Time

I am willingly going with the above named adult.

Student's Signature	Today's Date	Time
Signature of School Personnel releasing student		Title

Appendix B

Student Emergency Release Log

STUDENT EMERGENCY RELEASE FORM

I am accepting the release of named student below and assuming *COMPLETE RESPONSIBILITY FOR THEIR SAFETY.*

	STUDENT NAME	*PRINT* ADULT NAME	*SIGNATURE*	*PHONE#*
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
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24				
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26				
27				
28				
29				
30				
31				
32				
33				
34				

Appendix C

Teacher Situation Report

TEACHER SITUATION REPORT

Reporting Teacher _____ Room _____

STUDENTS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

ADULTS/VISITORS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

A runner will collect this report for the command

Appendix J

EMERGENCY TELEPHONE NUMBERS

In the event of an accident or injury it is important to know what numbers to call:

***911 is your primary number!**

Animal Control……..335-8300

Brentwood Police: Dispatch……...809-7811

Non-Emergency……..809-7911
Office……...634-6911

Child and Family Services ……877-881-1116

Brentwood Water Operations ……925-516-6000

Fire and Rescue (Paramedics) ……...911

Hospitals: Contra Costa Regional Medical Center…...370-5170

John Muir Emergency…….939-3000

Kaiser Emergency-Antioch…….813-3100

Sutter-Delta…….779-7200

PG&E……1-800-743-5000
Poison Control Center ……. 1-800-222-1222
Red Cross……..1-415-427-8000
Contra Costa Crisis Center……..……2-1-1 or 1-800-843-5200
Suicide Crisis…….1-800-273-TALK OR 1-800-SUICIDE

Suicide Crisis - SPANISH SPEAKING…….1-888-628-9454

Approval page:

_____ _____
Site Council President Date

_____ _____
Principal, Bristow Middle School Date

Comprehensive School Safety Plan

2025-2026
School Year

School: **Edna Hill Middle School**

CDS Code: **07 61655 6003651**

District: Brentwood Union School District

Address: **140 Birch Street, Brentwood, CA 94513**

Date of Adoption: 1/21/25

Date of Update: 1/3/25

Date of Review: 1/29/25

- with Staff

Tandi Rucker

Leonor Medina

Approved by:

	Title	Signature	Date

Please see attached.

Name Karen Wortinger

Comprehensive School Site Safety Plan 2024-2025

Leonor Medina	Principal	
Tandi Rucker	Vice Principal	
Karen Wortinger	Parent	School Site Council President
Tom Cortez	Teacher	BTA Representative
Christina Milanese	Librarian	CLC Representative
Julie Truesdell	Teacher	
Matt King	School Resource Officer	
Angela Hulstrom	Counselor	
Kathleen Collins	Teacher	
Darlene Gonzalez	Teacher	

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The

ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)
5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)

12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)
13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of

those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

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

The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:

Clothing must cover undergarments. Footwear must be worn at all times, and must not limit student participation in school activities. Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming:

The following are not appropriate on the EHMS campus:

- ➔ Clothing with reference to sex, alcohol, weapons, violence, drugs, or which displays vulgar language, or administration determines inappropriate
- ➔ Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- ➔ Clothing must not threaten the health or safety of any other student or staff member
- ➔ Pajamas, slippers, blankets
- ➔ Strapless shirts, tube tops, shirts that don't reach the top of pants/shorts/skirt
- ➔ Short shorts
- ➔ Clothing that exposes undergarments

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

The EHMS administration reserves the right to determine if students are following dress code. Students not following dress code will be asked to wear their P.E. clothes for the day.

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

All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

The following is an example of a safe and orderly goal creating a safe and caring environment where all students can learn.

Element:

Refine the tiers in PBIS and MTSS implementation to address the needs and behavior of students.

Opportunity for Improvement:

Edna Hill recognizes the need for continuous improvement in fostering a positive and supportive school environment. One key area we can enhance is reducing the number of office referrals and suspensions. By implementing restorative practices, we offer students opportunities to reflect, understand the impact of their actions, and repair relationships, ultimately fostering a sense of responsibility and community. Additionally, reinforcing positive student behavior through rewards and recognition will encourage a culture of respect and accountability. Together, these strategies can create a more inclusive, engaging, and safe school atmosphere where students thrive academically and socially.

Via the California Healthy Kids Survey, conducted during the Fall of 2024 indicated that fewer than 30% of seventh grade students responded "Pretty much true" or "Very much true" when asked the following questions. Question A6.7: At school/When I participate in school,...I do interesting activities...I help decide things like class activities...I do things that make a difference...I have a say in how things work,,,I help decide school activities or rules.

Reference Document: Edna Hill California Healthy Kids Survey

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance	-EHMS -Attendance-Monitoring -Protocol -Attendance Incentives	- Working in close collaboration with the local SARB, best practices are followed to ensure students are learning the importance of regular classroom attendance.	VP - Attendance	Decrease in absences and SARB hearings. Numbers have improved over last year.
Provide for social and emotional health of students	-Daily Advisory Curriculum in small groups with trained certificated staff -Bobcat Pride Skills -8 Keys of Excellence Second Step -Second Step -Expectations Assemblies --Boys Group/girls group -ODAT Mentor -TUPE -GiveTHx	-The daily Advisory class allows adults to connect with students in a meaningful way around a curriculum developed by Edna Hill's Culture and Climate Committee focused on EHMS "Bobcat Pride Skills." -We also teach the "8 Keys of Excellence" which are foundational principles of character modeled and reinforced through group activities and self reflection; reinforcing respect and resiliency. -We have added lessons using Second Step curriculum on bullying/ harassment behaviors and instituted a protocol on how to prevent and respond to these incidents. -We have student assemblies, teachers reinforce in the classroom, a comprehensive counseling program, and administrative reinforcement through behavior support. -Our Boys Group meets with our SEL Counselor and ODAT Mentor once a week for six weeks to work on building	Culture & Climate Committee SEL Counselor ODAT Mentor	Decrease in discipline occurrences, bullying and tobacco use.

Objectives	Action Steps	Resources	Lead Person	Evaluation
		connection, respect, and community. -We are fortunate to have an ODAT (One Day at a Time) Mentor on site two days each week. He works to assist students to build relationships with peers, improve relationships both at home and at school through individual and small group mentorship. -Lessons on Tobacco Use Prevention Education (TUPE). -We received a grant to work with the GiveTHX program to utilize positive feedback as a way to increase positivity on campus. We started with staff training and utilization, then expanded to include students after training provided through our advisory classes. - We have a full time SEL counselor available for students to meet with in an effort to provide skills and strategies to deal with emotions and anxiety in a healthy way.		

Peer Mediation	-Conflict Manager -SEL Counselor -ODAT Mentor -RJ Circles -OCR	All students on the Edna Hill campus have access to our school counselors. The counselors are trained in conflict management through peer mediation. Students who experience a challenge may receive support from our counselor for mediation, support, success skills, social-emotional needs, etc. Our counselors have cast a large net to ensure they are reaching out to those who are in need. Small groups, as well as individual counseling are available for students. Staff and students are being trained in Restorative Justice Circles to build a positive culture of caring.	Counselors SEL Counselor 12 Circle Keepers	Reduction in suspensions. Increased use of Restorative Justice practices.
Anonymous Reporting System	-Say Something App	Sandy Hook Promise Training for Staff and Students to know the. Signs of Suicide Lessons taught in 8th grade Health Classes by Counselors. Counselors available as needs arise. Students/staff can anonymously self report any signs of bullying, depression, acts of violence. Tip is then followed up by school and/or law enforcement as appropriate.	Administration	Data effectiveness of program based on SHP Disposition Report. To include app usage as well as analysis for resolution.

Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	-Edna Hill Middle School in partnership with Brentwood Police Department will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, teachers; other relevant staff members.	SRO and Principal	Successful completion of drills with staff.

Student SEL Support	-Addition of full-time SEL Counselor, SEL: Family Counseling/Classes -Student Success Chats -Addition of Intervention Class Addition of additional after school homework support hours for all grade levels - ELAC recruitment and resource training -Addition of a campus supervisor. -Paper	Build student connection and provide a proactive lens on campus that supports campus climate and social-emotional health. Identify students who are struggling academically and/or socially as they adjust back to in-person learning. Helps build connections between students and staff. Setting Academic as well as Social/Emotional Goals. Intervention and after school homework help hours (in-person and via Zoom) will help to mitigate the learning loss that students experienced. Increase student connectivity on campus To increase safety on campus Piloting Paper program for academic support for students. This online resource offers students live tutorial support in real	Counselors SEL Counselor Admin Teachers Campus Supervisor Paper Admin Teachers	Increase in academics, well being and connection on campus for student support to build relationships and increase student advocacy and safety.

	-Clubs -Drama Productions -Sports	time in all core areas. Clubs at Edna Hill add to the sense of community on our campus. Current clubs on campus included: GSA; Anime; Faith, Hope & Love Christian Club; Girls who Code; Bobcat Buddies Drama productions are put on in both the Fall and Spring semesters. Students build relationships with cast mates and staff as they spend hours preparing and performing. Students have the opportunity to participate in various sports each quarter.	Club Advisors Drama Dept. Athletic Director Coaches	

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of

communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying," as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing,

intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.

3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person
        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Edna Hill Middle School

Emergency Plan

THE BIG FIVE

Crisis Response Plan

2024-2025

Brentwood Union School District

SCHOOL EMERGENCY GUIDELINES IMMEDIATE ACTION RESPONSE AND HAZARDS

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees' Workers' Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑ Remain calm and speak slowly and clearly
- ❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What Where, When, How, Why.
- ❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. • Return to class as quickly as possible. • Shut all windows doors and blinds. Look for stray students as you are doing this. • Turn off heat or air conditioning. HVAC on breaker panel **only** • Take roll. / Maintain control of students. • Tape doors, return air vent. Windows if necessary. • Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** • Give "Duck, Cover and Hold" Command. • Get under desks or tables. • Drop to knees with back to the windows and knees together. • Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck. • Bury face in arms, protecting the head. Close the eyes tightly. • Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. • All classroom/office doors are closed and locked • All students and staff remain inside until otherwise directed. • Instruction continues as planned. • Close all blinds. • Look for email communication or listen for all call.
	**Active Shooter** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. • If you can get out, direct students to get out and away from danger • Barricade if necessary! • Counter if Necessary
Evacuate 	**EVACUATION** **Fire/ Earthquake/fallen Aircraft** Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
- ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
- ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
- ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

> Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
- ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
- ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat.
> **ALICE** requires closing and locking doors and barricading with heavy objects.

"**ALERT** – Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there

Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos
If you have control of the shooter call 911 and tell the police, where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a "snake"
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- ❑ Announce the type of emergency
- ❑ Offer arm for guidance
- ❑ Tell person where you are going, obstacles you encounter
- ❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- ❑ Evacuate these individuals as injured persons
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

HAZARDS: FIRE ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
- ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

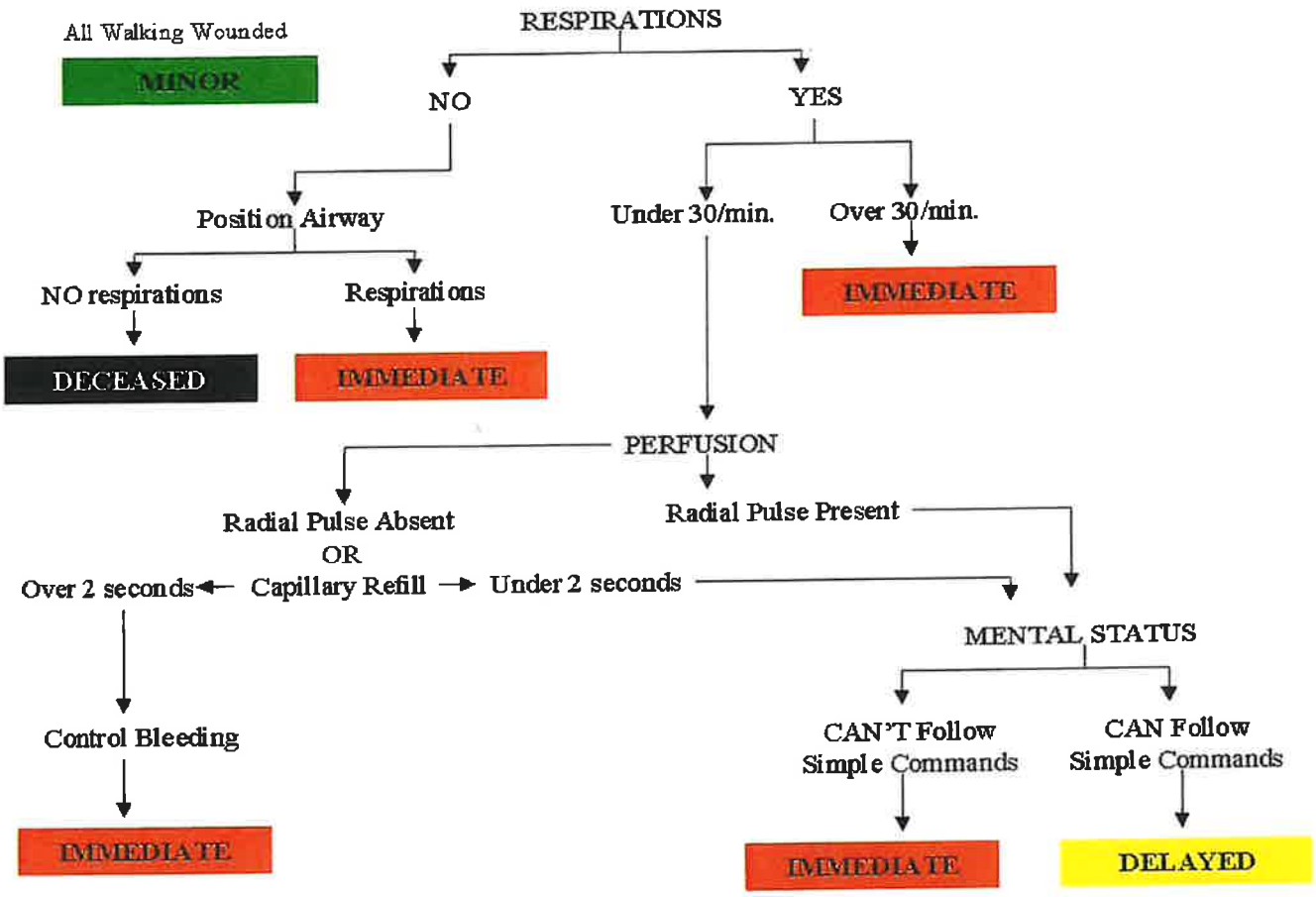
- 1 Flashlight
- 1 set of spare batteries for each flashlight - *to be replaced yearly.
- vinyl disposable gloves
- medical tape
- ice packs
- package band-aids
- package 3X3 non stick gauze pads
- feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)
- thick red sharpies
- thick black sharpies
- duct tape
- plastic garbage bags (Large)
- name tags

In Disaster Tote in Class:

- Food for student provided from family at the beginning of the year (labeled with student name…no nuts or peanut butter!)
- Individual bottled water (2 per student)

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix

Appendix A	Student Emergency Release Form
Appendix B	Student Emergency Release Log
Appendix C	Teacher situation Report
Appendix D	School site specific items (CPR, First Aid, bilingual, CPI Certified).
Appendix E	Health Alert
Appendix F	General Evacuation Areas offsite
Appendix G	ICS flow chart/ Incident command ICS roles
Appendix H	External (Home) Emergency Phone Tree
Appendix I	School Evacuation Map/ Color
Appendix J	Emergency Telephone Numbers

APPENDIX A: STUDENT EMERGENCY RELEASE FORM

Student's Name (PRINT) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

_____

(Print) First Name Last Name Relationship

_____

Address City

_____

Phone Number Today's Date Time

I am willingly going with the above named adult. _____***(Student Signature)***

_____

Signature of School Personnel Releasing Student/Title

STUDENT EMERGENCY RELEASE FORM

Student's Name (PRINT) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

_____

(Print) First Name Last Name Relationship

_____

Address City

_____

Phone Number Today's Date Time

I am willingly going with the above named adult. _____***(Student Signature)***

_____

Signature of School Personnel Releasing Student/Title

APPENDIX B: STUDENT EMERGENCY RELEASE FORM

****This form is only to be used by authority of Crisis Response Coordinator/Students****

I am accepting the release of the named student below and assuming COMPLETE RESPONSIBILITY FOR THEIR SAFETY

	STUDENT NAME	PRINT ADULT NAME	SIGNATURE	PHONE#
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

APPENDIX C: TEACHER SITUATION REPORT

Reporting teacher_____**Room**_____

	TOTAL IN CLASS TODAY_____
	NUMBER UNINJURED_____
STUDENTS	**NUMBER INJURED**_____
	NUMBER TRAPPED_____
	NUMBER MISSING_____

	TOTAL IN CLASS TODAY_____
	NUMBER UNINJURED_____
Adults/Visitors	**NUMBER INJURED**_____
	NUMBER TRAPPED_____
	NUMBER MISSING_____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

A runner will collect this report for the command post.

APPENDIX D: EHMS STAFF EMERGENCY CERTIFICATIONS & RESOURCES (2023-2024)

The following staff is currently certified in CPR:

Yolanda Alvarez

Zeina Bazouzi

Cate Bernamonti

Brett Bollinger

Pete Celli

Dionne Custis

Katie Daniels

Kristina Fisher

Darlene Gonzalez

Kristine Holton

Yingdi Lei

Suzanne Levy-Utschig

Kristin Lyman

Tina Milanese

Karen Peltz

Gowri Rajendran

Brett Robinson

Judy Shappet

Lya Trubisky

Fernando Valdes

Dana Weekes

Haley Young

The following staff is currently certified in First Aid:

Yolanda Alvarez

Zeina Bazouzi

Cate Bernamonti

Brett Bollinger

Pete Celli

Katie Daniels

Kristina Fisher

Darlene Gonzalez

Kristine Holton

Yingdi Lei

Suzanne Levy-Utschig

Kristin Lyman

Tina Milanese

Karen Peltz

Gowri Rajendran

Brett Robinson

Judy Shappet

Lya Trubisky

Fernando Valdes

Dana Weekes

The following staff members are bilingual:

Yolanda Alvarez- Spanish

Jesus Arroyo - Spanish

Zeina Bazouzi- Arabic,French

Chika Brown - Japanese

Anna Chuey - Spanish

Tom Cortez- Spanish

Kristina Fisher-American Sign Language

Ashley (Elllcessor) Gonzales- Spanish (Reading and Listening)

Darlene Gonzalez- Spanish

Pinder Grewal- Punjabi

Lupe Huffman- Spanish

Sarah Jenkins-Spanish

Gabriela Narez- Spanish

Julie Odiase - Edo

Gowri Rajendran - Tamil

Tara Randall- French

Teresa Rodriguez- Spanish

Judy Shappet- Tagalog

Anita Torres- Spanish

Fernando Valdes- Spanish

Crisis Prevention/ Intervention Flow Chart

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

- Keep safety of students at the forefront of your mind at all times.
- If in a classroom, try to get students in crisis to office to de-escalate or cool off. Get help! A neighbor teacher, support personnel or call office. Use words to de-escalate situation, distract from what is upsetting student.
- If not possible to remove student or reduce escalation, evacuate students to playground or another room. Leave student in crisis in room with two staff members if possible.
- If you approach the situation identify yourself and ask if staff needs help.
- One person is to call a CPI trained personnel for back up. Notify them this is an emergency or a CPI situation.
- Constantly evaluate if the child is in danger to him/herself or others. If at any time they are, intervene with CPI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate situation.
- Once support arrives, dismiss one aide to cover/support students and help in other classroom or playground.
- Communicate updates/status regarding the situation (i.e. see support staff list below)
- Notify office staff. Office staff will notify principal and then support staff listed below.
- Office staff/ Teacher or admin will contact parent
- Once situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any CPI techniques were used by any personnel it must be documented by that individual(s) in coordination with admin).

First Responders	Support Staff	Office Staff/ Communication
Classroom teacher		Principal, Leonor Medina
Neighbor teacher	Lupe Huffman, Teacher	Haley Young, Vice Principal
Any available aide	Gari Ann Schmidt, IA.	Elena Valdez, Secretary
Other school personnel:	Jayne Ridolfi, Teacher	Yolanda Alvarez, Secretary

CPI Certified Personnel:

Yolanda Alvarez	Pete Celli	Yingdi Lei	Judy Shappet
Zeina Bazouzi	Katie Daniels	Kristin Lyman	Fernando Valdes
Cate Bernamonti	Darlene Gonzalez	Tina Milanese	Dana Weekes
Brett Bollinger	Kristine Holton	Karen Peltz	Haley Young

APPENDIX E: HEALTH ALERT (INSERT)

ICS ROLES AND RESPONSIBILITIES

Crisis Response Director:

a. Overall director of disaster procedures.
b. Initiate call for outside assistance.
c. Maintain communication with the Disaster Response Team and district office.
d. Coordinate media communications with the public information officer.
e. Determine facility/student safety from Crisis Response Coordinator/Operations.
f. Evacuate additional buildings on recommendation of Crisis Response Coordinator/Operations.
g. Provide a statement of current status on the P.A. system. Issue written communiqué to students and staff regarding status if emergency period is prolonged.
h. Obtain a report of needed facility repairs from the Crisis Response Coordinator/Operations and notify utility companies of any breaks or suspected break in lines.
i. Determine the advisability of closing the school with the advice of the Superintendent, and/or City Building Inspector if possible.
j. Direct school staff to remain after school hours if required to assist in disaster service activities.
k. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
l. Authorize resumption of power, gas and water services.
m. Authorize return to buildings. Send verbal or written instruction with available staff.
n. Debrief meeting with disaster response team, maintenance, and district office.

Crisis Response Coordinator/Students (Reports to Crisis Response Director):

a. Assist staff in gaining control of the students.
b. Organize and supervise a group of students to be command center runners.
c. Send runners to collect attendance.
d. Send the attendance sheets to the attendance secretary at the Command Center.
e. Oversee the movement of students into alphabetic supervision areas on the field.
f. Coordinate the labeling of every student.
g. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from the Crisis Response Director.
h. Notify the Staff Accountability Clerk of any needs for additional staffing.

i. Assign non-teaching staff to areas where needed.
j. Maintain student release records.
k. Periodically report the number of released students to the command center.
l. Debrief with district response team.

Crisis Response Coordinator/Operations (Reports to Crisis Response Director):

a. Report to and establish the Command Center.
b. Coordinate alarms/telephone/radios with Communications Coordinator.
c. Initiate with Facilities Team Leader facility inspection.
d. Relay facility damage reports.
e. Notify the Crisis Response Director when evacuation has been properly completed.
f. Initiate search and rescue with Sweep and Rescue Team Leaders.
g. Coordinate sweep teams and rescue teams.
h. Establish security gates.
i. Keep the command center secure.
j. Supervise traffic control.
k. Debrief with district response team.

Crisis Response Coordinator/Psychological Trauma (Reports to Crisis Response Director):

a. Assist in personal psychological trauma needs of staff/students.
b. Have psychological trauma support staff available for counseling needs during and after emergency.
c. Inform command center of staff who need to be covered/replaced.
d. Inform Crisis Response Coordinator/Students of the names of students being serviced.
e. Make recommendations for follow-up needs.
f. Keep records of students/staff psychological trauma needs.
g. Debrief with district response team.

Crisis Response Coordinator/Medical (Reports to Crisis Response Director):

a. Report to and establish a command center.
b. Establish and supervise a triage area in the safest determined location.
    1. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first

aid.

2. Set up a morgue.

c. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
d. Supervise the duties of the Medical Clerk.
e. Send periodic updates to the command center on numbers of injured/fatalities.
f. Supervise the administration of first aid.
g. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
h. Verify that parents of injured persons have been notified.
i. Breakdown triage area.
j. Inventory remaining first aid supplies.
k. Debrief with disaster response team.

Communications Coordinator (Reports to Crisis Response Director):

a. Report directly to the Command Center.
b. Record new messages for the telephone system.
c. Assist in the conversion to backup power for the computers and communications systems as needed.
d. Assist with communication needs between command post and district office.
e. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
f. Keep frequencies organized for radio communications.
g. Assist Staff Accountability Clerk with communication logs.

Public Information Officer and Liaison (Reports to Crisis Response Director):

a. Arrange a staging area for media.
b. Meet the media.
c. Contain media from actual disaster, command center, students and staff.
d. Field questions until designated media official arrives from the District Office.
e. Meet the arrival of emergency service workers from fire, police, medical, etc.
f. Act as liaison between emergency service workers, command center and Crisis Response Director.
g. Provide needs for emergency service workers until relieved or no longer needed.

Staff Accountability Clerk (Reports to Crisis Response Director):

a. Establish the command center.
b. Take radio, substitute list and list of absent teachers to command center.
c. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
d. Keep a log of all command center calls other than parents, and all communication.
e. Collect all reports, maps, records sent to command center.
f. Update Crisis Response Director as needed from forwarded records.
g. Coordinate student runners from command center.
h. Assign staff to Crisis Response Coordinator/Students as requested.

Student Accountability Clerk (Reports to Crisis Response Coordinator/Students):

a. Observe locator panel by switchboard.
b. Radio administration & maintenance as to which lights are showing on the panel.
c. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced or request emergency personnel be called.
d. Follow light panel operation procedures.
e. Sound All Clear when directed.
f. Make P.A. announcements as needed and authorized by administration.
g. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location.
h. Notify Crisis Response Coordinator/Students.
i. Accept and record calls from parents
j. Call parents of students who have been transported by ambulance. **Keep a list to notify release gate personnel.**
k. Coordinate with the Medical Clerk in the accounting of injured students/staff.

Supervision Team, Supervision Support Team and Team Leader (Reports to Crisis Response Coordinator/Students):

a. Team leader responsible for ensuring supervision team assumes responsibility of classes and emergency folders per the Alphabetic Supervision Areas map.
b. Supervision team supervises all students per the Alphabetic Supervision Areas map and places name tags on all students once in the supervision areas on the field.
c. Supervision support team provides any support as directed by the team leader.

Release Team and Team Leader (Reports to Crisis Response Coordinator/Students):

RELEASE OF STUDENTS/PERSONNEL: All students will be released at the gates in the back of the school on Lawrence Lane unless the area is deemed unsafe in which release will take place in front of the school or at an alternate site as designated by the command center.

a. Begin release process when Crisis Response Coordinator/Students advises.
b. Assign students to assist in looking up student schedules, locating students, and assisting at the release gate.
c. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released. ****See Student Emergency Release Forms in Appendix.***
d. Check for the appropriate signatures before permitting a student to depart the grounds.
e. Report periodic numbers of released students to Crisis Response Coordinator/Students.

Release Team Clerk (Reports to Release Team Leader):

a. Report to the release gate with student emergency card records.
b. Assist release team members with release procedures.
c. Keep an accurate record of released students.
d. Periodically report the numbers of students released to the Release Team Leader.

Sweep Team* (Reports to Crisis Response Coordinator/Operations):

****See Sweep and Rescue Teams map in Appendix for areas of responsibility.***

a. Team leader reports to the command center to the Crisis Response Coordinator/Operations.
b. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc.
c. If injured/trapped/fatalities are found, mark the door and your map with a ***RED X and the time*** for the rescue team.
d. When the area has been searched and cleared, mark the door and your map with a ***BLACK X and the time.***
e. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
f. When sweep is completed, assist the rescue team in removing trapped, injured, fatalities.
g. Team leader to report findings to the command center.

Rescue Team* (Reports to Crisis Response Coordinator/Operations):

See Sweep and Rescue Teams map in Appendix for areas of responsibility.

a. Assist staff in gaining control of students.
b. Team leader reports to the command center to the Crisis Response Coordinator/Operations.
c. Dispatch rescue teams to rescue trapped and injured.
d. Move injured to the designated triage area.
e. AFTER ALL INJURED HAVE BEEN REMOVED, remove fatalities to the morgue. List on your map.
f. Secure all buildings from reentry after search and mark doors with a ***BLACK X, the time and a "P"*** (meaning Primary Search).
g. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted students/personnel
h. For heavy rescue of trapped victims that are beyond the capabilities of staff and equipment at the school site, contact an administrator to request whatever resources you will need to accomplish the rescue.
i. Conduct a secondary search ***marking the doors with the time and a "S"*** (meaning Secondary Search).

Facilities/Custodial Personnel (Reports to Crisis Response Coordinator/Operations):

a. Team leader reports to Crisis Response Coordinator/Operations at command post.
b. Turn off main gas, electricity, and/or water.
c. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
d. Confer with Crisis Response Coordinator/Operations for further directions.
e. Direct fire-fighting efforts until regular fire fighting personnel take over.
f. Certify building safety and restore services as directed.

Traffic Team & Team Leader (Reports to Crisis Response Coordinator/Operations)

a. Team leader coordinates traffic control needs for the front and back of the school cooperating with emergency personnel, police, city officials and district personnel, in addition to providing traffic control where additional help is needed.
b. Traffic team follows the direction of the team leader. Traffic team is to support the supervision team when relieved by emergency personnel, police or city officials.

Medical Clerk (Reports to Crisis Response Coordinator/Medical):

a. Assist with set up, transporting necessary materials to the triage/morgue area.
b. Pull emergency cards for students on the injury list.

c. Coordinate injury reports from rescue team rescues.
d. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
e. Complete report of action taken regarding injured persons.
f. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
g. Assist in tagging all injured persons and fatalities.
h. Complete records of fatalities.

Medical Team & Team Leader (Reports to Crisis Response Coordinator/Medical):

a. Team leader assists medical clerk in setting up the triage/morgue centers, organizes incoming injured per the severity of injury, provides first aid, takes periodic inventory of first aid supplies and assists any medical personnel who arrive.
b. Medical team administers first aid and assists medical personnel who arrive, per the direction of the team leader.

Psychological Trauma Support Team (Reports to Crisis Response Coordinator/ Psychological Trauma):

a. Psychological trauma support team follows direction of Crisis Response Coordinator/Psychological Trauma in addressing the personal psychological trauma needs of staff and students.

Comprehensive School Safety Plan

2025-2026

School Year

School: Garin Elementary School
District: Brentwood Union School District
Address: 250 1st Street, Brentwood, CA 94513
Date of Adoption:
Date of Update:
Date Reviewed:

Approved by: Garin Elementary School Site Council on 2/4/25

Comprehensive School Site Safety Plan

Allison Martin	Principal/SSC Member
	Teacher/School Safety Committee
Melissa Costa	Teacher/School Safety Committee
Jana Wong	Parent/SSC Member
Elizabeth McGinn	Parent/SSC Member
Tracy E. Cotton	Teacher/SSC Member
Kimberly Rocha	Teacher/SSC Member

The Garin Elementary School Site Safety Team provided input on 2/4/25 and the Garin Elementary School Site Council provided input into the development of the plan on 2/4/25. Adoption of the plan took place at the School Site Council Meeting on 2/4/25.

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 I, 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All district employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code Section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.
Or
CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/ 365 days per year):

Employees may submit phone reports may to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894. The Suspected Child Abuse form (SS 8572) may be downloaded from the Brentwood School District's Administrative Services website.

In accordance with state law, all district employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides district employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual supports, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and district buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

During the 2018-19 school year, BUSD invested time and resources to raise the bar in school security by providing all district employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Departments to prepare district employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All district employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect student and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plan and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-19 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g. smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate

evacuating the class to assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 911.

All fires, regardless of magnitude, must be reported to the fire department. In accordance with California Education code 32001 all district schools conduct a school wide fire drill at least every calendar month.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood School District and each school have adopted the following procedures in the event of an

earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)
COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.
HOLD On: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter [e.g. corner of a table.]

Once the shaking has stopped, teachers will check for injured students in their classroom; evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone.

Relocation stations are set up at each school site to allow parents to take students home. If there has been earthquake damage to a school, students and staff will not be allowed to re-enter buildings until the buildings have been appropriately inspected.

Evacuate only if there is damage to the building, or the building is on fire.

district schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d)) 5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))

6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f)) 7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i)) 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j)) 11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m)) 13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o)) 15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p)) 16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be
predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed under above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record.(Education Code 48900.5)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3.) Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)
When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use
or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school
employee

For more information about the suspension and expulsion process, please review BUSD board policy 5144.1, "Suspension and Expulsion Due Process."

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

Brentwood School District notify Teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the district in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood School District prohibits unlawful sexual harassment of or by any student by anyone in or from the district. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school related activities. The district also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal.

Students or staff are expected to immediately report incidents of sexual harassment to a site administrator. Each complaint of

sexual harassment

shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all district employees have completed a mandatory online sexual harassment training.

The district's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services 20 Oak Street, Brentwood, California, kjobbe@brentwood.k12.ca.us

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

The Brentwood School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress Code policy applies to all schools in the district. Board Policy 5132

Schools Dress code policy is as follows:

Students are expected to dress neatly and in good taste. Student dress and grooming should promote safety while on the playground and should not detract from the educational program. Parents may be contacted when there are dress code violations in order to bring appropriate clothing to the school. *Violations are subject to administrator discretion.*

Allowable Dress and Grooming:

Students are expected to dress neatly and in good taste. Student dress and grooming should promote safety while on the playground and should not detract from the educational program. Parents may be contacted when there are dress code violations in order to bring appropriate clothing to the school. *Violations are subject to administrator discretion.*

- Shoes should provide safety and support. Flip Flops are not permitted.
- Skirt and short lengths must be at least "finger-tip" length when arms are held straight down.
- Hats may be worn outside.

Non-Allowable Dress and Grooming:

No bare midriffs or bare backs

- Flip Flops are not permitted
- Clothing should not have inappropriate slogans or advertising
- Make-up is not allowed at school
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian. A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) All Brentwood School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular
activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

Component:

Create a learning environment that is positive, engaging, safe and orderly for students.

Element:

Through our MTSS and Character Traitof the 3 R implementation staff will design, communicate, and refine practices to support a robust and comprehensive program for all students.

Opportunity for Improvement:

Increase a positive school environment by implementing positive character traits that help reduce the number of office referrals, suspensions, and absence rates across the school site. Provide a positive school culture that increases student participation.

After a review of the California Healthy Kids Survey, conducted during the Fall of 2024, results indicated areas for review could include: Meaningful Participation in school (given a chance to decide school activities, ask for your ideas), Caring Adults at School, School Connectedness (feeling close to people at school), Fairness (students treated fairly when they break school rules), and Students at School Well Behaved, and Violence Victimization.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance	1.Notification protocols: • Daily Phone calls • Weekly attendance Meetings review by attendance secretary • Garin attendance Tardy/Attendance PreSARB checklist • Letters and notices sent home • Follow-up phone calls • Meetings with Parent 2. Good Attendance • Recognition/incentives	Working in collaboration with the local SARB, best practices are followed to ensure students & families are learning the importance of regular classroom attendance	• Attendance Clerk • VP • Principal	Attendance Data/AERIES

Provide for social and emotional health of students	1. Support students with social skills: • Counseling Groups (friendship, social and emotional support, organization and management skills) • Character Education Lessons • Character Awards • Cougar Student Store 2. Develop a school culture of caring and compassionate students/staff: • Ability Awareness • Kindness (RAK Day) • Helping others -Toy & Food Drive -Buddy Bench • Character traits will be emphasized daily and acknowledged through character checks. • Community Celebrations Lessons	LCAP Goal #4	Principal Counselor RtI Behavior Team	AERIES Data Survey Data

Establish procedures to ensure safety of all Students and staff on Campus.	1.Update emergency plan and distribute to all Staff. 2. Train all staff in emergency procedures and drills; Review emergency plan roles 3. Practice emergency drills with full implementation of emergency plan and roles.	LCAP Goal #4	Principal BUSD PD TSA Staff	Drill Data Survey Data
Provide a positive school culture that incorporates choice and school pride.	Provide opportunities for students to participate in school decisions/outcomes. 1. Provide student Leadership roles 2. School Leadership Team 3. Conflict Managers provide conflict resolution with Student input. 4. Bully Box	LCAP Goal #4		Survey Data Counselor Student Leadership Leads
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Garin Elementary School in partnership with Brentwood Police Department will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, teachers; other relevant staff members.	SRO and Principal	Successfully Completion of drills with staff.

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

Brentwood Union School District Student Conduct Code

The Brentwood School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Each district school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty on school work or tests
8. Inappropriate attire
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another district school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary supports to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925): At the beginning of each school year, the principal of each school shall ensure that all

students and
parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood School District believes that all students have a right to a safe, healthy and nurturing learning environment. The district recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The district will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying", as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The district expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (Education Code 48900(r)).

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber bullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood School District has a goal is to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially,

emotionally and academically.
Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The district believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The district and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.

3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person
        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Crisis Response Plan

Garin Elementary School

2024-2025

Brentwood Union School District

THE BIG FIVE

SCHOOL EMERGENCY GUIDELINES IMMEDIATE ACTION RESPONSE AND HAZARDS

Garin Elementary

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene with accurate information should always be the initial call. Call 911 first, and then if viable, contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly.
- Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency, ie Who, What Where, When, How, Why.
- Although caller ID information may transfer immediately to the 911 Dispatcher; it is not available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received.
- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious. Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries.

- Know your cell phone number and be prepared to give dispatcher an exact address.

When calling 911, time is of the essence. Remain calm, speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE I Get Back inside 	Implement to isolate students and staff Jrom the outdoor environment in order to protection from external airborne contaminants ° Return to class as quickly as possible. ° Shut all indoor doors and blinds. Look for stray students as you are doing this. ° Turn off heat or air conditioning. HVAC on breaker **panel** only Take roll. / Maintain control of students. ° Tape doors, return air vent. Windows if necessary. ° Office will activate email tree to ensure safety of students & staff.
Earthquake DROP, COVER & HOLD ON 	Implement during an Earthquake • Give "Duck Cover and Hold" Command. • Get under desks or tables. Drop to knees with back to the windows and knees together. • Hold on to desk or chair to prevent it from moving **away.** With other hand, cover the neck. • Bury head in arms and protect the head. Close the eyes tightly. protecting Stay there until further instructions are given
Lockout SECU RE CAM PUS 	Lockout: Initiate for a potential threat in the community. All classroom/ office doors are closed and locked and all students and staff remain inside until otherwise **directed.** Instruction continues as planned.
AliCE 	Active Shooter Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in danger. • If you can get out, direct students to get out and away from danger. Barricade when necessary • Counter if Necessary
Evacuate 	EVACUATION Fire/ Earthquake/fallen Aircraft Pause when you hear fire alarm - Look, Listen. Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a pre-determined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- External Chemical Release
- Fire in the Community
- Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- Requires an understanding that any gaps around doors and windows may need to be sealed
- Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- Earthquake
- e Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- Must be practiced for immediate and automatic response
- Is the single most useful action to protect oneself in an earthquake
- In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- Requires alert attention to aftershocks
- e Requires that staff and students assist those with special needs to ensure safe cover for all
- Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in LOCKOUT/SECURE CAMPUS status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside through the duration of the event. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- Potential threat of violence in the surrounding community
- Law enforcement activity in the surrounding community

A SECURE CAMPUS response may be elevated to LOCKDOWN 1 BARRICADE in which case instruction immediately ceases and students and staff follow LOCKDOWN 1 BARRICADE procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- Is intended to prevent a potential community threat from entering campus
- Heightens school safety while honoring instructional time
- Requires that all exterior classroom / office doors are locked and remain locked
- Is intended to prevent intruders from entering occupied areas of the building
- Requires that students and staff remain in SECURE CAMPUS status until ALL CLEAR is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, **EVACUATE**

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During ALICE, students and staff are to determine if evacuation is possible, if so get out and get away.

- Gunfire
- Threat of extreme violence outside the classroom
- Immediate danger in the surrounding community

ALICE is a protective action against human threat while Shelter-in-Place protects against environmental threat. ALICE requires closing and locking doors and barricading with heavy objects.

ALERT — Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)

Call 9-1-1

INFORM — Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information

Can be used by people in the area or who may come into it to make common sense decisions Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER — This is the use of simple, proactive techniques should you be confronted by the Active Shooter.

Anything can be a weapon

Throws things at the shooters head to disrupt their aim

Create as much noise as possible

Attack in a group (swarm)

Grab the shooters limbs and head and take them to the ground and hold them there

Fight dirty-bite, kick, scratch, gouge eyes, etc.

Run around the room and create chaos

If you have control of the shooter call 911 and tell the police, where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate

Run in a zig-zag pattern as fast as you can like a "snake"

Do not stop running until you are far away from the area

Bring something to throw with you in case you would encounter the Active Shooter

Consider if the fall from a window will kill you

Break out windows in the top corners and attempt to quickly clear glass from the frame

Consider using belts, clothing or other items as improvised rope to shorten the distance you would

Hang by your hands from the window ledge to shorten your drop

Attempt to drop into shrubs, mulch or grass to lessen the chance of injury

Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Fire
- Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture

EVACUATION:

- Requires exit from the building to a designated safe site, on-campus or off-site
- May require that students and staff rely on district bus transportation
- May require staff to exit via alternate routes based on circumstances
- Requires that students remain with assigned teachers unless circumstances prohibit that
- Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- Announce the type of emergency
- Offer arm for guidance
- Tell person where you are going, obstacles you encounter
- When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- Turn lights on/off to gain a person's attention —OR
- e Indicate directions with gestures —OR
- Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- e Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible —OR
- Use a sturdy chair (or one with wheels) to move person - OR
- Help carry individual to safety

To evacuate individuals using wheelchairs

- Give priority assistance to wheelchair users with electrical respirators
- Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- Reunite person with the wheelchair as soon as it is safe to do so

Hazards: Chemicals and Gas

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak
Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

Hazards: Fire - Off-Site

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

Hazards: Fire — On-Site

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not reenter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be

prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

First Aid: Triage

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

e Remain calm and assess the situation

a Be sure the situation is safe for the responder

- In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately

e Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety

- If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

° 1 Flashlight
° 1 set of spare batteries for each flashlight - *to be replaced yearly
vinyl disposable gloves
medical tape
° ice packs
“ package band-aids
package 3x3 non-sick gauze pads
feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)
thick red sharpies/thick black sharpies
duct tape
plastic garbage bags (Large)
name tags

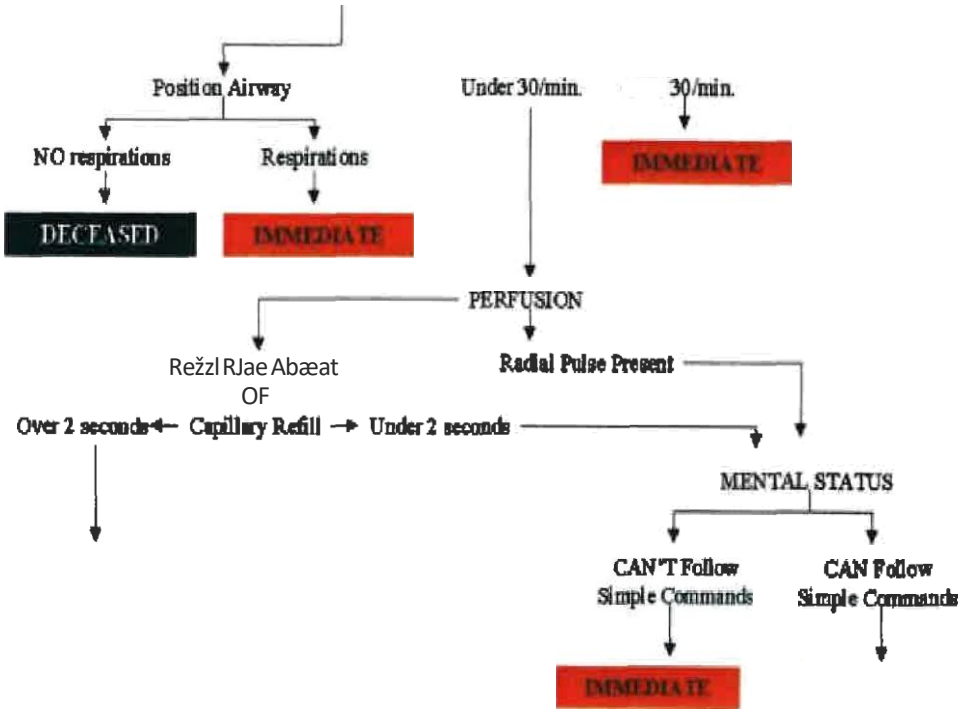
In Disaster Tote in Class:

- Food for student provided from family at the beginning of the year (labeled with student name...no nuts or peanut butter!)

° Individual bottled water (2 per student)

FIRST AID: TRIAGE

<u>Remember</u>
Respirations
Perfusion
Mental Stat



Appendix

Appendix A	Student Emergency Release Form
Appendix B	Student Emergency Release Log
Appendix C	Teacher situation Report
Appendix D	School site specific item,/S Budd) Est, CPR, bilingual, special circumstances /concern).
Appendix E	Health Alert
Appendix F	General Evacuation Area's offsite
Appendix G	ICS flow chart/ Incident command ICS roles
Appendix H	Staff Phone Tree
Appendix I	School Evacuation Map/ Color
Appendix J	Emergency Telephone Numbers

Appendix A

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name Relationship

Address City

Phone number Today's Date Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name Relationship

Address City

Phone number Today's Date Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title

Appendix C

TEACHER SITUATION REPORT

Reporting l'eacher _____ Room _____

STUDENTS:	TOTAL IN CLASS TODAY _____ NUMB OR UNINJ £JR ID NUMBER1NjURED NUMBER TRAPPED _____ NUM BER MISSIN

ADULTS/VISITORS	TOTAL IN CLASS TODAY _____ NUMBER U N1NJU RED _____ NU MBER INJURE D _____ NUMBER TRAPPED _____ NUMB ER MISSl NG_____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5	10.	15.

°*A runner will collect this report for the command post.*

Appendix D

Crisis Prevention/ Intervention Flow Chan

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

* Keep safety of students at the forefront of your mind at all times.
* If in a classroom, try to get students in crisis to office to de-escalate or cool off. Get help! A neighbor teacher, support personnel or call office. Use words to de-escalate situation, distract from what is upsetting student.
- If not possible to remove student or reduce escalation, evacuate students to playground or another room. Leave student in crisis in room with two staff members if possible.
- If you approach the situation identify yourself and ask if staff needs help.
- One person is to call a CPI trained personnel for back up. Notify them this is an emergency or a CPI situation.
- Constantly evaluate if the child is in danger to him/her self or others. If at anytime they are, intervene with CPI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate situation.
- Once support arrives, dismiss one aide to cover/support students and help in other classroom or playground.
- Communicate updates/status regarding the situation (i.e. see support staff list below)
- Notify office staff. Office staff will notify principal and then support staff listed below.
- Office staff/ Teacher or admin will contact parent
- Once situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any CPI techniques were used by any personnel it must be documented by that individual(s) in coordination with admin).

First Responders	Support Staff	Office Staff/ Communication
Classroom teacher	Kim Spears, Psych	Allison Martin, Principal
Neighbor teacher	Shannon Biggs, Counselor	Melissa Warner, Admin Designee
Any available aide	Shannon McGee, ISP	Ben Cleland, Secretary
Other school personnel:	Elizabeth McGinn, LC	Maricruz Jimenez, Secretary

CPI Certified Personnel:

Michelle Cohn Amy Martin Allison Martin Marie-Josée Parayre MA. MARJORIE REYES Melissa Warner	Destri Vawter Lorie Guinard Jennifer Verner Sarah Ancarde Colleen Samorano Roshini Divya Ravichandran	

Appendix G

Appendix G

Garin Incident Command System Flow Chart

CRISIS RESPONSE DIRECTOR

Allison Martin Principal

Melissa Warner, Vice-Principal

DIRECTS EMERGENCY ACTIONS/COMMUNICATIONS TO STAFF, STUDENTS, PARENTS, COMMUNITY

CRISIS RESPONSE COORDINATOR COMMUNICATIONS ***Allison Martin*** Coordinates and oversees all communications between school personnel, media, and the community.	CRISIS RESPONSE COORDINATOR OPERATIONS ***Melissa Warner*** Coordinates and oversees all emergency plan operations and safety.	CRISIS RESPONSE COORDINATOR STUDENTS ***Beverly Cleland*** Coordinates and oversees the control of all students and release procedures.	CRISIS RESPONSE COORDINATOR MEDICAL ***Mari Jimenez*** Coordinates and oversees all medical needs including the triage and morgue areas.
Liaison Irene Ciappara **Staff Accountability Clerk** Amy Martin **Student Accountability Clerk** C. Golinveaux **Assistant Accountability Clerk** Nerissa/DeRita **Release Clerk** McGinn **Release Team** Sheely, Allred, Cohn, Verner	**Rescue Team** 3rd grade team **Sweep Team** 4th grade team **Traffic** 5th grade team **Facilities** R. Aguayo, Norm **Operations** (Coordinator, Rescue & Release Team Leads): Report to Command Center	**Supervision Team** All Tk, K, 1 and 2nd grade teachers All Instructional Aides & Campus Supervisors & Anyone otherwise not specifically assigned **Students and Supervisors**: Report to Evacuation Zone	**Medical Clerk** Mingst **Medical Team** Intervention Staff, Kitchen Staff, Geis, Dudek, Winn, Parayre, Kouhl **CRISIS RESPONSE COORDINATOR PSYCHOLOGICAL TRAUMA** **Biggs** Coordinates and oversees the psychological crisis needs of staff and students.
Command Center (Directors and Psych Trauma Coordinators, Communication, Accountability Clerks): Located by the office			**Medical Team:** Report to Triage Area

EMERGENCY PROCEDURES

STAFF DUTIES

Crisis Response Director:

a. Overall director of disaster procedures.
b. Initiate call for outside assistance.
c. Maintain communication with Disaster Response Team and district office.
d. Coordinate media communications with the public information officer.
e. Determine facility/student safety from Crisis Response Coordinator/Operations.
f. Evacuate additional buildings on recommendation of Crisis Response Coordinator/Operations.
g. Provide statement of current status on P.A. system. Issue written communique to students and staff regarding status if emergency period is prolonged.
h. Obtain report of needed facility repairs from the Crisis Response Coordinator/Operations and notify utility companies of any breaks or suspected break in lines.
i. Determine the advisability of closing the school with the advice of the Superintendent, and/or City Building Inspector if possible.
j. Direct school staff to remain after school hours if required to assist in disaster service activities.
k. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
1. Authorize resumption of power, gas and water services.
m. Authorize return to buildings. Send verbal or written instruction with available staff.
n. Debrief meeting with disaster response team, maintenance, and district office.

Crisis Response Coordinator/Opelations (Reports to Crisis Response Director):

a. Report to and establish the Command Center.
b. Coordinate alarms/telephone/radios with Communications Coordinator.
c. Initiate with Facilities Team Leader facility inspection.
d. Relay facility damage reports.
e. Notify Crisis Response Director when evacuation has been properly completed.
f. Initiate search and rescue with Sweep and Rescue Team Leaders.
g. Coordinate sweep teams and rescue teams.
h. Establish security gates.
i. Keep command center secure.
j. Supervise traffic control.
k. Debrief with district response team.

Crisis Response Coordinator/Students(Rcports to Crisis Response Director):

a. Assist staff in gaining control of the students.
b. Organize and supervise a group of students to be command center runners.
c. Send runners to collect attendance. (if needed)
d. Send the attendance sheets to attendance secretary at the Command Center.
e. Oversee the movement of students into alphabetic supervision areas on the field, or designated area
f. Coordinate the labeling of every student.
g. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from Crisis Response Director.
h. Notify the Staff Accountability Clerk of any needs for additional staffing.
i. Assign non-teaching staff, to areas where needed.
j. Maintain student release records.
k. Periodically report number of released students to command center.
1. Debrief with district response team.

Crisis Response Coordinator. /Medical (Reports to Crisis Response Director):

a. Get student meds out of the office.
b. Report to and establish command center.
c. Establish and supervise a triage area next to Lacey's Garden.
    1. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first aid.
    2. Set up morgue.
    3. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
c. Supervise the duties of the Medical Clerk.
d. Send periodic updates to command center on numbers of inured/fatalities.
e. Supervise the administration of first aid.
f. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
g. Verify that parents of injured persons have been notified.
h. Dis-assemble the triage area.
i. Inventory remaining first aid supplies.
j. Debrief with disaster response team.

Crisis Response Coordinato r/Psychological Trauina (Re po rts to Cris is Response Director):

a. Assist in personal psychological trauma needs of staff/students.
b. Have counseling center staff available for counseling needs during and after emergency.
c. Inform command center of staff who need to be covered/replaced.
d. Inform Crisis Response Coordinator/Students of the names of students being serviced.
e. Make recommendations for follow-up needs.
f. Keep records of students/staff psychological trauma needs.
g. Debrief with district response team.

Communications Coordinator (Reports in Crisis Response Coordinator/Operations)

a. Report directly to the Command Center.
b. Record new messages for the telephone system.
c. Assist in the conversion to backup power for the computers and communications systems as needed.
d. Assist with communication needs between command post and district office.
e. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
f. Keep frequencies organized for radio communications.
g. Assist Staff Accountability Clerk with communication logs.

Facilities/Custodial Personnel Reports **to Crisis Response Coordinator/Operations):**

a. Team leader to report to Crisis Response Coordinator/Operations at command post.
b. Turn off main gas, electricity, and/or water.
c. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
d. Confer with Crisis Response Coordinator/Operations for further directions.
e. Direct fire-fighting efforts until regular fire fighting personnel take over.
f. Certify building safety and restore services as directed.

Student AccouotsbiJiW Clerk (Reports to Cri5is Response Coordinator/Students):

a. Observe locator panel by switchboard.
b. Radio administration & maintenance as to which lights are showing on the panel.
c. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced or request emergency personnel be called.
d. Follow light panel operation procedures.
e. Sound All Clear when directed.
f. Make P.A. announcements as needed and authorized by administration.
g. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location. Notify Crisis Response Coordinator/Students.
h. Accept and record calls from parents
i. Call parents of students who have been transported by ambulance. **Keep a list to notify release gate personnel.**
j. Coordinate with the Medical Clerk in the accounting of injured students/staff.

Staff Accountability Clerk (Reports to Crisis Response Coordinator/Students):

a. Establish the command center.
b. Take radio, substitute list and list of absent teachers to command center.
c. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
d. Keep a log of all command center calls other than parents, and all communication.
e. Collect all reports, maps, records sent to command center.

f. Update Crisis Response Director as needed from forwarded records.
g. Coordinate student runners from command center.
h. Assign staff to Crisis Response Coordinator/Students as requested.

Medical Clerk (Reports to Crisis Response Coordinator Medical):

a. Assist with set up, transporting necessary materials to triage/morgue area.
b. Pull emergency cards for students on injury list.
c. Coordinate injury reports from rescue team rescues.
d. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
e. Complete report of action taken regarding injured persons.
f. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
g. Assist in tagging all injured persons and fatalities.
h. Complete records of fatalities.

Accountability Clerk (Reports to Student Accountability Clerk):

a. Assist Student Accountability Clerk with light/alarm- panel procedures.
b. Telephone cafeteria and appraise of emergency.
c. Assist Student Accountability Clerk with phone lines, records and or any other duties needed.

Sweep Team (Reports to Crisis Response Coordinator/Operations):

a. Team leader reports to command center to Crisis Response Coordinator/Operations.
b. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc.
c. If injured/trapped/fatalities are found, mark the door and your map with a *time* for rescue team.
d. When area has been searched and cleared, mark the door and your map with a ***BLACK X*** *and the time.*
e. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
f. When sweep completed, assist rescue team in removing trapped, injured, fatalities.
f. Team leader to report findings to command center.

Rescue Team(Reports to Crisis Response Coordinator/Operations):

a. Assist staff in gaining control of students.
b. Team leader reports to command center to Crisis Response Coordinator/Operations.
c. Dispatch rescue teams, to rescue trapped, injured, fatalities.
d. Remove injured to the designated triage area.
e. Remove fatalities, AFTER ALL INJURED HAVE BEEN REMOVED to the morgue. List on your map.
f. Secure all buildings from reentry after search and mark door with **a *Black time*** "P"(meaning primary search).
g. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted

students/personnel

h. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.

i. Conduct a secondary search ***marking the floors with the time and "S"*** (meaning secondary search).

Public Information Officer (Reports to Crisis Response l3irector):

a. Arrange a staging area for media.
b. Meet the media.
c. Contain media from actual disaster, command center, students and staff.
d. Field questions until designated media official arrives from the District Office.

Liaison (Reports to Crisis Response /Director):

a. Meet the arrival of emergency service workers from fire, police, medical, etc.
b. Act as liaison between emergency service workers, command center and Crisis Response Director.
c. Provide needs for emergency service workers until relieved or no longer needed.

RELEASE OF STUDENTS /PERSONNEL

All students will be released at the gates in the back of the school unless the area is deemed unsafe in which release will take place in front of the school or at an **alternate site as designated by the** command **center.**

Release Team **Reports to Crisis Response Coordinator/Students):**

a. Begin release process when Crisis Response Coordinator/Students advises.
b. Assign students to assist in looking up student schedules, locating students, and assisting at the release gate.
d. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released.
d. Check for the appropriate signatures before permitting a student to depart the grounds.
e. Report periodic numbers of released students to Crisis Response Coordinator/Students.

Release Clerk (Reports to Release Team Leader):

a. Report to the release gate with student emergency card records.
b. Assist release team members with release procedures.
c. Keep an accurate record of released students.
d. Periodically report the numbers of students released to the Release Team Leader.

Appendix J

EMERGENCY TELEPHONE NUMBERS

In the event of accident or injury it is important to know what numbers to call:

•911 is your primary. number!

All other numbers are to get additional information after the fact.

Fire and Rescue (Paramedics) 911

Poison Control Center.....1-800-876-4766

Suicide Crisis ....., ...1-800-833-2900

Animal Control. 335-8300

Animal Control. 646-2995

PG&E. 1-800-743-5000

Hospitals

Sutter-Delta, Antioch: 779-7200
Emergency: 779-7273

Mt. Diablo, Concord: 682-8200
Emergency: 674-2333

John Muir, Walnut Creek: 939-3000
Emergency: 947-9444

Kaiser, Walnut Creek: 943-2000
Emergency: 295-4000

Contra Costa County, Martinez: 370-5000
Emergency: 370-5150

John Muir, Brentwood
Urgent Care: 308-8100, 308-8111
Emergency: None

Kaiser, Antioch: 779-5000
Emergency: None

Brentwood Police:

Dispatch. 778-2441
Non-emergency. 778-2441
Office.....634-6911
Youth and Family Services. 516-5269

Comprehensive School Safety Plan

2024-2025
School Year

School: **Harvest Grove Virtual Academy**

CDS Code: 07616550761655

District: Brentwood Union School District

Address: **120 Middlefield Court, Brentwood, CA 94513**

Date of Adoption:

Date of Update: 2/5/25 Date of Review:

Approved by:

	Title	Signature	Date

Please see attached.

Name

Comprehensive School Site Safety Plan 2024-2025

Angela Mullen	Principal	Angela Mullen
Dena Silvers	BTA Representative	Dena Silvers
Lauren Bellone	CLC Representative	Lauren Bellone

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance Aug. 87.09%- up .92% Sept. 84.09%- up 5.22% Oct. 81.39%- up 6.22% Nov. 80.04%- up 2.69% Dec. 80.16%- up 4.97%	Weekly Attendance Reporting Logs Attendance Pyramid Attendance 3 tlers of Identification Passport Program	Attendance Works SARB processes and procedures SRO support	Principal	Numbers have improved over last year. Less Students missing significant amount of school
Provide for social and emotional health of students	Weekly Wellness Check in with each student and follow up Climate and Culture Survey Middle school Town Hall Feel Good Fridays Second Step Lessons Community Circles Training students to run community circles	Second Step RJ Training for community circles and conflict and harm circles	Entire Staff	Weekly Wellness check in data Climate and culture survey
Academic Support for Students who are not on grade level	Identify students who are not on grade level using Peak Dashboard Utilize My Path resources to provide targeted instruction Educate student body on Paper Tutoring resources available to the district Intervention small groups	Peak Dashboard My Path Paper Tutoring	Classroom teachers	Pacing and evaluation on Edgenity District assessments

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse,

assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate

modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)
5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)
12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)

13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens

to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;

3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

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

The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:

Clothing must cover undergarments. Footwear must be worn at all times, and must not limit student participation in school activities. Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming:

The following are not appropriate at Harvest Grove events:

- ➔ Clothing with reference to sex, alcohol, weapons, violence, drugs, or which displays vulgar language, or administration determines inappropriate
- ➔ Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- ➔ Clothing must not threaten the health or safety of any other student or staff member
- ➔ Strapless shirts, tube tops, shirts that don't reach the top of pants/shorts/skirt
- ➔ Short shorts
- ➔ Clothing that exposes undergarments

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

The HGVA administration reserves the right to determine if students are following dress code.

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

All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

The following is an example of a safe and orderly goal creating a safe and caring environment where all students can learn.

Element:

Refine the tiers in PBIS and MTSS implementation to address the needs and behavior of students

Opportunity for Improvement:

Reduce the number of office referrals and suspension.

Via the California Healthy Kids Survey, conducted during the Fall of 2023 indicated

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or

call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The District prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual

or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying," as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of

bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.

3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person
        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.

6. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Comprehensive School Safety Plan

2024-2025
School Year

School:	**Isaac R. Montañez School**
CDS Code:	07-61655-0142331
District:	Brentwood Union School District
Address:	**2340 Smith Road, Brentwood, CA 94513**

Date of Adoption: 11/21/2024

Date of Update: na

Approved by:
Jeremy Jones
School Site Council Chairperson

Comprehensive School Site Safety Plan 2024-2025

Danielle Daubin	Principal	
Jamie Griggs	Interim Vice Principal	
Jeremy Jones	Parent	School Site Council President
Lesley Olff	Teacher	BTA Representative
Annette Alvarez	ISP Aide	CLC Representative
Monique Calabrese	Teacher	
Christopher Bollinger	School Resource Officer	
Tre'Von Collins	School Psychologist	

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse,

assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate

modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a “toolkit” of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)
5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)
12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)
13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that

student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)

15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion

Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;

5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

(F) School-wide Dress Code For Students (EC 35183)

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:
All students should wear comfortable play shoes (tennis shoes/sneakers/athletic shoes are the best choice) so that they can move and play comfortably in regular outdoor and Physical Education activities. If sandals are worn, they should have a back strap for safety reasons

Non-Allowable Dress and Grooming:

The following are not appropriate on the IME campus:

Slippers and thin-soled flip-flops are not to be worn at school.

See-through blouses, spaghetti straps, halter tops, tube tops, bare midriffs, or low-cut tops and dresses, and short-shorts are not appropriate for school.

Clothing and jewelry shall be free of writing, pictures, or any other insignia which is crude, vulgar, profane, sexually suggestive, promotes the use of illegal substances (including alcohol), or advocates negative racial/ethnic prejudice, or is disrespectful to any religious group.

Hats may be worn outside but must be removed when entering a room.

Sagging pants, tattered or torn clothing are not appropriate for school. No baggy style pants that expose undergarments.

Clothing that portrays suggestive, derogatory, or insulting pictures, writing or gang association are not allowed.

No wallet chains or bandanas

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

The IME administration reserves the right to determine if students are following dress code.

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

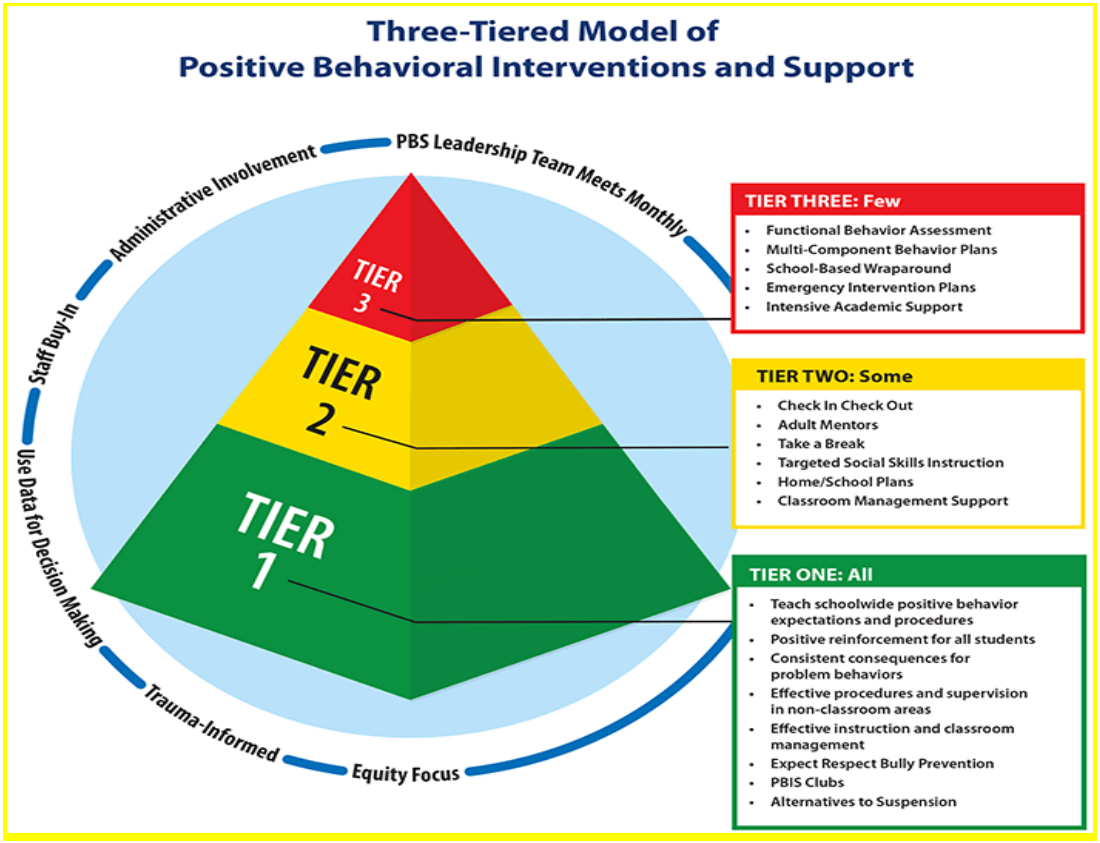
All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to

the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

The following is an example of a safe and orderly goal creating a safe and caring environment where all students can learn.

Element:



IME Strives to promote a positive school culture where students feel welcome and included. It is the team's belief that when students feel that they belong, multiple factors will fall into place including attendance, academic success, and student well-being.

To ensure that a healthy culture remains the focus, the table below captures objectives and actions.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Promote Attendance	Attendance Monitoring protocol Teacher Check-In Call home Conversations during conferences	Best practices are followed to ensure students and families are learning the importance of regular classroom attendance.	Vice principal Teachers Attendance secretary Teachers	Increase in student attendance. Attendance is evaluated monthly
Provide for the social and emotional health of students	Second Step curriculum taught by teachers.	Curriculum	Counselor & teachers	Decrease in behaviors
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Create Crisis Plan Attend Crisis Training Create a School Safety Plan Practice drills with staff and students Be aware of surroundings outside	Administration, School Resource Officer, teachers; other relevant staff members.	SRO and Principal	Successful completion of drills with staff and students.

Academic support for students who are not at grade level	Intervention will work with students to help get them to grade level	Intervention pullout program	Intervention teacher will work with the intervention aide and the classroom teachers to determine students who are struggling	Frequent assessments on student progress

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

“Bullying,” as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving individuals, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.

3. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
      Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose s
    - Facilitate a debriefing with responding staff.
4. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
5. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.

6. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

THE BIG FIVE

Crisis Response Plan

Isaac R. Montañez School

2024-2025

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees’ Workers’ Compensation coverage becomes the responsibility of the state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑ Remain calm and speak slowly and clearly
- ❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What Where, When, How, Why.
- ❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protect from external airborne contaminants. ● Return to class as quickly as possible. ● Shut all windows doors and blinds. Look for stray students as you are doing this. ● Turn off heat or air conditioning. HVAC on breaker panel **only** ● Take roll/ Maintain control of students. ● Tape doors, return air vent. Windows if necessary. ● Office will activate the email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** ● Give "Duck, Cover and Hold" Command. ● Get under desks or tables. ● Drop to knees with back to the windows and knees together. ● Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. ● Bury face in arms, protecting the head. Close the eyes tightly. ● Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. ● All classroom/office doors are closed and locked ● All students and staff remain inside until otherwise directed. ● Instruction continues as planned. ● Close all blinds. ● Look for email communication or listen for all call.
	**Active Shooter** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. ● If you can get out, direct students to get out and away from danger ● Barricade if necessary! ● Counter if Necessary
Evacuate 	**EVACUATION** **Fire/ Earthquake/Fallen Aircraft** Pause when you hear the fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing fall debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move the wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
    - ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
    - ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
    - ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
    - ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
    - ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
  - ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
  - ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat.
> **ALICE** requires closing and locking doors and barricading with heavy objects.

"**ALERT –** Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos

If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a “snake”
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- ❑ Announce the type of emergency
- ❑ Offer arm for guidance
- ❑ Tell person where you are going, obstacles you encounter
- ❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- ❑ Evacuate these individuals as injured persons
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

HAZARDS: FIRE ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
  - ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
  - ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
  - ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

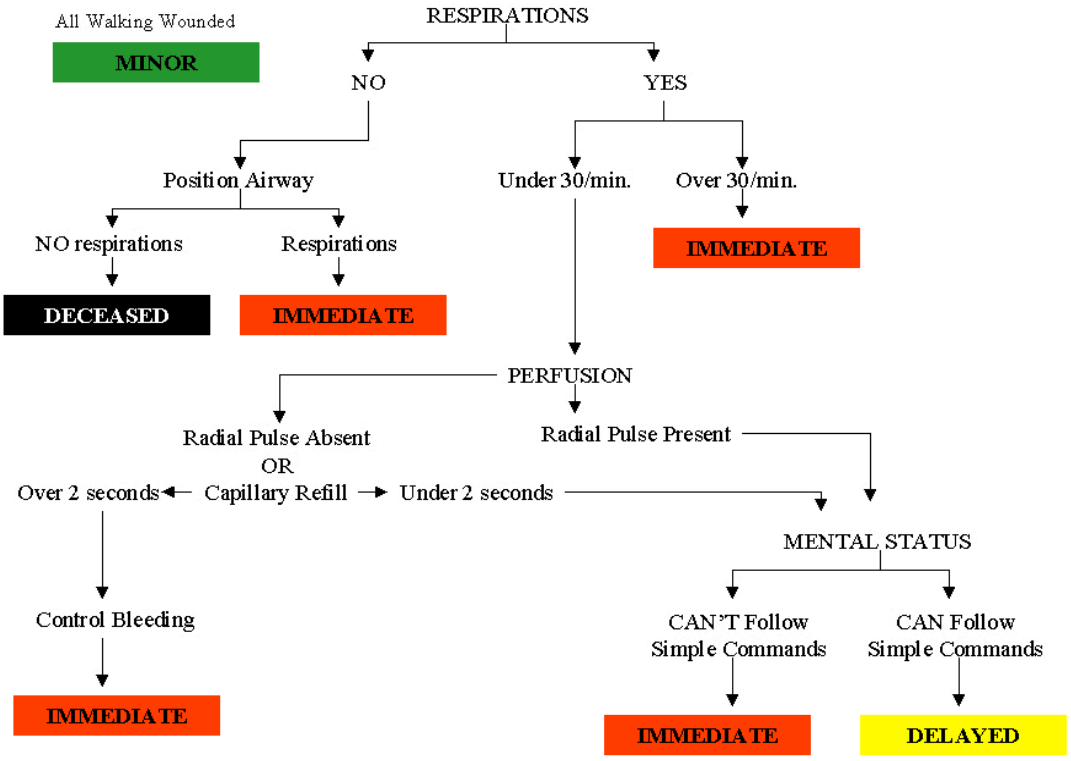
- **1 Flashlight**
- **1 set of spare batteries for each flashlight - *to be replaced yearly.**
- **vinyl disposable gloves**
- **medical tape**
- **ice packs**
- **package band-aids**
- **package 3X3 non stick gauze pads**
- **feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)**
- **thick red sharpies**
- **thick black sharpies**
- **duct tape**
- **plastic garbage bags (Large)**
- **name tags**

In Disaster Tote in Class:

- **Food for student provided from family at the beginning of the year (labeled with student name…no nuts or peanut butter!)**
- **Individual bottled water (2 per student)**

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix

Appendix A **Student Emergency Release Form**

Appendix B **Student Emergency Release Log**

Appendix C **Teacher situation Report**

School site specific item/s (Buddy list, CPR, bilingual, special circumstances/concern).

Appendix E **Health Alert**

Appendix F **General Evacuation Area's offsite**

APPENDIX A

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name Relationship

Address City

Phone number Today's Date Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name
Relationship

Address City

Phone number Today's Date Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title _____

APPENDIX B

STUDENT EMERGENCY RELEASE FORM

I am accepting the release of named student below and assuming COMPLETE RESPONSIBILITY FOR THEIR SAFETY

	STUDENT NAME	***PRINT* ADULT NAME**	***SIGNATURE***	***PHONE #***
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
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22				
23				
24				
25				
26				
27				
28				
29				
30				
31				

32				
33				

APPENDIX C

TEACHER SITUATION REPORT

Reporting teacher_____Room_____

	TOTAL IN CLASS TODAY_____
	NUMBER UNINJURED_____
STUDENTS	NUMBER INJURED_____
	NUMBER TRAPPED_____
	NUMBER MISSING_____

	TOTAL IN CLASS TODAY_____
	NUMBER UNINJURED_____
ADULTS/VISITORS	NUMBER INJURED_____
	NUMBER TRAPPED_____
	NUMBER MISSING_____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

A runner will collect this report for the command post.

Comprehensive School Safety Plan

February 2025 – January 2026

School: R. Paul Krey Elementary School

CDS Code: 07 61655 6119754

District: Brentwood Union School District

Address: 190 Crawford Drive, Brentwood, CA 94513

Date of Adoption: 1/23/2025

Date of Update: 11/14/2024, 12/12/2024, & 1/23/2025

Date of Review: 11/14/2024, 12/12/2024, & 1/23/2025

Approved by: Krey Elementary School Site Council on 1/23/2025

Comprehensive School Site Safety Plan 2025-2026.

Victoria Areola	Parent	Jen Bowers	Parent
April Elam	Parent	Cindy Haley	Parent
Jacob Alfaro	Parent	Frankee Landeros	Staff
		Brian Jones	Staff

Input into the development of the plan was provided by the Krey Leadership Team on 12/12/24 and Krey School Site Council on 11/14/24 & 1/23/25. Adoption of the plan took place at the School Site Council Meeting on 1/25/2025.

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 includes 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 I, 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.

A copy of the Comprehensive School Safety Plan is available for review at https://kes-brentwood-ca.schoolloop.com/.

Safety Plan Vision

All Brentwood Union School District schools must provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety
The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32281(a)1, items A-J)
The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

(A) Child Abuse Reporting Procedures (EC 35294.2 [a] [2]; PC 11166)
All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All district employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code Section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.
Or
CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/ 365 days per year):

Employees may submit phone reports may to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894. The Suspected Child Abuse form (SS 8572) may be downloaded from the Brentwood School District's Administrative Services website.

In accordance with state law, all district employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides district employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)
The safety and security of all district students and employees is of the highest priority. The district and each school site has adopted procedures to best prepare, mitigate and recover in the unanticipated event of a disaster. The district believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g. earthquake, fire and active intruder) on a consistent and ongoing basis.

Public Agency Use of School Buildings for Emergency Shelters
The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual supports, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and district buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure
The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

During the 2018-19 school year, BUSD invested time and resources to raise the bar in school security by providing all district employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Departments to prepare district employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All district employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect student and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plan and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a “toolkit” of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire
Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-19 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g. smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 911.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education code 32001 all district schools conduct a school wide fire drill at least every calendar month.

Earthquake
The Brentwood School District and each school have adopted the following procedures in the event of an earthquake:

Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)
COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.
HOLD On: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter [e.g. corner of a table.]

Once the shaking has stopped, teachers will check for injured students in their classroom; evacuate only if there is damage to the building or the building is on fire.

Relocation stations are set up at each school site to allow parents to take students home. If there has been earthquake damage to a school, students and staff will not be allowed to re-enter buildings until the buildings have been appropriately inspected.

All district schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

(C) School Suspension, Expulsion, and Mandatory Expulsion Guidelines
Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code 48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i))
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))

11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessed an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p))
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1-5 listed or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record.(Education Code 48900.5)

Additional Grounds for Suspension and Expulsion:

> Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3.) Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense
2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school employee

For more information about the suspension and expulsion process, please review BUSD board policy 5144.1, "Suspension and Expulsion-Due Process."

(D) Procedures to Notify Teachers of Dangerous Pupils (EC 49079)
Brentwood School District notify Teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the district in its ordinary course of business or received from a law enforcement agency.

(E) Sexual Harassment Policies (EC 212.6 [b])
The Brentwood School District prohibits unlawful sexual harassment of or by any student by anyone in or from the district. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The district also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal.

Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all district employees have completed a mandatory online sexual harassment training.

The district's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, 20 Oak Street, Brentwood, California, kjobb@brentwood.k12.ca.us

(F) School-wide Dress Code Relating to Gang-Related Apparel (EC 35183)
The Brentwood School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District Dress Code policy applies to all schools in the district. Board Policy 5132
Schools Dress code policy is as follows:

Allowable Dress and Grooming:
Students are expected to dress neatly and in good taste. Student dress and grooming should promote safety while on the playground and should not detract from the educational program. Parents may be contacted when there are dress code violations in order to bring appropriate clothing to the school. *Violations are subject to administrator discretion.*

- Shoes should provide safety and support. Flip Flops are not permitted during PE or recess when engaged in ball games or running activities.
- Skirt and short lengths must be at least "finger-tip" length when arms are held straight down.
- Hats may be worn outside, but must be removed when entering a classroom, library, computer lab, MPR, or other indoor area of the campus. Hats should be worn at school to provide shade for student's faces. All hats with negative statements such as, "I love haters" will not be allowed at school and should be left at home. We want to encourage positive messages and not negative ones through student attire.
- It is recommended that tank tops for 4th and 5th graders have straps that are at least "2 fingers" wide.
- Students are encouraged to wear shorts under their dresses and/or skirts.

Non-Allowable Dress and Grooming:

Students are expected to dress neatly and in good taste. Student dress and grooming should promote safety while on the playground and should not detract from the educational program. Parents may be contacted when there are dress code violations in order to bring appropriate clothing to the school. *Violations are subject to administrator discretion*.

- No bare midriffs or bare backs
- Flip Flops are not permitted during PE or recess when engaged in ball games or running activities.
- Clothing should not have inappropriate slogans or advertising. Students will either be requested to turn their shirts inside-out or be provided a Krey shirt.
- Make-up is not allowed at school.

Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
Clothing must not threaten the health or safety of any other student or staff member

Every effort will be made by school staff to avoid embarrassing or shaming the student.

All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2)
All Brentwood School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and busses.

(H) A Safe and Orderly School Environment Conducive to Learning (EC 35294.2) Component:
Create a learning environment that is safe and orderly for students.
Element:
Through PBIS and MTSS implementation staff will design, communicate, and refine practices to support a robust and comprehensive program for all students.
Opportunity for Improvement:
Reduce the number of office referrals, suspensions, and absence rates across the school site. Incidents involving hitting, pushing, kicking, or language reduced in total numbers for both in class and playground behavior.
After a review of the California Healthy Kids Survey, conducted during the Spring of 2020, results indicated areas for review could include: Meaningful Participation in school (given a chance to decide school activities, ask for your ideas), Caring Adults at School, School Connectedness (feeling close to people at school), Fairness (students treated fairly when they break school rules), and Students at School Well Behaved, and Violence Victimization.
Specific Results from the survey:
Meaningful Participation: 54% never given a chance to help decide school activities, 47% some of the time teachers at school ask about your ideas, 39% never or some of the time grown-ups give you a chance to solve school problems, 37% never and 48% some of the time given a chance to help decide class activities or rules, 66% never and 26% some of the time teachers ask what you want to learn about.
Caring Adults in School: 15% never or some of the time teachers care about you. 28% some of the time listen when you have something to say. 10% never and 39% some of the time make an effort to get to know you.
School Connectedness: 6% never, 38% some of the time, 36% most of the time, 20% all the time feel close to people at school.
Fairness: 12% never and 26% some of the time treated fairly when they break school rules.
Students at School Well Behaved: 56% most of the time, 2% all of the time
Violence Victimization: 30% some of the time others hit or push, 26% some of the time others spread mean rumors or lies, 36% some of the time call you bad names or make mean jokes about you

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve the overall attendance of students at school.	Track daily attendance and conduct attendance reviews each month. Reinforce positive attendance through school wide recognition program to identify the classroom with the hightest percentage. Emails and phone calls will be made to confirm student absences by classroom teachers, the office, and administration. Communicate with families about the monthly attendance rate or ways to encourage improved attendance. Continue to share out updated information regarding illness and/or symptoms and attending school. Share out current health guidelines as they are updated. Include action items that parents can take to support their child.	Attendance reports from Aeries. Staff will need time to connect with families about attendance. Track the attendance rate by each classroom every few weeks using a google document and Aeries reports.	Office staff, administration, and classroom teachers.	A comparison of attendance data, month by month, will show trends throughout the year. Comparison data reviewed monthly against our rates the prior school year by month and a review of other school's data for comparison. The number of students considered to be truant should be less than prior years. The goal for the cycle of this plan should be to increase our overall attendance rate by .5% over the prior year.
Implement the Krey Be Kind program to reinforce behavior expectations, support character trait instruction, and provide social and emotional support to students.	Monthly themes are taught to all classrooms and shared in newsletters. Share behavior expectations with all students at the start of the year and ongoing throughout the year. Scheduled assemblies with all grades as needed or classroom presentations. Provide positive reinforcement to students who model the character traits during awards assemblies.	Provide all classrooms with the program components and lessons. Our School Counselor reinforces this in partnership with teachers. Behavior expectations CASH Matrix. Marquee used to post monthly themes. Pack awards assemblies honor students who	Admin, staff, counselor.	Feedback elicited from the leadership team on successes and challenges on the playground. Discipline data would show declines in an overall number of behavior incidents. Track the student contact through the counselor.

	Instruct Community Celebration lessons.	demonstrate the character traits.		
Based on the Healthy Kids Survey and past discipline data reduce the number of behavior incidents related to hitting, pushing, kicking (aggressive behavior) or using inappropriate language toward others.	Instruct all students on the behavior expectations through the behavior matrix. Instruct students on the discipline procedures for not following school rules. Use the Be Krey Kind program to reinforce desired behaviors and offer awards. Offer parenting resources to parents to help them respond to behavior challenges at home.	CHKS Data Slideshow presentation with information related to school rules, consequences, and Be Krey Kind character traits. Parent resources will be developed and shared out.	Admin Staff	The CHKS survey data will show reductions in the number of students claiming they were hit, pushed, or had bad language directed at them. Decreases in discipline rates across all grades throughout the year. Resources used with parents are a source of evidence of implementation.
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event an active-shooter invades the school.	R. Paul Krey Elementary, in partnership with Brentwood Police Department, will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, teachers; and other relevant staff members.	SRO, Administration, staff	Successful completion of drills.

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

Brentwood Union School District Student Conduct Code

The Brentwood School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

Each district school has developed and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language
6. Plagiarism or dishonesty on school work or tests
7. Inappropriate attire
8. Tardiness or unexcused absence from school
9. Failure to remain on school premises in accordance with school rules
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another district school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary supports to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925): At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.

3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person
        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood School District believes that all students have a right to a safe, healthy and nurturing learning environment. The district recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The district will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

“Bullying”, as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The district expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (Education

Code 48900(r)).

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood School District has a goal is to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The district believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The district and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The district has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades seven to twelve adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The district's suicide prevention model is sustainable as evidenced by all district employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new district employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law, all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-20 school year, the district has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health supports for each district Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

Crisis Response Plan

R. Paul Krey Elementary

2024-2025

Brentwood Union School District

THE BIG FIVE

SCHOOL EMERGENCY GUIDELINES

IMMEDIATE ACTION RESPONSE AND HAZARDS



DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees' Workers' Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑ Remain calm and speak slowly and clearly
  - ❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What Where, When, How, Why.
  - ❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
  - ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. • Return to class as quickly as possible. • Shut all windows doors and blinds. Look for stray students as you are doing this. • Turn off heat or air conditioning. HVAC on breaker panel **only** • Take roll. / Maintain control of students. • Tape doors, return air vent. Windows if necessary. • Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** • Give "Duck, Cover and Hold" Command. • Get under desks or tables. • Drop to knees with back to the windows and knees together. • Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. • Bury face in arms, protecting the head. Close the eyes tightly. • Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. • All classroom/office doors are closed and locked • All students and staff remain inside until otherwise directed. • Instruction continues as planned. • Close all blinds. • Look for email communication or listen for all call.
	**Intruder on campus- immediate danger** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. • If you can get out, direct students to get out and away from danger • Barricade if necessary! • Counter if Necessary
Evacuate 	**EVACUATION** **Fire/ Earthquake/fallen Aircraft** Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

In an Emergency
When you hear it. Do it.


Lockout


Lockdown


Evacuate


Shelter

Lockout! Secure the Perimeter.

Students
Return inside
Business as usual

Teachers
Bring students into the building
Increase situational awareness
Take roll
Business as usual

Lockdown! Locks, Lights, Out of Sight.

Students
Move away from sight
Maintain silence

Teachers
Lock classroom door
Turn out the lights
Move away from sight
Maintain silence
Wait for responder to open door
Take roll

Evacuate! (Directions to Follow.)

Students
Leave your stuff behind
Form a line
Hand in hand

Teachers
Lead evacuation to location
Take roll
Notify if missing, extra or injured students

Shelter! (Directions to Follow.)

Students
Shelter types:
1. For tornado
2. For bomb
3. For hazmat

Shelter methods:
1. Drop, cover and hold
2. And seal
3. In silence

Teachers
Shelter type
Shelter method
Take roll

standard™ response protocol

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SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
    - ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
    - ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
    - ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
    - ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
    - ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event.** Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
  - ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
  - ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat. **ALICE** requires closing and locking doors and barricading with heavy objects.

"**ALERT** – Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos

If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a "snake"
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- ❑ Announce the type of emergency
- ❑ Offer arm for guidance
- ❑ Tell person where you are going, obstacles you encounter
    - ❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- ❑ Evacuate these individuals as injured persons
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
    - ❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

HAZARDS: FIRE ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
  - ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
  - ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
  - ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

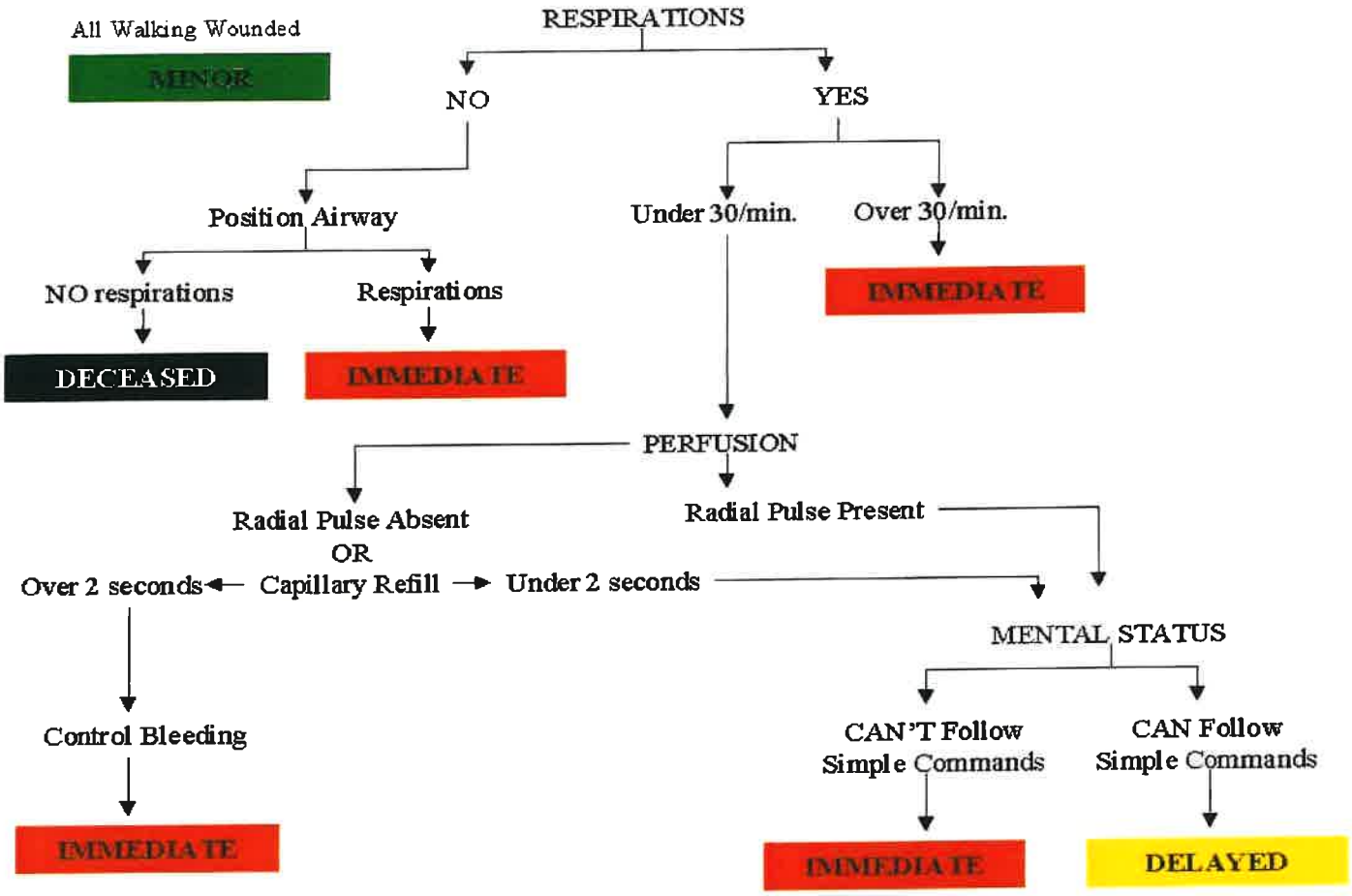
- **1 Flashlight**
- **1 set of spare batteries for each flashlight - *to be replaced yearly.**
- **vinyl disposable gloves**
- **medical tape**
- **ice packs**
- **package band-aids**
- **package 3X3 non stick gauze pads**
- **feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)**
- **thick red sharpies**
- **thick black sharpies**
- **duct tape**
- **plastic garbage bags (Large)**
- **name tags**

In Disaster Tote in Class:

- **Food for student provided from family at the beginning of the year (labeled with student name...no nuts or peanut butter!)**
- **Individual bottled water (2 per student)**

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix

Appendix A	**Student Emergency Release Form**
Appendix B	**Student Emergency Release Log**
Appendix C	**Teacher situation Report**
Appendix D	**School site specific item/s** (Buddy list, CPR, bilingual, special circumstances/concern).
Appendix E	**Health Alert**
Appendix F	**General Evacuation Area's offsite**
Appendix G	**ICS flow chart/ Incident command** ICS roles
Appendix H	**Staff Phone Tree**
Appendix I	**School Evacuation Map/ Color**
Appendix J	**Emergency Telephone Numbers**

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name Relationship

Address City

Phone number Today's Date Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name
Relationship

Address City

Phone number Today's Date
Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title

****This form is only to be used by authority of Crisis Response Coordinator/Students****

STUDENT EMERGENCY RELEASE FORM

I am accepting the release of named student below and assuming COMPLETE RESPONSIBILITY FOR THEIR SAFETY.

	STUDENT NAME	***PRINT* ADULT NAME**	***SIGNATURE***	***PHONE #***
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
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26				
27				
28				
29				
30				
31				
32				
33				
34				

TEACHER SITUATION REPORT

Reporting teacher _____ Room _____

STUDENTS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

ADULTS/VISITORS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

A runner will collect this report for the command post.

Appendix E

Health Alerts

Each teacher has a copy of their class health alerts

R. Paul Krey Elementary

Alternative Evacuation Sites

In the event the school site is not a safe evacuation area, the following sites have been identified as alternative evacuation areas for R. Paul Krey Elementary School:

1. Oak Meadow Park, 180 Crawford Drive, Brentwood
2. Bay Church, 2200 Ventura Drive, Brentwood
3. Westmont, 450 John Muir Parkway, Brentwood

Crisis Response Coordinator/Students(Reports to Crisis Response Director):

a. Assist staff in gaining control of the students.
b. Organize and supervise a group of students to be command center runners.
c. Send runners to collect attendance. (if needed)
d. Send the attendance sheets to attendance secretary at the Command Center.
e. Oversee the movement of students into alphabetic supervision areas on the field, or designated area
f. Coordinate the labeling of every student.
g. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from Crisis Response Director.
h. Notify the Staff Accountability Clerk of any needs for additional staffing.
i. Assign non-teaching staff, to areas where needed.
j. Maintain student release records.
k. Periodically report number of released students to command center.
l. Debrief with district response team.

Crisis Response Coordinator/Medical (Reports to Crisis Response Director):

a. Get student meds out of the office.
b. Report to and establish command center.
c. Establish and supervise a triage area next to Lacey's Garden.
    1. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first aid.
    2. Set up morgue.
    3. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
c. Supervise the duties of the Medical Clerk.
d. Send periodic updates to command center on numbers of inured/fatalities.
e. Supervise the administration of first aid.
f. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
g. Verify that parents of injured persons have been notified.
h. Dis-assemble the triage area.
i. Inventory remaining first aid supplies.
j. Debrief with disaster response team.

Crisis Response Coordinator/Psychological Trauma (Reports to Crisis Response Director):

a. Assist in personal psychological trauma needs of staff/students.
b. Have counseling center staff available for counseling needs during and after emergency.
c. Inform command center of staff who need to be covered/replaced.
d. Inform Crisis Response Coordinator/Students of the names of students being serviced.
e. Make recommendations for follow-up needs.
f. Keep records of students/staff psychological trauma needs.
g. Debrief with district response team.

Communications Coordinator (Reports to Crisis Response Coordinator/Operations)

a. Report directly to the Command Center.
b. Record new messages for the telephone system.
c. Assist in the conversion to backup power for the computers and communications systems as needed.
d. Assist with communication needs between command post and district office.
e. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
f. Keep frequencies organized for radio communications.
g. Assist Staff Accountability Clerk with communication logs.

Facilities/Custodial Personnel (Reports to Crisis Response Coordinator/Operations):

a. Team leader to report to Crisis Response Coordinator/Operations at command post.
b. Turn off main gas, electricity, and/or water.
c. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
d. Confer with Crisis Response Coordinator/Operations for further directions.
e. Direct fire-fighting efforts until regular fire fighting personnel take over.
f. Certify building safety and restore services as directed.

Student Accountability Clerk (Reports to Crisis Response Coordinator/Students):

a. Observe locator panel by switchboard.
b. Radio administration & maintenance as to which lights are showing on the panel.
c. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced or request emergency personnel be called.
d. Follow light panel operation procedures.
e. Sound All Clear when directed.
f. Make P.A. announcements as needed and authorized by administration.
g. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location. Notify Crisis Response Coordinator/Students.
h. Accept and record calls from parents
i. Call parents of students who have been transported by ambulance. **Keep a list to notify release gate personnel**.
j. Coordinate with the Medical Clerk in the accounting of injured students/staff.

Staff Accountability Clerk (Reports to Crisis Response Coordinator/Students):

a. Establish the command center.
b. Take radio, substitute list and list of absent teachers to command center.
c. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
d. Keep a log of all command center calls other than parents, and all communication.
e. Collect all reports, maps, records sent to command center.

f. Update Crisis Response Director as needed from forwarded records.
g. Coordinate student runners from command center.
h. Assign staff to Crisis Response Coordinator/Students as requested.

Medical Clerk (Reports to Crisis Response Coordinator/Medical):

a. Assist with set up, transporting necessary materials to triage/morgue area.
b. Pull emergency cards for students on injury list.
c. Coordinate injury reports from rescue team rescues.
d. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
e. Complete report of action taken regarding injured persons.
f. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
g. Assist in tagging all injured persons and fatalities.
h. Complete records of fatalities.

Accountability Clerk (Reports to Student Accountability Clerk):

a. Assist Student Accountability Clerk with light/alarm- panel procedures.
b. Telephone cafeteria and appraise of emergency.
c. Assist Student Accountability Clerk with phone lines, records and or any other duties needed.

Sweep Team (Reports to Crisis Response Coordinator/Operations):

a. Team leader reports to command center to Crisis Response Coordinator/Operations.
b. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc.
c. If injured/trapped/fatalities are found, mark the door and your map with a ***RED X and the time*** for rescue team.
d. When area has been searched and cleared, mark the door and your map with a ***BLACK X and the time.***
e. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
f. When sweep completed, assist rescue team in removing trapped, injured, fatalities.
f. Team leader to report findings to command center.

Rescue Team(Reports to Crisis Response Coordinator/Operations):

a. Assist staff in gaining control of students.
b. Team leader reports to command center to Crisis Response Coordinator/Operations.
c. Dispatch rescue teams, to rescue trapped, injured, fatalities.
d. Remove injured to the designated triage area.
e. Remove fatalities, AFTER ALL INJURED HAVE BEEN REMOVED to the morgue. List on your map.
f. Secure all buildings from reentry after search and mark door with a ***BLACK X, the time and a "P"***(meaning primary search).
g. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted

students/personnel

h. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.

i. Conduct a secondary search ***marking the doors with the time and a "S"*** (meaning secondary search).

Public Information Officer (Reports to Crisis Response Director):

a. Arrange a staging area for media.
b. Meet the media.
c. Contain media from actual disaster, command center, students and staff.
d. Field questions until designated media official arrives from the District Office.

Liaison (Reports to Crisis Response /Director):

a. Meet the arrival of emergency service workers from fire, police, medical, etc.
b. Act as liaison between emergency service workers, command center and Crisis Response Director.
c. Provide needs for emergency service workers until relieved or no longer needed.

RELEASE OF STUDENTS /PERSONNEL

All students will be released at the gates in the back of the school unless the area is deemed unsafe in which release will take place in front of the school or at an alternate site as designated by the command center.

Release Team(Reports to Crisis Response Coordinator/Students):

a. Begin release process when Crisis Response Coordinator/Students advises.
b. Assign students to assist in looking up student schedules, locating students, and assisting at the release gate.
d. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released.
d. Check for the appropriate signatures before permitting a student to depart the grounds.
e. Report periodic numbers of released students to Crisis Response Coordinator/Students.

Release Clerk (Reports to Release Team Leader):

a. Report to the release gate with student emergency card records.
b. Assist release team members with release procedures.
c. Keep an accurate record of released students.
d. Periodically report the numbers of students released to the Release Team Leader.

Appendix J

EMERGENCY TELEPHONE NUMBERS

In the event of accident or injury it is important to know what numbers to call:

911 is your primary number!

All other numbers are to get additional information after the fact.

Fire and Rescue (Paramedics) 911

Poison Control Center.....1-800-876-4766

Suicide Crisis 1-800-833-2900

Animal Control..... 335-8300

Animal Control.....646-2995

PG&E.....1-800-743-5000

Hospitals

Sutter-Delta, Antioch: 779-7200
Emergency: 779-7273

Mt. Diablo, Concord: 682-8200
Emergency: 674-2333

John Muir, Walnut Creek: 939-3000
Emergency: 947-9444

Kaiser, Walnut Creek: 943-2000
Emergency: 295-4000

Contra Costa County, Martinez: 370-5000
Emergency: 370-5150

John Muir, Brentwood
Urgent Care: 308-8100, 308-8111
Emergency: None

Kaiser, Antioch: 779-5000
Emergency: None

Brentwood Police:

Dispatch.....778-2441
Non-emergency.....778-2441
Office.....634-6911
Youth and Family Services.....516-5269

Loma Vista Elementary

Comprehensive School Safety Plan
2025-2026
School Year

School:	**Loma Vista Elementary School**
CDS Code:	**07 61655 6117410**
District:	Brentwood Union School District
Address:	**2110 San Jose Ave, Brentwood, CA 94513**

Date of Adoption:

Date of Update: 1/13/25

Date of Review:

- **SSC - 1/13/25**
- **Grade Level Teams-1/6/25 & 1/8/25**

Approved by: Loma Vista Elementary School Site Council on January 13, 2025

Ashley Gilchrist - School Site Council President

2/12/24

Comprehensive School Site Safety Plan 2025-2026

Julie Croy	Principal	School Site Council Administrator
Ashley Gilchrist	Parent	School Site Council President
Maria Mallet	Parent	School Site Council Parent
Michelle Alameda	Teacher	BTA Representative
Lynn Groshong	Librarian	CLC Representative
Lisa Santiago	Teacher	BTA Representative
Tricia Wille	Teacher	BTA Representative
Matthew King	School Resource Officer	Brentwood Police Department

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The

ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)
5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)

12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)
13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of

those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

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

The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:

Clothing must cover undergarments. Footwear must be worn at all times, and must not limit student participation in school activities. Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming:

The following are not appropriate on the LVS campus:

Student clothing should be suitable and comfortable for normal school activities. It should reflect pride and respect. General dress standards require:

- Shoes must be worn at all times. Sandals with back straps acceptable.
- **Flip-flops are not allowed**. Platforms are discouraged. (Bring appropriate shoes for P.E.)
- No see-through blouses, bare midriffs, off the shoulder tops, halter tops or low cut tank tops.
- No little spaghetti straps showing bra straps.
- Clothing that portrays suggestive, derogatory, or insulting pictures, writing, or gang associations are not allowed.
- No shorts that expose the buttocks.
- No baggy style pants that expose undergarments.
- Neatness and cleanliness is expected.
- No hats are allowed inside for either boys or girls.
- No short skirts - When arms at side, bottom of skirt needs to be fingertip length

- No makeup, chapstick okay.
- No wallet chains and bandanas are allowed at school.

If a student wears anything that does not meet the above standards, he/she will be sent to the office for a change of clothing. Normally the student will be talked with and asked not to wear the offending article of clothing again. If the item is totally inappropriate, loaner clothes will be given to the student to borrow for the day.

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

All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

Component:
Create a learning environment that is positive, engaging, safe and orderly for students.

Element:
Through our MTSS and Character Trait implementation staff will design, communicate, and refine practices to support a robust and comprehensive program for all students.

Opportunity for Improvement:
Increase a positive school environment by implementing positive character traits that help reduce the number of office referrals, suspensions, and absence rates across the school site. Provide a positive school culture that increases student participation.

After a review of the California Healthy Kids Survey, conducted during the Fall of 2024, results indicated areas for review could include: Meaningful Participation in school (given a chance to decide school activities, ask for your ideas), Caring Adults at School, School Connectedness (feeling close to people at school), Fairness (students treated fairly when they break school rules), and Students at School Well Behaved, and Violence Victimization.

Meaningful Participation: Student reported that they get to do interesting activities at school 33% some of the time, 34% most of the time, 33% all of the time and 1% never. The average

reporting of "yes, most of the time" or "yes, all of the time" for meaningful participation at school was 42%.

School Connectedness: The average reporting of "yes, most of the time" or "yes, all of the time" for school connectedness was 78%. When asked if they feel close to people at/from school 35% replied yes, some of the time.

Fairness: When asked if students are treated fairly by teachers 2% responded no never and 7 % reported yes most of the time. When asked if school rules were fair, 5% responded no never and 13 % responded most of the time.

Students at School Well Behaved: When asked if students at the school are well behaved, 5 % said no never and 31% said some of the time, leaving 64% of the respondents replying yes most and all of the time students are well behaved.

Positive Behavior: The average reporting of "yes, most of the time" or "yes, all of the time" for positive behavior was 98%.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance	1. Notification protocols: • Daily Phone calls • Weekly meetings with the Attendance Secretary • Letters and notices sent home • Follow-up phone calls • Meetings with Parents -SART • Attendance Newsletter • Positive recognition for classes	LCAP Goal #2	Attendance Clerk Principal	Attendance Data/Aeries
Provide for the social and emotional health of students	Support students with social skills: • Counseling groups(Friendship, social and emotional support, organization and management skills) • Character Trait Lessons • Weekly Announcement Develop a school culture of caring and compassionate students/staff: • Ability Awareness • Kindness Week • Helping others ○ Toy & Food Drive ○ Warm Coat Drive ○ Kids Heart Fundraiser ○ Buddy Bench • Character traits will be emphasized daily and acknowledged through character checks. • DEI focus group • School Rally's: Grade-level chants, Loma Vista pledge	LCAP Goal #4	Principal Counselor Governance Team	Aeries Data Survey Data

Establish procedures to ensure the safety of all students and staff on Campus.	Update the emergency plan and distribute it to all staff. • Train all staff in emergency procedures and drills; Review emergency plan roles • Practice emergency drills with full implementation of emergency plans and roles.	LCAP Goal #3	Principal Brentwood PD Staff	Drill Data Survey Data
Provide a positive school culture that incorporates choice and school pride.	Provide opportunities for students to participate in school decisions/outcomes. • Develop grade-level buddies that solve school issues • Leopard Keepers provide conflict resolution with student input. • Suggestion Dropbox	LCAP Goal #3		Survey Data
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Loma Vista Elementary School in partnership with Brentwood Police Department to provide a safe school. • Monthly safety drills • Brentwood Police conducts an annual Crisis Training with all staff.	LCAP Goal #3	Brentwood PD. Principal Staff	Successful completion of drills with staff. Yearly Crisis Training

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying," as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further

required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.

3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person
        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities

- Coordinate response plans with local health departments and emergency services.

7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

THE BIG FIVE

Crisis Response Plan

Loma Vista Elementary

2024-2025

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑When a local emergency is proclaimed
- ❑When a state of emergency is proclaimed
- ❑When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees' Workers' Compensation coverage becomes the responsibility of the state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑Remain calm and speak slowly and clearly
- ❑Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What, Where, When, How, Why.
- ❑Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- ❑Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. • Return to class as quickly as possible. • Shut all windows doors and blinds. Look for stray students as you are doing this. • Turn off heat or air conditioning. HVAC on breaker panel **only** • Take roll. / Maintain control of students. • Tape doors, return air vent. Windows if necessary. • Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** • Give "Duck, Cover and Hold" Command. • Get under desks or tables. • Drop to knees with back to the windows and knees together. • Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. • Bury face in arms, protecting the head. Close the eyes tightly. • Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. • All classroom/office doors are closed and locked • All students and staff remain inside until otherwise directed. • Instruction continues as planned. • Close all blinds. • Look for email communication or listen for all call.
	**Intruder on campus- immediate danger** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. • If you can get out, direct students to get out and away from danger • Barricade if necessary! • Counter if Necessary

Evacuate	**EVACUATION** **Fire/ Earthquake/fallen Aircraft**
	Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑External Chemical Release
- ❑Fire in the Community
- ❑Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑Requires an understanding that any gaps around doors and windows may need to be sealed

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑Earthquake
- ❑Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑Must be practiced for immediate and automatic response
- ❑Is the single most useful action to protect oneself in an earthquake
    - ❑In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
    - ❑Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
    - ❑Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑Requires alert attention to aftershocks
    - ❑Requires that staff and students assist those with special needs to ensure safe cover for all
    - ❑Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑Potential threat of violence in the surrounding community
- ❑Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑Is intended to prevent a potential community threat from entering campus
- ❑Heightens school safety while honoring instructional time
  - ❑Requires that **all** exterior classroom / office doors are locked and remain locked
  - ❑Is intended to prevent intruders from entering occupied areas of the building

❑Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑Gunfire
- ❑Threat of extreme violence outside the classroom
- ❑Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat.
> **ALICE** requires closing and locking doors and barricading with heavy objects.

ALERT – Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos
If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.
Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a "snake"
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑Bomb threat
- ❑Chemical accident
- ❑Explosion or threat of explosion
- ❑Fire
- ❑Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the

EVACUATION:

- ❑Requires exit from the building to a designated safe site, on-campus or off-site
- ❑May require that students and staff rely on district bus transportation
- ❑May require staff to exit via alternate routes based on circumstances
- ❑Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

❑Announce the type of emergency

❑Offer arm for guidance

❑Tell person where you are going, obstacles you encounter

❑When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

❑Turn lights on/off to gain a person's attention -OR-

❑Indicate directions with gestures –OR-

❑Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

❑Evacuate these individuals as injured persons

❑Assist and accompany to evacuation site, if possible -OR-

❑Use a sturdy chair (or one with wheels) to move person -OR-

❑Help carry individual to safety

To evacuate individuals using wheelchairs

❑Give priority assistance to wheelchair users with electrical respirators

❑Most wheelchairs are too heavy to take downstairs; consult with the affected

individual to determine the best carry options

❑Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

HAZARDS: FIRE ON-SITE

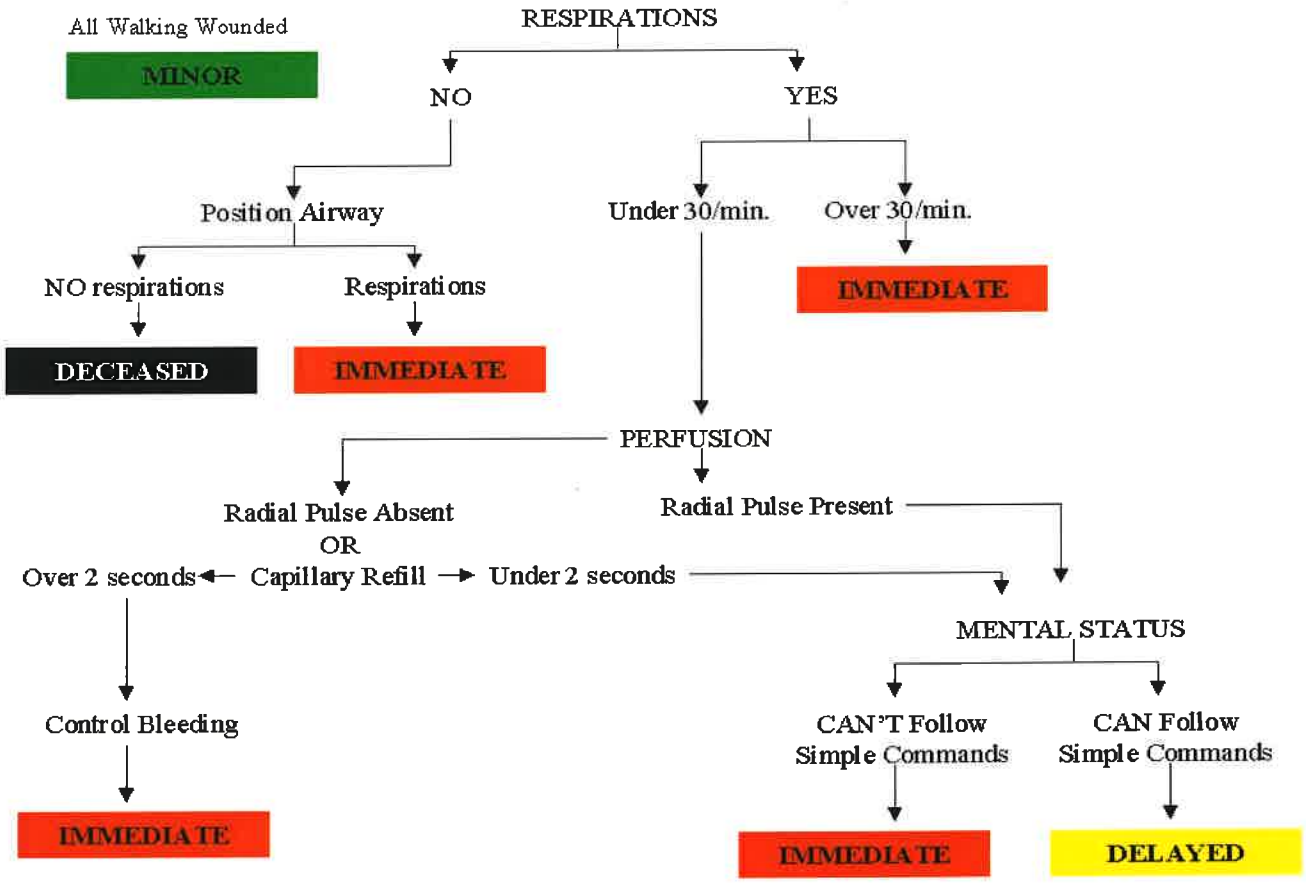
An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑Remain calm and assess the situation
- ❑Be sure the situation is safe for the responder
- ❑In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- ❑Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- ❑If moving is necessary; protect the neck by keeping it straights to prevent further injury


All Walking Wounded
MINOR
RESPIRATIONS
NO
YES
Position Airway
Under 30/min.
Over 30/min.
NO respirations
Respirations
IMMEDIATE
DECEASED
IMMEDIATE
PERFUSION
Radial Pulse Absent
OR
Over 2 seconds
Capillary Refill
Under 2 seconds
Radial Pulse Present
MENTAL STATUS
Control Bleeding
CAN'T Follow
Simple Commands
CAN Follow
Simple Commands
IMMEDIATE
IMMEDIATE
DELAYED

Appendix

Appendix A	Student Emergency Release Form
Appendix B	Student Emergency Release Log
Appendix C	Teacher situation Report
Appendix D	School site specific item/s (Buddy list, CPR, bilingual, special circumstances/concern).
Appendix E	Health Alert
Appendix F	General Evacuation Area's offsite
Appendix G	ICS flow chart/ Incident command
Appendix H	Staff Phone Tree
Appendix I	School Evacuation Map/ Color
Appendix J	Emergency Telephone Numbers

Appendix A

STUDENT EMERGENCY RELEASE FORM

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name _____ Last Name _____ Relationship _____

Address _____ City _____

Phone Number _____ Today's Date _____ Time _____

I am willingly going with the above named adult.

Student's Signature _____ Today's Date _____ Time _____

Signature of School Personnel releasing student _____ Title _____

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name _____ Last Name _____ Relationship _____

Address _____ City _____

Phone Number _____ Today's Date _____ Time _____

I am willingly going with the above named adult.

Student's Signature _____ Today's Date _____ Time _____

Signature of School Personnel releasing student _____ Title _____

Appendix B

Student Emergency Release Log

STUDENT EMERGENCY RELEASE LOG

I am accepting the release of named student below and assuming *COMPLETE RESPONSIBILITY FOR THEIR SAFETY.*

	STUDENT NAME	*PRINT* ADULT NAME	*SIGNATURE*	*PHONE#*
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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34				

Appendix C

Teacher Situation Report

TEACHER SITUATION REPORT

Reporting Teacher _____ Room _____

STUDENTS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

ADULTS/VISITORS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

List Names of injured/trapped/missing:

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

A runner will collect this report for the command post

Appendix D

Site Specific Lists

Buddy List
CPR/First Aid Certifications/Tourniquets
Bilingual/Multilingual Speakers
Catapult Instructions

Emergency Buddies List

In the event of a disaster, some staff members may need to leave their classrooms in order to fulfill other duties. If that happens, the buddy teacher is responsible to look after the children in both classes.

Rooms 2 and 3 (Comprelli)
Rooms 4 and 5 (Bodishbaugh)
Rooms 11 and 12 (Llamas)
Rooms 13 and 14 (Snider)
Rooms 15 and 16 (Santiago)
Rooms17 and 18 (Pepe)
Rooms 19 and 20 (Tuck)
Computer (21) and Library (22) (Rodriguez, Heck)
Rooms 23, 24 and 25 (Dunbar, Johnson)
Rooms 26 and 27 (Jensen)
ISP (42 and 44) students return to their classroom teacher
Rooms 36 and 37 (Ortega,)
Rooms 34 and 35(Gordon)
Room 48, 49, and 50 (Pasquale)
Rooms 45, 46 and 47 (Wong supervise)

Appendix E

Crisis Prevention/Intervention Flow Chart

Incident Command System (ICS) Flow Chart

ICS Duties

Loma Vista Elementary School

Crisis Prevention Intervention Flow Chart

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

- Keep safety of students at the forefront of your mind at all times.
- If in a classroom, try to get students in crisis to office to de-escalate or cool off. Get help! A neighbor teacher, support personnel or call office. Use words to de-escalate situation, distract from what is upsetting student.
- If not possible to remove student or reduce escalation, evacuate students to playground or another room. Leave student in crisis in room with two staff members if possible.
- If you approach the situation identify yourself and ask if staff needs help.
- One person is to call a NCI trained personnel for back up. Notify them this is an emergency or a NCI situation.
- Constantly evaluate if the child is in danger to him/her self or others. If at anytime they are, intervene with NCI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate situation.
- Once support arrives, dismiss one aide to cover/support students and help in other classroom or playground.
- Communicate updates/status regarding the situation (i.e. see support staff list below)
- Notify office staff. Office staff will notify principal and then support staff listed below.
- Office staff/ Teacher or admin will contact parent
- Once situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any NCI techniques were used by any personnel it must be documented by that individual(s) in coordination with admin).

First Responders	Support Staff	Office Staff/ Communication
Classroom teacher	Julie Croy – if not here office will call the following in order	Kate Smith or Laura Dawal
Neighbor teacher	Dawn Pavon	
Any available aide	Hanna Palmquist Shayla King	
Other school personnel: Brian Stewart, Lynn Groshong	Chantell Cabihi Amber Stewart	

NCI Certified Personnel:

Julie Croy Carrie Elliot Amanda Golovin Karen Montez	Mary Grace Reyes Nelly Snider	

*Supervision Team Leader

EMERGENCY PROCEDURES
STAFF DUTIES

Crisis Response Director:

a. Overall director of disaster procedures.
b. Initiate call for outside assistance.
c. Maintain communication with Disaster Response Team and district office.
d. Coordinate media communications with the public information officer.
e. Determine facility/student safety from Crisis Response Coordinator/Operations.
f. Evacuate additional buildings on recommendation of Crisis Response Coordinator/Operations.
g. Provide statement of current status on P.A. system. Issue written communiqué to students and staff regarding status if emergency period is prolonged.
h. Obtain report of needed facility repairs from the Crisis Response Coordinator/Operations and notify utility companies of any breaks or suspected break in lines.
i. Determine the advisability of closing the school with the advice of the Superintendent, and/or City Building Inspector if possible.
j. Direct school staff to remain after school hours if required to assist in disaster service activities.
k. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
l. Authorize resumption of power, gas and water services.
m. Authorize return to buildings. Send verbal or written instruction with available staff.
n. Debrief meeting with disaster response team, maintenance, and district office.

Crisis Response Coordinator/Operations (Reports to Crisis Response Director):

a. Report to and establish the Command Center.
b. Coordinate alarms/telephone/radios with Communications Coordinator.
c. Initiate with Facilities Team Leader facility inspection.
d. Relay facility damage reports.
e. Notify Crisis Response Director when evacuation has been properly completed.
f. Initiate search and rescue with Sweep and Rescue Team Leaders.
g. Coordinate sweep teams and rescue teams.
h. Establish security gates.
i. Keep command center secure.
j. Supervise traffic control.
k. Debrief with district response team.

Crisis Response Coordinator/Students (Reports to Crisis Response Director):

a. Assist staff in gaining control of the students.
b. Organize and supervise a group of students to be command center runners.
c. Send runners to collect attendance.
d. Send the attendance sheets to attendance secretary at the Command Center.
e. Oversee the movement of students into alphabetic supervision areas on the field.
f. Coordinate the labeling of every student.
g. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from Crisis Response Director.
h. Notify the Staff Accountability Clerk of any needs for additional staffing.
i. Assign non-teaching staff, to areas where needed.
j. Maintain student release records.
k. Periodically report number of released students to command center.
l. Debrief with district response team.

Crisis Response Coordinator/Medical (Reports to Crisis Response Director):

a. Report to and establish command center.
b. Establish and supervise a triage area on the basketball blacktop.
    1. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first aid.
    2. Set up morgue.
    3. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
c. Supervise the duties of the Medical Clerk.
d. Send periodic updates to command center on numbers of inured/fatalities.
e. Supervise the administration of first aid.
f. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
g. Verify that parents of injured persons have been notified.
h. Disassemble triage area.
i. Inventory remaining first aid supplies.
j. Debrief with disaster response team.

Crisis Response Coordinator/Psychological Trauma (Reports to Crisis Response Director):

a. Assist in personal psychological trauma needs of staff/students.
b. Have counseling center staff available for counseling needs during and after emergency.
c. Inform command center of staff who need to be covered/replaced.
d. Inform Crisis Response Coordinator/Students of the names of students being serviced.
e. Make recommendations for follow-up needs.
f. Keep records of students/staff psychological trauma needs.
g. Debrief with district response team.

Communications Coordinator (Reports to Crisis Response Coordinator/Operations):

a. Report directly to the Command Center.
b. Record new messages for the telephone system.
c. Assist in the conversion to backup power for the computers and communications systems as needed.
d. Assist with communication needs between command post and district office.
e. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
f. Keep frequencies organized for radio communications.
g. Assist Staff Accountability Clerk with communication logs.

Facilities/Custodial Personnel (Reports to Crisis Response Coordinator/Operations):

a. Team leader to report to Crisis Response Coordinator/Operations at command post.
b. Turn off main gas, electricity, and/or water.
c. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
d. Confer with Crisis Response Coordinator/Operations for further directions.
e. Direct fire-fighting efforts until regular fire fighting personnel take over.
f. Certify building safety and restore services as directed.

Student Accountability Clerk (Reports to Crisis Response Coordinator/Students):

a. Observe locator panel by switchboard.
b. Radio administration & maintenance as to which lights are showing on the panel.
c. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced or request emergency personnel be called.
d. Follow light panel operation procedures.
e. Sound All Clear when directed.
f. Make P.A. announcements as needed and authorized by administration.
g. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location. Notify Crisis Response Coordinator/Students.
h. Accept and record calls from parents
i. Call parents of students who have been transported by ambulance. **Keep a list to notify release gate personnel.**
j. Coordinate with the Medical Clerk in the accounting of injured students/staff.

Staff Accountability Clerk (Reports to Crisis Response Director):

a. Establish the command center.
b. Take radio, substitute list and list of absent teachers to command center.
c. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
d. Keep a log of all command center calls other than parents, and all communication.

e. Collect all reports, maps, records sent to command center.
f. Update Crisis Response Director as needed from forwarded records.
g. Coordinate student runners from command center.
h. Assign staff to Crisis Response Coordinator/Students as requested.

Medical Clerk (Reports to Crisis Response Coordinator/Medical):

a. Assist with set up, transporting necessary materials to triage/morgue area.
b. Pull emergency cards for students on injury list.
c. Coordinate injury reports from rescue team rescues.
d. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
e. Complete report of action taken regarding injured persons.
f. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
g. Assist in tagging all injured persons and fatalities.
h. Complete records of fatalities.

Assistant Accountability Clerk (Reports to Student Accountability Clerk):

a. Assist Student Accountability Clerk with light/alarm- panel procedures.
b. Telephone cafeteria and appraise of emergency.
c. Assist Student Accountability Clerk with phone lines, records and or any other duties needed.

Sweep Team (Reports to Crisis Response Coordinator/Operations):

a. Team leader reports to command center to Crisis Response Coordinator/Operations.
b. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc.
c. If injured/trapped/fatalities are found, mark the door and your map with a ***RED X and the time*** for rescue team.
d. When area has been searched and cleared, mark the door and your map with a ***BLACK X and the time.***
e. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
f. When sweep completed, assist rescue team in removing trapped, injured, fatalities.
f. Team leader to report findings to command center.

Rescue Team (Reports to Crisis Response Coordinator/Operations):

a. Assist staff in gaining control of students.
b. Team leader reports to command center to Crisis Response Coordinator/Operations.
c. Dispatch rescue teams, to rescue trapped, injured, fatalities.
d. Remove injured to the designated triage area.
e. Remove fatalities, AFTER ALL INJURED HAVE BEEN REMOVED to the morgue. List on your map.

f. Secure all buildings from reentry after search and mark door with a *BLACK X, the time and a "P"*(meaning primary search).
g. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted students/personnel
h. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.
i. Conduct a secondary search *marking the doors with the time and a "S"* (meaning secondary search).

Public Information Officer (Reports to Crisis Response Director):

a. Arrange a staging area for media.
b. Meet the media.
c. Contain media from actual disaster, command center, students and staff.
d. Field questions until designated media official arrives from the District Office.

Liaison (Reports to Crisis Response /Director):

a. Meet the arrival of emergency service workers from fire, police, medical, etc.
b. Act as liaison between emergency service workers, command center and Crisis Response Director.
c. Provide needs for emergency service workers until relieved or no longer needed.

RELEASE OF STUDENTS/PERSONNEL

All students will be released at the gates in the back of the school on San Jose Avenue unless the area is deemed unsafe in which release will take place in front of the school or at an alternate site as designated by the command center.

Release Team (Reports to Crisis Response Coordinator/Students):

a. Begin release process when Crisis Response Coordinator/Students advises.
b. Assign students to assist in looking up student schedules, locating students, and assisting at the release gate.
c. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released.
d. Check for the appropriate signatures before permitting a student to depart the grounds.
e. Report periodic numbers of released students to Crisis Response Coordinator/Students.

Release Clerk (Reports to Release Team Leader):

a. Report to the release gate with student emergency card records.
b. Assist release team members with release procedures.
c. Keep an accurate record of released students.
d. Periodically report the numbers of students released to the Release Team Leader.

HAZARD INSPECTIONS

At least once a year, inspections for potential hazards in each classroom will take place with the crisis response coordinator of operations, director of maintenance, and custodial supervisor.

1. All heavy objects should be firmly attached to wall.
2. High bookshelves should be secured to the wall.
3. Hazardous substances are to be stored in the manners prescribed by law.
4. Hallways, exits, fire escapes, and doorways must be properly accessible and free from any form of blockage.
5. No heavy or sharp objects are to be stored on top or high shelves,

All discrepancies should be noted and corrected. Work orders-need to be sent to the director of maintenance/operations.

LOMA VISTA ELEMENTARY SITE DISASTER RESPONSE TEAM

The Loma Vista Disaster Response Team consists of the following persons:

1. Crisis Response Director. **Julie Croy**
2. Crisis Response Coordinator/Operations. **Julie Croy/Dawn Pavon**
3. Crisis Response Coordinator/Medical. **Michelle Alameda**
4. Crisis Response Coordinator/Students. **Tim Brainerd**
5. Crisis Response Coordinator/Psychological: **Shayla King / Hanna Palmquist**
6. District Administration. (513-6300)

In the absence of the Crisis Response Director, the administrator in charge (Deanna Lengyel or other designee) will oversee direction. In the absence of any administrative designees, then one of the team leaders (rescue, release, sweep) will assume responsibilities and work with the Liaison and Communications Coordinator. (See flow chart on next page).

The Command Center will be in the principal's office. *If it is unsafe, alternate locations will be announced as needed. Desirable areas should include phones, intercom, bells, restrooms, etc.

Appendix F

School Evacuation Map

Appendix G

Emergency Phone Tree

CONFIDENTIAL - DO NOT LEAVE IN SIGHT OF PARENTS AND OR STUDENTS

Appendix H

EMERGENCY TELEPHONE NUMBERS

In the event of an accident or injury it is important to know what numbers to call:

***911 is your primary number!**

Animal Control.....335-8300

Brentwood Police: Dispatch.....809-7811

Non-Emergency.....809-7911
Office.....634-6911

Child and Family Services 877-881-1116

Fire and Rescue (Paramedics) 911

Hospitals: Contra Costa Regional Medical Center.....370-5170

John Muir Emergency.....939-3000

Kaiser Emergency-Antioch.....813-3100

Sutter-Delta.....779-7200

PG&E.....1-800-743-5000
Poison Control Center 1-800-222-1222
Red Cross.....1-415-427-8000
Contra Costa Crisis Center.....2-1-1 or 1-800-843-5200
Suicide Crisis.....1-800-273-TALK OR 1-800-SUICIDE

Suicide Crisis - SPANISH SPEAKING.....1-888-628-9454

MCS Comprehensive School Safety Plan

2025-2026
School Year

School:	**Marsh Creek Elementary**
CDS Code:	07616550000000
District:	Brentwood Union School District
Address:	**601 Grant Street, Brentwood, CA 94513**

Date of Adoption:

Date of Update: 1/3/2025

Date of Review: 1/7/2025

- with Leadership Team

1/28/2025

- **with School Site Council**

2024-2025 School Site Council Members

Name	Role
Alicia Alves-Erickson	**Teacher**
Ronda Franta	**Teacher**
Diana Lopez	**Teacher**
Elena Cuevas	**Classified Staff**
Teresa D'Alfonsi	**Principal**
Vicky Shah	**Parent, Chair**
Emily Arikat	**Parent**
James Bylund	**Parent**
Danielle Davies	**Parent, Secretary**
Leah Smith	**Parent**

Approved by:
School Site Council Chairperson, Vicky Shah _____ 1-28-25
Signature Date

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan

or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The

ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)
5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)

12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)
13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of

those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

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

The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:

Clothing must cover undergarments. Footwear must be worn at all times, and must not limit student participation in school activities. Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming:

The following are not appropriate on the EHMS campus:

- ➔ Clothing with reference to sex, alcohol, weapons, violence, drugs, or which displays vulgar language, or administration determines inappropriate
- ➔ Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- ➔ Clothing must not threaten the health or safety of any other student or staff member
- ➔ Pajamas, slippers, blankets
- ➔ Strapless shirts, tube tops, shirts that don't reach the top of pants/shorts/skirt
- ➔ Short shorts
- ➔ Clothing that exposes undergarments

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

The EHMS administration reserves the right to determine if students are following dress code. Students not following dress code will be asked to wear their P.E. clothes for the day.

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

All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

Component #1:

To maximize academic success by meeting the social, emotional, and behavioral needs of students.

Element:

Implement and Refine School programs related to LCAP Goal #4

Opportunity for Improvement:

Continue to improve and implement social-emotional learning and positive behavior intervention systems (PBIS).

Via the California Healthy Kids Survey, conducted during the Fall of 2024 indicated:

Strengths

- 80% of students feel that adults on campus care about them
- 88% of students feel happy and safe at school
- 100% of parents feel teachers respond to students' social/emotional needs

Improvements:

- 30% of students say teachers make an effort to know their students some of the time
- 24% of parents are not sure about school social emotional resources that are offered to students
- 69% of teachers would like Professional Development of students who have been exposed to trauma

Objectives	Action Steps	Resources	Lead Person	Evaluation
To support the Social-Emotional Wellness of Staff and Students	Tier 1 Second Step SEL Lessons	Curriculum	Counselor Teachers	California Healthy Kids Survey (CHKS)
	Utilize Counselor for Tier 2 Small Groups in alignment with Second Step topics	Full-time Counselor	Counselor	
	Continue to implement Trauma-Informed practices: • Wellness Room • Daily Schoolwide Mindful Moment • Classroom Mindfulness Activities • Zones of Regulation School-wide	Time during CLT focused on sharing Wellness resources for Staff and Students	Principal/Vice Principal Leadership Team Counselor Classroom Teachers	Wellness Room data visits CHKS
	Awareness Campaign for Parents & Community: Parent Info during Parents' Club General Mtgs., ELAC Meetings, Newsletter, Social Media	MC Parents' Club FB, Instagram MCM	Counselor Principal/Vice Principal	

To improve school culture with a decrease in Behavior Incidents.	Implement classroom engagement strategies from Ron Clark Academy Conferences	Teaching Strategies, Implementing Houses, Books	Principal, Vice Principal, Teachers from each grade level	
	RTI Behavior Support Team, Quarterly Meetings	Educators Handbook Office Referral Data	Admin, Teachers RTI Behavior Support Team	Educators Handbook Data Suspension Data
	Alternatives to Suspension: See Behavior Flowchart	CICO resources Staff CICO Buddy	Admin	
	Continue Junior Coach and Structured Recess	Staff to monitor Jr. Coaches, Playworks curriculum	Campus Supervisors Vice Principal	
	Restorative Justice Community Building Circles in all Classrooms at least Monthly and regular staff circles	Circle Book Prompt ideas aligned with Second Step Staff Circles during CLT	Teachers	
	Teach students conflict management strategies and practice using "I messages"	Peace Path Second Step Problem Solving unit	Counselor Admin Teachers	
	Awareness Campaign for Parents & Community: Parent Info during Parents' Club General Mtgs., Newsletter, Social Media	MC Parents' Club FB, Instagram MCM	Counselor Principal/Vice Principal	
	Train staff on Behavior Intervention and de-escalation strategies in General Education	CLT	District Behavior Analyst, RBT, SPED staff, Admin	

To foster a sense of "Belonging" for ALL students	Monthly Community Celebration Lessons in all classrooms School-wide focus on different communities: office bulletin board, library book highlights, social media postings Continue to implement our Houses system to build belonging for staff and students	Lessons Schedule of Monthly lessons House Activities, Point Tracker, House Roster	Teachers Principal/VP Parent Liaison Librarian House Committee	

Component #2:

Establish procedures and an environment that ensures the safety of all students and staff on campus..

Element:

Arrival, Dismissal, and Emergency plans

Opportunity for Improvement:

Safe systems including ingress, egress, and The Big 5

Objectives	Action Steps	Resources	Lead Person	Evaluation
Provide safe ingress and egress for all students	Street Smarts: • Walk N' Roll to School Day • Safety Assembly	Street Smarts Partnership	Admin, Street Smarts	
Continue to practice and reinforce the procedures in the event of "The Big 5"	Update Emergency Plan and distribute to all staff	Big 5 Crisis Response Plan	VicePrincipal Office Manager	Emergency Drill Log

	Train all staff in emergency procedures and drills	CLT Time	Vice Principal	
	Participate in Crisis Response Training with Brentwood PD	CLT Time	Brentwood PD	
	Update Staff on Needed Drill Supplies, ie. window coverings, emergency materials	Supplies	Vice Principal	

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the

principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying," as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication

device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The

designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.
3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person

        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

THE BIG FIVE

Crisis Response Plan

2024-2025

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

MARSH CREEK ELEMENTARY

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees' Workers' Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑ Remain calm and speak slowly and clearly
  - ❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What Where, When, How, Why.
  - ❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
  - ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. • Return to class as quickly as possible. • Shut all windows doors and blinds. Look for stray students as you are doing this. • Turn off heat or air conditioning. HVAC on breaker panel **only** • Take roll. / Maintain control of students. • Tape doors, return air vent. Windows if necessary. • Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** • Give "Duck, Cover and Hold" Command. • Get under desks or tables. • Drop to knees with back to the windows and knees together. • Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. • Bury face in arms, protecting the head. Close the eyes tightly. • Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. • All classroom/office doors are closed and locked • All students and staff remain inside until otherwise directed. • Instruction continues as planned. • Close all blinds. • Look for email communication or listen for all call.
	**Intruder on campus- immediate danger** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. • If you can get out, direct students to get out and away from danger • Barricade if necessary! • Counter if Necessary
Evacuate 	**EVACUATION** **Fire/ Earthquake/fallen Aircraft** Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
    - ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
    - ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
    - ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
    - ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
    - ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
  - ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
  - ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat.
> **ALICE** requires closing and locking doors and barricading with heavy objects.

"**ALERT –** Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos

If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a "snake"
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- ❑ Announce the type of emergency
- ❑ Offer arm for guidance
- ❑ Tell person where you are going, obstacles you encounter
    - ❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- ❑ Evacuate these individuals as injured persons
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
    - ❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

HAZARDS: FIRE ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
  - ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
  - ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
  - ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

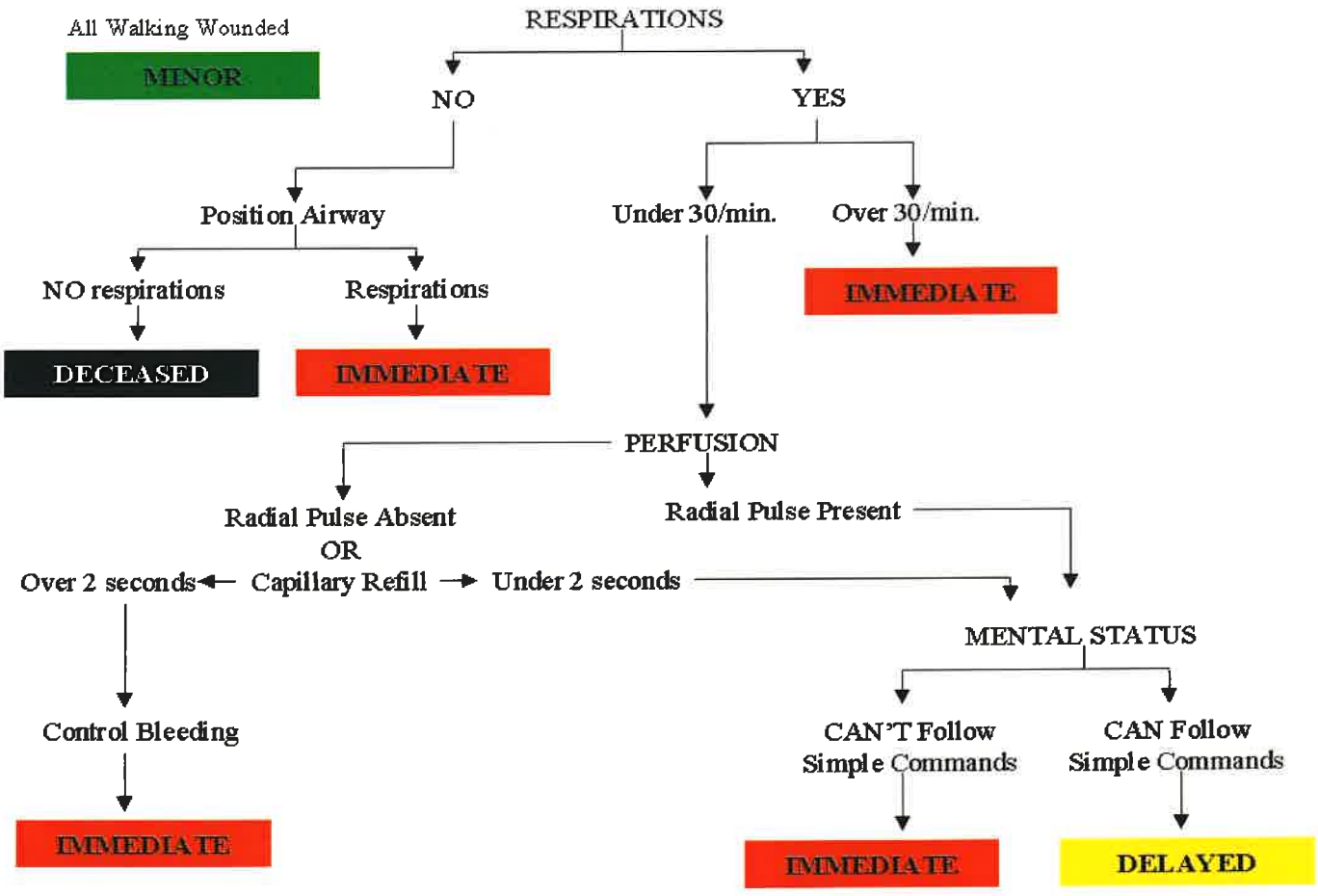
- **1 Flashlight**
- **1 set of spare batteries for each flashlight - *to be replaced yearly.**
- **vinyl disposable gloves**
- **medical tape**
- **ice packs**
- **package band-aids**
- **package 3X3 non stick gauze pads**
- **feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)**
- **thick red sharpies**
- **thick black sharpies**
- **duct tape**
- **plastic garbage bags (Large)**
- **name tags**

In Disaster Tote in Class:

- **Food for student provided from family at the beginning of the year (labeled with student name…no nuts or peanut butter!)**
- **Individual bottled water (2 per student)**

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix

Appendix A	Student Emergency Release Form
Appendix B	Student Emergency Release Log
Appendix C	Teacher Situation Report
Appendix D	School Site Specific Item/s (Buddy list, CPR, bilingual)
Appendix E	Incident Command System Duties
	Crisis Intervention Flowchart
Appendix F	General Evacuation Areas offsite
Appendix G	Emergency Telephone Numbers

APPENDIX A

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name Relationship

Address City

Phone number Today's Date Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title

STUDENT EMERGENCY RELEASE FORM

Student's name(print)_____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name Last Name
Relationship

Address City

Phone number Today's Date Time

I am willingly going with the above named adult.

Student's signature Today's Date Time

Signature of School Personnel releasing student/title _____

APPENDIX B

STUDENT EMERGENCY RELEASE FORM

I am accepting the release of named student below and assuming COMPLETE RESPONSIBILITY FOR THEIR SAFETY

	STUDENT NAME	***PRINT* ADULT NAME**	***SIGNATURE***	***PHONE #***
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
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28				
29				
30				
31				

32				
33				

APPENDIX C

TEACHER SITUATION REPORT

Reporting

teacher _____ Room _____

STUDENTS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

ADULTS/VISITORS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

A runner will collect this report for the command post.

Appendix D

Emergency Buddies List

In the event of a disaster, some staff members may need to leave their classrooms in order to fulfill other duties. If that happens, the buddy supervision teacher is responsible to look after the other children.

Kindergarten Wing: Rooms 27, 28, 29, 30 (Hibbard to Supervise)
(Fuson, Dawe, Hibbard, plus other instructional aides, campus supervisors)

First Grade Wing: Rooms 1, 2, 3, 4, 5, 6, 7,8 (Tucker and Sweeney to supervise)
(Tucker, Erickson, Bartel, Jennings, Franta, Rosnack, Sweeney, plus other instructional aides)

Second Grade Wing: Rooms 9, 10, 11, 12, 13, 14
(Fisher to supervise, King, D. Lopez, plus other instructional aides)

Third Grade Wing: Rooms 23, 24, 25, 26
(Bailey, Petures, Miller/Murillo to supervise, Bailey, Rangel-Mondays, plus other instructional aides)

Fourth & Fifth Grade Wing: Rooms 15, 16, 17, 18, 19, 20, 21, 22
(Torres and Ramey to supervise), Green, Lomeli, Hatfield, Nolan, Moreno, plus other instructional aides)

SDC: Rooms 30, 31, 32, 33, 34, 35
(Ward-Bustos, Roark, Fritzberg, Instructional aides, Diaz, Vega to supervise)

Portables: Rooms 38, 39, 40
(OT, Behaviorist, Sain to supervise, Allen, Schneider, campus supervisors, plus other instructional aides)

MARSH CREEK STAFF 2024-2025

CPR/FIRST AID CERTIFICATIONS/BILINGUAL STAFF

The following staff members are currently certified in CPR and First Aid:

Donna Caldwell	Office
Teresa D'Alfonsi	Office
Michelle Crespo	Office
Elena Cuevas	Office
Vince Hoeschen-CPR only	Office
Cho Cho Win	Office
Christy Roark	Room 30
Alicia Erickson	Room 2
Kym Larsen	Room 32
Carmen Fernandez-Jepsen	Room 32
Teresa Bustos	Room 31
Tim Sain- CPR only	PE, Room 39
Nicole Green	Room 15
Jennifer Stanton	Room 38
Stacy Fritzberg-CPR only	Room 32
Megan Miller-CPR only	Room 25
Alyson Bartel-CPR only	Room 3

The following staff members are bilingual:

Spanish:

Michelle Crespo	Marisol Fuson
Guadalupe Sanchez	Alicia Sweeney
Connie Torres	Empe Vega
Elena Cuevas	Victor Luna
Yessenia Martinez	Alyssa Fisher
Irene Diaz	Adriana Lomeli
	Mario Rodriguez
	Carmen Jepsen-Fernandez

Mandarin: ChoCho Win

Urdu/Hindi: Afeen Gardezi

Appendix E

EMERGENCY

PROCEDURES

STAFF DUTIES

Crisis Response Director: (D'Alfonsi and Hoeschen)

a. Overall director of disaster procedures.
b. Initiate call for outside assistance.
c. Maintain communication with Disaster Response Team and district office.
d. Coordinate media communications with the public information officer.
e. Determine facility/student safety from Crisis Response Coordinator/Operations.
f. Evacuate additional buildings on recommendation of Crisis Response Coordinator/Operations.
g. Provide statement of current status on P.A. system. Issue written communique to students and staff regarding status if emergency period is prolonged.
h. Obtain report of needed facility repairs from the Crisis Response Coordinator/Operations and notify utility companies of any breaks or suspected break in lines.
i. Determine the advisability of closing the school with the advice of the Superintendent, and/or City Building Inspector if possible.
J. Direct school staff to remain after school hours if required to assist in disaster service activities.
k. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
l. Authorize resumption of power, gas and water services.
m. Authorize return to buildings. Send verbal or written instruction with available staff.
n. Debrief meeting with disaster response team, maintenance, and district office.

Crisis Response Coordinator/Operations (Reports to Crisis Response Dil"ector): (Hibbard)

a. Report to and establish the Command Center.
b. Coordinate alarms/telephone/radios with Communications Coordinator.
c. Initiate with Facilities Team Leader facility inspection.

d. Relay facility damage reports.
e. Notify Crisis Response Director when evacuation has been properly completed.
f. Initiate search and rescue with Sweep and Rescue Team Leaders.
g. Coordinate sweep teams and rescue teams.
h. Establish security gates.
1. Keep command center secure.
J. Supervise traffic control.
k. Debrief with district response team

Crisis Response Coordinator/Students (Reports to Crisis Response Director): (Fisher)

a. Assist staff in gaining control of the students.
b. Organize and supervise a group of students to be command center runners.
c. Send runners to collect attendance.
d. Send the attendance sheets to attendance secretary at the Command Center.
e. Oversee the movement of students into alphabetic supervision areas on the field.
f. Coordinate the labeling of every student.
g. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from Crisis Response Director.
h. Notify the Staff Accountability Clerk of any needs for additional staffing.
1. Assign non-teaching staff, to areas where needed.
J. Maintain student release records.
k. Periodically report number of released students to command center.
I. Debrief with district response team.

Crisis Response Coordinator/Medical {Reports to Crisis Response Director): (Rosnack)

a. Report to and establish command center.
b. Establish and supervise a triage area on the basketball blacktop.
    1. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first aid.
    2. Set up morgue.
    3. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
c. Supervise the duties of the Medical Clerk.
d. Send periodic updates to command center on numbers of inured/fatalities.
e. Supervise the administration of first aid.
f. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
g. Verify that parents of injured persons have been notified.
h. Disassemble triage area.
1. Inventory remaining first aid supplies.
J. Debrief with disaster response team.

Crisis Response Coordinator/Psychological Trauma (Reports to Crisis Response Director): (Martinez)

a. Assist in personal psychological trauma needs of staff/students.
b. Have counseling center staff available for counseling needs during and after emergency.
c. Inform command center of staff who need to be covered/replaced.
d. Inform Crisis Response Coordinator/Students of the names of students being serviced.
e. Make recommendations for follow-up needs.
f. Keep records of students/staff psychological trauma needs.
g. Debrief with district response team.

Communications Coordinator {Reports to Crisis Response Coordinator/Operations): (Ramey)

a. Report directly to the Command Center.
b. Record new messages for the telephone system.
c. Assist in the conversion to backup power for the computers and communications systems as needed.
d. Assist with communication needs between command post and district office.
e. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
f. Keep frequencies organized for radio communications.
g. Assist Staff Accountability Clerk with communication logs.

Facilities/Custodial Personnel (Reports to Crisis Response Coordinator/Operations): (Luna)

a. Team leader to report to Crisis Response Coordinator/Operations at command post.
b. Tum off main gas, electricity, and/or water.
c. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
d. Confer with Crisis Response Coordinator/Operations for further directions.
e. Direct fire-fighting efforts until regular fire fighting personnel take over.
f. Certify building safety and restore services as directed.

Student Accountability Clerk (Reports to Crisis Response Coordinator/Students): (Caldwell)

a. Observe locator panel by switchboard.
b. Radio administration & maintenance as to which lights are showing on the panel.
c. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced or request emergency personnel be called.
d. Follow light panel operation procedures.
e. Sound All Clear when directed.
f. Make P.A. announcements as needed and authorized by administration.
g. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location. Notify Crisis Response Coordinator/Students.
h. Accept and record calls from parents
1. Call parents of students who have been transported by ambulance. **Keep a list to notify release gate personnel.**
J. . Coordinate with the Medical Clerk in the accounting of injured students/staff.

Staff Accountability Clcl'k (Reports to Crisis Response Director): (Crespo)

a. Establish the command center.
b. Take radio, substitute list and list of absent teachers to command center.
c. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
d. Keep a log of all command center calls other than parents, and all communication.

e. Collect all reports, maps, records sent to command center.
f. Update Crisis Response Director as needed from forwarded records.
g. Coordinate student runners from command center.
h. Assign staff to Crisis Response Coordinator/Students as requested.

IVIedical Clerk (Reports to Crisis Response Coordinator/Medical): (Roark)

a. Assist with set up, transporting necessary materials to triage/morgue area.
b. Pull emergency cards for students on injury list.
c. Coordinate injury reports from rescue team rescues.
d. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
e. Complete report of action taken regarding injured persons.
f. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
g. Assist in tagging all injured persons and fatalities.
h. Complete records of fatalities.

Assistant Accountability Clerk (Reports to Student Accountability Clerk): (Artiga & Cuevas)

a. Assist Student Accountability Clerk with light/alarm- panel procedures.
b. Telephone cafeteria and appraise of emergency.
c. Assist Student Accountability Clerk with phone lines, records and or any other duties needed.

Sweep Team (Reports to Crisis Response Coordinator/Operations): (Tucker, Torres, Bailey)

a. Team leader reports to command center to Crisis Response Coordinator/Operations. b. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc.
c. If injured/trapped/fatalities are found, mark the door and your map with a ***RED X and the time*** for rescue team.
d. When area has been searched and cleared, mark the door and your map with a ***BLACK X and the time.***
e. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
f. When sweep completed, assist rescue team in removing trapped, injured, fatalities.
f. Team leader to report findings to command center.

Rescue Team (Reports to Crisis Response Coordinator/Operations): (Hatfield, Lopez, Lomeli)

a. Assist staff in gaining control of students.
b. Team leader reports to command center to Crisis Response Coordinator/Operations.
c. Dispatch rescue teams, to rescue trapped, injured, fatalities.
d. Remove injured to the designated triage area.
e. Remove fatalities, AFTER ALL INJURED HAVE BEEN REMOVED to the morgue. List on your map.

f. Secure all buildings from reentry after search and mark door with a ***BLACK X, the time a1td a "P '***(meaning primary search).

g. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted students/personnel

h. For heavy rescue of trapped victims that is beyond the capabilities of staff and equipment at school site, contact an administrator to request whatever resources you will need to accomplish the rescue.

L. Conduct a secondary search ***marking the doors with the time a11d a*** **"S '** (meaning secondary search).

Public Information Officer (Reports to Crisis Response Director): (D. Lopez)

a. Arrange a staging area for media.
b. Meet the media.
c. Contain media from actual disaster, command center, students and staff.
d. Field questions until designated media official arrives from the District Office.

Liaison (Reports to Cris is Response /Director): (Green)

a. Meet the arrival of emergency service workers from fire, police, medical, etc.
b. Act as liaison between emergency service workers, command center and Crisis Response Director.
c. Provide needs for emergency service workers until relieved or no longer needed.

RELEASE OF STUDENTS/PERSONNEL

All students will be released at the gates in the back of the school on San Jose Avenue unless the area is deemed unsafe in which release will take place in front of the school or at an alternate site as designated by the command center.

Release Team (Reports to Crisis R esp onse Coordinator/Students): (Jennings, King, Bartel)

a. Begin release process when Crisis Response Coordinator/Students advises.
b. Assign students to assist in looking up student schedules, locating students, and assisting at the release gate.
c. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released.
d. Check for the appropriate signatures before permitting a student to depart the grounds.
e. Report periodic numbers ofreleased students to Crisis Response Coordinator/Students.

ReJea s e Clerk (Re port s to Release Team Leader): (Nolan)

a. Report to the release gate with student emergency card records.
b. Assist release team members with release procedures.
c. Keep an accurate record of released students.
d. Periodically report the numbers of students released to the Release Team Leader.

Crisis Prevention/ Intervention Flow Chart

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

- Keep safety of students at the forefront of your mind at all times.
- If in a classroom, try to get students in crisis to office to de-escalate or cool off. Get help! A neighbor teacher, support personnel or call office. Use words to de-escalate situation, distract from what is upsetting student.
- If not possible to remove student or reduce escalation, evacuate students to playground or another room. Leave student in crisis in room with two staff members if possible.
- If you approach the situation identify yourself and ask if staff needs help.
- One person is to call a CPI trained personnel for back up. Notify them this is an emergency or a CPI situation.
- Constantly evaluate if the child is in danger to him/her self or others. If at anytime they are, intervene with CPI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate situation.
- Once support arrives, dismiss one aide to cover/support students and help in other classroom or playground.
- Communicate updates/status regarding the situation (i.e. see support staff list below)
- Notify office staff. Office staff will notify principal and then support staff listed below.
- Office staff/ Teacher or admin will contact parent
- Once situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any CPI techniques were used by any personnel it must be documented by that individual(s) in coordination with admin).

First Responders	Support Staff	Office Staff/ Communication
Classroom teacher	Teresa D'Alfonsi	Michelle Crespo
Neighbor teacher	Vince Hoeschen	Donna Caldwell
Any available aide	.	Tiffanie Artiga
Other school personnel:		Elena Cuevas

CPI Certified Personnel:

Teresa D'Alfonsi Vince Hoeschen Michelle Crespo Teresa Ward-Bustos Jennifer Stanton Stacy Fritzberg Christy Roark	Kym Larson Nicole Pierce Kaitlin Carlton Bianca Chan Yessenia Martinez Christine Gorshe-Olsen	

Appendix F

Alternate Evacuation Locations

In case evacuation is necessary in an alternate location off campus, the following are our three options:

1. The Rock Church Parking Lot, across the street on Adams/Grant

2. Blue Goose Park, behind the school field on Adams/O'Hara

3. Grassy field across the street from the school, on Grant

Appendix G

EMERGENCY TELEPHONE NUMBERS

In the event of accident or injury it is important to know what numbers to call:

911 is your primary number!

All other numbers are to get additional information after the fact.

Fire and Rescue (Paramedics) 911
Poison Control Center.....1-800-876-4766
Suicide Crisis 1-800-833-2900
Animal Control..... 335-8300
Animal Control.....646-2995
PG&E.....1-800-743-5000

Hospitals

Sutter-Delta, Antioch: 779-7200
Emergency: 779-7273

Mt. Diablo, Concord: 682-8200
Emergency: 674-2333

John Muir, Walnut Creek: 939-3000
Emergency: 947-9444

Kaiser, Walnut Creek: 943-2000
Emergency: 295-4000

Contra Costa County, Martinez: 370-5000
Emergency: 370-5150

John Muir, Brentwood
Urgent Care: 308-8100, 308-8111
Emergency: None

Kaiser, Antioch: 779-5000
Emergency: None

Brentwood Police:

Dispatch.....778-2441
Non-emergency.....778-2441
Office.....634-6911
Youth and Family Services.....516-5269

2024-2025
School Year

School: Mary Casey Black Elementary
Code: 07 61655 0127464
District: Brentwood Union School District
Address: 140 Birch Street, Brentwood, CA 94513

Date of Adoption: 1/29/2024

Date of Update: 1/15/25 Date of Review:

- with Staff

Approved by:

Comprehensive School Safety Plan

NAME	TITLE	SIGNATURE	DATE
Maria Gonzalez	Principal		2/3/2025
Maria Sanchez	Vice Principal		2/3/2025
Ashley Rose	Teacher, Safety Committee		1/27/25
Jack Doria	Teacher, Safety Committee		1/27/25
Melissa Bosco	Parent-SSC Chairperson		2-3-25
Norma Ramirez	President-ELAC		1-16-25

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

A copy of the Comprehensive School Safety Plan is available for review at 2024-2025 School Safety Plan

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The

ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)
5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)

12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)
13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of

those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

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

The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:

Clothing must cover undergarments. Footwear must be worn at all times, and must not limit student participation in school activities. Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming:

The following are not appropriate on the EHMS campus:

- ➔ Clothing with reference to sex, alcohol, weapons, violence, drugs, or which displays vulgar language, or administration determines inappropriate
- ➔ Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- ➔ Clothing must not threaten the health or safety of any other student or staff member
- ➔ Pajamas, slippers, blankets
- ➔ Strapless shirts, tube tops, shirts that don't reach the top of pants/shorts/skirt
- ➔ Short shorts
- ➔ Clothing that exposes undergarments

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

The EHMS administration reserves the right to determine if students are following dress code. Students not following dress code will be asked to wear their P.E. clothes for the day.

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

All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

The following is an example of a safe and orderly goal creating a safe and caring environment where all students can learn.

Element:

Refine the tiers in PBIS and MTSS implementation to address the needs and behavior of students

Opportunity for Improvement:

According to the California Healthy Kids Survey, conducted during the Fall of 2024 indicated....
50% of our 5th Grade students expressed that they had meaningful participation at school
78% felt connected to the school
69% of families reported being involved in school

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance	Create a quarterly incentive system to promote perfect attendance Create weekly attendance incentives weekly for perfect attendance- no tardies	Classroom teachers Attendance clerk	Principal,Attendance secretary , Vice Principal, Counselor and Psychologist	Monitor Attendance percentages monthly
Provide social and emotional health of students	Implement weekly lessons from the school counselor. These could include live lessons or recorded. Provide weekly 2nd Step lessons to all grades Access to Wellness Wednesdays Provide Growth Mindset Assemblies Restoratives Practices- Building Communities Counseling Referrals for individuals or small groups Provide students the opportunity to pet a therapy dog Community Celebrations	District Counselors School Counselor Classroom Teachers PBIS	Principal School Counselor	Teacher input form Student input form

	Awards for academic, behavior and character Posters by Leadership students to promote for students to choose kindness Leadership "peace path" Conflict managers			
To increase students' "meaningful participation"	Create a school wide project connecting our students to our school values (SOAR). OWL BE THERE Students in 4th and 5th grade will be able to participate in a Leadership through Service Club Staff is trained by Contra Costa County Office of Education on Learning Acceleration to increase student engagement. Community Celebrations	Art Docents Staff Parents	Safety Committee Principal Vice Principal Counselor	Survey at the end of the year
Increase parent involvement in our PTA	Work with the PTA to promote membership and involvement. Involve our staff with recruitment.	PTA Teachers Principal	PTA Principal	Monitor membership in our PTA

Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Mary Casey Black in partnership with Brentwood Police Department will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, teachers; other relevant staff members.	SRO and Principal	Successfully completion of drills with staff.

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or

call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

In order to create a safe learning environment for all students, the Board of Education desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The District prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual

or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying," as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of

bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.
3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person
        - Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
    - Educational programs for students about the dangers of opioid misuse.
5. Emergency Contact and Post-Overdose Procedures
    - Contact parent/guardian per school policies.
        - Maintain up-to-date emergency contact information for all students.
    - Establish post-overdose support, including counseling and referral to treatment.
    - Facilitate a debriefing with responding staff.

6. Coordination with Local Health Authorities
    - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
    - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
    - Regular communication of the protocol to staff, students, and parents.
    - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

THE BIG FIVE

Crisis Response Plan

Mary Casey Black Elementary

2024-2025

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees’ Workers’ Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

❑ Remain calm and speak slowly and clearly

❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What Where, When, How, Why.

❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received

❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious

❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries

❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. ● Return to class as quickly as possible. ● Shut all windows doors and blinds. Look for stray students as you are doing this. ● Turn off heat or air conditioning. HVAC on breaker panel **only** ● Take roll. / Maintain control of students. ● Tape doors, return air vent. Windows if necessary. ● Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** ● Give "Duck, Cover and Hold" Command. ● Get under desks or tables. ● Drop to knees with back to the windows and knees together. ● Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. ● Bury face in arms, protecting the head. Close the eyes tightly. ● Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. ● All classroom/office doors are closed and locked ● All students and staff remain inside until otherwise directed. ● Instruction continues as planned. ● Close all blinds. ● Look for email communication or listen for all call.
	**Active Shooter** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. ● If you can get out, direct students to get out and away from danger ● Barricade if necessary! ● Counter if Necessary
Evacuate 	**EVACUATION** **Fire/ Earthquake/Fallen Aircraft** Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location.

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

> A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
- ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
- ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
- ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
- ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone
- ❑ Evacuate only if there is damage to the building, or the building is on fire.

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
  - ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
  - ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat.
> **ALICE** requires closing and locking doors and barricading with heavy objects.

"**ALERT –** Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos

If you have control of the shooter call 911 and tell the police, where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.

Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a “snake”
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake (Evacuate only if there is damage to the building, or the building is on fire.)

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- ❑ Announce the type of emergency
- ❑ Offer arm for guidance
- ❑ Tell person where you are going, obstacles you encounter
- ❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- ❑ Turn lights on/off to gain a person's attention -OR-
- ❑ Indicate directions with gestures -OR-
- ❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- ❑ Evacuate these individuals as injured persons
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
    - ❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE (OFF-SITE)

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

HAZARDS: FIRE (ON-SITE)

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
- ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

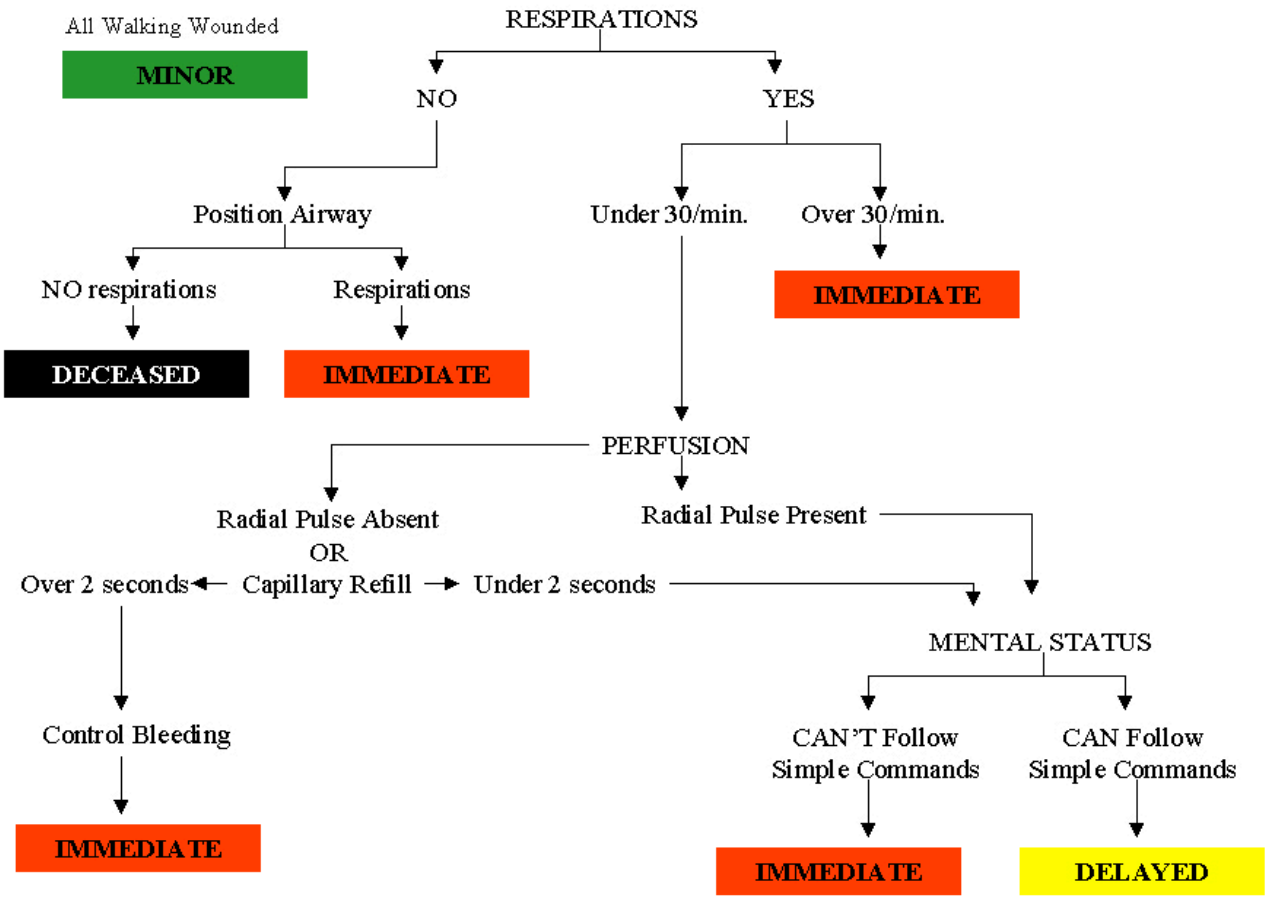
- **1 Flashlight**
- **1 set of spare batteries for each flashlight - *to be replaced yearly.**
- **vinyl disposable gloves**
- **medical tape**
- **ice packs**
- **package band-aids**
- **package 3X3 non stick gauze pads**
- **feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)**
- **thick red sharpies**
- **thick black sharpies**
- **duct tape**
- **plastic garbage bags (Large)**
- **name tags**

In Disaster Tote in Class:

- **Food for student provided from family at the beginning of the year (labeled with student name…no nuts or peanut butter!)**
- **Individual bottled water (2 per student)**

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix

Appendix A	**Student Emergency Release Form**
Appendix B	**Student Emergency Release Log**
Appendix C	**Teacher situation Report**
Appendix D	**School site specific item/s** (Buddy list, CPR, bilingual, special circumstances/concern).
Appendix E	**Health Alert**
Appendix F	**General Evacuation Area's offsite**
Appendix G	**ICS flow chart/ Incident command**
Appendix H	**Staff Phone Tree**
Appendix I	**School Evacuation Map/ Color**
Appendix J	**Emergency Telephone Numbers**

EMERGENCY TELEPHONE NUMBERS

In the event of accident or injury it is important to know what numbers to call:

911 is your primary number!

All other numbers are to get additional information after the fact.

Fire and Rescue (Paramedics) …….…….911
Poison Control Center…….……...1-800-876-4766
Suicide Crisis …….…..……1-800-833-2900
Animal Control…… 335-8300
Animal Control…….……646-2995
PG&E…….....1-800-743-5000

Hospitals

Sutter-Delta, Antioch: 779-7200
Emergency: 779-7273

Mt. Diablo, Concord: 682-8200
Emergency: 674-2333

John Muir, Walnut Creek: 939-3000
Emergency: 947-9444

Kaiser, Walnut Creek: 943-2000
Emergency: 295-4000

Contra Costa County, Martinez: 370-5000
Emergency: 370-5150

John Muir, Brentwood
Urgent Care: 308-8100, 308-8111
Emergency: None

Kaiser, Antioch: 779-5000
Emergency: None

Brentwood Police:

Dispatch……..…778-2441
Non-emergency…….……...…778-2441
Office…….…….634-6911
Youth and Family Services……..…..……..516-5269

Comprehensive School Safety Plan

2025-2026

School Year

School: Pioneer Elementary School

CDS Code: 07 61655 0102376

District: Brentwood Union School District

Address: 2010 Shady Willow Lane, Brentwood, CA 94513

Date of Adoption:

Date of Update: 2/07/25

Date Reviewed: 02/10/25

Approved by: Pioneer Elementary School Site Committee

Comprehensive School Site Safety Plan 2025-2026

Maria-Elena Becerra	Principal
Tunisia Adams	Vice Principal
Jenni White	School Psychologist
Susan Abad	Counselor/SSC Member
Kassie Torres	Parent/SSC Member
Morgan Mundy	Parent/SSC Member
Stephanie Morris	Classified/SSC Member
Jennifer Munoz	Teacher/SSC Member
Anitra Simpson	Parent/SSC Member

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 I, 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

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

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All district employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code Section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.
Or
CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/ 365 days per year):

Employees may submit phone reports may to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894. The Suspected Child Abuse form (SS 8572) may be downloaded from the Brentwood School District's Administrative Services website.

In accordance with state law, all district employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides district employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all district students and employees is of the highest priority. The district and each school site has adopted procedures to best prepare, mitigate and recover in the unanticipated event of a disaster. The district believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g. earthquake, fire and active intruder) on a consistent and ongoing basis.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and district buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

During the 2018-19 school year, BUSD invested time and resources to raise the bar in school security by providing all district employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Departments to prepare district employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All district employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-19 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g. smell or vision of smoke, flames, and/or

heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 911.

All fires, regardless of magnitude, must be reported to the fire department. In accordance with California Education code 32001 all district schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood School District and each school have adopted the following procedures in the event of an

earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)
COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.
HOLD On: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter [e.g. corner of a table.]

Once the shaking has stopped, teachers will check for injured students in their classroom; evacuate everyone to the designated and secured open area on campus. Evacuation is necessary following an earthquake because of possible damage to the buildings and aftershocks.

Relocation stations are set up at each school site to allow parents to take students home. If there has been earthquake damage to a school, students and staff will not be allowed to re-enter buildings until the buildings have been appropriately inspected.

All district schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury (Education Code 48900(a) and (t))
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence (Education Code 48900(b))
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant (Education Code

48900(d))
5. Committed or attempted to commit robbery or extortion (Education Code 48900(e))
6. Caused or attempted to cause damage to school property or private property (Education Code 48900(f))
7. Stole or attempted to steal school property or private property (Education Code 48900(g))
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products (Education Code 48900(h))
9. Committed an obscene act or engaged in habitual profanity or vulgarity (Education Code 48900(i)) 10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5 (Education Code 48900(j))
11. Knowingly received stolen school property or private property (Education Code 48900(l))
12. Possessing an imitation firearm (Education Code 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (Education Code 48900(m))
13. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4 (Education Code 48900(n))
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness (Education Code 48900(o))
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma (Education Code 48900(p)) 16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (Education Code 48900(q))
17. Engaged in an act of bullying (Education Code 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in Education Code 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (Education Code 48900(r))
18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code 31 (Education Code 48900(t))
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (Education Code 48900.7)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed under/ above or if the student's presence causes a danger to persons. (Education Code 48900.5)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (Education Code 48900.5)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record.(Education Code 48900.5)

Additional Grounds for Suspension and Expulsion:

Any student may be suspended, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (Education Code 48900(k))

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she: 1. Committed sexual harassment as defined in Education Code 212.5 (Education Code 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (Education Code 212.5, 48900.2)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code 233 (Education Code 48900.3.) Hate violence means any act punishable under Penal Code 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (Education Code 233; Penal Code 422.55)
3. Intentionally engaged in harassment, threats, or intimidation against district personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12" above. (Education Code 48910)
When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (Education Code 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (Education Code 48913)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts: (Education Code 48915):

1. Causing serious physical injury to another person, except in self-defense

2. Possession of any knife or other dangerous object of no reasonable use to the student
3. Unlawful possession of any controlled substance as listed in Health and Safety Code 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use
or other medication prescribed for him/her by a physician
4. Robbery or extortion
5. Assault or battery, as defined in Penal Code 240 and 242, upon any school
employee

For more information about the suspension and expulsion process, please review BUSD board policy 5144.1, "Suspension and Expulsion Due Process."

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

Brentwood School District notify Teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code Sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the district in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood School District prohibits unlawful sexual harassment of or by any student by anyone in or from the district. The district prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school related activities. The district also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal.

Students or staff are expected to immediately report incidents of sexual harassment to a site administrator. Each complaint

of sexual harassment

shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all district employees have completed a mandatory online sexual harassment training.

The district's Title IX coordinator has been identified as Chris Calabrese, Director of Student Services 20 Oak Street, Brentwood, California, ccalabrese@brentwood.k12.ca.us

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

The Brentwood School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress Code policy applies to all schools in the district. Board Policy 5132

Schools Dress code policy is as follows:

Students are expected to dress neatly and in good taste. Student dress and grooming should promote safety while on the playground and should not detract from the educational program. Parents may be contacted when there are dress code violations in order to bring

appropriate clothing to the school. *Violations are subject to administrator discretion.*

Allowable Dress and Grooming:

Students are expected to dress neatly and in good taste. Student dress and grooming should promote safety while on the playground and should not detract from the educational program. Parents may be contacted when there are dress code violations in order to bring appropriate clothing to the school. *Violations are subject to administrator discretion.*

- Shoes should provide safety and support. Flip Flops are not permitted.
- Skirt and short lengths must be at least "finger-tip" length when arms are held straight down.
- Hats may be worn outside.

Non-Allowable Dress and Grooming:

No bare midriffs or bare backs

- Flip Flops are not permitted
- Clothing should not have inappropriate slogans or advertising
- Make-up is not allowed at school
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- Clothing must not threaten the health or safety of any other student or staff member

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian. A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

(G) Procedure for Safe Ingress and Egress of Pupils, Parents, and Staff to and from School (EC 35294.2) All Brentwood School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular
activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

Component:

Create a learning environment that is positive, engaging, safe and orderly for students.

Element:

Through our MTSS and Character Trait implementation staff will design, communicate, and refine practices to support a robust and comprehensive program for all students.

Opportunity for Improvement:

Increase a positive school environment by implementing positive character traits that help reduce the number of office referrals, suspensions, and absence rates across the school site. Provide a positive school culture that increases student participation.

After a review of the California Healthy Kids Survey, conducted during the Spring of 2020, results indicated areas for review could include: Meaningful Participation in school (given a chance to decide school activities, ask for your ideas), Caring Adults at School, School Connectedness (feeling close to people at school), Fairness (students treated fairly when they break school rules), and Students at School Well Behaved, and Violence Victimization.

Specific Results from the survey:

Meaningful Participation: 46% never given a chance to help decide school activities.

School Connectedness: 14% never, 40% some of the time, 28% most of the time, 18% all the time feel close to people at school.

Fairness: 5% never and 3% some of the time and 91% most of the time or always feel like they are treated fair at school. 10% never and 20% sometimes feel like they are treated fairly when they break the school rules.

Students at School Well Behaved: 60% most of the time, 3% all of the time

Violence Victimization: 29% some of the time others hit or push, 30% some of the time others spread mean rumors or lies, 27% some of the time call you bad names or make mean jokes about you.

Objectives	Action Steps	Resources	Lead Person	Evaluation

Improve attendance	1.Notification protocols: • Daily Phone calls • Weekly attendance meetings • Monthly meetings with Attendance Secretary • Letters and notices sent home • Follow-up phone calls • Meetings with Parent • Home Visits 2. Good Attendance • Recognition/incentives	Pioneer Prides/Incentives Awards assemblies	• Attendance Clerk Teacher on special • Assignment(TSA) • Vice Principal • Principal	Attendance Data/Aeries

Provide for social and emotional health of students	1. Support students with social skills: • Counseling Groups (Friendship, social and emotional support, organization and management skills) • Character Trait Lessons • Weekly Announcement 2. Develop a school culture of caring and compassionate students/staff: • Ability Awareness • Kindness Week • Helping others -Toy & Food Drive -Warm Coat Drive -Cancer Fundraiser -Buddy Bench - Kids Heart • Character traits will be emphasized daily and acknowledged through character checks.	LCAP Goal #4	Principal Counselor Leadership Team	Q Data Survey Data

Establish procedures to ensure safety of all students and staff on Campus.	1.Update emergency plan and distribute to all staff. 2. Train all staff in emergency procedures and drills; Review emergency plan roles 3. Practice emergency drills with full implementation of emergency plan and roles.	LCAP Goal #4	Principal BUSD PD Staff	Q Data Drill Data Survey Data
Provide a positive school culture that incorporates choice and school pride.	Provide opportunities for students to participate in school decisions/outcomes. 1. Provide student leadership sessions with grade level representatives. 2. Develop grade level buddies that help solve school issues. 3. Pioneer has adopted the school motto "Pioneer is a place where everyone belongs1" Through a collective effort from the school district, our school staff, and our Parents' Club DE&I sub group, we have engaged in Community Celebration lessons, additional activities to celebrate different cultures, and regularly highlight our message of belonging in morning announcements and weekly outreach to our parent community. In conjunction with celebrating our differences in culture,, we are also working on Social Emotional learning through the Second Step program, our school counselor, and other resources that our staff finds to meet student needs. The	LCAP Goal #4		Survey Data

	message of belonging, understanding each other as human beings, and celebrating our differences has been a tremendous relationship building effort. It is one that we are very proud of and one that we will continue to emphasize and build upon.			
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Pioneer Elementary School in partnership with Brentwood Police Department will conduct an annual active shooter drill	Administration, School Resource Officer, teachers; other relevant staff members.	SRO and Principal	Successfully completion of drills with staff.

(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)
Brentwood Union School District Student Conduct Code

The Brentwood School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation. Each district school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
2. Conduct that disrupts the orderly classroom or school environment
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
5. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.
6. Use of profane, vulgar, or abusive language
7. Plagiarism or dishonesty on school work or tests
8. Inappropriate attire
9. Tardiness or unexcused absence from school
10. Failure to remain on school premises in accordance with school rules
11. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another district school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (Education Code 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students
2. Referral to a certificated employee designated by the principal to advise students
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code 48910

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (Education Code 48925): At the beginning of each school year, the principal of each school shall ensure that all students and
parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (Education Code 35291, 48900.1, 48980)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources. The district shall provide age appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood School District believes that all students have a right to a safe, healthy and nurturing learning environment. The district recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The district will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying", as legally defined by California education code 48900(r), is any severe or pervasive physical or verbal act or conduct,

including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The district expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (Education Code 48900(r)).

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber bullying/ harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The district believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The district and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The district has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades seven to twelve adopt a policy and guidelines on student suicide prevention, intervention, and post intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The district's suicide prevention model is sustainable as evidenced by all district employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new district employees receive the same online training prior

to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2020-21 school year, the district has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each district Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

THE BIG FIVE

Crisis Response Plan

2024-2025

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

Pioneer Elementary School

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑ When a local emergency is proclaimed
- ❑ When a state of emergency is proclaimed
- ❑ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑ Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees' Workers' Compensation coverage becomes the responsibility of the state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑ Remain calm and speak slowly and clearly
  - ❑ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What, Where, When, How, Why.
  - ❑ Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
  - ❑ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑ Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protect from external airborne contaminants. • Return to class as quickly as possible. • Shut all windows, doors, and blinds. Look for stray students as you are doing this. • Turn off heat or air conditioning. HVAC on breaker panel **only** • Take roll. Maintain control of students. • Tape doors, return air vent, and windows if necessary. • Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** • Give "Duck, Cover and Hold" Command. • Get under desks or tables. • Drop to knees with back to the windows and knees together. • Hold on to desk or chair to prevent it from moving away. With the other hand, cover the neck. • Bury face in arms, protecting the head. Close the eyes tightly. • Stay there until further instructions are given.
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. • All classroom/office doors are closed and locked. • All students and staff remain inside until otherwise directed. • Instruction continues as planned. • Close all blinds. • Look for email communication or listen for all call.
	**Intruder on campus- immediate danger** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. • If you can get out, direct students to get out and away from danger. • Barricade if necessary! • Counter if Necessary.
Evacuate 	**EVACUATION** **Fire/ Earthquake/Fallen Aircraft** Pause when you hear fire alarm. Look, Listen. Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location.

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ External Chemical Release
- ❑ Fire in the Community
- ❑ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑ Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑ Requires an understanding that any gaps around doors and windows may need to be sealed
- ❑ Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑ Earthquake
- ❑ Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑ Must be practiced for immediate and automatic response
- ❑ Is the single most useful action to protect oneself in an earthquake
  - ❑ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
  - ❑ Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
  - ❑ Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑ Requires alert attention to aftershocks
  - ❑ Requires that staff and students assist those with special needs to ensure safe cover for all
  - ❑ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑ Potential threat of violence in the surrounding community
- ❑ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑ Is intended to prevent a potential community threat from entering campus
- ❑ Heightens school safety while honoring instructional time
  - ❑ Requires that **all** exterior classroom / office doors are locked and remain locked
  - ❑ Is intended to prevent intruders from entering occupied areas of the building
- ❑ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑ Gunfire
- ❑ Threat of extreme violence outside the classroom
- ❑ Immediate danger in the surrounding community

ALICE is a protective action against human threat while Shelter-in-Place protects against environmental threat.
ALICE requires closing and locking doors and barricading with heavy objects.

ALERT – Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by "Flash Alerts", PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos
If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.
Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a "snake"
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑ Bomb threat
- ❑ Chemical accident
- ❑ Explosion or threat of explosion
- ❑ Fire
- ❑ Earthquake

> In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

EVACUATION:

- ❑ Requires exit from the building to a designated safe site, on-campus or off-site
- ❑ May require that students and staff rely on district bus transportation
- ❑ May require staff to exit via alternate routes based on circumstances
- ❑ Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑ Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

❑ Announce the type of emergency
❑ Offer arm for guidance
❑ Tell person where you are going, obstacles you encounter
❑ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

❑ Turn lights on/off to gain a person's attention -OR-
❑ Indicate directions with gestures –OR-
❑ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

❑ Evacuate these individuals as injured persons
❑ Assist and accompany to evacuation site, if possible -OR-
❑ Use a sturdy chair (or one with wheels) to move person -OR-
❑ Help carry individual to safety

To evacuate individuals using wheelchairs

❑ Give priority assistance to wheelchair users with electrical respirators
❑ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
❑ Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires "think-on-your-feet" alertness.

HAZARDS: FIRE ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

THE BASICS OF FIRST AID RESPONSE

- ❑ Remain calm and assess the situation
- ❑ Be sure the situation is safe for the responder
- ❑ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- ❑ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- ❑ If moving is necessary; protect the neck by keeping it straights to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

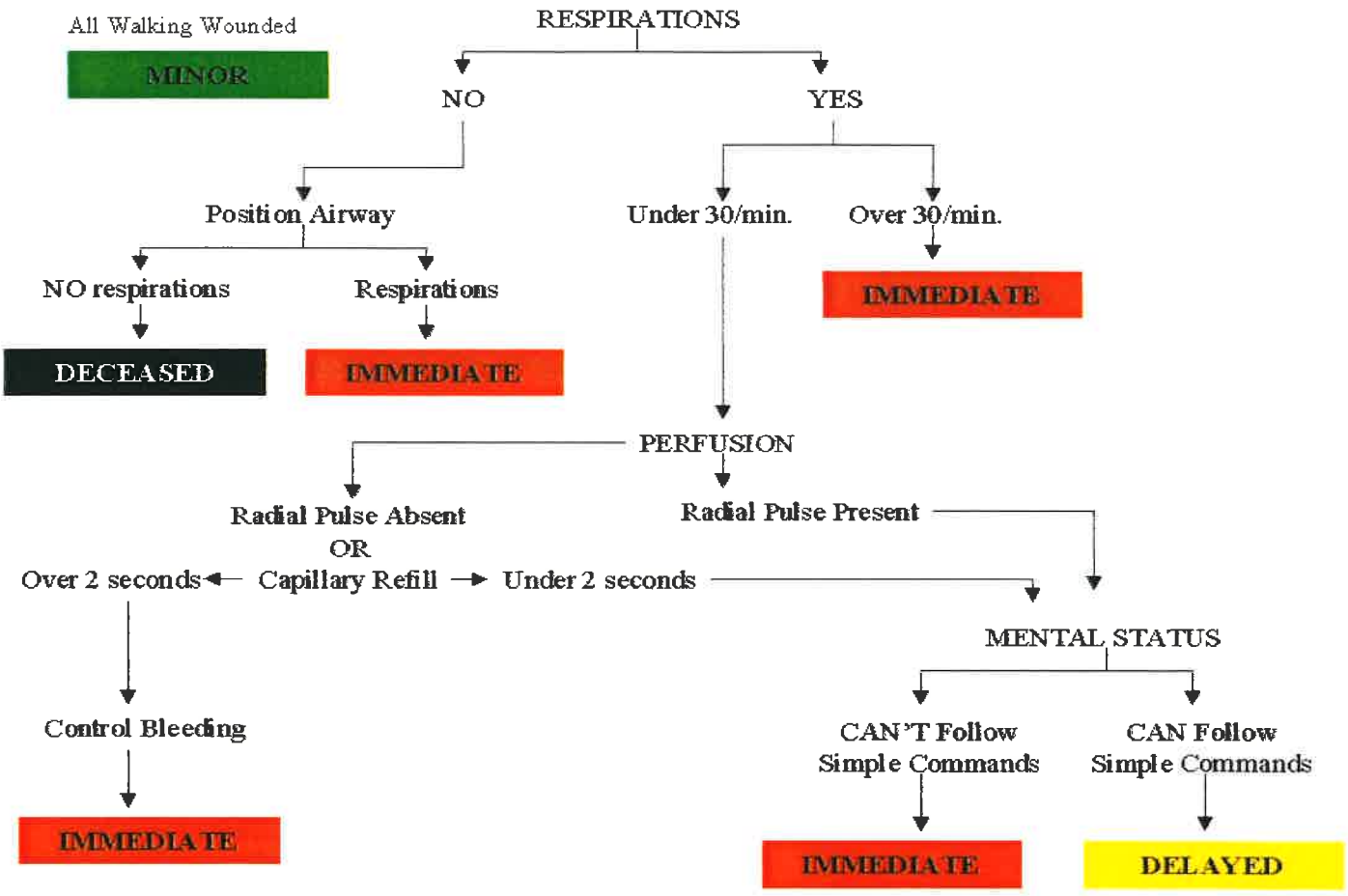
- **1 Flashlight**
- **1 set of spare batteries for each flashlight (*to be replaced yearly)**
- **vinyl disposable gloves**
- **medical tape**
- **ice packs**
- **package band-aids**
- **package 3X3 nonstick gauze pads**
- **feminine hygiene products (non-scented: tampons for nosebleeds, pads for open wounds)**
- **thick red sharpies**
- **thick black sharpies**
- **duct tape**
- **plastic garbage bags (Large)**
- **name tags**

In Disaster Tote in Class:

- **Food for student provided by the family at the beginning of the year (labeled with student name…no nuts or peanut butter!)**
- **Individual bottled water (2 per student)**

FIRST AID: TRIAGE

Remember Respirations Perfusion Mental Status



Appendix List

Appendix A	Student Emergency Release Form
Appendix B	Student Emergency Release Log
Appendix C	Teacher Situation Report
Appendix D	Site Specific Lists: Buddy List CPR/First Aid Certifications Bilingual/Multilingual Speakers
Appendix E	Crisis Prevention/Intervention Flow Chart Incident Command System Flow Chart ICS Staff Duties
Appendix F	School Evacuation Map
Appendix G	Emergency Phone Tree

Appendix A

STUDENT EMERGENCY RELEASE FORM

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name | Last Name | Relationship

Address | City

Phone Number | Today's Date | Time

I am willingly going with the above named adult.

Student's Signature | Today's Date | Time

Signature of School Personnel releasing student | Title

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name | Last Name | Relationship

Address | City

Phone Number | Today's Date | Time

I am willingly going with the above named adult.

Student's Signature | Today's Date | Time

Signature of School Personnel releasing student | Title

Appendix B

Student Emergency Release Log

STUDENT EMERGENCY RELEASE LOG

I am accepting the release of named student below and assuming *COMPLETE RESPONSIBILITY FOR THEIR SAFETY.*

	STUDENT NAME	*PRINT* ADULT NAME	*SIGNATURE*	*PHONE#*
1				
2				
3				
4				
5				
6				
7				
8				
9				
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32				
33				
34				

Appendix C

Teacher Situation Report

TEACHER SITUATION REPORT

Reporting Teacher _____ Room _____

STUDENTS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

ADULTS/VISITORS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

A runner will collect this report for the command post

Appendix D

Site Specific Lists

Buddy List
CPR/First Aid Certifications
Bilingual/Multilingual Speakers

CPR/First Aid Certifications

CPR and First Aid Certification
The following staff are currently certified in CPR and First Aid:

Jessica Allison
Zarghona Aslai
Nichole Crawley
Irene Diaz
Sierra Donegan
Mindy Ferrell
Tanya Heirigs
Deanna Lengyel
Danielle McPherran
Nicole Moorhouse
Sarah Mulholland
Jennifer Munoz
Maria Munoz
Louise Noble
Anna Pennella
Missy Raymundo
Betsy Rothrauff
Amy Ryken
DeAnna Schaefer
Adrienne Wayne

CPR Certification
The following staff are currently certified in CPR only:

Satyamayuri Kanchana

Bilingual/Multilingual Speakers

Staff Member	Language(s)
Nuria Aguilar	Spanish
Maria-Elena Becerra	Spanish
Irene Diaz	Spanish
Maria Munoz	Spanish
Mario Rodriguez	Spanish
Carlos Rodriguez	Spanish
Teri Rodriguez	Spanish
DeAnna Schaefer	Spanish
Jaime Zuniga	Spanish
Christina Guzman	Spanish
Caitlin Carey	Spanish (emergency assistance only)
Zarghona Aslai	Farsi
Nichole Crawley	American Sign Language
Nicole Ronquillo	American Sign Language
Jane Liam-Atalit	Tagalog
Kelly Simmons	Mien
Sruthi Jayaprakash	Hindi/Tamil/Malayalam
Laksmi Gara	Maithili or Malayalam
Sonia Haidarian	

Appendix E

Crisis Prevention/Intervention Flow Chart
Incident Command System Flow Chart
ICS Staff Duties

Crisis Prevention/ Intervention Flow Chart

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

- Keep the safety of students at the forefront of your mind at all times.
- If in a classroom, try to get students in crisis to the office to de-escalate or cool off. Get help! A neighbor teacher, support personnel or call office. Use words to de-escalate the situation, distract from what is upsetting the student.
- If not possible to remove students or reduce escalation, evacuate students to the playground or another room. Leave student in crisis in room with two staff members if possible.
- If you approach the situation, identify yourself and ask if staff needs help.
- One person is to call a CPI trained personnel for back up. Notify them this is an emergency or a CPI situation.
- Constantly evaluate if the child is in danger to him/herself or others. If at any time they are, intervene with CPI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate the situation.
- Once support arrives, dismiss one aide to cover/support students and help in another classroom or playground.
- Communicate updates/status regarding the situation (i.e. see support staff list below)
- Notify office staff. Office staff will notify the principal and then support staff listed below.
- Office staff/ Teacher or admin will contact parent
- Once the situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any CPI techniques were used by any personnel it must be documented by that individual(s) in coordination with admin).

First Responders	Support Staff	Office Staff/Communication
Classroom teacher	[redacted]	
Neighbor teacher		
Any available aide		
Other school personnel		
Other School personnel		

CPI Certified Personnel:

[redacted]

Incident Command System Staff Duties

Crisis Response Director:

1. Overall director of disaster procedures.
2. Initiate call for outside assistance.
3. Maintain communication with the Disaster Response Team and district office.
4. Coordinate media communications with the public information officer.
5. Determine facility/student safety from Crisis Response Coordinator/Operations.
6. Evacuate additional buildings on recommendation of Crisis Response Coordinator/Operations.
7. Provide a statement of current status on the P.A. system. Issue written communique to students and staff regarding status if emergency period is prolonged.
8. Obtain a report of needed facility repairs from the Crisis Response Coordinator/Operations and notify utility companies of any breaks or suspected break in lines.
9. Determine the advisability of closing the school with the advice of the Superintendent, and/or City Building Inspector if possible.
10. Direct school staff to remain after school hours if required to assist in disaster service activities.
11. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
12. Authorize resumption of power, gas and water services.
13. Authorize return to buildings. Send verbal or written instruction with available staff.
14. Debrief meeting with disaster response team, maintenance, and district office.

Crisis Response Coordinator/Operations (Reports to Crisis Response Director):

1. Report to and establish the Command Center.
2. Coordinate alarms/telephone/radios with Communications Coordinator.
3. Initiate with Facilities Team Leader facility inspection.
4. Relay facility damage reports.
5. Notify the Crisis Response Director when evacuation has been properly completed.
6. Initiate search and rescue with Sweep and Rescue Team Leaders.
7. Coordinate sweep teams and rescue teams.
8. Establish security gates.
9. Keep the command center secure.
10. Supervise traffic control.
11. Debrief with district response team.

Crisis Response Coordinator/Students (Reports to Crisis Response Director):

1. Assist staff in gaining control of the students.
2. Organize and supervise a group of students to be command center runners.
3. Send runners to collect attendance.
4. Send the attendance sheets to the attendance secretary at the Command Center.
5. Oversee the movement of students into alphabetic supervision areas on the field.
6. Coordinate the labeling of every student.
7. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from the Crisis Response Director.
8. Notify the Staff Accountability Clerk of any needs for additional staffing.
9. Assign non-teaching staff to areas where needed.
10. Maintain student release records.
11. Periodically report the number of released students to the command center.
12. Debrief with district response team.

Crisis Response Coordinator/Medical (Reports to Crisis Response Director):

1. Report to and establish a command center.
2. Establish and supervise a triage area.
    a. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first aid.
    b. Set up a morgue.
    c. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
    d. Supervise the duties of the Medical Clerk.
3. Send periodic updates to the command center on numbers of injured/fatalities.
4. Supervise the administration of first aid.
5. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
6. Verify that parents of injured persons have been notified.
7. Disassemble triage area.
8. Inventory remaining first aid supplies.
9. Debrief with disaster response team.

Crisis Response Coordinator/Psychological Trauma (Reports to Crisis Response Director):

1. Assist in personal psychological trauma needs of staff/students.
2. Have counseling center staff available for counseling needs during and after emergency.
3. Inform command center of staff who need to be covered/replaced.
4. Inform Crisis Response Coordinator/Students of the names of students being serviced.
5. Make recommendations for follow-up needs.
6. Keep records of students/staff psychological trauma needs.
7. Debrief with district response team.

Communications Coordinator (Reports to Crisis Response Coordinator/Operations):

1. Report directly to the Command Center.
2. Record new messages for the telephone system.
3. Assist in the conversion to backup power for the computers and communications systems as needed.
4. Assist with communication needs between command post and district office.
5. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
6. Keep frequencies organized for radio communications.
7. Assist Staff Accountability Clerk with communication logs.

Facilities/Custodial Personnel (Reports to Crisis Response Coordinator/Operations):

1. Team leader to report to Crisis Response Coordinator/Operations at command post.
2. Turn off main gas, electricity, and/or water.
3. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
4. Confer with Crisis Response Coordinator/Operations for further directions.
5. Direct fire-fighting efforts until regular fire fighting personnel take over.
6. Certify building safety and restore services as directed.

Student Accountability Clerk (Reports to Crisis Response Coordinator/Students):

1. Observe locator panel by switchboard.
2. Radio administration & maintenance as to which lights are showing on the panel.
3. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced, or request emergency personnel be called.
4. Follow light panel operation procedures.
5. Sound All Clear when directed.
6. Make P.A. announcements as needed and authorized by the administration.
7. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location. Notify Crisis Response Coordinator/Students.
8. Accept and record calls from parents
9. Call parents of students who have been transported by ambulance. **Keep a list to notify release gate personnel.**
10. Coordinate with the Medical Clerk in the accounting of injured students/staff.

Staff Accountability Clerk (Reports to Crisis Response Director):

1. Establish the command center.
2. Take radio, substitute list and list of absent teachers to the command center.
3. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
4. Keep a log of all command center calls other than parents, and all communication.
5. Collect all reports, maps, records sent to the command center.
6. Update Crisis Response Director as needed from forwarded records.
7. Coordinate student runners from the command center.
8. Assign staff to Crisis Response Coordinator/Students as requested.

Medical Clerk (Reports to Crisis Response Coordinator/Medical):

1. Assist with set up, transporting necessary materials to the triage/morgue area.
2. Pull emergency cards for students on the injury list.
3. Coordinate injury reports from rescue team rescues.
4. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
5. Complete report of action taken regarding injured persons.
6. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
7. Assist in tagging all injured persons and fatalities.
8. Complete records of fatalities.

Assistant Accountability Clerk (Reports to Student Accountability Clerk):

1. Assist Student Accountability Clerk with light/alarm- panel procedures.
2. Telephone cafeteria and appraise of emergency.
3. Assist Student Accountability Clerk with phone lines, records and or any other duties needed.

Sweep Team (Reports to Crisis Response Coordinator/Operations):

1. Team leader reports to the command center to the Crisis Response Coordinator, Operations.
2. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc.
3. If injured/trapped/fatalities are found, mark the door and your map with a ***RED X and the time*** for the rescue team.
4. When the area has been searched and cleared, mark the door and your map with a ***BLACK X and the time.***
5. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
6. When the sweep is completed, assist the rescue team in removing trapped, injured, fatalities.
7. Team leader to report findings to the command center.

Rescue Team (Reports to Crisis Response Coordinator/Operations):

1. Assist staff in gaining control of students.
2. Team leader reports to the command center to the Crisis Response Coordinator/Operations.
3. Dispatch rescue teams, to rescue trapped, injured, fatalities.
4. Remove injured to the designated triage area.
5. Remove fatalities, AFTER ALL INJURED HAVE BEEN REMOVED to the morgue. List on your map.
6. Secure all buildings from reentry after search and mark doors with a ***BLACK X, the time and a "p"*** (meaning primary search).
7. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted students/personnel
8. For heavy rescue of trapped victims that are beyond the capabilities of staff and equipment at the school site, contact an administrator to request whatever resources you will need to accomplish the rescue.

9. Conduct a secondary search ***marking the doors with the time and a "S"*** (meaning a secondary search).

Public Information Officer (Reports to Crisis Response Director):

1. Arrange a staging area for the media.
2. Meet the media.
3. Contain media from actual disaster, command center, students and staff.
4. Field questions until a designated media official arrives from the District Office.

Liaison (Reports to Crisis Response /Director):

1. Meet the arrival of emergency service workers from fire, police, medical, etc.
2. Act as liaison between emergency service workers, command center and Crisis Response Director.
3. Provide needs for emergency service workers until relieved or no longer needed.

RELEASE OF STUDENTS/PERSONNEL

All students will be released at the gates in the back of the school on Grant Avenue unless the area is deemed unsafe in which release will take place in front of the school or at an alternate site as designated by the command center.

Release Team (Reports to Crisis Response Coordinator/Students):

1. Begin release process when Crisis Response Coordinator/Students advises.
2. Assign students to help look up student schedules, locate students, and assist at the release gate.
3. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released.
4. Check for the appropriate signatures before permitting a student to depart the grounds.
5. Report periodic numbers of released students to Crisis Response Coordinator/Students.

Release Clerk (Reports to Release Team Leader):

1. Report to the release gate with student emergency card records.
2. Assist release team members with release procedures.
3. Keep an accurate record of released students.
4. Periodically report the numbers of students released to the Release Team Leader.

Ron Nunn School

Comprehensive School Safety Plan

2025-2026
School Year

School:	**Ron Nunn School**
CDS Code:	**07-61655-6109730**
District:	Brentwood Union School District
Address:	**1755 Central Blvd. Brentwood, CA 94513**

Date of Adoption: 2/11/25

Date of Update: 1/8/25 Date of Review: 1/8/25

Approved by:

Brian Oftedal
School Site Council Chairperson
Date: 02/05/2025

Comprehensive School Site Safety Plan 2024-2025

Nick Casey	Principal	
Julie France	Vice Principal	
Brian Oftedal	Parent	School Site Council Chairperson
Juliet Simens	Teacher	Site Safety Committee
Louise Noble	Teacher	Site Safety Committee
Jacey Ordaz	Teacher	Site Safety Committee
Christina Zanotto	Teacher	Site Safety Committee
Matt King	Police Officer	School Resource Officer

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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 safety committee consulted with local law enforcement, the fire department and other first responder entities.

The California Education Code (sections 32280-32288) outlines the requirements of all schools 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 AND 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.

Safety Plan Vision

All Brentwood Union School District schools are intended to provide all students an inclusive, safe and nurturing educational environment most conducive to learning.

Components of the Comprehensive School Safety Plan (EC 32281)

Assessment of School Safety

The School Safety Team analyzed multiple methods to analyze and develop this year's Comprehensive School Safety Plan, including, but not limited to, the number of disaster planning drills (e.g. fire, earthquake and violent intruder(s)); the California Healthy Kids Survey, local crime and student discipline data.

Strategies and Programs to Provide and Maintain a High Level of Safety (EC 32282(a)2, items A-K)

The School Safety Team has developed and documented strategies and programs put in place to promote the safety of students and employees in compliance with California Education Code section 32281. The remaining sections of this Comprehensive School Safety Plan provides a thorough understanding of the strategies, initiatives and programs put in place including measurable goals and objectives.

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

All students have the right to learn in a safe environment, and as such, the Brentwood Union School District is committed to providing a safe, caring and nurturing environment for all its students.

Mandated reporters play a critical role in identifying and reporting concerns of abuse or neglect that may otherwise go unreported. The responsibility to report suspected abuse or neglect can protect the student; can prevent further abuse or neglect, and may allow families to receive needed resources or services that may eliminate the underlying cause of abuse or neglect.

All District employees are mandated reporters. A mandated reporter is an individual required by law (BUSD Board Policy 5141.4; Penal Code section 11165.7 and Welfare and Institutions Code 15630) to report reasonable suspicion of child abuse or neglect.

Child abuse can be described as a physical injury inflicted on a child by another person other than by accidental means; emotional abuse (infliction of mental suffering); sexual abuse, assault, exploitation of a child; the negligence and/or maltreatment of a child by a person responsible for the child's welfare.

District employees are directed to call 9-1-1 if the employee believes a child or dependent adult is in imminent danger, needs medical attention, or it would not be safe for them to return or remain at home.

Or

CALL Child Family Services (CFS): Phone 877-881-1116 (operated 24 hours a day/365 days per year).

Employees may submit phone reports to Brentwood Police Department, 925-634-6911.

Within 36 hours following a phone report, a written report must be sent to the Contra Costa Child Family Services, mailing address: 2530 Arnold Drive, Suite 360, Martinez, CA 94553, fax: 925-608-6894.

In accordance with state law, all District employees receive online training on an annual basis within the first six weeks of the school year. New employees receive the same online training prior to their start date of employment. The online course provides District employees with an overview of the law regarding the mandated reporting of child abuse and reporting requirements. The course also provides indicators and definitions of various forms of child abuse and the impact of abuse on children.

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

Disaster Plan (See Appendix C-F)

The safety and security of all District students and employees is of the highest priority. The District and each school site have adopted procedures, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. § 12101 et seq.), the federal Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.), and Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. § 794(a)), to best prepare, mitigate and recover in the unanticipated event of a disaster. The District believes the best way to prepare for an unanticipated emergency is by conducting appropriate drills (e.g., earthquake, fire and active intruder) on a consistent and ongoing basis.

Evaluation/Review of Disaster Plan

After each annual evaluation or review, a school employee, a pupil's parent, guardian, or educational rights holder, or a pupil themself may bring concerns about an individual pupil's ability to access disaster safety procedures described in the comprehensive school safety plan or the school safety to the school principal. If the school principal determines there is merit to a concern, the principal shall direct the school safety planning committee to make appropriate modifications to the comprehensive school safety plan during the evaluation of the comprehensive school safety plan.

Public Agency Use of School Buildings for Emergency Shelters

The Brentwood Union School District has an established memorandum of understanding (MOU) with the American Red Cross. The MOU establishes mutual support, coordination and operational processes in the unanticipated event a disaster impacts the local community.

The MOU also establishes, during a disaster or other emergency situation, BUSD may provide school and District buildings and facility access as workspace, shelter and/or for service coordination.

Violent Intruder Procedure

The safety and well-being of students and staff are the highest priorities for the Brentwood School District. In collaboration with local law enforcement and community stakeholders, BUSD schools are taking proactive steps to plan, prepare and practice emergency response procedures.

Beginning in the 2018-2019 school year, BUSD invested time and resources to raise the bar in school security by providing all District employees a comprehensive active shooter response training to prepare for the unlikely event an active shooter invades one of our campuses. BUSD partnered with the Brentwood Police Department to prepare District employees on how to most effectively respond to an unforeseeable active shooter situation should it occur. All District employees were also offered the opportunity to complete a comprehensive online learning program.

The goals of the ALICE safety training and drills are to improve the ability to protect students and staff, save lives, and reduce injuries. The training and drills will allow each school to evaluate emergency operations plans and improve response skills. Most importantly, it provides an opportunity for the students and staff to develop a "toolkit" of skills which will empower them to make the best decisions for survival if they ever experience a similar emergency (in school or in life.) The ALICE Training Model is changing how schools, universities and businesses respond to armed intruders.

ALICE (Alert, Lock-down, Inform, Counter, and Evacuate), developed after Columbine, teaches strategies to survive a life-threatening event. Supported by educators and law enforcement across the country, ALICE is quickly becoming the new standard of care.

Fire

Due to the potential of a fire alarm being activated by an assailant to lure students and staff into locations to inflict harm, the following guideline was adopted during the 2018-2019 school year:

In the event a fire alarm is unexpectedly activated, and there are no signs of a fire (e.g., smell or vision of smoke, flames, and/or heat), students and teachers are to remain in their classroom setting, lock all doors and await further direction from an administrator and/or designee. Upon receiving instruction from an administrator and/or designee, teachers should anticipate evacuating the class to the assigned staging area.

If a fire is discovered, the fire alarm must immediately be activated, and the building evacuated without delay. Once the building has been evacuated, no one must be allowed to reenter the school until firefighting units have arrived and have completely searched the building. All students and staff must remain at the evacuation staging area until the fire incident responder declares the building safe to enter. If school staff suspect a fire, or determine that an actual fire exists, they must immediately activate the fire alarm evacuation signal and call the fire department at 9-1-1.

All fires, regardless of magnitude, must be reported to the fire department.

In accordance with California Education Code section 32001 all District schools conduct a school wide fire drill at least every calendar month.

Earthquake

The Brentwood Union School District and each school have adopted the following procedures in the event of an earthquake: Students and staff will drop, cover, and hold on until the shaking stops.

DROP: Individuals will drop onto their hands and knees (this will protect them from being knocked down and allow them to safely crawl.)

COVER: Individuals will cover their heads and neck with one hand and safely crawl underneath a sturdy table or desk while bent over to protect vital organs.

HOLD ON: During the shaking, the individuals, with one hand, while under shelter, hold on to the shelter (e.g., corner of a table.)

Evacuate only if there is damage to the building, or the building is on fire.

All District schools participate in the annual earthquake preparedness drill known as the Great California ShakeOut. The Great California ShakeOut is designed to provide a sense of urgency about earthquakes and to encourage people, organizations, schools, and communities to get prepared, to practice what to do to be safe and to learn what plans need to be improved. The

ShakeOut began in California in 2008 and has become a global event, with 58 million participants worldwide in 2017.

For more information about the Great California ShakeOut, please visit: https://www.shakeout.org/california/

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

Acts for which a student, including a student with disabilities, may be suspended or expelled shall be those specified as follows:

1. Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence upon another person, except in self-defense; or committed as an aider or abettor, as adjudged by a juvenile court, a crime of physical violence in which the victim suffered great or serious bodily injury. (EC 48900(a) and (t).)
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the principal or designee's concurrence. (EC 48900(b).)
3. Unlawfully possessed, used, sold, otherwise furnished, or was under the influence of any controlled substance as defined in Health and Safety Code.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code sections 11053-11058, alcoholic beverage, or intoxicant of any kind, and then sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented same as such controlled substance, alcoholic beverage, or intoxicant. (EC 48900(d).)
5. Committed or attempted to commit robbery or extortion. (EC 48900(e).)
6. Caused or attempted to cause damage to school property or private property. (EC 48900(f).)
7. Stole or attempted to steal school property or private property. (EC 48900(g).)
8. Possessed or used tobacco or products containing tobacco or nicotine products, including, but not limited to, cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel, except that this restriction shall not prohibit a student from using or possessing his/her own prescription products. (EC 48900(h).)
9. Committed an obscene act or engaged in habitual profanity or vulgarity. (EC 48900(i).)
10. Unlawfully possessed, offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5. (EC 48900(j).)
11. Knowingly received stolen school property or private property. (EC 48900(l).)

12. Possessing an imitation firearm (EC 48900(m)) Imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm. (EC 48900(m).)
13. Committed or attempted to commit a sexual assault as defined in Penal Code sections 261, 266c, 286, 288, 288a, or 289, or committed a sexual battery as defined in Penal Code 243.4. (EC 48900(n).)
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness. (EC 48900(o).)
15. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. (EC 48900(p).)
16. Engaged in, or attempted to engage in, hazing. Hazing means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. Hazing does not include athletic events or school-sanctioned events. (EC 48900(q).)
17. Engaged in an act of bullying (EC 48900(r.)) Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, directed toward one or more students that has or can reasonably be predicted to have the effect of placing a reasonable student in fear of harm to himself/herself or his/her property; cause the student to experience a substantially detrimental effect on his/her physical or mental health; or cause the student to experience substantial interferences with his/her academic performance or ability to participate in or benefit from the services, activities, or privileges provided by a school. Bullying shall include any act of sexual harassment, hate violence, or harassment, threat, or intimidation, as defined in EC sections 48900.2, 48900.3, or 48900.4 and below in items #1-3 of "Additional Grounds for Suspension and Expulsion: Grades 4-12," that has any of the effects described above on a reasonable student. Electronic act means the creation or transmission of a communication originated on or off school site, including, but not limited to, a message, text, sound, image, or post on a social network Internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager. A post on a social network Internet web site shall include, but is not limited to, the posting or creation of a burn page or the creation of a credible impersonation or false profile for the purpose of causing a reasonable student any of the effects of bullying described above. Reasonable student means a student, including, but not limited to, a student who has been identified as a student with a disability, who exercises average care, skill, and judgment in conduct for a person of his/her age, or for a person of his/her age with his/her disability. (EC 48900(r).)

18. Aided or abetted the infliction or attempted infliction of physical injury on another person, as defined in Penal Code section 31. (EC 48900(t).)
19. Made terrorist threats against school officials and/or school property. A terrorist threat includes any written or oral statement by a person who willfully threatens to commit a crime which will result in death or great bodily injury to another person or property damage in excess of $1,000, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out. (EC 48900.7.)

The principal or designee may impose a suspension for a first offense if he/she determines that the student violated any of items #1- 5 listed above or if the student's presence causes a danger to persons. (EC 48900.5.)

For all other offenses, a student may be suspended only when the principal has determined that other means of correction have failed to bring about proper conduct in the student. (EC 48900.5.)

When other means of correction are implemented prior to imposing suspension or supervised suspension upon a student, the principal, or designee shall document the other means of correction used and retain them in the student's record. (EC 48900.5.)

Additional Grounds for Suspension and Expulsion:

Effective July 1, 2024, any student may be suspended only by a teacher, but not expelled, for disrupting school activities or otherwise willfully defying the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties. (EC 48900(k).)

A student shall be subject to suspension or recommendation for expulsion when it is determined that he/she:

1. Committed sexual harassment as defined in Education Code section 212.5. (EC 48900.2.) Sexual harassment means conduct which, when considered from the perspective of a reasonable person of the same gender as the victim, is sufficiently severe or pervasive as to have a negative impact upon the victim's academic performance or to create an intimidating, hostile, or offensive educational environment. (EC 212.5, 48900.2.)
2. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence as defined in Education Code section 233. (EC 48900.3.) Hate violence means any act punishable under Penal Code sections 422.6, 422.7, or 422.75. Such acts include injuring or intimidating a victim, interfering with the exercise of a victim's civil rights, or damaging a victim's property because of the victim's race, ethnicity, religion, nationality, disability, gender, gender identity, gender expression, or sexual orientation; a perception of the presence of any of

those characteristics in the victim; or the victim's association with a person or group with one or more of those actual or perceived characteristics. (EC 233; PC 422.55)

3. Intentionally engaged in harassment, threats, or intimidation against District personnel or students that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting classwork, creating substantial disorder, and invading the rights of school personnel or students by creating an intimidating or hostile educational environment.

Suspension from Class by a Teacher:

A teacher may suspend a student from class for the remainder of the day and the following day for disruption, willful defiance, or any of the other acts specified in Education Code section 48900 and listed as items #1-19 under "Grounds for Suspension and Expulsion: Grades K-12," above. (EC 48910.)

When suspending a student from class, the teacher shall immediately report this action to the principal or designee and send the student to the principal or designee for appropriate action. If that action requires the continuing presence of the student at school, he/she shall be appropriately supervised during the class periods from which he/she has been suspended. As soon as possible after the teacher decides to suspend the student, he/she shall ask the student's parent/guardian to attend a parent-teacher conference regarding the suspension. A counselor or psychologist may attend the conference if it is practicable, and a school administrator shall attend if either the parent/guardian or teacher so requests. A student suspended from class shall not be returned to class during the period of the suspension without the approval of the teacher of the class and the principal or designee. (EC 48910)

A student suspended from class shall not be placed in another regular class during the period of suspension. However, a student assigned to more than one class per day may continue to attend other regular classes except those held at the same time as the class from which he/she was suspended. The teacher of any class from which a student is suspended may require the student to complete any assignments and tests missed during the removal. (EC 48913.)

The principal, or designee shall immediately suspend any student found at school or at a school activity to have committed any of the acts listed in the Board policy under "Authority to Expel" and for which he/she is required to recommend expulsion.

Principal's Authority to Recommend Expulsion Unless the Superintendent, the Assistant Superintendent, Administrative/Student Services or principal determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct, he/she shall recommend a student's expulsion for any of the following acts (EC 48915):

1. Causing serious physical injury to another person, except in self-defense;
2. Possession of any knife or other dangerous object of no reasonable use to the student;
3. Unlawful possession of any controlled substance as listed in Health and Safety Code sections 11053-11058, except for (a) the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis, or (b) the student's possession of over-the-counter medication for his/her use or other medication prescribed for him/her by a physician;
4. Robbery or extortion;
5. Assault or battery, as defined in Penal Code section 240 and 242, upon any school employee.

For more information about the suspension and expulsion process, please review BUSD Board policy 5144.1, "Suspension and Expulsion-Due Process."

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

Brentwood Union School District notify teachers on a routine basis of pupils in their class(es) who have engaged in or are reasonably suspected to have engaged in any suspension or expulsion acts over the previous three school years, as described in Education Code sections 48900, 48900.2, 48900.3, 48900.4, or 48900.7.

This information is provided to teachers based upon records maintained by the District in its ordinary course of business or received from a law enforcement agency.

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

The Brentwood Union School District prohibits unlawful sexual harassment of or by any student by anyone in or from the District. The District prohibits sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The District also prohibits retaliatory behavior or action against persons who complain, testify, assist or otherwise participate in the established complaint process.

Any student who engages in the sexual harassment of another student or anyone from the District may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact an assistant principal or principal. Students or staff are expected to immediately report incidents of sexual harassment to a site administrator.

Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Effective the 2019-2020 school year, in accordance with SB 1343, all District employees have completed a mandatory online sexual harassment training.

The District's Title IX coordinator has been identified as Kirsten Jobb, Director of Student Services, kjobb@brentwood.k12.ca.us.

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

The Brentwood Union School District recognizes that the responsibility for the dress and grooming of a student rests primarily with students and their parent guardians.

The District's goal is to promote student safety and to create a respectful community that is welcoming to all students. The District dress code policy applies to all schools in the District. Board Policy 5132—Dress and Grooming is as follows:

Allowable Dress and Grooming:

Clothing must cover undergarments. Footwear must be worn at all times, and must not limit student participation in school activities. Clothing must be suitable for all scheduled classroom activities including physical education (PE), science labs, and other activities where unique hazards exist. Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Non-Allowable Dress and Grooming:

The following are not appropriate on the RNS campus:

- ➔ Clothing with reference to sex, alcohol, weapons, violence, drugs, or which displays vulgar language, or administration determines inappropriate
- ➔ Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups
- ➔ Clothing must not threaten the health or safety of any other student or staff member
- ➔ Pajamas, slippers, blankets (with the exception of school spirit days).
- ➔ Strapless shirts, tube tops, shirts that don't reach the top of pants/shorts/skirt
- ➔ Short shorts
- ➔ Clothing that exposes undergarments

Every effort will be made by school staff to avoid embarrassing or shaming the student. All corrective actions will be reported to the parent/guardian.

A student who wears inappropriate clothing to school will be asked to change into appropriate attire before returning to classes, and disciplinary consequences may be assigned. California courts support reasonable and clear school regulations governing the appearance of students.

The RNS administration reserves the right to determine if students are following dress code. Students not following dress code parents will be called and asked to bring a change of clothes.

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

All Brentwood Union School District operated classes and activities are to be appropriately supervised to ensure safety at all times during school hours and co-curricular activities. Prior to the start of school and during dismissal, campus monitors and administrators are strategically assigned to areas on campus to monitor student behavior and ensure student safety. Consideration is taken to provide adequate supervision before school, in between class periods, lunch and dismissal times. Special consideration is provided for severely disabled students entering and exiting buildings and buses.

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

Opportunity for Improvement:

Reduce the number of office referrals and suspension.

Via the California Healthy Kids Survey, conducted during the Fall of 2024 indicated....

Objectives	Action Steps	Resources	Lead Person	Evaluation
Improve attendance 2024-2025 As of 1/8/25 the following are the average daily attendance summaries by grade level: TK: 94.35% K: 95.09% 1st: 95.46% 2nd: 95.75% 3rd: 95.77% 4th: 95.15% 5th: 95.78% Our goal this year was to keep all grade levels above 95%. As of 2/9/24 - students have more than 41 absences for any reason (110 days of school) 22-23 data was 31 students at this time (101 days of school) 21-22 data was 40 students at this time.	Build a student sense of connection. Attendance Incentives Regular Review of Student Attendance Contact and (SART) intervention meetings scheduled for at risk students (excessive absences, truancy)	Class meetings including wellness Wednesdays. Stuffed Eagle Prize Postcard stamps Eagle Postcards Attendance Reports Secretary schedule meeting on administrators Calendar	Teacher(s) Vice Principal Principal Secretary Principal	Teachers hold minimum of one cl meeting weekly. Attendance Reviev once per quarter. Parent/ Student/ Adr meeting with famil who have inconsist attendance, excess absences.
Support development of social and emotional health of students. Data from 24/25 initial minute meetings: 87.9% want to come to school everyday. 85.6% of students think they are learning in class. 84.4% of students feel we celebrate all cultures and differences. 96.8% of students feel like they belong here.	Positive Behavior Systems provide foundational tiered approach teaching students: Staff/Student "buddy" system. Student 1:1 check-ins with Admin/Counselor.	MTSS Resource Document (Behavior) Tier 1: Eagle Code: CPR; Zones of Emotional Regulation; Growth Mindset; Wellness Wednesdays; Grade level Skill based counseling lessons Tier 2: small group and individual Counseling support identified students. Tier 3: Counseling Goals and direct services; Counseling Enriched Program for identified students	Admin; PBS Committee; Teaching staff; Counselor; School Psychologist; Behaviorist PBS Behavior Reinforcement Strategies Teachers; counselor; Student Leaders; Classified Staff; Administration Counselor/ School Psychologist/ Behaviorist	General Education Counseling Lessons Wellness Wednesday CPR Assemblies Second Step taught in all classrooms. Eagle Code CPR Awarc and Lunch with Principal Minute Meeting data will be collected agair Spring 2025 to have a two full years of comparison.

Data from 23/24 initial minute meetings: 95.9% of students like school. (+2.4%) 999.4% of students have friends at school. (+1.3%) 98.7% say their teachers are nice to them. (-0.5%) 93.4%% of students have an adult they trust at school. (+5.3%) Data from 22/23 initial minute meetings: 93.5% of students like school. 98.1% of students have friends at school. 99.2% say their teachers are nice to them. 95.7% of students feel safe at school. 88.1% of students have an adult they trust at school.		SST form SST brochure	Teacher; Counselor/ School Psychologist/ SST committee	
Increase parent engagement and Involvement at RNS.	Increase sense of belonging in students through increased opportunities: Strategies to build relationship (connection before content) Explore Professional Development sessions on Trauma Informed Best Practices Explore the development and implementation of a diversity, equity and inclusion plan.	Shared strategies: teachers share relationship building strategies during CLT time Research/Planning Time Communication Plan Feedback Plan	PBS Committee School Site Council All Staff Parent/Guardian School community	Survey Data CLT time spent on Bias Sync Training, Shared resources collaboration, More Good Days training Evidence in practice Investigate the creatic of Diversity, Equity ar

	RNPC created a DEI position for the 24/25 SY.			Inclusion Plan at RNS
Promote the perceived safety of the school and to best mitigate injuries and fatalities in the unanticipated event of an active shooter invades the school.	Ron Nunn Elementary School, in partnership with Brentwood Police Department will conduct an annual active shooter drill utilizing the ALICE methodology (for more information about ALICE, please review section B of this plan.)	Administration, School Resource Officer, teachers; other relevant staff members .	SRO & Administration Team	Successfully comple training and drills v staff.

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

Brentwood Union School District Student Conduct Code

The Brentwood Union School District believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on District transportation.

Each District school has developed, and consistently enforces, school-wide rules that are clear, broad-based, and fair.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others.
2. Conduct that disrupts the orderly classroom or school environment.
3. Harassment or bullying of students or staff, including, but not limited to, cyberbullying, intimidation, hazing or initiation activity, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause violence, bodily harm, or substantial disruption. Cyberbullying includes the transmission of communications, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.
4. Possession or use of a laser pointer, unless used for a valid instructional or other school-related purpose, including employment. (PC 417.27.) Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the

requested use of the laser pointer is for a valid instructional or other school-related purpose.

5. Use of profane, vulgar, or abusive language.
6. Plagiarism or dishonesty on school work or tests.
7. Inappropriate attire.
8. Tardiness or unexcused absence from school.
9. Failure to remain on school premises in accordance with school rules.
10. Possession, use, or being under the influence of tobacco, alcohol, or other prohibited drugs.

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate District or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, transfer to another District school, including an alternative program, or denial of the privilege of participation in extracurricular or co-curricular activities in accordance with Board policy and administrative regulation. A school administrator shall notify local law enforcement as appropriate.

Conduct Code Procedures

The Brentwood School District, via the implementation of the Multi-Tiered System of Support (MTSS) framework, will implement proactive steps to provide all students with tertiary support to promote academic, behavioral and emotional success. All steps will be taken to promote the safety and climate of each school to ensure students learn in an inclusive and nurturing environment.

Students may be assigned the following consequences in accordance with California law and district administrative regulation 5144.1.

Suspension means removal of a student from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following (EC 48925):

1. Reassignment to another education program or class at the same school where the student will receive continuing instruction for the length of day prescribed by the Governing Board for students.
2. Referral to a certificated employee designated by the principal to advise students.
3. Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the student to the principal or designee as provided in Education Code section 48910.

Suspension means removal of a student from the immediate supervision and control or the general supervision of school personnel. (EC 48925.) At the beginning of each school year, the

principal of each school shall ensure that all students and parents/guardians are notified in writing of all school rules related to discipline, including suspension and expulsion. (EC 35291, 48900.1, 48980.)

(J) Hate Crime Reporting Procedures and Policies

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

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of District and community resources. The District shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Brentwood Union School District believes that all students have a right to a safe, healthy and nurturing learning environment. The District recognizes schools must be physically and emotionally safe for all students in order to promote and support academic achievement, citizenship, student attendance and engagement.

The District will not tolerate behavior that infringes on the safety and emotional wellbeing of any student or adult. The school does not tolerate any acts of bullying, intimidation or harassment of any student through words and actions.

"Bullying," as legally defined by California Education Code section 48900(r), is any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. These acts can be reasonably perceived as being dehumanizing, intimidating, hostile, humiliating, threatening, or otherwise likely to evoke fear of physical harm or emotional distress and may be motivated either by bias or prejudice based upon any actual or perceived characteristic, such as race, religion, ancestry, national origin, gender, sexual orientation, gender identity or expression; or a mental, physical or sensory disability or impairment; or by any other distinguishing characteristic. An "electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network internet web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. A "Reasonable pupil" means a pupil, including, but not limited to, an

exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

There is an expectation all students, staff, parents, and volunteers demonstrate behavior that is respectful and civil and not tolerate bullying. It is essential adults model behaviors as positive examples for student behavior.

The District expects students, staff and parents to immediately report any incident of bullying to the principal or designee. Students, parents and staff members, who observe or experience any incident of bullying are also encouraged to immediately report to a school administrator. Staff members are expected to immediately intervene when they observe bullying. Each complaint of bullying will be promptly investigated and logged. Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

Students who bully are in violation of these guidelines and are subject to disciplinary action up to and including expulsion (EC 48900(r).)

This statement applies to every form of bullying, harassment, and/or cyber-bullying/harassment, whether in the classroom, on school premises, when a student is traveling to or from school, or at a school-sponsored event. Bullying or harassment, including cyber-bullying/harassment, that is not initiated at a location defined above is covered by this policy if the incident results in a potentially material or substantial disruption of the school learning environment for one or more students and/or the orderly day-to-day operations of any school or school program.

Positive School Climate

Culture change is a complex process that no single policy or program can fully address. The Brentwood Union School District has a goal to assist school sites in establishing culturally responsive systems of behavior support so that every student can succeed socially, emotionally and academically.

Research shows that a positive school climate and culture is indispensable to learning, healthy social and emotional development and the academic success of children and youth.

Multi-Tiered System of Supports (MTSS)

MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systemic change through intentional integration of services and supports to quickly identify and meet the needs of all students. MTSS affords a full range of academic, behavioral, and social support for all students to achieve.

Mental Health Care

The District believes that maintaining a safe environment for students is part of a school's overall mission; recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes. The District and each school acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Suicide Prevention

The District has adopted guidelines in response to Assembly Bill 2246, which mandates that the governing board of all school districts that serve students in grades 7 to 12 adopt a policy and guidelines on student suicide prevention, intervention, and post-intervention. The bill further required that districts need to develop such plans together with suicide prevention experts, parent/guardians, student advocates, and school mental health professionals.

The District's suicide prevention model is sustainable as evidenced by all District employees receiving online suicide prevention training every other year prior to the sixth week of the school year. All new District employees receive the same online training prior to the start of reporting to work.

Furthermore, in accordance with state law all issued student identification cards will have the phone numbers of the National Suicide Prevention Crisis and local crisis phone numbers.

During the 2019-2020 school year, the District has established a partnership with Sandy Hook Promise, a non-partisan national nonprofit. The partnership will lead to establishing programs to promote inclusiveness, reduce bullying and identify students in need of mental health support for each District Middle School. In addition to the implementation of Start with Hello campaigns and SAVE Promise clubs.

(K) Procedure to Assess and Respond to Reports of any Dangerous, Violent, or Unlawful Activity

In order to promote the safety and security of all District students, the District and each school site has adopted procedures for reporting of dangerous, violent, or unlawful activities on school premises, school-sponsored events or activities, or on a school bus serving the school in accordance with Senate Bill 671.

A Student or school personnel are to report any dangerous, violent, or unlawful activity on school premises, at school-sponsored events or activities, or on a school bus. Reports may be made anonymously to a designated individual. The designated individual is to receive and evaluate the person(s) of concern, evaluate for imminence and determination of a threat assessment. Imminent threats should be reported to law enforcement immediately. The

designated individual will gather information about the person and situation to assess the threat. Then develop and implement strategies and re-assess the threat if needed. If the person of concern does not pose a threat of violence or self-harm, the designated individual can close the case. The designated individual should be sure to document the case, including scheduling any future dates to check-in or follow-up if needed.

Dangerous, violent, or unlawful activities include, but are not limited to, shootings; rape or attempted rape; sexual assault other than rape; physical attacks; possession of weapons, firearms, or explosive devices; possession or use of illegal substances or alcohol; inappropriate distribution, possession, or use of prescription drugs; vandalism; theft or larceny.

(L) Procedure for Suspected Opioid Overdose

The Brentwood Union School District has a purpose to provide a safe and effective response to incidents of opioid overdose in schools serving pupils in grades 7 to 8, in accordance with Senate Bill 10. In addition, to educate young people about the dangers of opioids, offer positive alternatives to drug abuse, and provide the District's youth with the tools they need to thrive.

1. Identification of Overdose Signs
    - Loss of consciousness or unresponsiveness
    - Slow, shallow, or stopped breathing
    - Constricted (small) pupils
    - Choking or gurgling sounds
    - Limp body
    - Pale, blue, or cold skin
    - Slow, erratic, or undetectable pulse (heartbeat)
2. Immediate Response Procedures
    - In the event of a suspected opioid overdose:
        - Immediately call 911.
        - If trained, administer first aid such as rescue breathing.
        - Administer Naloxone.
        - Stay until medical help arrives.
        - Continue to provide rescue breathing if it has not resumed.
        - If two (2) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril.
3. Naloxone Administration ***or*** Naloxone Availability and Administration
    - Naloxone kits will be stored in accessible, yet secure locations.
    - Designated staff members will be trained in the administration of Naloxone.
4. Training and Education
    - Annual training for staff will include, but is not limited to the following:
        - Suspected opioid overdose recognition and response.
        - Emergency response and procedures for an unresponsive person

- Standards and procedures for the storage, reporting, restocking, and emergency use of Naloxone.
- Educational programs for students about the dangers of opioid misuse.

5. Emergency Contact and Post-Overdose Procedures
   - Contact parent/guardian per school policies.
     - Maintain up-to-date emergency contact information for all students.
   - Establish post-overdose support, including counseling and referral to treatment.
   - Facilitate a debriefing with responding staff.
6. Coordination with Local Health Authorities
   - Coordinate response plans with local health departments and emergency services.
7. Regular Review and Update of Protocol
   - The protocol will be reviewed annually and updated as needed to align with current best practices and legal requirements.
8. Communication Plan
   - Regular communication of the protocol to staff, students, and parents.
   - Ongoing awareness campaigns about opioid risks and prevention.

CONFIDENTIALITY: All responses to opioid overdoses will respect the privacy and dignity of the affected individuals.

THE BIG FIVE

Crisis Response Plan

2024-2025

SCHOOL EMERGENCY GUIDELINES
IMMEDIATE ACTION RESPONSE AND HAZARDS

Ron Nunn Elementary School

DISASTER SERVICE WORKER

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ❑When a local emergency is proclaimed
- ❑When a state of emergency is proclaimed
- ❑When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ❑Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ❑Employees may be scheduled in shifts and asked to return to the work site at hours outside the normal work day
- ❑Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees’ Workers’ Compensation coverage becomes the responsibility of the state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

To provide effective support as a Disaster Service Worker, employees must have the confidence that they have prepared their own families to deal with emergencies in their absence. The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with the emergency situation at the school site.

CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

Those on scene, with accurate information should always be the initial call. Call 911 first, and then if viable contact the office or administration at the school site.

WHEN REPORTING AN EMERGENCY

- ❑Remain calm and speak slowly and clearly
- ❑Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency. ie Who, What, Where, When, How, Why.
- ❑Although caller ID information may transfer immediately to the 911 Dispatcher; it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- ❑Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ❑Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ❑911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ❑Know your cell phone number and be prepared to give the dispatcher an exact address

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time he/she asks for it.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE **/ Get Back inside** 	Implement to isolate students and staff from the outdoor **environment** in order to protection from external airborne contaminants. ● Return to class as quickly as possible. ● Shut all windows doors and blinds. Look for stray students as you are doing this. ● Turn off heat or air conditioning. HVAC on breaker panel **only** ● Take roll. / Maintain control of students. ● Tape doors, return air vent. Windows if necessary. ● Office will activate email tree to ensure the safety of students & staff.
Earthquake **DROP, COVER & HOLD ON** 	Implement during an **Earthquake** ● Give "Duck, Cover and Hold" Command. ● Get under desks or tables. ● Drop to knees with back to the windows and knees together. ● Hold on to desk or chair to prevent it from moving away. With the other hand cover the neck.. ● Bury face in arms, protecting the head. Close the eyes tightly. ● Stay there until further instructions are given
Lockout **SECURE CAMPUS** 	Lockout: Initiate for a **potential threat** of danger in the surrounding community. ● All classroom/office doors are closed and locked ● All students and staff remain inside until otherwise directed. ● Instruction continues as planned. ● Close all blinds. ● Look for email communication or listen for all call.
	**Intruder on campus- immediate danger** Initiate for an **immediate** threat of **danger** to occupants of a campus or school building and when any movement will put students and staff in danger. ● If you can get out, direct students to get out and away from danger ● Barricade if necessary! ● Counter if Necessary

Evacuate	**EVACUATION** **Fire/ Earthquake/fallen Aircraft**
	Pause when you hear fire alarm. Look, Listen Implement when conditions outside the building or off-site are safer than inside or on-site. Requires moving or directing students and staff to move from school buildings to a predetermined safe location

SHELTER IN PLACE

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑External Chemical Release
- ❑Fire in the Community
- ❑Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shut down to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administration.

SHELTER IN PLACE:

- ❑Requires an understanding that all heating, air conditioning, and ventilation systems must be shut down immediately
- ❑Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ❑Requires an understanding that any gaps around doors and windows may need to be sealed

❑Allows for free movement within classrooms or offices

DROP, COVER AND HOLD ON

DROP, COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies

- ❑Earthquake
- ❑Explosion

> In the event of an explosion, earthquake, or other event causing falling debris, immediately "DROP, COVER, and HOLD ON." Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON:

- ❑Must be practiced for immediate and automatic response
- ❑Is the single most useful action to protect oneself in an earthquake
    - ❑In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
    - ❑Requires an awareness that most injury in earthquakes is the result of breaking glass or falling objects
    - ❑Requires an awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ❑Requires alert attention to aftershocks
    - ❑Requires that staff and students assist those with special needs to ensure safe cover for all
    - ❑Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

LOCKOUT/SECURE CAMPUS

LOCKOUT/SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in **LOCKOUT SECURE CAMPUS** status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside **through the duration of the event**. Outer gates and other entrance/exit points can be closed and latched to deter a potential perpetrator from entering school grounds. (Gates are not locked internally as to not hinder an escape route).

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ❑Potential threat of violence in the surrounding community
- ❑Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN / BARRICADE** in which case instruction immediately ceases and students and staff follow **LOCKDOWN / BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ❑Is intended to prevent a potential community threat from entering campus
- ❑Heightens school safety while honoring instructional time
  - ❑Requires that **all** exterior classroom / office doors are locked and remain locked
  - ❑Is intended to prevent intruders from entering occupied areas of the building

❑Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander.

ALICE: ALERT, LOCKDOWN, INFORM, COUNTER, EVACUATE.

ALICE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **ALICE**, students and staff are to determine if evacuation is possible, if so get out and get away.

- ❑Gunfire
- ❑Threat of extreme violence outside the classroom
- ❑Immediate danger in the surrounding community

> **ALICE** is a protective action against human threat while Shelter-in-Place protects against environmental threat.
> **ALICE** requires closing and locking doors and barricading with heavy objects.

ALERT – Can be any of the following:
Gunfire
PA Announcement
Witness
Phone Alert

LOCKDOWN - This is a semi-secure starting point from which to make survival decisions. If you decide not to evacuate, secure the room.
Lock the door
Cover any windows in the door, if possible
Use Columbine lock to lock door from the inside
Tie down the door, if possible, using belts, purse straps, shoe laces, etc.
Barricade the door with anything available (desks, chairs, etc.)
Look for alternate escape routes (windows, other doors)
Call 9-1-1

INFORM – Using any means necessary to pass on real time information.
Given in plain language
Can be derived from 911 call, video surveillance, etc.
Who, What, Where, When and How information
Can be used by people in the area or who may come into it to make common sense decisions
Can be given by “Flash Alerts”, PA Announcements or Police Radio speakers

COUNTER – This is the use of simple, proactive techniques should you be confronted by the Active Shooter.
Anything can be a weapon
Throws things at the shooters head to disrupt their aim
Create as much noise as possible
Attack in a group (swarm)
Grab the shooters limbs and head and take them to the ground and hold them there
Fight dirty-bite, kick, scratch, gouge eyes, etc.
Run around the room and create chaos
If you have control of the shooter, call 911 and tell the police where you are and listen to their commands when officers arrive on scene.

EVACUATE - Remove yourself from the danger zone as quickly as possible.
Decide if you can safely evacuate
Run in a zig-zag pattern as fast as you can like a “snake”
Do not stop running until you are far away from the area
Bring something to throw with you in case you would encounter the Active Shooter
Consider if the fall from a window will kill you
Break out windows in the top corners and attempt to quickly clear glass from the frame
Consider using belts, clothing or other items as improvised rope to shorten the distance you would fall
Hang by your hands from the window ledge to shorten your drop
Attempt to drop into shrubs, mulch or grass to lessen the chance of injury
Do not attempt to drive from the area

EVACUATION

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ❑Bomb threat
- ❑Chemical accident
- ❑Explosion or threat of explosion
- ❑Fire
- ❑Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a “DROP, COVER and HOLD ON” protocol. Students and staff should drop to the floor, duck under a desk or table, cover the

EVACUATION:

- ❑Requires exit from the building to a designated safe site, on-campus or off-site
- ❑May require that students and staff rely on district bus transportation
- ❑May require staff to exit via alternate routes based on circumstances
- ❑Requires that students remain with assigned teachers unless circumstances prohibit that
- ❑Requires that staff and students assist those with special needs to ensure for safe egress of all

EVACUATION

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

❑Announce the type of emergency

❑Offer arm for guidance

❑Tell person where you are going, obstacles you encounter

❑When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

❑Turn lights on/off to gain a person's attention -OR-

❑Indicate directions with gestures –OR-

❑Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

❑Evacuate these individuals as injured persons

❑Assist and accompany to evacuation site, if possible -OR-

❑Use a sturdy chair (or one with wheels) to move person -OR-

❑Help carry individual to safety

To evacuate individuals using wheelchairs

❑Give priority assistance to wheelchair users with electrical respirators

❑Most wheelchairs are too heavy to take downstairs; consult with the affected

individual to determine the best carry options

❑Reunite person with the wheelchair as soon as it is safe to do so

HAZARDS: CHEMICALS AND GAS

Knowledge of the location of existing pipelines near or on school property is essential for preparedness in the event of a hazardous chemical or gas leak. Pipeline markers are generally yellow, black, and red and can vary in shape and size. Excavation is a leading cause of pipeline damage, so it is important to follow strict on-site protocol prior to digging on school property. The facilities supervisor should call 811 to confirm the planned dig location is safe.

All school personnel, including cafeteria managers and custodians, shall immediately report any hazardous chemical or gas odor or leak to the School Incident Commander.

Design school bus routes and student pick-up/drop off locations to avoid contact with pipelines and pipeline rights-of-way. This helps to ensure evacuation routes are safe in a pipeline emergency.

How to Detect a Gas Leak

Smell, listen, and always be alert to signs of a gas leak. A gas leak can be detected by a sulfur-like odor, a hissing, whistling, or roaring sound coming from underground or a gas appliance, dirt spraying into the air, or the appearance of dead vegetation in an otherwise moist area.

HAZARDS: FIRE
OFF-SITE

A fire in the surrounding community can threaten school buildings and endanger students and staff. Response actions are determined by location and size of the fire, whether it is a wind-driven or chemical-driven fire, and how the surrounding terrain might influence the flames. Responding to a fire in the surrounding community requires “think-on-your-feet” alertness.

HAZARDS: FIRE
ON-SITE

An on-site fire necessitates quick and decisive action to prevent injuries and further spread of fire. All doors leading to the fire should be closed. Do not re- enter the area for belongings. If the area is full of smoke, students and staff should be instructed to crawl along the floor close to walls to enable easier breathing and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires extinguished on-site by school staff, regardless of size, require that the Fire Department be notified.

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

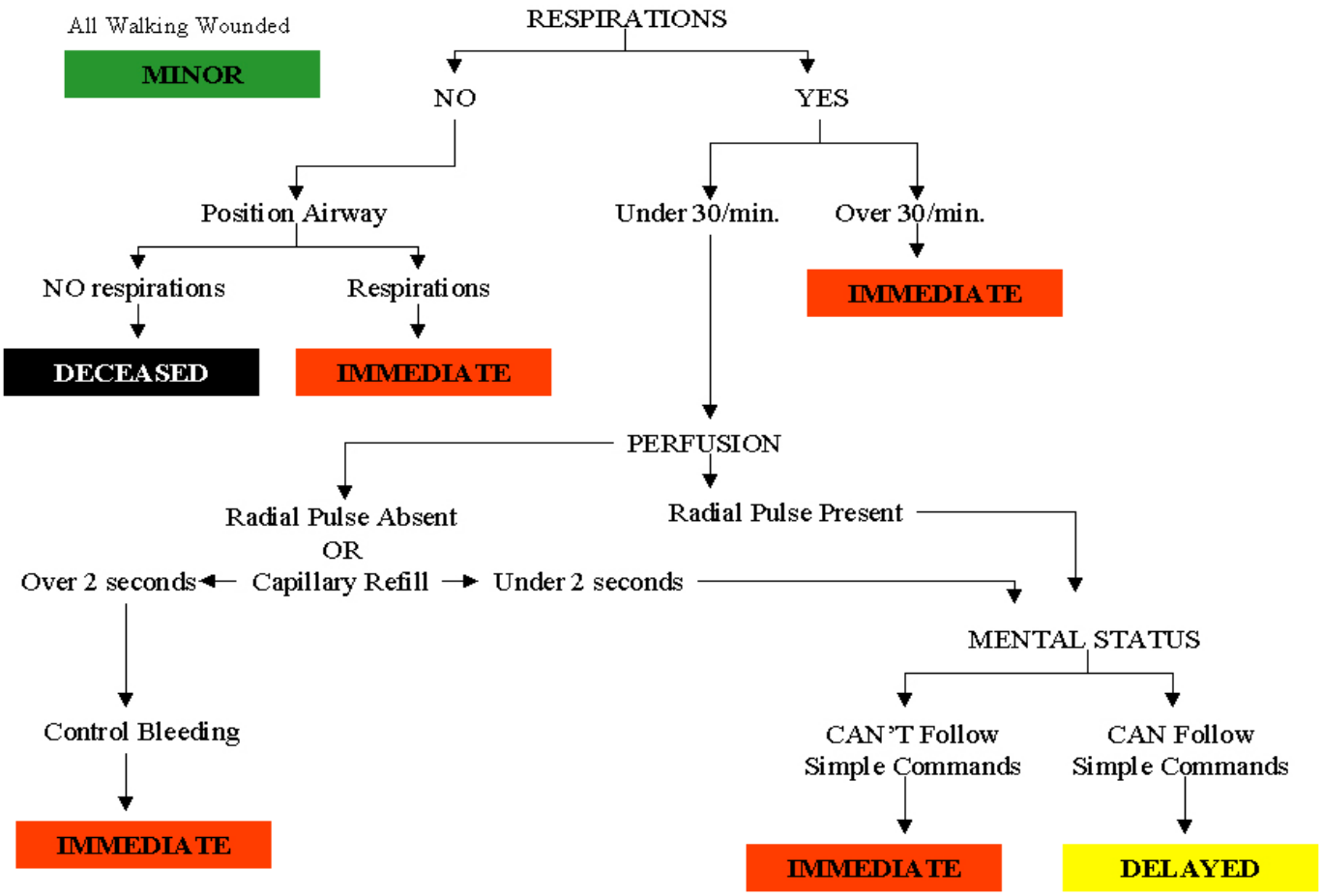
THE BASICS OF FIRST AID RESPONSE

- ❑Remain calm and assess the situation
- ❑Be sure the situation is safe for the responder
- ❑In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- ❑Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- ❑If moving is necessary; protect the neck by keeping it straights to prevent further injury

FIRST AID: TRIAGE

Remember
Respira

tionsPerfusionMentalStatus


All Walking Wounded
MINOR
RESPIRATIONS
NO
YES
Position Airway
Under 30/min.
Over 30/min.
IMMEDIATE
NO respirations
Respirations
DECEASED
IMMEDIATE
PERFUSION
Radial Pulse Absent
OR
Capillary Refill
Radial Pulse Present
Over 2 seconds
Under 2 seconds
MENTAL STATUS
Control Bleeding
CAN'T Follow Simple Commands
CAN Follow Simple Commands
IMMEDIATE
IMMEDIATE
DELAYED

Appendix List

Appendix A	Student Emergency Release Form
Appendix B	Student Emergency Release Log
Appendix C	Teacher Situation Report
Appendix D	Site Specific Lists: Buddy List CPR/First Aid Certifications Bilingual/Multilingual Speakers Catapult
Appendix E	Crisis Prevention/Intervention Flow Chart Incident Command System (ICS) Flow Chart Incident Command System (ICS) Duties
Appendix F	School Evacuation Map
Appendix G	Emergency Telephone Numbers

Appendix A

STUDENT EMERGENCY RELEASE FORM

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name	Last Name	Relationship
Address		City
Phone Number	Today's Date	Time

I am willingly going with the above named adult.

Student's Signature	Today's Date	Time
Signature of School Personnel releasing student		Title

STUDENT EMERGENCY RELEASE FORM

Student's Name (print) _____

I am accepting the release of the above named student and taking all responsibility for their safety. I am an adult listed on this student's emergency card.

(Print) First Name	Last Name	Relationship
Address		City
Phone Number	Today's Date	Time

I am willingly going with the above named adult.

Student's Signature	Today's Date	Time
Signature of School Personnel releasing student		Title

Appendix B

Student Emergency Release Log

STUDENT EMERGENCY RELEASE LOG

I am accepting the release of named student below and assuming *COMPLETE RESPONSIBILITY FOR THEIR SAFETY.*

	STUDENT NAME	*PRINT* ADULT NAME	*SIGNATURE*	*PHONE#*
1				
2				
3				
4				
5				
6				
7				
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32				
33				
34				

Appendix C

Teacher Situation Report

TEACHER SITUATION REPORT

Reporting Teacher _____ Room _____

STUDENTS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

ADULTS/VISITORS	TOTAL IN CLASS TODAY _____ NUMBER UNINJURED _____ NUMBER INJURED _____ NUMBER TRAPPED _____ NUMBER MISSING _____

List Names of injured/trapped/missing:

1.	6.	11.
2.	7.	12.
3.	8.	13.
4.	9.	14.
5.	10.	15.

A runner will collect this report for the command post

Appendix D

Site Specific Lists

Buddy List
CPR/First Aid Certifications/Tourniquets
Bilingual/Multilingual Speakers
Catapult Instructions

Buddy List

In the event of an emergency, some teachers may need to leave their students with another teacher in order to fulfill other duties. Teachers should leave their students with their "Buddy" after they have taken them to their emergency spot **and** have taken roll. The buddy teacher will then supervise both classes. Classroom and one-on-one aides will also assist with supervision

Rooms 1 (Graves) & 2 (Franklin)

Rooms 28 (**Muniz**) & 29 (Musantry)

Rooms 3 (Piccolotti) & 27 (**Blanch**)

Rooms 10 (Nowacki) & 11(Noble)

Rooms 4 (**Sheehy**) & 6 (Simens)

Rooms 7 (**Root**), & 8 (Ford)

Rooms 22 (**Burns**) & 23 (Cleek)

Rooms 19 (**Bryant**), 20 (Zanotto), & 21 (**Martinez**)

Rooms 12 (Venezia), 13(**Coppley**) &14 (**Stranko**)

Rooms 15 (Wirkus) & 16 (**Lord**)

Rooms 17 (**Volta**) & 18 (Smith)

Rooms 31 (Lopez) & 32 (**Ordaz**) & 34 (Galbraith)

Rooms 33 (Serna) & 36 (music/PE/RAS) & 35 (**McGee**)

Bold teachers are part of the Incident Command System in addition to Hyland, Diaz, Foote, Krey,

Zender, Lee, Iacovoni, G. Smith, Cortez, Jurado, Hernandez, Lucero

CPR/First Aid Certifications/Tourniquets

CPR and First Aid Certification
The following staff is currently certified in CPR and First Aid:

Alexis Hyland
Amy Galbraith
Ashley Jimenez
Fei Jiang
Juliet Simens
Lisa Diaz
Lisa Gray
Lisa Melendez
Louise Noble
Madeline Bryant
Marie-Josee Parayre
Rosemarie Kent
Tiffany Coppley
Deb Burns

CPR Certification
The following staff is currently certified in CPR only:

Jacey Ordaz

First Aid Certification
The following staff is currently certified in first aid only:

Layne Krey

Staff trained in using tourniquets
Tourniquets are located in Rooms: 3, 10, 16, 32 and in the office

Marcie Piccolotti
Melissa Nowacki
Donna Lord
Jacey Ordaz
Nick Casey
Lisa Diaz
Alexis Hyland
Julie France

Bilingual/Multilingual Speakers

Staff Member	Language(s)
Liza Blanch	Spanish
Isaul Cortez	Spanish
Lisa Diaz	Spanish
Andressa Evenson	Italian, Portuguese, Spanish
Fabiola Gonzalez	Spanish
Lizete Hernandez	Spanish
Fei Jiang	Cantonese and Mandarin
Paulina Maffia	Spanish
Sonia Mendoza	Spanish
Adriana Siu	Spanish
Michele Stranko	German
Lili Bozorgnia	Persian (Farsi)
Louise Noble	Filipino-Tagalog
Marie-Josee Parayre	French

CatapultEMS

- Staff will be alerted of an incident, caution alert, or action alert via text, email, or phone based on preferences determined by each staff member.
- Teachers will mark their student's present and safe in the Catapult System. They will also note any injuries or help needed.
- Lisa Diaz will mark the absent students in the Catapult System.
- Alexis Hyland will monitor the chat and take action as needed.
- The safety team members will each check in with their grade level members if anyone is having trouble accounting for their students or if there is a substitute.

  Safety Team: K- Regan Franklin, 1st - Melissa Nowacki, 2nd - Madeline Bryant, 3rd - Michele Stranko, 4th - Jacey Ordaz, 5th - Donna Lord
- Staff can access emergency procedures and the evacuation map in the app or online.

Appendix E

Crisis Prevention/Intervention Flow Chart

Incident Command System (ICS) Flow Chart

ICS Duties

Crisis Prevention/ Intervention Flow Chart

Definition: a significant event causing a disruption to the class and concern for students or a student's safety.

- Keep the safety of students at the forefront of your mind at all times.
- If in a classroom, try to get students in crisis to the office to de-escalate or cool off. Get help! Call office for NCI trained staff to activate the flow chart.
- Use verbal de-escalation techniques. If not possible to remove students or reduce escalation, evacuate students to the playground or another room. Leave student in crisis in room with two staff members if possible.
- See flow chart: Once person is to call an NCI trained personnel for back up. Notify the staff of the location and nature of the situation.

Once flow chart is engaged, for NCI trained staff:

- Constantly evaluate if the child is in danger to him/herself or others. If at any time they are, intervene with CPI supportive techniques, if trained, otherwise remain hands off and use discussion or aversion to attempt to de-escalate the situation.
- Once support arrives, dismiss one aide to cover/support students and help in another classroom or playground.
- Communicate updates/status regarding the situation (i.e. see support staff list below)
- Notify office staff. Office staff will notify the principal and then support staff listed below.
- Office staff/ Teacher or admin will contact parent
- Once the situation is resolved, debrief as early as possible. Fill out any incident or behavior emergency report by the end of the day. (If any NCI techniques were used by any personnel it must be documented by that individual(s) in coordination with admin).

Lisa: ext. 2871 Alexis: ext. 2872	
Call these people first. Nick: Julie:	**Call if Nick and Julie are not available.** Lizet: Sarah:

Incident Command System Staff Duties

Crisis Response Director: (Casey and France)

1. Overall director of disaster procedures.
2. Initiate call for outside assistance.
3. Maintain communication with the Disaster Response Team and district office.
4. Coordinate media communications with the public information officer.
5. Determine facility/student safety from Crisis Response Coordinator/Operations.
6. Evacuate additional buildings on recommendation of Crisis Response Coordinator/Operations.
7. Provide a statement of current status on the P.A. system. Issue written communique to students and staff regarding status if emergency period is prolonged.
8. Obtain a report of needed facility repairs from the Crisis Response Coordinator/Operations and notify utility companies of any breaks or suspected break in lines.
9. Determine the advisability of closing the school with the advice of the Superintendent, and/or City Building Inspector if possible.
10. Direct school staff to remain after school hours if required to assist in disaster service activities.
11. Post guards at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
12. Authorize resumption of power, gas and water services.
13. Authorize return to buildings. Send verbal or written instruction with available staff.
14. Debrief meeting with disaster response team, maintenance, and district office.

Crisis Response Coordinator/Operations (Reports to Crisis Response Director): (Volta)

1. Report to and establish the Command Center.
2. Coordinate alarms/telephone/radios with Communications Coordinator.
3. Initiate with Facilities Team Leader facility inspection.
4. Relay facility damage reports.
5. Notify the Crisis Response Director when evacuation has been properly completed.
6. Initiate search and rescue with Sweep and Rescue Team Leaders.
7. Coordinate sweep teams and rescue teams.
8. Establish security gates.
9. Keep the command center secure.
10. Supervise traffic control.
11. Debrief with district response team.

Crisis Response Coordinator/Students (Reports to Crisis Response Director): (Hyland)

1. Assist staff in gaining control of the students.
2. Organize and supervise a group of students to be command center runners.
3. Send runners to collect attendance.
4. Send the attendance sheets to the attendance secretary at the Command Center.
5. Oversee the movement of students into alphabetic supervision areas on the field.
6. Coordinate the labeling of every student.
7. Supervise the release team in the release of students to parents/guardians when directed to begin release procedures from the Crisis Response Director.
8. Notify the Staff Accountability Clerk of any needs for additional staffing.
9. Assign non-teaching staff to areas where needed.
10. Maintain student release records.
11. Periodically report the number of released students to the command center.
12. Debrief with district response team.

Crisis Response Coordinator/Medical (Reports to Crisis Response Director): (Diaz)

1. Report to and establish a command center.
2. Establish and supervise a triage area.
    a. Set-up staging area for reception of injured persons, a treatment area for life threatening injuries and an area for minor first aid.
    b. Set up a morgue.
    c. Confer with Crisis Response Coordinator/Psychological Trauma as to the location for psychological trauma.
3. c.Supervise the duties of the Medical Clerk.
4. Send periodic updates to the command center on numbers of injured/fatalities.
5. Supervise the administration of first aid.
6. Coordinate and assist paramedics, coroner, Red Cross when they arrive.
7. Verify that parents of injured persons have been notified.
8. Disassemble triage area.
9. Inventory remaining first aid supplies.
10. Debrief with disaster response team.

Crisis Response Coordinator/Psychological Trauma (Reports to Crisis Response Director): (Hernandez, Lucero)

1. Assist in personal psychological trauma needs of staff/students.
2. Have counseling center staff available for counseling needs during and after emergency.
3. Inform command center of staff who need to be covered/replaced.
4. Inform Crisis Response Coordinator/Students of the names of students being serviced.
5. Make recommendations for follow-up needs.
6. Keep records of students/staff psychological trauma needs.
7. Debrief with district response team.

Communications Coordinator (Reports to Crisis Response Coordinator/Operations): (McGee)

1. Report directly to the Command Center.
2. Record new messages for the telephone system.
3. Assist in the conversion to backup power for the computers and communications systems as needed.
4. Assist with communication needs between command post and district office.
5. Coordinate telephones/radios with Crisis Response Coordinator/Operations.
6. Keep frequencies organized for radio communications.
7. Assist Staff Accountability Clerk with communication logs.

Facilities/Custodial Personnel (Reports to Crisis Response Coordinator/Operations): (Cortez and Jurado)

1. Team leader to report to Crisis Response Coordinator/Operations at command post.
2. Turn off main gas, electricity, and/or water.
3. Facilitate plant inspection, assess damage and report to Crisis Response Coordinator/Operations.
4. Confer with Crisis Response Coordinator/Operations for further directions.
5. Direct fire-fighting efforts until regular fire fighting personnel take over.
6. Certify building safety and restore services as directed.

Student Accountability Clerk (Reports to Crisis Response Coordinator/Students): (Coppley)

1. Observe locator panel by switchboard.
2. Radio administration & maintenance as to which lights are showing on the panel.
3. When the Crisis Response Director determines that the school site has been evacuated properly, she/he may instruct that the alarm be silenced or request emergency personnel be called.
4. Follow light panel operation procedures.
5. Sound All Clear when directed.
6. Make P.A. announcements as needed and authorized by administration.
7. Receive attendance forms; check off teachers' names on master teacher schedule to verify that an attendance sheet has been received from every class. Check attendance against the master list. Record in writing the names of missing students and staff and their possible location. Notify Crisis Response Coordinator/Students.
8. Accept and record calls from parents
9. Call parents of students who have been transported by ambulance. **Keep a list to notify release gate personnel.**
10. Coordinate with the Medical Clerk in the accounting of injured students/staff.

Staff Accountability Clerk (Reports to Crisis Response Director): (Foote)

1. Establish the command center.
2. Take radio, substitute list and list of absent teachers to the command center.
3. Take attendance on all non-teaching faculty members, cafeteria, and maintenance staff.
4. Keep a log of all command center calls other than parents, and all communication.
5. Collect all reports, maps, records sent to the command center.
6. Update Crisis Response Director as needed from forwarded records.
7. Coordinate student runners from the command center.
8. Assign staff to Crisis Response Coordinator/Students as requested.

Medical Clerk (Reports to Crisis Response Coordinator/Medical): (Blanch, Bryant, Stranko)

1. Assist with set up, transporting necessary materials to the triage/morgue area.

2. Pull emergency cards for students on the injury list.
3. Coordinate injury reports from rescue team rescues.
4. Coordinate with Student Accountability Clerk notification of parent/family of injured transported persons.
5. Complete report of action taken regarding injured persons.
6. Forward to Crisis Response Coordinator/Psychological Trauma any emotional trauma reports.
7. Assist in tagging all injured persons and fatalities.
8. Complete records of fatalities.

Assistant Accountability Clerk (Reports to Student Accountability Clerk): (Lee)

1. Assist Student Accountability Clerk with light/alarm- panel procedures.
2. Telephone cafeteria and appraise of emergency.
3. Assist Student Accountability Clerk with phone lines, records and or any other duties needed.

Sweep Team (Reports to Crisis Response Coordinator/Operations): (Sheehy, Iacovoni, G. Smith)

1. Team leader reports to the command center to the Crisis Response Coordinator, Operations.
2. Initiate sweep teams to assigned areas. Search visually, vocally, and physically for trapped/injured/fatalities. Check all classrooms, closets, offices, storage rooms, bathrooms, shops, gymnasium, shower stalls, etc.
3. If injured/trapped/fatalities are found, mark the door and your map with a ***RED X and the time*** for the rescue team.
4. When the area has been searched and cleared, mark the door and your map with a ***BLACK X and the time.***
5. While sweeping campus, note dangerous or pending problems and any obvious building damage on the school site map.
6. When sweep is completed, assist the rescue team in removing trapped, injured, fatalities.
7. Team leader to report findings to the command center.

Rescue Team (Reports to Crisis Response Coordinator/Operations): (Burns and Root)

1. Assist staff in gaining control of students.
2. Team leader reports to the command center to the Crisis Response Coordinator/Operations.
3. Dispatch rescue teams, to rescue trapped, injured, fatalities.
4. Remove injured to the designated triage area.
5. Remove fatalities, AFTER ALL INJURED HAVE BEEN REMOVED to the morgue. List on your map.
6. Secure all buildings from reentry after search and mark doors with a ***BLACK X, the time and a "p"*** (meaning primary search).
7. When primary search is completed, report to the Student Accountability Clerk at the command center to complete an injury/trauma report and a list of unaccounted students/personnel
8. For heavy rescue of trapped victims that are beyond the capabilities of staff and equipment at the school site, contact an administrator to request whatever resources you will need to accomplish the rescue.
9. Conduct a secondary search ***marking the doors with the time and a "S"*** (meaning a secondary search).

Public Information Officer (Reports to Crisis Response Director): (McGee)

1. Arrange a staging area for the media.

2. Meet the media.
3. Contain media from actual disaster, command center, students and staff.
4. Field questions until a designated media official arrives from the District Office.

Liaison (Reports to Crisis Response /Director): (Krey and Zender)

1. Meet the arrival of emergency service workers from fire, police, medical, etc.
2. Act as liaison between emergency service workers, command center and Crisis Response Director.
3. Provide needs for emergency service workers until relieved or no longer needed.

RELEASE OF STUDENTS/PERSONNEL

All students will be released at the gates in the back of the school on Grant Avenue unless the area is deemed unsafe in which release will take place in front of the school or at an alternate site as designated by the command center.

Release Team (Reports to Crisis Response Coordinator/Students): (Lord, Muniz, Ordaz)

1. Begin release process when Crisis Response Coordinator/Students advises.
2. Assign students to assist in looking up student schedules, locating students, and assisting at the release gate.
3. Fill out the release form assigned by the Crisis Response Coordinator/Students on each student released.
4. Check for the appropriate signatures before permitting a student to depart the grounds.
5. Report periodic numbers of released students to Crisis Response Coordinator/Students.

Release Clerk (Reports to Release Team Leader): (Martinez)

1. Report to the release gate with student emergency card records.
2. Assist release team members with release procedures.
3. Keep an accurate record of released students.
4. Periodically report the numbers of students released to the Release Team Leader.

Appendix F

School Evacuation Map

Appendix G

Emergency Phone Tree

CONFIDENTIAL - DO NOT LEAVE IN SIGHT OF PARENTS AND OR STUDENTS

- When the Emergency Phone Tree is initiated by Nick Casey, ***please contact the person immediately below your name on the chart and communicate the message received as communicated to you.***
- If your call is unanswered and you do not speak directly to the person listed in the box below your name, please **leave your name, a detailed message, a call back number and call the person next in the table below the individual you left a message for**. ***Please continue this procedure until you speak directly to a person whose name is listed in the table***. Before you end the call, please communicate that they are responsible for continuing the message by calling the person below their name in the table, as well as instructions included in the message.
- The tree is updated at the beginning of each school year.
- If someone leaves RNS before the next update, skip them on the list and call the next person below.
- The last person on the bottom of each list, please contact the person at the top or your list (Julie France OR Alexis Hyland OR Lisa Diaz) verifying the message was received completely by every individual in the phone tree.

Appendix H

EMERGENCY TELEPHONE NUMBERS

In the event of an accident or injury it is important to know what numbers to call:

***911 is your primary number!**

Animal Control……..335-8300

Brentwood Police: Dispatch……...809-7811

Non-Emergency……..809-7911
Office……...634-6911

Child and Family Services ……877-881-1116

Fire and Rescue (Paramedics) ……...911

Hospitals: Contra Costa Regional Medical Center…...370-5170

John Muir Emergency…….939-3000

Kaiser Emergency-Antioch…….813-3100

Sutter-Delta…….779-7200

PG&E……1-800-743-5000
Poison Control Center ……. 1-800-222-1222
Red Cross……..1-415-427-8000
Contra Costa Crisis Center……..……2-1-1 or 1-800-843-5200
Suicide Crisis…….1-800-273-TALK OR 1-800-SUICIDE

Suicide Crisis - SPANISH SPEAKING…….1-888-628-9454

RESOLUTION #2025-03
WOMEN'S HISTORY MONTH
MARCH 2025

WHEREAS, Women's History Month is a celebration of women's contributions to history, culture and society and has been observed annually in the month of March in the United States since 1987; and,

WHEREAS, The actual celebration of Women's History Month grew out of a weeklong celebration of women's contributions organized by the school district of Sonoma, California, in 1978; and,

WHEREAS, in the Month of March, we take the time to celebrate the accomplishments and the countless ways women, of every race, class and ethnic background, have strengthened and contributed to the fabric of the Nation and acknowledge that we all benefit from the leadership and contributions of women in education, medicine, government, law, business, military service, and every other field; and

WHEREAS, in Brentwood, we have a long history of female leaders in different roles, including Mayors, Council Members, School Board Presidents, School Board Members, School Leaders, Chamber of Commerce Presidents and many more.

NOW, THEREFORE, BE IT PROCLAIMED that the Brentwood Union School District Governing Board proclaims the month of March as Women's History Month in the Brentwood Union School District and urges all staff, students, and citizens to join the celebration and honor women's contributions in American history.

PASSED AND ADOPTED by the Governing Board of the Brentwood Union School District on the 19th day of February 2025, by the following vote:

AYES: ____

NOES: ____

ABSENT: ____

_____
Emil Geddes, President, Board of Education

_____
Dana Eaton, Ed.D. Superintendent

Agenda Item #:8.7 **Presented by:** Diane Deshler, CBO

Description: 2024-25 Transportation Plan

Background Information

The Brentwood Union School District Transportation Plan outlines the district's current operations and expected reimbursement based on the guidelines set forth in Assembly Bill (AB) 181 and amended AB 185.

As part of the 2022-23 Enacted State Budget, the Governor and Legislature agreed to increase base transportation funding to districts. As part of the legislation, the district must adopt the 2024-25 Transportation Plan by April 1, 2025.

Staff Recommendation: Approval

Funding Source

Item to be considered for: Consent

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

Brentwood Union School District
Transportation Plan
2024-2025

Transportation Services:

1. Brentwood Union School District currently provides home to school transportation services as a part of the East Contra Costa Schools Transportation Consortium. The Consortium is comprised of four member districts with Liberty Union High School District (LUHSD) serving as the administrative body. Services are provided following the guidelines of BP3250 which states how fees are determined and allows for free transportation for students that fall under the category of Special Education, Foster and Socially Economically Disadvantage. With the expansion of Transitional Kindergarten, the Consortium will need to determine the impact that this additional grade level will have on current operations. Decisions will need to be made on the alignment of bell schedules, feasibility of increasing mid-day service and the use of private transportation services.

2. The Consortium provides door to door services for any student that has an Individual Education Plan that identifies transportation services as a requirement. Collaboration with each consortium member's Special Education Department is required to ensure all request are addressed. In the event that the district bus fleet does not meet the needs of the student, each LEA covers the cost for alternative services. Free home to school transportation services are provided to homeless children and youth based on data collected at time of enrollment and again at the mid-year review. In the case of students that don't reside close to an established bus route, each LEA within the consortium may provide free bus passes from their respective public transit agency.

3. Unduplicated pupils have access to free transportation services through the following avenues: Home to School transportation via LUHSD bus services or LEA provided public transit agency bus passes. Application for services are provided at community meetings, enrollment information nights, DELAC and ELAC meetings and on each member districts website.

Consultations:

Current plan addresses current process and will evolve based on collaboration meetings with Consortium members, community stakeholder groups , parents, staff and various public agencies.

Revenue Calculation

Total 2023-2024 Transportation Expenses (Function 3600)	2,747,651.58
Less Capital Outlay (object 6XXX, Function 3600)	-
Less Nonagency Expenditures (Goal 7110,7150, Function 3600)	-
Estimated 60% Reimbursement	1,648,590.95
Less 2023-2024 Transportation add-on (from LCFF Calculator)	171,949.00
Total Revenue (Object 8590, Resource 0000)	1,476,641.95

Expenditures and Other Financing Uses

2000-2999 - Classified Salaries	-
3000-3999 - Employee Benefits	-
4000-4999 - Books and Supplies	-
5000-5999 - Services and other Operating Expenditures	-
6000-6999 - Capital Outlay	-
7000-7999 - Other Outgo	-
Total Expenditures	-

Board Approval Date: *February 19, 2025*

The Transportation plan and revenue calculations were developed in accordance with Education Code Sections 39800.1 and 41850.1.

Agenda Item #:10.1 **Presented by:** Diane Deshler, CBO

Description: Approval of the 2023-24 Measure B Bond Building Fund Audit Report

Background Information

The District is required to provide an annual bond building fund audit for each fiscal year (California Education Code Section 41020). The audit was completed by the auditing firm of Christy White in accordance with auditing standards applicable to financial audits contained in the Government Auditing Standards issued by the Comptroller General of the United States. This audit is for the fiscal year ended June 30, 2024.

Staff Recommendation Approval

Funding Source

Item to be considered for: Action

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

BRENTWOOD UNION SCHOOL DISTRICT
MEASURE B BOND BUILDING FUND

AUDIT REPORT

FOR THE YEAR ENDED
JUNE 30, 2024

BRENTWOOD UNION SCHOOL DISTRICT
MEASURE B BOND BUILDING FUND
TABLE OF CONTENTS
JUNE 30, 2024

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BRENTWOOD UNION SCHOOL DISTRICT
MEASURE B BOND BUILDING FUND
INTRODUCTION
JUNE 30, 2024

The Brentwood Union School District (the "District") is a public educational agency operating under the applicable laws and regulations of the State of California. It is governed by a five member Governing Board elected by registered voters of the District, which comprises an area in Contra Costa County. The District was established in 1886 and operates seven elementary schools and three middle schools.

On June 7, 2016, the voters of the District approved Measure B, authorizing the issuance of up to $158,000,000 of general obligation bonds to provide funds to finance school facilities and property of the District. Because the Bond required only 55% of the vote in accordance with Proposition 39 (Article XIII of the California State Constitution), the District was required to establish a citizen's bond oversight committee and to conduct a financial and performance audit.

In October 2016, the District authorized the issuance of $25,000,000 principal amount of general obligation bonds for the purpose of financing the renovation, construction, and improvement of school facilities. The Series 2016 Bonds are the first series of bonds to be issued under this authorization.

In 2019, the District issued General Obligation Bonds, Measure B, 2019 Series, in the amount of $20,000,000 for the purpose of financing specific construction, repair and improvement projects approved by the voters of the District. The Series 2019 Bonds are the second series of bonds to be issued under this authorization.

In 2022, the District issued General Obligation Bonds, Measure B, 2022 Series, in the amount of $50,000,000 for the purpose of financing specific construction, repair and improvement projects approved by the voters of the District. The Series 2022 Bonds are the third series of bonds to be issued under this authorization.

REPORT ON THE AUDIT OF THE FINANCIAL STATEMENTS

Independent Auditors' Report

Measure B Citizens' Oversight Committee and
Governing Board
Brentwood Union School District
Brentwood, California

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of the Measure B Bond Building Fund of Brentwood Union School District (the "District"), as of and for the year ended June 30, 2024, and the related notes to the financial statements, as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Measure B Bond Building Fund of Brentwood Union School District, as of June 30, 2024, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter

As discussed in Note 1, the financial statements present only the Measure B Bond Building Fund and do not purport to, and do not present fairly the financial position of the Brentwood Union School District, as of June 30, 2024, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgement made by a reasonable user of the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards,* we:

- Exercise professional judgement and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated February 3, 2025, on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters specific to the Measure B Bond Building Fund. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance specific to the Measure B Bond Building Fund.

Report of Other Legal and Regulatory Requirements

In accordance with the requirements of Proposition 39, as incorporated in California Constitution Article 13A, we have issued our performance audit dated February 3, 2025, on our consideration of the District's compliance with the requirements of Proposition 39 as it directly relates to the Measure B Bond Building Fund. That report is an integral part of our audit of the Measure B Bond Building Fund of Brentwood Union School District, as of and for the year ended June 30, 2024, and should be considered in assessing the results of our financial audit.

Christy White, Inc

San Diego, California
February 3, 2025

FINANCIAL SECTION

BRENTWOOD UNION SCHOOL DISTRICT
MEASURE B BOND BUILDING FUND
BALANCE SHEET
JUNE 30, 2024

ASSETS		
Cash and investments	$	7,356,859
Total Assets	$	7,356,859
LIABILITIES		
Accrued liabilities	$	592,219
Total Liabilities		592,219
FUND BALANCES		
Restricted		6,764,640
Total Fund Balances		6,764,640
Total Liabilities and Fund Balances	$	7,356,859

The accompanying notes to financial statements are an integral part of this statement.

BRENTWOOD UNION SCHOOL DISTRICT
MEASURE B BOND BUILDING FUND
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE YEAR ENDED JUNE 30, 2024

REVENUES	
Interest income	$ 1,237,358
Total Revenues	1,237,358
EXPENDITURES	
Current	
Plant services	404,316
Facilities acquisition and construction	43,781,652
Total Expenditures	44,185,968
NET CHANGE IN FUND BALANCE	(42,948,610)
Fund Balance - Beginning	49,713,250
Fund Balance - Ending	$ 6,764,640

The accompanying notes to financial statements are an integral part of this statement.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Brentwood Union School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

An oversight committee to the District's Governing Board and Superintendent, called the Citizens' Oversight Committee (COC), was established pursuant to the requirements of state law and the provisions of the Measure B bond. The COC is required by state law to actively review and report on the proper expenditure of taxpayers' money for school construction. The COC provides oversight and advises the public whether the District is spending the Measure B bond funds for school capital improvements within the scope of projects outlined in the Measure B bond project list. In fulfilling its duties, the COC reviews, among other things, the District's annual performance and financial audits of Measure B activity.

The statements presented are for the individual Measure B Bond Building Fund of the District, consisting of the net construction proceeds of Series 2016 as issued by the District, through the County of Contra Costa, and are not intended to be a complete presentation of the District's financial position or results of operations. There are no related parties or component units included in this financial statement presentation.

B. Basis of Accounting

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Basis of accounting relates to the timing of measurement made, regardless of the measurement focus applied.

The financial statements are presented on the modified accrual basis of accounting. Under the modified accrual basis of accounting, revenues are recorded when susceptible to accrual; i.e., both measurable and available. "Available" means the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. Expenditures are generally recognized under the modified accrual basis of accounting when the related liability is incurred.

C. Cash and Cash Equivalents

The District's cash and cash equivalents consist of cash on hand, demand deposits and short-term investments with original maturities of three months or less from the date of acquisition. Cash equivalents also include cash with county treasury balances for purposes of the statement of cash flows.

D. Interfund Balances

Receivables and payables resulting from short-term interfund loans are classified as "Due from other funds/Due to other funds."

E. Accrued Liabilities

In general, payables and accrued liabilities that, once incurred, are paid in a timely manner and in full from current financial resources are reported as obligations of the fund.

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

F. Fund Balance

Under GASB Statement No. 54, fund balance is divided into five classifications based primarily on the extent to which the District is bound to observe constraints imposed upon the use of the resources in the governmental funds. The fund balance in Measure B is considered restricted.

The restricted fund balance classification reflects amounts subject to externally imposed and legally enforceable constraints. Such constraints may be imposed by creditors, grantors, contributors, or laws or regulations of other governments, or may be imposed by law through constitutional provisions or enabling legislation.

G. Interfund Activity

Exchange transactions between funds are reported as revenues in the seller funds and as expenditures/expenses in the purchaser funds. Flows of cash or goods from one fund to another without a requirement for repayment are reported as interfund transfers. Repayments from funds responsible for particular expenditures/expenses to the funds that initially paid for them are not presented in the financial statements.

H. Estimates

The preparation of the financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the amounts reported in the financial statements and accompanying notes. Actual results may differ from those estimates.

I. Budgetary Data

The budgetary process is prescribed by provisions of the California Education Code and requires the governing board to hold a public hearing and adopt an operating budget no later than July 1 of each year. The District governing board satisfied these requirements. The adopted budget is subject to amendment throughout the year to give consideration to unanticipated revenue and expenditures primarily resulting from events unknown at the time of budget adoption with the legal restriction that expenditures cannot exceed appropriations by major object account.

NOTE 2 – CASH AND INVESTMENTS

Cash and investments as of June 30, 2024 consisted of the following:

Investment in county treasury	$	8,028,818
Net decrease in fair value of investments		(671,959)
Total	$	7,356,859

NOTE 2 – CASH AND INVESTMENTS (continued)

A. Policies and Practices

The District is authorized under California Government Code to make direct investments in local agency bonds, notes, or warrants within the state; U.S. Treasury instruments; registered state warrants or treasury notes; securities of the U.S. Government, or its agencies; bankers acceptances; commercial paper; certificates of deposit placed with commercial banks and/or savings and loan companies; repurchase or reverse repurchase agreements; medium term corporate notes; shares of beneficial interest issued by diversified management companies, certificates of participation, obligations with first priority security; collateralized mortgage obligations; and the County Investment Pool.

Investment in County Treasury – The District maintains substantially all of its cash in the County Treasury in accordance with *Education Code Section* 41001. The Contra Costa County Treasurer's pooled investments are managed by the County Treasurer who reports on a monthly basis to the board of supervisors. In addition, the function of the County Treasury Oversight Committee is to review and monitor the County's investment policy. The committee membership includes the Treasurer and Tax Collector, the Auditor-Controller, Chief Administrative Officer, Superintendent of Schools Representative, and a public member. The fair value of the District's investment in the pool is based upon the District's pro-rata share of the fair value provided by the County Treasurer for the entire portfolio (in relation to the amortized cost of that portfolio). The balance available for withdrawal is based on the accounting records maintained by the County Treasurer, which is recorded on the amortized cost basis.

B. General Authorizations

Except for investments by trustees of debt proceeds, the authority to invest District funds deposited with the county treasury is delegated to the County Treasurer and Tax Collector. Additional information about the investment policy of the County Treasurer and Tax Collector may be obtained from its website. The table below identifies the investment types permitted by California Government Code.

Authorized Investment Type	Maximum Remaining Maturity	Maximum Percentage of Portfolio	Maximum Investment in One Issuer
Local Agency Bonds, Notes, Warrants	5 years	None	None
Registered State Bonds, Notes, Warrants	5 years	None	None
U.S. Treasury Obligations	5 years	None	None
U.S. Agency Securities	5 years	None	None
Banker's Acceptance	180 days	40%	30%
Commercial Paper	270 days	25%	10%
Negotiable Certificates of Deposit	5 years	30%	None
Repurchase Agreements	1 year	None	None
Reverse Repurchase Agreements	92 days	20% of base	None
Medium-Term Corporate Notes	5 years	30%	None
Mutual Funds	N/A	20%	10%
Money Market Mutual Funds	N/A	20%	10%
Mortgage Pass-Through Securities	5 years	20%	None
County Pooled Investment Funds	N/A	None	None
Local Agency Investment Fund (LAIF)	N/A	None	None
Joint Powers Authority Pools	N/A	None	None

NOTE 2 – CASH AND INVESTMENTS (continued)

C. Interest Rate Risk

Interest rate risk is the risk that changes in market interest rates will adversely affect the fair value of an investment. Generally, the longer the maturity of an investment, the greater the sensitivity of its fair value to changes in market interest rates. The District manages its exposure to interest rate risk by investing in the County Treasury. The District maintains a pooled investment with the County Treasury with a fair value of approximately $7,356,859. The average weighted maturity for this pool is 261 days.

D. Credit Risk

Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. This is measured by the assignment of a rating by a nationally recognized statistical rating organization. The investments in the County Treasury are not required to be rated. As of June 30, 2024, the pooled investments in the County Treasury are not required to be rated.

E. Fair Value

The District categorizes the fair value measurements of its investments based on the hierarchy established by generally accepted accounting principles. The fair value hierarchy is based on the valuation inputs used to measure an asset's fair value. The following provides a summary of the hierarchy used to measure fair value:

Level 1 - Quoted prices (unadjusted) in active markets for identical assets.

Level 2 - Observable inputs other than Level 1 prices such as quoted prices for similar assets in active markets, quoted prices for identical or similar assets in markets that are not active, or other inputs that are observable, either directly or indirectly.

Level 3 - Unobservable inputs should be developed using the best information available under the circumstances, which might include the District's own data. The District should adjust that data if reasonable available information indicates that other market participants would use different data or certain circumstances specific to the District are not available to other market participants.

Uncategorized - Investments in the Contra Costa County Treasury Investment Pool are not measured using the input levels above because the District's transactions are based on a stable net asset value per share. All contributions and redemptions are transacted at $1.00 net asset value per share.

The District's fair value measurements at June 30, 2024 were as follows:

	Uncategorized
Investment in county treasury	$ 7,356,859
Total	$ 7,356,859

NOTE 3 – ACCRUED LIABILITIES

As of June 30, 2024, accrued liabilities amounted to $592,219, consisting of amounts owed for construction costs.

NOTE 4 – COMMITMENTS AND CONTINGENCIES

A. Litigation

The District is involved in various litigation arising from the normal course of business. In the opinion of management and legal counsel, the disposition of all litigation pending is not expected to have a material adverse effect on the overall financial position of the District at June 30, 2024.

B. Construction Commitments

As of June 30, 2024, the District had commitments with respect to unfinished capital projects of $2,080,360.

NOTE 5 – SUBSEQUENT EVENTS

On October 23, 2024, the District issued $9,000,000 of General Obligation Election 2016, 2024 Series Bonds to finance the acquisition and improvement of various capital facilities of the District.

OTHER INDEPENDENT AUDITORS' REPORTS

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Independent Auditors' Report

Measure B Citizens' Oversight Committee and
Governing Board
Brentwood Union School District
Brentwood, California

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the Measure B Bond Building Fund of Brentwood Union School District (the "District"), as of and for the year ended June 30, 2024, and the related notes to the financial statements, which collectively comprise the Brentwood Union School District's basic financial statements of the Measure B Bond Building Fund, and have issued our report thereon dated February 3, 2025.

Emphasis of Matter

As discussed in Note 1, the financial statements of the Measure B Bond Building Fund of Brentwood Union School District are intended to present the financial position and the changes in financial position attributable to the transactions of that Fund. They do not purport to, and do not, present fairly the financial position of the District as of June 30, 2024, and the changes in its financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to this matter.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements of the Measure B Bond Building Fund of Brentwood Union School District, we considered Brentwood Union School District's internal control over financial reporting (internal control) as a basis for designing audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements of the Measure B Bond Building Fund, but not for the purpose of expressing an opinion on the effectiveness of Brentwood Union School District's internal control. Accordingly, we do not express an opinion on the effectiveness of Brentwood Union School District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

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Report on Internal Control over Financial Reporting (continued)

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses or significant deficiencies may exist that were not identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the financial statements of the Measure B Bond Building Fund are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Christy White, Inc

San Diego, California
February 3, 2025

CHRISTY WHITE
Certified Public Accountants serving
K-12 School Districts and Charter
Schools throughout California

REPORT ON PERFORMANCE

Independent Auditors' Report

Measure B Citizens' Oversight Committee and
Governing Board
Brentwood Union School District
Brentwood, California

We were engaged to conduct a performance audit of the Measure B Bond Building Fund of Brentwood Union School District (the "District") for the year ended June 30, 2024.

We conducted this performance audit in accordance with the standards applicable to performance audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain sufficient, appropriate evidence to provide a reasonable basis for our conclusion based on our audit objectives. We believe that the evidence obtained provides a reasonable basis for our conclusions based on our audit objectives.

Our audit was limited to the objectives listed within the report which includes determining the District's compliance with the performance requirements as referred to in Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution and Appendix A contained in the *2023-2024 Guide for Annual Audits of K-12 Local Education Agencies and State Compliance Reporting* issued by the California Education Audit Appeals Panel. Management is responsible for the District's compliance with those requirements.

In planning and performing our performance audit, we obtained an understanding of the District's internal control in order to determine if the internal controls were adequate to help ensure the District's compliance with the requirements of Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution, but not for the purpose of expressing an opinion of the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

The results of our tests indicated that the District, in all significant respects, expended Measure B Bond Building Fund only for the specific projects approved by the voters, in accordance with Proposition 39 and outlined in Article XIIIA, Section 1(b)(3)(C) of the California Constitution. The procedures performed and the related results are further described in the accompanying audit procedures and results section.

This report is intended solely for the information and use of the District, and is not intended to be and should not be used by anyone other than this specified party.

Christy White, Inc

San Diego, California
February 3, 2025

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AUDIT PROCEDURES AND RESULTS SECTION

SECTION I – FINANCIAL AUDIT PROCEDURES AND RESULTS

Financial Statements

As mentioned in the Report on Financial Statements, we have issued an unmodified opinion over the financial statements of the Measure B Bond Building Fund as of and for the year ended June 30, 2024.

Internal Control Evaluation

We tested internal controls over financial reporting and compliance with laws, regulations, or provisions of contracts or agreements and have determined through our inquiry of management and our evaluation of District processes that no significant deficiencies were noted.

SECTION II – PERFORMANCE AUDIT PROCEDURES AND RESULTS

Facility Project Expenditures

We selected a representative sample of expenditures charged to the Measure B Bond Building Fund and reviewed supporting documentation to ensure funds were properly expended on specific project(s) listed in the text of the Measure B ballot.

We tested approximately $18 million of non-personnel expenditures or 41% of current year Measure B Bond Building Fund expenditures for validity, allowability, and accuracy and concluded that the sampled expenditures were in compliance with the terms of Measure B ballot language, the District approved facilities plan, and applicable state laws and regulations.

Personnel Expenditures

Based on review of expenditure information, we noted that there were no salaries or benefits charged to the Measure B Bond Building Fund during the fiscal year ended June 30, 2024. Audit procedures over personnel expenditures was not applicable.

Contract Bidding Procedures

We reviewed a listing of contracts awarded during the fiscal year ended June 30, 2024 and selected a sample to ensure that contracts for public projects followed appropriate bidding procedures per applicable Public Contract Code. Additionally, we reviewed overall expenditures by vendor in order to determine if multiple projects under the applicable bidding threshold were identified to suggest any possible bid-splitting.

We tested one (1) project sent to bid during the year ended June 30, 2024. We noted that applicable bidding procedures were followed and the contract was appropriately awarded to the lowest responsible bidder.

Based on our review of overall expenditures and projects by vendor, no instances or possible indications of bid-splitting were identified. The District appears to be properly reviewing projects and applying appropriate procedures over contract and bidding procedures.

SECTION II – PERFORMANCE AUDIT PROCEDURES AND RESULTS (continued)

Contract Change Order Procedures

We reviewed a listing of contracts and change orders during the fiscal year ended June 30, 2024 and selected a sample to ensure that change orders were properly approved and in accordance with District policies. Additionally, cumulative change orders for any given contract were reviewed to ensure that total change orders did not exceed ten percent of the total original contract.

We reviewed a total of two (2) change orders and verified that the total of the change orders did not exceed ten percent of the total contract. The change orders were properly reviewed and approved by management and the governing board in accordance with District policy.

FINDINGS AND RECOMMENDATIONS SECTION

BRENTWOOD UNION SCHOOL DISTRICT
MEASURE B BOND BUILDING FUND
SCHEDULE OF FINDINGS AND RECOMMENDATIONS
FOR THE YEAR ENDED JUNE 30, 2024

PART I – FINANCIAL STATEMENT FINDINGS

There were no financial statement findings for the year ended June 30, 2024.

PART II – PERFORMANCE AUDIT FINDINGS

There were no findings or recommendations related to local school construction bonds for the year ended June 30, 2024.

PART III – PRIOR AUDIT FINDINGS

There were no findings and recommendations for the year ended June 30, 2023.

BRENTWOOD UNIFIED SCHOOL DISTRICT

PROPOSITION 39 MEASURE B FINANCIAL & PERFORMANCE AUDIT

JUNE 30, 2024

CHRISTY WHITE

Bond Oversight Committee (BOC)

- ✓ - Verify the District has established a BOC and is actively seeking community participation
- ✓ - Ensure composition of the committee in comparison with Education Code requirements.
- ✓ - Frequency of BOC meetings relative to current stage of program in bond life cycle.
- ✓ - Verify District has provided most recent audit to BOC
- ✓ - Verify BOC issues annual report per 15280(b).

Audit Objectives – Financial

A financial statement audit is the examination of an entity's financial statements and accompanying disclosures by an independent auditor. The result of this examination is a report by the auditor, attesting to the **fairness of presentation of the financial statements and related disclosures.** The auditor's report must accompany the financial statements when they are issued to the intended recipients.

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor’s report that includes our opinions.

Note: We are only issuing an opinion on Measure B Bond Building Fund

Independent Auditors' Report

Unmodified Opinion (Best Opinion Possible)

Page 2 of Audit Report -

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the Measure B Bond Building Fund of Brentwood Union School District, as of June 30, 2024, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Financial- Substantive Procedures

- ✓ *Analysis* - Conduct a ratio comparison with historical, forecasted (budgets), and industry results to spot anomalies
- ✓ *Cash* - Review bank reconciliation with county treasury (Measure B: $8,028,818 at June 30, 2024, with FMV $7,356,859)
- ✓ *Expenses* - Examine documents supporting a selection of expenses and interfund transfers, review subsequent transactions, this is the largest part of the audit (Measure B $44,185,968)
- ✓ *Revenue* – Examine documents to determine whether recorded correctly (Measure B $1,237,358 in interest)

Audit Objectives - Performance

- ✓-Provide management with an independent and objective evaluation of government operations
- ✓-Assist management to meet the increased public demand for information disclosure
- ✓-Evaluate evidence against stated criteria
- ✓-Gaining an understanding of the Bond Program and the environment in which it operates, and using this information to assess whether there may be risks that could impact the financial statements

Audit Objectives - Performance

Facility Project Expenditures - We tested approximately $18M (Lone Tree School Site), or 41%, of Measure B expenditures for validity, allowability and accuracy and concluded that the sampled expenditures were in compliance with the terms of ballot language, the District approved facilities plan, and applicable state laws and regulations.

Personnel Expenditures -no salaries or benefits charged to the Measures B Bond Building Fund during the current year.

Contract and Bid Procedures - We tested one construction contract to ensure proper bidding procedures were followed.

Contracts and Change Orders - We tested to contracts that had change orders to ensure proper change orders were followed.

Report on Performance

Internal Controls

- Significant Deficiency – No
- Material Weakness – No

Performance

- In our opinion, based on the fieldwork described above as well as the other tests that we conducted, the District **complied with the compliance requirements** for the Measure B ballot measure as listed and tested.

Agenda Item #:10.2 **Presented by:** Dana Eaton, Superintendent

Description: Approval of Resolution #2025-04

Background Information:
The Board is asked to consider approval of Resolution #2025-04, a resolution stating Brentwood Schools are Safe and Welcoming for All Students.

Staff Recommendation Approval

Funding Source

Item to be considered for: Action

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

Brentwood Schools are Safe and Welcoming for All Students
Brentwood Union School District
Brentwood, California
Resolution #2025-04

Whereas, the Brentwood Union School District Board of Education is committed to the success of all students irrespective of their immigration status, ethnicity, race, religion, sexual orientation, ability, sex and gender identity, social economic status or ideological beliefs;

Whereas, the Board of Education embraces the diversity of our students and families and the rich language and cultural assets they bring to our district and strongly supports and encourages the participation of all parents and families in our schools;

Whereas, all students have a right to attend school regardless of their immigration status. The United States Supreme Court in 1982 ruled in Plyler v. Doe that public schools were prohibited from denying students access to elementary and secondary public education based on their immigration status, citing that children have little control over their immigration status, the lifelong harm it would inflict on the child and society itself, and constitutional equal protection rights;

Whereas, State and Federal laws prohibit educational agencies from disclosing personally identifiable student information to law enforcement without the consent of a parent or guardian, a court order or lawful subpoena or in the case of an actual emergency;

Whereas, reports of potential raids by the U. S. Immigration and Customs Enforcement Office (ICE) have caused immigrant communities to experience increased levels of fear, the presence of ICE in and around schools would be a severe disruption to the learning environment and educational setting for students and families;

Now, Therefore, Be It Resolved, the Board declares in unequivocal commitment that every school district site shall be a safe and welcoming place for all students to be able to receive a quality education;

Be It Further Resolved, the Board reaffirms its focus on promoting and elevating tolerance, inclusiveness, belonging and kindness of all students, families and staff at all district school sites, facilities and material property;

Be It Further Resolved, the Board shall not allow Immigration agents on school district sites, without a judicial warrant and approval from the Superintendent as spelled out in Board Policy and Law;

Be It Further Resolved, the Superintendent shall ensure that social security numbers and information pertaining to the immigration status of students and family members are neither collected nor maintained;

Be It Further Resolved, the Superintendent shall direct schools in restricting the sharing of student files that may be used to ascertain the legal/immigration status of students;

Be It Further Resolved, the Superintendent shall ensure that there continue to be unifying activities occurring within the District to support belonging, inclusion, tolerance and acceptance over hate speech.

Be It Further Resolved, the Superintendent shall ensure that there is support available for staff that desires more training and/or support in dealing with students who feel unsafe on a campus or is facing possible deportation.

Lastly, this resolution shall be posted on the district and school websites and shared at district parent meetings to fully inform our families of their rights and the information that they can access in the school district.

Passed and Adopted on February 19, 2025 at the regular meeting of the Board of Education by the following vote:

AYES:
NOES:
ABSTAIN:
ABSENT:

_____
Emil Geddes, President
BUSD, Board of Education

_____
Dana Eaton, Ed.D., Superintendent
BUSD

Agenda Item #:10.3 **Presented by:** Justine Melendez, Director of Special Education

Description: Special Education Update

Background Information: Staff will provide the Board with a Special Education Update.

Staff Recommendation

Funding Source

Item to be considered for: Information

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

Special Education Review

Presented by Justine Melendez
Director of Special Education
February 19, 2025

Where are we now?

Current Data
of Eligible Students
Significant Data Points
Programs Offered
Staff Overview and Statistics
Attendance Data

Where are we going?

Goals and Next Steps
Eligibility and the SST Process
Least Restrictive Environment
Program Development
Staff Development
Parent Support and Outreach

Significant Data Points being Monitored

Year	Total # of Students in the District	# of Students who are Eligible for Special Education Services	% of Students who are Eligible for Special Education Services
2022-2023	9759	1477	15.13%
2023-2024	10,109	1632	16.14%

Measures of Least Restrictive Environment(LRE)

- #,% of students in Special Education 80% or more of their day
- #,% of students in Special Education 50-79% of their day
- #,% of students in Special Education 20-49% of their day
- #, % of students in Special Education less than 20% of their day

*2022-2023 Data pulled on 10/12/23.
*2023-2024 Data pulled on 10/28/24. Moving forward we will pull data on Census day.

Significant Data Points being Monitored

Student Demographics and Eligibility

- #/% of Students who are Hispanic and receiving Special Education services
- #/% of Students who are Black and receiving Special Education services
- #/% of Students who are White and receiving Special Education services
- #/% of Students who are Asian and receiving Special Education services

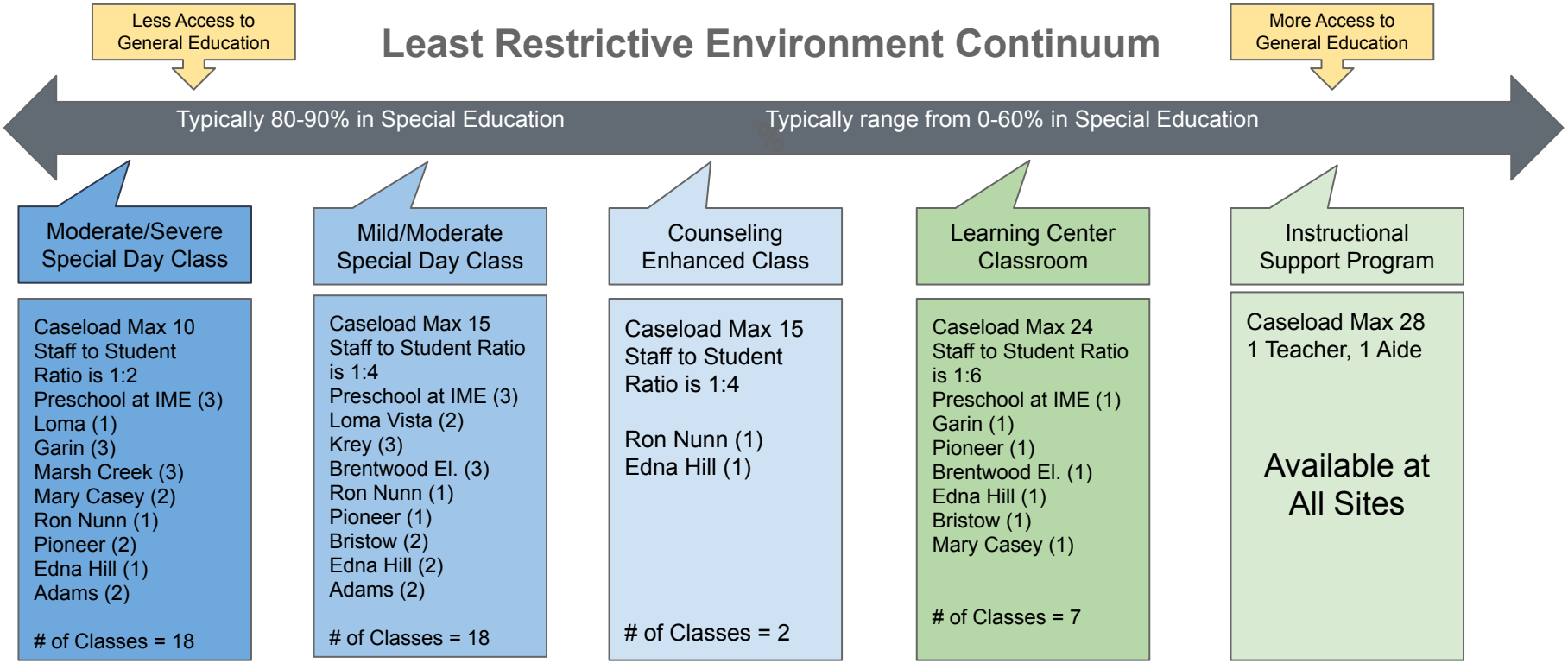
Related Services

- #/% of students who have Intensive Individualized Services (1:1)
- #/% of students who receive Counseling Services

*Least Restrictive Environment %s and Student Demographics are also monitored by the California Department of Education

**See handout for data pulled for Sped Major Metrics 2024-2025

Special Education Programs Offered



Special Education Staff - Teachers

Moderate/Severe Special Day Class Teachers (80%+ Settings)	Mild/Moderate Special Day Class Teachers, including Counseling Enhanced (80%+ Settings)	Mild/Moderate Instructional Support and Learning Center Teachers (Range from 0-50% Settings)
Caseload Max 10 1 Long Term Substitutes 4 Teachers with 0-2 years with District 5 Teachers with 3-5 years with District 3 Teachers with 6-10 years with District 3 Teachers with 10+ years with District	Caseload Max is 15 0 Long Term Substitutes 8 Teachers with 0-2 years with District 6 Teachers with 3-5 years with District 3 Teachers with 6-10 years with District 3 Teachers with 10+ years with District	Learning Center Caseload Max is 24 Instructional Support Caseload Max is 28 2 Long Term Substitutes 10 Teachers with 0-2 years with District 6 Teachers with 3-5 years with District 11 Teachers with 6-10 years with District 6 Teachers with 10+ years with District

Special Education Staff - Related Service Providers

Speech/Language Pathologists (SLP Caseload = 55) (Preschool SLP Caseload = 40) (SLPA Caseload = 25)	**Occupational Therapists** (OT Caseload = 55)	**Behavior Support** (Each BCBA, or Behaviorist, assigned to 3 sites, to support students with Behavior Plans and site programs)	**School Psychologists** (1 assigned to each elementary and 2 to middle school; assess for eligibility and provide counseling services)
15.6 SLP Employees 7 Contract Tele-Therapists 3 SLPA Employees 4 SLPA Contractors	7 OT Employees	3 BCBA Employees (Board Certified Behavior Analyst) 1 Behaviorist 9 RBT Employees (Registered Behavior Technicians)	14 School Psychologists 3 School Psychologist/Counselor Contractors 1 School Psychologist Intern

Other Special Education Support Providers

Instructional Support Providers (Paraprofessionals)	Special Education Administration
240 Current Classified Employees 32 Open Classified Positions	4 Program Specialists (Each assigned to three sites, including Preschool) 2 Special Education Administrative Assistants

Attendance Data - New Enrollees

Enrollment Data	Programs Placed In and # Placed	Staff to Support
Data taken from Aeries Total New Enrollees as of 2/10/25 **399** Data pulled from SEIS Total New Enrollees with IEP as of 1/29/25 **100** **100/399 = 25% of new enrollees with IEP**	Speech Only - >10% **25** Instructional Support Model - 0-50% **23** Learning Center - 50%+ **8** Mild/Mod Special Day Class - 75%+ **19** Counseling Enhanced Class - 75%+ **4** Mod/Sev Special Day Class - 75%+ **15** Non-Public School - 100% **2** Harvest Grove Virtual Academy - Varies **2**	25 Speech = Almost half of a speech caseload (55) 23 ISP = Almost a full caseload (28) 8 LC = ¼ of a caseload (24) 19 MM SDC = 1.2FTE plus 5+ aides (15) 4 CEC = 0.3FTE plus 1 aide (15) 15 MS SDC = 1.5FTE plus 8 aides (10) 2 NPS = Cost Varies 2 HGV = Support Varies

Eligibility and the SST Process

Goal:

- Improve and align the Student Study Team processes

Progress:

- Collaborated with C&I and Student Services to standardize the paperwork
- Currently working on creating procedural practices

Next Steps:

- Work directly with site administrative teams to roll out new process
- Problem solve as implementation moves forward

Least Restrictive Environment

Goal:

- Increase the time students spend in general education settings

Progress:

- Collaborating with site administrators to understand the LRE continuum and inclusion opportunities
- Began developing process for inclusion

Next Steps:

- Continue developing process for inclusion
- Include General Education stakeholders in the development of the process

Program Development - Middle Schools

Goal:

- Expand the Social/Emotional Programs available at Middle School

Progress:

- Met with stakeholder groups to collaboratively develop new service models
- With increased program options available and continuity among sites, we can better serve students in their LRE

Next Steps:

- Continue to monitor and refine newly developed program options

Program Development - Preschool

Goals:

- Redesign Preschool Program Options
- Create stakeholder groups to collaboratively develop new service models

Progress:

- Preschool Program redesigned and rolled out for the 24-25 school year
  - Moved to 5 days a week, 2 stacked classes a day
- New assessment team was created with a new Teacher on Special Assignment
- Team met regularly to adjust and recalibrate

Next Steps:

- Moving to the assessment team model, we saw fewer students qualifying and fewer students qualifying for more intensive programs
- Stakeholder group to meet again to slightly adjust Preschool Program for next year

Staff Development - Retaining and Hiring

Goals:

- Retain quality staff members
- Attract qualified applicants and replace contractors

Progress:

- Able to hire 10 new and veteran teaching staff
- Hired 2.6 SLPs, 1 BCBA and 3 RBTs

Next Steps:

- Will attend three Job Fairs with Human Resources staff this Spring
- Continue to work closely with Human Resources to creatively attract qualified candidates for all positions
- Continue to work closely with C & I Department to maximize Grant opportunities to attract and train new teachers

Staff Development - Training and Support

Goals:

- Empower staff to participate in program development
- Provide curricular guidance and support to new staff
- Provide training, consistency and support to all staff

Progress:

- Offered four Special Education/Behavior Trainings for All staff (combination of in person and virtual). Will hold two more in the Spring
- Brought in Unique In Person Training for our MS/ESN Teachers
- Created two new MS/ESN Instructional Lead positions to support teachers with curriculum and implementation
- Expanded our Behavior Support Process/Protocol

Next Steps:

- Continue Special Education and Behavior Trainings for All staff next year
- Continue with Unique Training and Implementation
- Development of a Special Education Manual

Parent Outreach and Support

BEST Meetings (Brentwood Embraces Students Together)

- Held every other month
- Attendance is increasing
- Topics vary

Liberty Unions Incoming 9th Grade Parent Night:

- Just held earlier this month
- Very well attended (approximately 30+ families)
- We will continue offering this every year

All Abilities Family Events:

- Held every other month
- We are keeping Bowling and the Family Picnic and added Karaoke
- Attendance is rapidly increasing
- New opportunities have been created because of these connections with families

Questions?

Is there any additional information you would like?

Agenda Item #:10.4 **Presented by:** Kirsten Jobb,
Director of Student Services

Description: Board Priority Goal Update - Attendance

Background Information:

- As a part of our goal priorities, staff will update and share information and data with the Board

Staff Recommendation: Continue to monitor attendance

Funding Source

Item to be considered for: Information

Approved by Cabinet: Yes

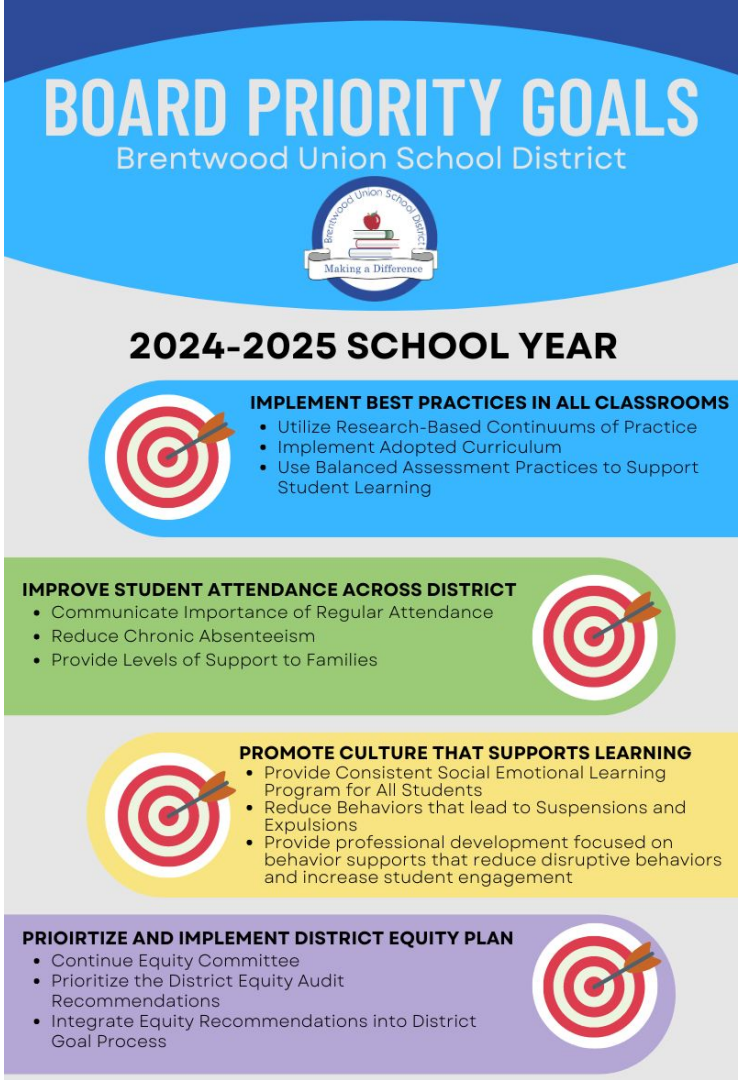
Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

Board Priority Goals Update

February 2025

2024-2025 Goals



IMPROVE STUDENT ATTENDANCE ACROSS DISTRICT

- Communicate Importance of Regular Attendance
- Reduce Chronic Absenteeism
- Provide Levels of Support to Families



Goal update for February

Importance of Attendance

- Attending school regularly helps students stay on track, understand expectations, foster important social interactions and generally promotes a sense of connectedness.

- School attendance is a powerful predictor of student outcomes. Regular attendance can be a better predictor of student success than test scores. It additionally can predict student dropout rates.

  - US Department of Education

Chronic Absentee Data

2023

All Students



Yellow

19.1% chronically absent

Declined 6.6%

Number of Students: 9,837

2024

All Students

All Students | State



Yellow

14.9% chronically absent

Declined 4.2%

Number of Students: 10,111

What we would like to accomplish 2024-2025

BUSD Goal:

Increase attendance for the 2024-2025 school year from 94.5% to 95.5%

BUSD LCAP Goal:

Reduce Chronic Absenteeism at all school sites to below 20%

Action Steps We are Taking

Site Level

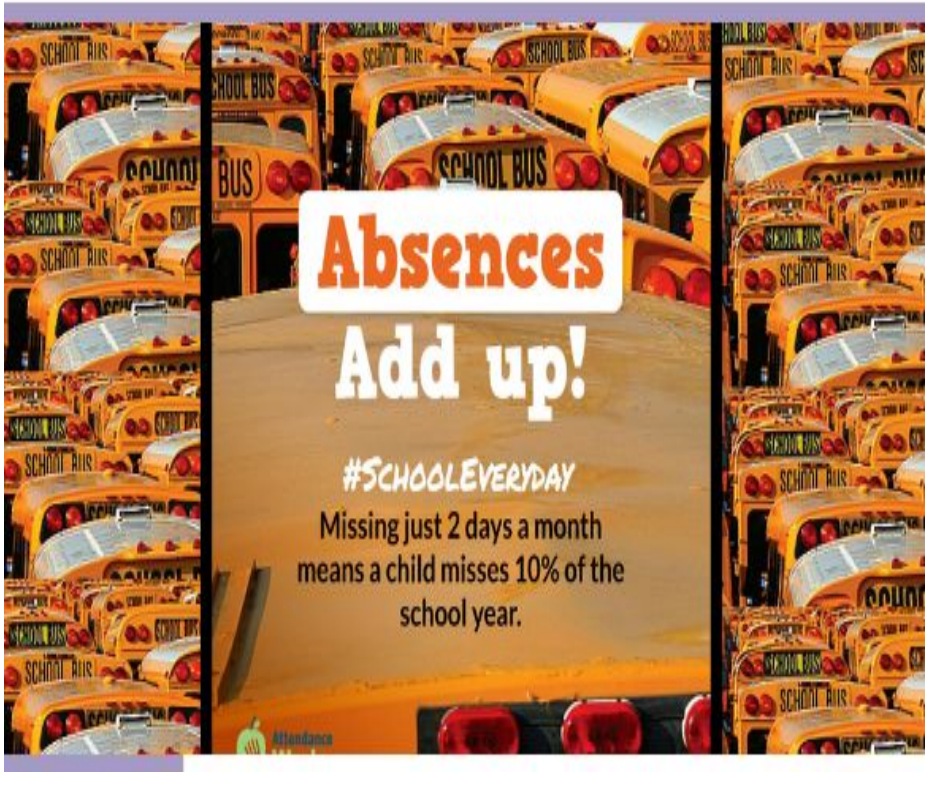
- Action Plan at each school to improve attendance
  - Tracking attendance
  - Outreach, communication and support to students who begin to struggle with attendance
    - **SART** (School Attendance Review Team) to emphasize the importance to families
    - Ideas and Sharing
  - Incentives

District Level

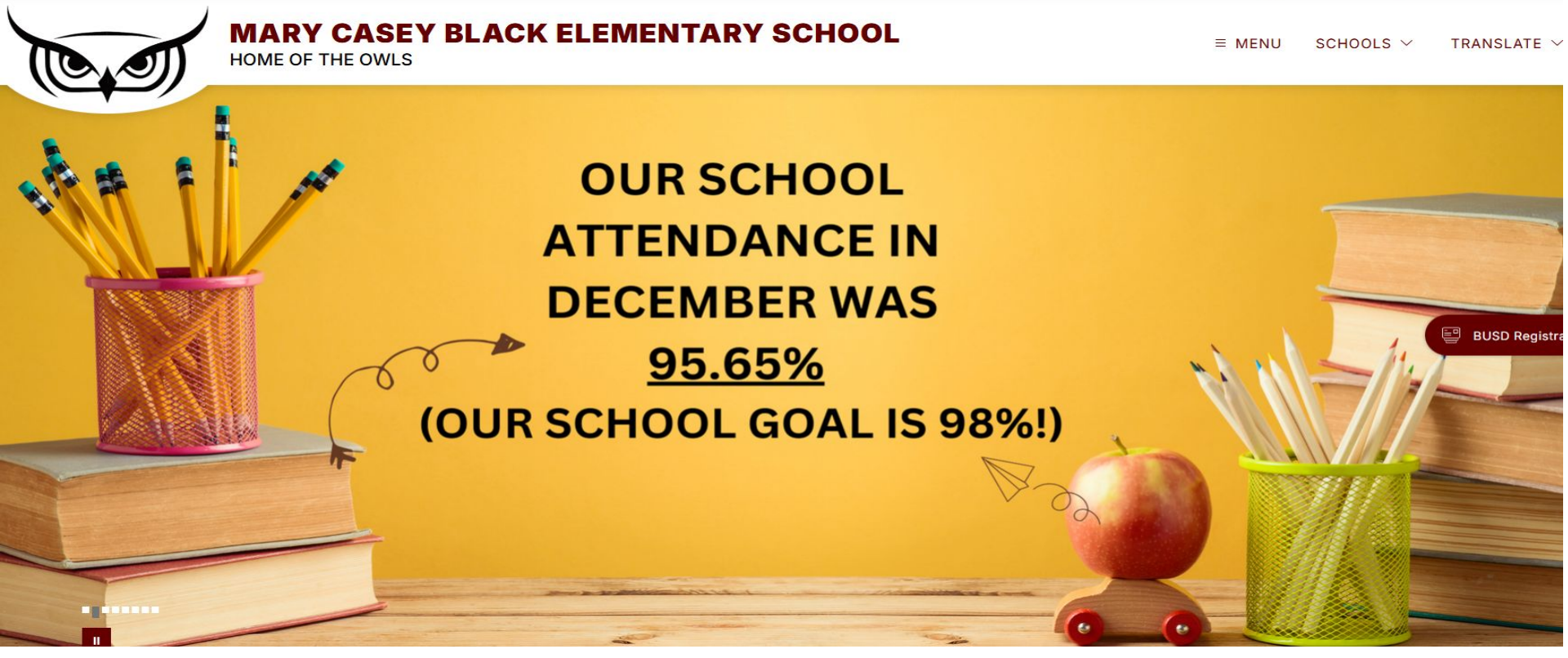
- Blast families on the importance of why attendance is important
- District incentives - continue trophies for best attendance!
- **SARB** (School Attendance Review Board) for chronically absent students
- Streamline SBIS (Site-Based Independent Study) process to improve outcomes

Outreach


WE'RE IN THIS TOGETHER
100% ATTENDANCE GOAL
LET'S DO THIS!
OUR SCHOOLS ARE FUNDED BY STUDENT ATTENDANCE.
EACH SCHOOL DAY EQUALS $75 PER STUDENT IN FUNDING FOR OUR SCHOOL DISTRICT.


Absences
Add up!
#SchoolEveryday
Missing just 2 days a month means a child misses 10% of the school year.

Communication!



How will we be measuring our impact?

Site Level

- Daily monitor and outreach
- Weekly school site reports monitoring attendance
- Monthly monitoring for:
  - Attendance
  - Tardies
  - Chronic absenteeism

District Level

- Monthly administrative meetings to monitor attendance and discuss best practices
- Monthly monitoring for:
  - Attendance
  - Tardies
  - Chronic absenteeism

We are making progress!

2023-2025 Attendance Comparison

School	23-24 School Year	Aug 23-24	Aug 24-25	Sept 23-24	Sept 24-25	Oct 23-24	Oct 24-25	Nov 23-24	Nov 24-25	Dec 23-24	Dec 24-25	Jan 23-24	Jan 24-25	Feb 23-24	March 23-24	April 23-24	May 23-24
District	**94.37**	**96.18**	**96.21**	**95.67**	**95.99**	**95.25**	**95.37**	**94.17**	**94.59**	**93.57**	**94.36**	**93.44**	**93.96**	**93.87**	**94.04**	**94.10**	**93.43**
Brent-wood	94.36	96.02	96.00	95.86	96.31	94.40	95.72	94.18	95.00	92.78	94.23	93.42	93.75	94.20	94.31	94.17	93.17
Garin	94.36	96.28	96.09	95.68	95.80	95.55	95.98	94.31	94.71	94.25	94.17	93.55	93.65	93.09	93.03	94.08	93.84
Krey	94.79	96.30	96.18	95.96	96.18	95.44	95.78	94.77	94.70	94.14	94.32	93.95	94.71	94.25	94.38	94.86	93.82
Loma Vista	94.80	96.88	96.32	96.05	96.48	94.91	96.10	94.72	94.25	94.36	94.48	93.75	95.03	93.97	94.30	94.60	94.51
Marsh Creek	94.27	96.40	96.13	95.91	95.44	95.37	93.99	94.22	92.62	92.96	94.15	93.11	93.32	93.81	94.14	94.33	93.19
Mary Casey Black	94.54	96.09	96.55	95.23	96.11	95.67	95.62	94.46	93.87	94.55	95.65	93.65	93.53	93.81	94.24	94.56	93.17
Montañez			96.36		96.15		94.84		95.33		93.46		93.54				
Pioneer	94.58	96.26	95.97	95.49	96.25	95.50	95.25	94.47	95.08	93.16	94.76	94.33	94.59	94.09	94.60	94.00	93.93
Ron Nunn	94.10	96.30	96.44	95.98	96.01	95.98	95.44	94.19	95.16	92.39	94.73	92.99	94.07	93.20	92.60	94.04	93.88
Edna Hill	94.25	95.91	95.90	95.59	95.62	95.07	94.82	94.43	94.28	93.65	94.09	93.30	94.02	93.94	93.39	94.04	93.21
Bristow	94.29	96.30	96.58	95.66	95.71	95.87	95.52	92.46	95.02	93.95	95.11	92.94	93.35	93.69	94.38	93.92	93.74
Adams	95.28	96.37	96.67	96.51	96.89	95.78	96.21	95.89	95.87	94.87	94.45	94.07	94.64	95.10	95.44	94.89	93.91
HGVA	80.28	86.17	87.09	78.96	84.18	75.17	81.39	77.35	80.04	75.19	80.16	83.53	85.39	85.51	85.51	78.32	77.08

We are making progress!

22/23 SY School Year: 93.64		23/24 SY School Year: 94.37		24/25 SY	
P1-Aug	94.44%	P1-Aug	96.18%	P1-Aug	96.21%
P2-Sept	94.39%	P2-Sept	95.67%	P2-Sept	95.99%
P3-Oct	94.34%	P3-Oct	95.25%	P3-Oct	95.37%
P4-Nov	93.71%	P4-Nov	94.17%	P4-Nov	94.59%
P5-Dec	89.73%	P5-Dec	93.57%	P5-Dec	94.36%
P6-Jan	88.86%	P6-Jan	93.44%	P6-Jan	93.96%
P7-Feb	94.23%	P7-Feb	93.87%	P7-Feb	
P8-Mar	94.03%	P8-Mar	94.04%	P8-Mar	
P9-Apr	93.45%	P9-Apr	94.10%	P9-Apr	
P10-May	94.41%	P10-May	93.43%	P10-May	

Board Priority Goals Update

February 2025

Agenda Item #:10.5 **Presented by:** Dana Eaton, Superintendent

Description: Update on LCAP Calendar & Process

Background Information: Staff will provide the Board with an update on the 2025-26 Strategic Action Planning and LCAP process.

Staff Recommendation

Funding Source

Item to be considered for: Information

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

2025-26 District Goals and Local Control Accountability Plan (LCAP) Timeline Draft

Listed in the timeline below are formal activities. District Goal and LCAP component review takes place at multiple staff, administrative, curriculum and board meetings throughout the year.

Step	Participants	Timeline
2024-2025 LCAP and Budget Draft to Board of Education	Board of Education and Strategic Action Planning Committee	6/12/24
2024-2025 LCAP and Budget Approval	Board of Education	6/18/24
First Interim Budget Presentation	Board of Education	12/18/24
School Board Meeting 2024-2025 Process Update	Board of Education	1/8/25
Mid-term Update to School Board on 2024-2025 LCAP Goals	Board of Education	1/15/25
Survey Deployment	Parents & Staff	1/17/25
Strategic Action Planning Team Identification (to replace current members who are unable to continue) and add new members	Continuing representatives from CILT, BTA, CLC, Admin, Board, Community, Parent Leaders, Sped, DELAC, GATE with additions of members of District DEI Committee	1/17/25
Principal Council Process to gather input for update on LCAP Progress	Principal Council	2/4/25
Strategic Action Planning Team Workshop(s)	Strategic Action Planning Team	2/12/25
Board Update	Board of Education	2/19/25

Strategic Action Planning Team Workshop(s)	Strategic Action Planning Team	2/26/25
Board Update and Feedback on LCAP progress and process	Board of Education	3/6/24
Objective: Draft of goal updates ready to share with stakeholder groups for feedback		
Sharing out for feedback from stakeholder groups (i.e. School Staffs, SSC, Parent Clubs, CILT, DELAC, ELAC, BTA, CWG, CSEA, CLC, DEI, TAC, Student Leaders) and public for input	Parents, Stakeholder Groups, Community and Staff	3/12/25
LCAP Revisions based on feedback and input. Initial feedback gathered by all stakeholder groups	Administrative Team	3/13/25 – 4/25/25
Objective: Revised Draft of goal updates ready to share with board based on all stakeholder input		
Draft goals and feedback presented to Board for information and comment	Board of Education	5/14/25
Objective: LCAP Draft development far enough along to allow the board to provide initial authorizations for positions prior to formal approval of LCAP pending hiring timelines.		
2025-2026 LCAP and Budget Public Hearing at Board Meeting	Board of Education	6/11/25
Objective: Final Draft of goal updates based on board and stakeholder input		
2024-2025 LCAP provided to Board for approval	Board of Education	6/18/25
2024-2025 Budget provided to Board for approval	Board of Education	6/18/25
Strategic Action Planning Team Workshop for 2025-26	Action Planning Team	2/2026

BUSD 2025-26 Strategic Action Planning Staff Survey Summary

Key Focus Areas & Findings

1. Teacher Support & Training
- More structured professional development, especially in math, curriculum changes, and behavior management.
- Dedicated time during the school day for training and collaboration.
- Frustrations with Mastery Connect due to lack of training and inefficiency.

2. Student Behavior & Discipline
- Need for consistent behavior policies across all sites with clear consequences.
- More support and training for handling disruptive students.
- Restorative justice is appreciated but needs accountability and enforcement.

3. Curriculum & Assessments
- More prep time and training for new curriculum rollouts (science, family life, social studies).
- Address concerns about assessment tools, particularly Mastery Connect's usability.
- Ensure balanced assessment system aligns with instructional goals.

4. Attendance & Engagement
- Stronger enforcement of SARB policies for chronic absences.
- Improve parent communication and incentives to reduce non-essential absences.
- Mixed feedback on the impact of attendance incentive programs.

5. Equity & Community Involvement
- Expand parent engagement opportunities at all school levels.
- Positive response to community celebration lessons, but some feel they are too time-consuming.
- Ensure diversity efforts focus on staff retention and student impact rather than quotas.

Survey Response Data Overview

Question	Responses	Key Trends
Grade Span	TK-3 (37%), 4-5 (12%), 6-8 (28%), Multiple Levels (23%)	Majority from lower grade levels
Training Needs	65% want more PD, 40% cite Mastery Connect issues	Need for ongoing structured training
Behavior Management	55% cite lack of discipline consistency	Desire for clear policies & interventions
Curriculum Support	47% want more prep time	New rollouts overwhelming teachers
Attendance Efforts	50% feel incentives are ineffective	Need stronger SARB enforcement
Equity & Inclusion	60% support community lessons, 30% concerned about diversity hiring	Mixed responses on DEI initiatives

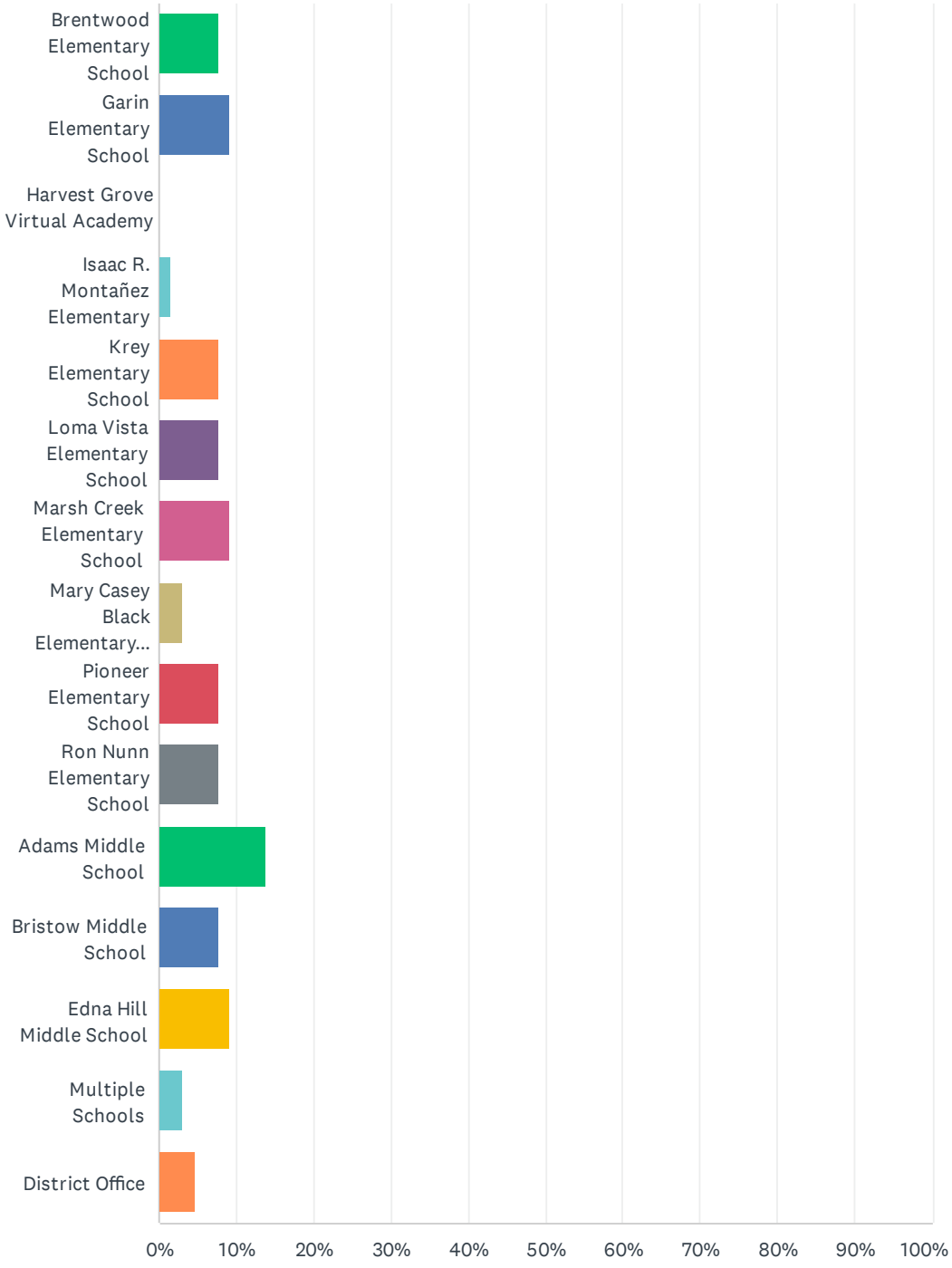
BUSD 2025-26 Strategic Action Planning Staff Survey Summary

Recommendations for District Action

1. Increase dedicated PD time during school hours.
2. Standardize behavior policies with clear interventions and accountability.
3. Provide additional support for new curriculum implementation.
4. Strengthen attendance policies with targeted parent engagement.
5. Refine diversity efforts to focus on retention and impact.

Q1 Please indicate which location you work at:

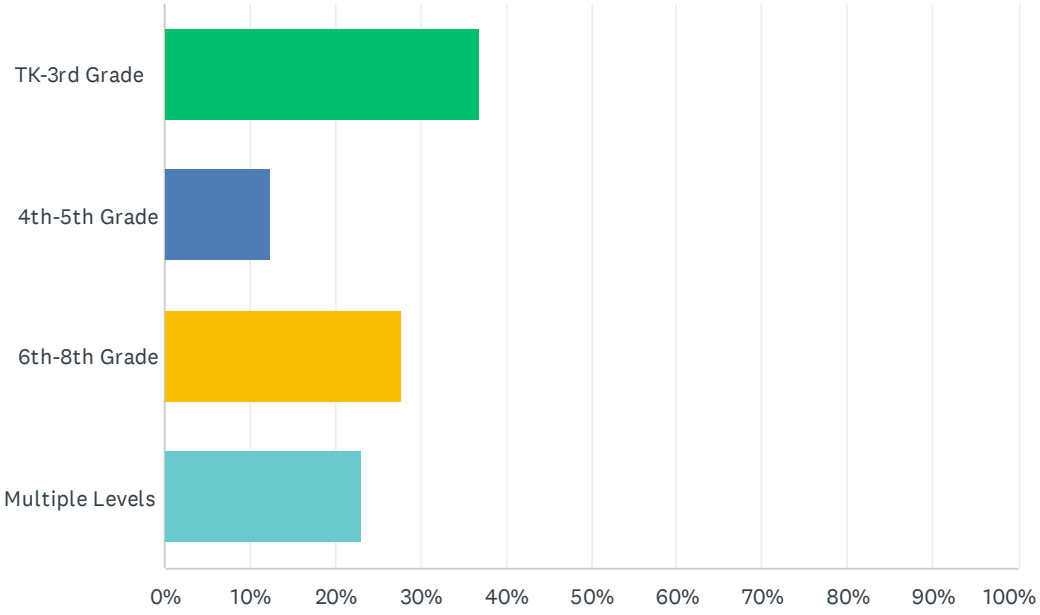
Answered: 65 Skipped: 0



ANSWER CHOICES	RESPONSES	
Brentwood Elementary School	7.69%	5
Garin Elementary School	9.23%	6
Harvest Grove Virtual Academy	0.00%	0
Isaac R. Montañez Elementary	1.54%	1
Krey Elementary School	7.69%	5
Loma Vista Elementary School	7.69%	5
Marsh Creek Elementary School	9.23%	6
Mary Casey Black Elementary School	3.08%	2
Pioneer Elementary School	7.69%	5
Ron Nunn Elementary School	7.69%	5
Adams Middle School	13.85%	9
Bristow Middle School	7.69%	5
Edna Hill Middle School	9.23%	6
Multiple Schools	3.08%	2
District Office	4.62%	3
TOTAL		65

Q2 What is your Grade Span?

Answered: 65 Skipped: 0



ANSWER CHOICES	RESPONSES	
TK-3rd Grade	36.92%	24
4th-5th Grade	12.31%	8
6th-8th Grade	27.69%	18
Multiple Levels	23.08%	15
TOTAL		65

Q3 Implement Best Practices in All Classrooms Provide professional learning and utilize collaborative learning cycles focused on BUSD best practices in instruction Support implementation of newly adopted curriculum (elementary science, family life, middle school health and middle school social studies) Develop and begin installing a balanced assessment system Continue implementation of TK program Implement new grading policies at the middle school level Please share what is working, what could be improved if there is additional funding or resources and what would you recommend to be reduced if needed?

Answered: 54 Skipped: 11

#	RESPONSES	DATE
1	Need more teachers to replace long term substitutes. Need less students per teacher in classrooms. Need teacher training (online or in person) if the teacher switches to new grades levels especially middle school math. The teachers should have ongoing training in math at least per quarter that covers what they will be teaching. Also teachers should get tested in the subject area they will be teaching in order to be able to teach that subject even in 6th grade. 6th grade math is high school level math. Teachers should be able to pass the math tests they will be giving their students. Getting teachers credentials a few years ago and never having to keep it up with current information is not working for the class rooms.	2/4/2025 7:53 AM
2	Include Room 10 in 3rd, 4th and 5th activities. We tend to get left out a lot.	2/3/2025 9:21 AM
3	DO staff	1/31/2025 4:03 PM
4	Giving time to work on new curriculum like in science during CLT. Mastery connect takes a lot of time to enter assessments data. It can take 3-4 clicks just for one question for each student. Implement science of reading best practices like orthographic mappping as a requirement.	1/31/2025 2:40 PM
5	Prioritizing bathrooms in the class for TK.	1/31/2025 2:10 PM
6	More manpower needs to be given to Mastery Connect to ensure it is working in all areas. Teachers have lost lots of time trying to figure out mistakes through mastery connect that really shouldn't have happened in the first place, and should have been caught before the roll out of the program.	1/31/2025 2:00 PM
7	Learning center to support students in the middle.	1/31/2025 1:33 PM
8	Not enough time has been given to truly understand and feel comfortable with the new FOSS science curriculum. We went from a "try it out" year to a year where mastery was expected. We have been asked to expand the lessons and add to them and to also assess students and report out to parents. We never went back with the NGSS standards and looked at the standards with the curriculum to make sure we knew what standards to teach with the curriculum. Additionally, the amount of time it takes to prep the lessons is extensive and we just aren't being allowed that time.	1/31/2025 11:15 AM
9	Special Ed is adopting the Unique Learning Systems curriculum for the Mod/Sev classes. It is an excellent curriculum aligned to state standards and uses best practices. Unfortunately, it is not being used to its potential because students are not efficient Chromebook/computer users. Students in these classes would benefit more from touch screen devices to access this curriculum.	1/31/2025 10:58 AM
10	Provide proper training for all positions.	1/31/2025 10:45 AM
11	I find that the technology support at the young elementary level has not changed in over 10	1/31/2025 9:48 AM

	years. Given that technology changes so quickly I would think this area should be seeing more growth and changes. Learning experiences and added training would be good areas to look at.	
12	I feel sometimes the 1:1 in Sdc is put in place to soon. The student can outgrow the need for one in some cases pretty quickly.	1/31/2025 9:46 AM
13	Professional development should be brought back to Wednesdays during our CLT. Having to come afterschool or take time off teaching is inefficient.	1/31/2025 9:32 AM
14	Mastery Connect roll out has been terrible. None of us at our site want to use it at this point: too cumbersome and time consuming with no value.	1/31/2025 8:48 AM
15	TK classrooms will be in rooms with ample space and bathrooms to provide best practices for curriculum that is developmentally appropriate for TK	1/31/2025 8:30 AM
16	These things are working and it has been appreciated at the middle school level that the new grading policy is a living document that adjustments are being made to as it is put into practice and feedback is gathered. The 80/20 grading policy is still problematic for our students even with retakes. The professional learning is great it's just difficult to fit it into already limited CLT and pulling large groups of teachers off site causes other issues for the site. There are still issues finding subs and when whole grade levels are off site we see an uptick in behavior issues.	1/31/2025 8:12 AM
17	We need to continue intervention. If there are extra funds, then hire more aides to work in our classrooms.	1/31/2025 8:12 AM
18	More math intervention for grades 4/5.	1/31/2025 8:11 AM
19	Reinforcement system, direct intervention in regards to negative behaviors and checking in with students for understanding. Being upfront with students about what they are doing right vs wrong.	1/31/2025 8:09 AM
20	I think it is great that there are so many opportunities for professional learning. I also appreciate the focus on support with TK program, since it seems like each year the numbers of students participating in TK seems to increase.	1/29/2025 11:23 AM
21	Add more Kindergarten classrooms with attached bathroom.	1/28/2025 2:09 PM
22	I am not sure why we purchased mastery connect, and then NOT train teachers. That is a lot of money spent and totally not needed.	1/24/2025 5:46 PM
23	I see the planning work for implementing new grading policies at the middle school level. I think this work is vital to continue as we look at retake policies. I would like to see their schedule move toward semesters to support these changes. More work needs to happen for installing a balanced assessment system. We need more Tier 1/Tier 2 support in the gen ed classroom. Our FastBridge scores indicate low effect size especially within overall comprehension growth in grades 3-5. The elementary science adoption needs to continue work alongside the Science TSA. We need to continue to fund that position.	1/24/2025 9:42 AM
24	All of the professional learning opportunities have been great, as well as my trainings before school started. I feel like we could use more support with the science curriculum. It is wonderful, but not always sustainable for the classroom teacher to do thoroughly (i.e. we have to boil water and make colored ice cubes). If there were additional funding, a science lab teacher at each site would be amazing in helping to ensure the investigations can be done to fidelity.	1/23/2025 8:09 AM
25	Implement new grading policies at the middle school level--I think the 80/20 rule of grading is not effective. If students think that only tests count they aren't as conscientious about doing their regular daily work in class or at home. Support implementation of newly adopted curriculum-- I look forward to discontinuing the middle school math program and starting a more effective one.	1/22/2025 2:25 PM
26	Students in TK with challenging behaviors, or those who have not made adequate progress in name writing, fine motor, social skills, and gl appropriate phonemic awareness should be considered at risk. At riskTK students should have a parent teacher conference in the spring. They have enough information to notify parents where their child is and what the expectations are in K. There should be placement cards for TK students going into K. Behavior is an issue in TK. TK teachers do not have enough support. TK should be working in small groups during their early/late times.	1/22/2025 2:13 PM

27	As a kindergarten teacher, I have seen a downward trend in student behavior coming from TK classrooms. Students are not kindergarten ready when starting the year. We have been told this is due to the district expectations of what TK is. I would advise that you gather feedback from kindergarten teachers regarding what we would expect from incoming TK students. Also, TK teachers should be conferencing with parents of students who are at risk for behavior as well as basic academics (ie: a student who still cannot write name or identify any letters). Does TK have workshop time and what is the expectation for small group rotations? Play based learning can and should include number & letter sense. TK has made it harder for kinder teachers to manage behavior. Science curriculum: I am very disappointed that the district chose to force teachers to take care of a variety of creatures over a short time period. First, it is inhumane to waste life such as the science program does. Second, we are strapped for time already and now you put the lives of creatures in our hands to take care of. I will be refusing to use live creatures in my classroom.	1/22/2025 2:07 PM
28	1) In order to implement new grading policies at the middle school, time must be built in to the day. Retakes should not take place before or after school (many students cannot come at those times on top of numerous 504/IEP meetings and teachers who teach 0 period or have after school clubs). Teachers also are not expected to give up their lunch time. 2) The 80/20 (assessment/classwork) split puts a lot of pressure on students to get high scores or do test retakes rather than focus on the learning that is taking place	1/22/2025 1:40 PM
29	Working: elementary focus on science implementation (would like to continue the focus) Need more time and training on the balanced assessment system	1/22/2025 7:30 AM
30	What is working: Implementation of Science, ELA/Math Assessments What could be improved: With Science-it would be awesome to have a Science planning time/demos by grade level.	1/21/2025 12:42 PM
31	Prop 28 funding has been used to purchase instruments and books for students. In the future we need more school instruments and supplies. Having a site specific budget would also be very helpful. Next year I need access to Aeries so that I can give grades to students. It would hold the students accountable and give them credits for participating in this class. Grades would allow me to give practice assignments and assessments whereas I can only suggest practicing at this point. It would also give these students school credit for the time they spend practicing. It is unfair that many of these students are working so hard for no credit. They deserve better.	1/21/2025 9:48 AM
32	Professional learning and collaborative time is going well. We need more time to discuss with the GL our curriculum and lessons that we are supposed to be implementing. More time to go over assessments to drive instruction.	1/21/2025 9:19 AM
33	While there is a policy regarding cell phones at school, it is not being followed. Asking students to put the phones away or asking to take the phones has not been effective. The phones are a huge distraction and detracts from learning. If funds were available, install cell phone "lockers" in each advisory class for phones to be locked up during the day.	1/18/2025 8:21 AM
34	Cont implementation of tk/k program	1/17/2025 6:17 PM
35	Better professional learning - aim towards new teachers and aim towards veteran teachers Better implementation - listen to what classroom teachers have to say & help, don't just tell us 'this is the way'	1/17/2025 5:17 PM
36	We don't have a balance assessment system. It is old, out of date, and doesn't work with Mastery Connect.	1/17/2025 4:17 PM
37	Reduce TK	1/17/2025 3:33 PM
38	Spend time creating assessments that actually assess what we are teaching. Mastery Connect is a joke! Those tests tell me nothing about my students' progress. There are also so many things piled on our plates, and nothing taken away. Second Step? Cultural Celebrations? New Cursive? What am I replacing? Something else has to go. Why are we still doing musicals that are not required?	1/17/2025 3:03 PM
39	The TK program is great. We need more time to work together as a site on behavior and on best practices.	1/17/2025 2:52 PM
40	Improvements: A consistent late work policy at the middle school level would; discuss the impact of promoting failing students who have not demonstrated proficiency	1/17/2025 2:08 PM

41	We do not have the early bird/late bird option for our special Ed TK/K program. In planning for next, this defined to become an option in order for overall student/classroom/learning success.	1/17/2025 1:15 PM
42	TK collaboration and grade alike meetings are very helpful. This allows us to gather ideas from others and learn new teaching techniques. It does not help to sit in a whole school grade level meeting, when topics do not apply to TK, such as lessons on the new apps for testing that do not apply to TK. The TK assessments we do before report card (grading) are time consuming, and without a release day this is taxing on the class.	1/17/2025 11:39 AM
43	What is working: collaborating with a mentor from Edna Hill who is amazingly supportive, helpful, has many resources and wants to see fellow teachers succeed.	1/17/2025 11:29 AM
44	Improvement would be for staff members to receive updated training for things such as Read Live.	1/17/2025 11:21 AM
45	I believe that CLCs are working. I do feel that there should be more grade level time to collaborate on newly adopted curriculum. Teachers have a lot on their plates yet we keep piling the plate higher.	1/17/2025 10:00 AM
46	Continued social emotional learning and support from school counselor	1/17/2025 9:56 AM
47	Multiple retakes for assessments is not beneficial most of the time. I have always make arraingements for retakes when I saw the need, but a blanket policy of retakes for everyone just leads kids to plan to fail. Then they ask to retake the assessment and rarely do they prepare the second time. So we end up spending time creating new assessments and grading them without seeing growth. When students know if matters, they will prepare.	1/17/2025 9:47 AM
48	I feel introducing mastery connect has been a struggle especially when we are still using the very outdated assessments. The mastery connect question bank has SBAC similar questions that could be exposing the students to the rigor that they will see at the end of the year but instead of working on new assessments, we have the students still taking the same ones which lessens the buy in teacher have to use the new program.	1/17/2025 9:31 AM
49	We need useful collaborative learning cycles with our site teams. We spend too much time with DO meetings and requirements. I feel like our new curriculum is being supported well but not all sites are using it the same which makes it next to impossible to create CFAs that are meaningful. We are trying our best with grading policies but teacher autonomy is going to be our challenge until all teachers can agree.	1/17/2025 9:15 AM
50	I would like to see more training for general education teachers on supporting classroom behavior. They need support with how to implement tier 1 intervention using PBIS strategies. They would also benefit from learnign more about the Universal Design for Learning which would assist them in how to implement general classroom accommodations for behaviors and academics.	1/17/2025 9:06 AM
51	New grading policies at the middle school level is needed. Grade for equity, and learning, not for the old-school skewed letter grade.	1/17/2025 8:40 AM
52	We need more time to prep (science especially). Also, it seems like we went quickly form just trying the new program to having official assessment requirements for the report of progress.	1/17/2025 8:25 AM
53	I understand we are trying to better prepare our students for state testig, however it feels like that has become a focus, rather than teaching the standards and the whole child. So many computer programs are being forced on us, when we also know technology is not the best for kids. It feels as if we need to reevaluate what our goals are as educators..... to teach to the test or to teach small humans.	1/17/2025 8:24 AM
54	As a teacher I haven't heard about or been trained in anything related to developing a balanced assessment system.	1/17/2025 8:21 AM

Q4 Improve Student Attendance Across the District Continue and refine site-level attendance improvement programs, including the use of incentives and targeted strategies for students who are chronically absent Sites continue to communicate daily and weekly across multiple platforms District and sites continue to monitor trends to improve attendance rates Please share what is working, what could be improved if there is additional funding or resources and what would you recommend to be reduced if needed?

Answered: 53 Skipped: 12

#	RESPONSES	DATE
1	Continue and refine site-level attendance improvement programs, including the use of incentives and targeted strategies for students who are chronically absent.	2/4/2025 7:53 AM
2	SRO making home visits for chronically out students SARBing families that don't bring their kids Community Liasons for constant communication with these families to get to the root of why and to help them get the kids here.	1/31/2025 4:09 PM
3	based on the responses from the CHKS I gather that students who continue to be absent don't feel connected, cared about by teachers and staff, or take the time to get to know the student.	1/31/2025 4:03 PM
4	Positive reinforcement of attendance at morning assembly. VP is reaching out to families that are at-risk due to attendance.	1/31/2025 2:40 PM
5	I believe there is a good Communications in regards to attendance	1/31/2025 2:10 PM
6	N/A	1/31/2025 1:33 PM
7	I am not seeing any incentives, but maybe that is because I don't have any chronically absent students. What happened to incentives and recognition for students who do have good attendance?	1/31/2025 11:15 AM
8	Our site did a week long "Lucky Duck" search the week before fall break. The students were so involved in it that they were excited to get to school early. I even heard parents complaining that the students were pushing them to get to school quicker and early or they didn't want to be absent so they could go looking for the ducks. It led to some of the highest attendance for that week in our school. (usually lots of students are absent due to parents starting vacations early)	1/31/2025 9:48 AM
9	I feel it is ridiculous that we have kids come to school when they are sick and not running a fever. They can not do their best work when they are not feeling good, not to mention, it gets others sick as well!	1/31/2025 9:46 AM
10	Our attendance awards, in increments, have really helped. Admin calls to parents whose students are continually tardy or absent would help.	1/31/2025 9:32 AM
11	I feel we need a better plan to target kids with excessive absences.	1/31/2025 8:48 AM
12	Continues practices to provide parents information regarding the importance of attendance	1/31/2025 8:30 AM
13	We're doing "all the things" and it's not making a huge difference. There has definitely been a culture shift in parent's attitude about sending their student's to school. Vacations are often the reason students are missing school and when given independent study students are not completing it. The independent study process is very labor intensive for multiple parties especially our office staff.	1/31/2025 8:12 AM
14	We have a wonderful attendance incentive program at Garin. However, it doesn't seem to make a difference. My class has had only 11 days of perfect attendance since the beginning of	1/31/2025 8:12 AM

	school.	
15	I think the message needs to get out to parents just how much money the district loses daily from absences. Students are frequently absent for travel...that's what we have breaks for! Many students missing a Thursday and/or a Friday for sports tournaments...	1/31/2025 8:11 AM
16	Not enough teachers are explaining to students what they are doing wrong, or some are holding grudges against students. Students recognize when teachers dislike them or don't want them in the class, and they often times act accordingly.	1/31/2025 8:09 AM
17	I very much appreciate the efforts being made to keep families informed about how student attendance impacts funding for the district.	1/29/2025 11:23 AM
18	More communication from the District to the community that we are fined $75 per day per student absence, which goes toward funding specific programs at each site.	1/26/2025 2:33 PM
19	The district needs to supply us with more $ for incentives.	1/24/2025 5:46 PM
20	Student Services is doing a nice job with monthly attendance updates. I would like to see what work is happening to support our students struggling with academics and those identified as EL.	1/24/2025 9:42 AM
21	I don't have any concerns in this area.	1/23/2025 8:09 AM
22	Truancy will never be properly addressed and/or eliminated until the state of California actually has consequences for families who don't send their kids to school.	1/22/2025 2:25 PM
23	SART and SARB MORE students. Parents won't take it seriously until the DO does. Earlier intervention and being consistent matters.	1/22/2025 2:13 PM
24	What communication should we and families be receiving weekly? Actually follow through with sarbing families	1/22/2025 2:07 PM
25	The one minute warning bell has been very instrumental in reducing tardies as well as a call home if a student is tardy.	1/22/2025 1:40 PM
26	No consequences for the chronically absent. Incentives are working for a small group of students that have improved attendance.	1/22/2025 7:30 AM
27	I love the Attendance Trophies!	1/21/2025 12:42 PM
28	I feel that the ability to take attendance in my class would greatly improve my issues with tardies and absences. This has been one of my biggest issues this year because I have to make my own attendance sheets just to keep track of the students in my groups. This took a ton of time but is the only way I can keep track of who is making it to rehearsals. I also had a lot of issues with students being late or missing many rehearsal then expecting to perform alongside students who have been consistently practicing. I have no way to hold them accountable for this behavior and it creates a lot of stress and frustration.	1/21/2025 9:48 AM
29	I feel like nothing is being done for attendance. There are no insentives for students or families who are chronically absent. The lack of the SARB process is having an impact. District office should have a position that goes out and knocks on doors. I do not feel like tracking down students shoud be a teachers job. Until families are held accountable, it will not change. Also, students who are here on transfers, and are chronically absent, should lose their transfer.	1/21/2025 9:19 AM
30	attendance seems to be improving & incentives for attendance, as well as being on time, as being utilized	1/19/2025 7:09 PM
31	I don't know. Because of our demographics, I have students who leave the country for weeks at a time. We have an incentive program but it has not worked. If students are contagious, they should not be in school, but there are many who just don't feel like going to school that day and stay home. We can't do it without the parent support. They are the ones we should be asking/targeting.	1/18/2025 8:21 AM
32	Cont to monitor trends to improve attendance rates	1/17/2025 6:17 PM
33	Attendance is a parent issue. This should not be put on the classroom teacher. Make parents more accountable & leave the teachers out of it.	1/17/2025 5:17 PM
34	Have some kind of reward for students who are here so that others see that and shoot for it.	1/17/2025 4:17 PM

35	na	1/17/2025 3:33 PM
36	There needs to be continued follow through. WHat happened to the policy that states if a student is out for 20 (at a time) they lose their spot (unenrolled). Why is that only for 'some' students and not for all? Needs to be consistent across the district.	1/17/2025 3:03 PM
37	We still have a lot of students who are constantly absent and tardy, we need to find a way to reach them. Also to follow through with attendance initiatives.	1/17/2025 2:52 PM
38	Several students are chronically absent, which makes getting caught up nearly impossible. This ties into them having lower grades and not achieving proficiency before promoting.	1/17/2025 2:08 PM
39	N/a	1/17/2025 1:15 PM
40	Informing parents about independent study has seemed to help at our site. I have a lot more students taking advantage of this system. Our site secretary is awesome and does so much follow up with parents related to attendance	1/17/2025 12:13 PM
41	TK is a different than most grade levels in that if a child feels sick, it is better for them to stay home so the germs don't spread.	1/17/2025 11:39 AM
42	What is working - staff encouragement and connection, ensuring students try to feel safe and wanted at school	1/17/2025 11:29 AM
43	Students who miss many days could maybe receive one-on-one help to get caught up right away.	1/17/2025 11:21 AM
44	The change in illness policy is creating an increasing in attendance yet it also creates more illness spread. At Ron Nunn, students that earn "Perfect Attendace Awards" receive bonus recess and a brag tag.	1/17/2025 10:00 AM
45	I think that BUSD should have a bus that run through the local neighborhoods each morning and afternoon to reduce traffic and pollution and that would help families get kids to school.	1/17/2025 9:47 AM
46	When there are incentives for the students, our attendance shows an increase so that's a positive thing to continue.	1/17/2025 9:31 AM
47	I think we are doing a good job. I don't like the award that teachers get for attendance because we have no control over our students coming to school. Maybe award our teachers that have good attendance.	1/17/2025 9:15 AM
48	In special education, we are seeing a huge equity gap in attendance compared to general education peers. We are holding IEP meetings, SART meetings, adding attendance goals, and adding transportation when neccessary. We are doing all these things but parents are still not bringing their students to school regularly and there doesn't seem to be any consequences with the SARB process. I know there isn't much the district can do with the SARB process not having any "teeth" but this is a huge problem. When students don't make progress on their goals, the staff and services are being blamed even though we are documenting that the students have not had consistant attendance.	1/17/2025 9:06 AM
49	Funding for after-school programs such as enrichment classes has reduced in recent years. These programs help students to get connected and likely improve attendance.	1/17/2025 8:45 AM
50	Give recognition to Perfect Attendance!	1/17/2025 8:36 AM
51	I have noticed that there is communication out to our school community updating families on attendance and attendance goals which I think is helpful.	1/17/2025 8:25 AM
52	This seems to be working	1/17/2025 8:24 AM
53	The new Independent Study system seems to be contributing to more absences.	1/17/2025 8:21 AM

Q5 Promote Culture that Supports Learning Develop and implement district and site-level culture and climate district committees Expand restorative justice practices by offering training, education and coaching Renovate the student study team process to be more efficient Increase opportunities for parents/caregivers and students to participate in site-level activities Ensure evidenced-based behavior supports and interventions are implemented consistently across all sites Please share what is working, what could be improved if there is additional funding or resources and what would you recommend to be reduced if needed?

Answered: 45 Skipped: 20

#	RESPONSES	DATE
1	Ensure evidenced-based behavior supports and interventions are implemented consistently across all sites. Increase opportunities for parents/caregivers and students to participate in site-level activities. Disruptive kids should be in classroom with strong trained teachers in behavior support and should have special program that supports these disruptive kids.	2/4/2025 7:53 AM
2	District wide community celebration lessons. More opportunities for community cultural events.	1/31/2025 2:40 PM
3	N/A	1/31/2025 1:33 PM
4	Revamping the SST process cannot happen quickly enough! I feel the process is so hard, and time consuming. It really is seen as an impediment for teachers. Many would rather ignore student struggles because the process has become so time consuming that no one has the time in our work day to complete all of the exhaustive paperwork required just to have a pre-meet before an SST can even happen. It seems very deliberate and purposeful to have it set up so that you have to really want to do it to go through the process. Many hours of work outside of our contracted day are required to fill out the forms.	1/31/2025 11:15 AM
5	A district wide procedure to SST would be beneficial. Have all staff CPI/NCI and trauma informed trained could greatly address many of the behavioral needs of all students.	1/31/2025 10:58 AM
6	We need to get parent support and help. I am hearing from students that parents ask siblings or others to help with homework or the parent doesn't feel the need for homework to be completed at home.	1/31/2025 9:48 AM
7	The more events we have on campus that unite the whole student body at one time, the more you can create community. The more students feel like part of their community, the more they will buy into and participate in our rules and expectations. We need to allow more parents on campus, maybe just before school? But the space between our schools and our families is getting bigger.	1/31/2025 9:32 AM
8	More support for things like Oratoricals and family wide events that promote community	1/31/2025 8:48 AM
9	Houses are working. It could be better developed for TK to provide understanding of the process.	1/31/2025 8:30 AM
10	Behaviors continue to be an issue especially when there is little or no support from parents to support the school.	1/31/2025 8:12 AM
11	Student misbehavior is at an all time high. We all have students in our class that hijack and disrupt the learning of others. So much of our time is spent on correcting/redirecting bad behavior/choices.	1/31/2025 8:12 AM
12	SST revamp...	1/31/2025 8:11 AM

13	Create fluid lesson plans that allow for adaptive principles rather than one track mind teaching. Students learn in different ways and it's important to be mindful of that.	1/31/2025 8:09 AM
14	Include classified staff in behavior support/intervention training	1/31/2025 8:08 AM
15	I would love to know more about the progress being made with the culture and climate committees across the district. How is this being shared?	1/29/2025 11:23 AM
16	We need to motivate more parents to volunteer, especially at free events. It is always the same parents over and over again.	1/28/2025 2:09 PM
17	Need more support for behavior interventions- We are dealing with more	1/24/2025 5:46 PM
18	I feel positively about all of this. I love our community celebration lessons and feel that BUSD is an inclusive place to work and attend school as a student.	1/23/2025 8:09 AM
19	Restorative justice is important, however, there needs to be more accountability and consequences for a program to be successful.	1/22/2025 2:13 PM
20	Students are responding well the the interventions and tiers in place to support their learning Families are more involved than in recent years Campus supervision should be increased More time/training and resources for students that are extreme and/or chronic behavior concerns	1/22/2025 7:30 AM
21	A district-wide matrix would be helpful with behaviors listed and consequences. That would make our schools more solid as well as the district as a whole. Example: slapping, hitting equals_____. Foul language equals _____.	1/21/2025 12:42 PM
22	Having orchestra as a class would allow more students to participate in the class. I know many students who wanted to join but could not because of carpooling or busing. Again the equitable thing to do would be to have it during the day when students can participate.	1/21/2025 9:48 AM
23	Climate and culture trainings for staff	1/21/2025 8:29 AM
24	I like the idea of inviting parents in to participate.	1/18/2025 8:21 AM
25	Ensure evidence based behavior supports	1/17/2025 6:17 PM
26	Culture and climate committees are working - always can keep improving but definitely better than in the past. Not working - letting bad behaviors slide. We can't teach & students who behave can't learn or feel safe when bad behaviors just get a "slap on the wrist". Suspension needs to be brought back.	1/17/2025 5:17 PM
27	na	1/17/2025 3:33 PM
28	Our kids are great, and really want to learn, but the district has taken away EVERY possible way I could give a consequence for inappropriate behavior. And the kids know it. They know they will not 'get in trouble' or have any consequences, so why behave? Why be nice? They know they can do anything they want and get away with it. Same with the rude, disrespectful parents. We have to take it. I am tired of being yelled at in the pick-up loop. We need counselors that actually work with students. There needs to be weekly groups. So many kids are in need. For years we have been asking (begging). But we are always told our counselor is busy putting out fires and can't work with students who need it. Or it's "We will look into it." Ya, that's never happened.	1/17/2025 3:03 PM
29	Ensuring behavior supports and interventions consistently across sites still needs a lot of work.	1/17/2025 2:52 PM
30	I'm not seeing the impact of any of these at my site	1/17/2025 2:08 PM
31	No changes needed	1/17/2025 1:15 PM
32	Our site is in the 6th year of implementing PBIS and we have seen a lot of great benefits from this system. I think restorative justice can be a component of the PBIS System, but would like to see more emphasis on PBIS instead of just restorative justice. I also think that if we have funding, it would be great to provide sites with ways to reward students for positive behavior.	1/17/2025 12:13 PM
33	We do very well with restorative justice practices at Pioneer, however, some issues are not solved with restorative justice, such as, fighting, threatening, bullying, etc. Interventions are not succeeding, especially at the TK level. When a TK student is allowed to say sorry for constantly hitting others, throwing chairs, and making others feel unsafe, restorative justice practicies are not helping.	1/17/2025 11:39 AM

34	Consequences need to be put in to place for students who are constantly disruptive and causing major issues in class. There is a lack of learning when those students are allowed to disrupt on a regular basis.	1/17/2025 11:29 AM
35	OCR not only serves as somewhat of a lunch detention but also students can work on homework.	1/17/2025 11:21 AM
36	Community celebrations are a positive, impactful way of promoting culture. I think it would be more meaningful if there were assemblies that tied into each community celebration as well. The restoritive justice practices are currently small groups that are in training. It would be beneficial if this training included all, such as our ALICE training each year.	1/17/2025 10:00 AM
37	The behaviors we are seeing are becoming more beligerant. Students now know that consequesces are nonexistent for most behaviors. We talk about how "all means all" for student success. That should also apply to student behaviors. Yelling at staff, calling them names, pushing into them should all be addresses with real consequences. Restorative justice is not a process that we can failitate in a school setting without more resources. We need to teach students that there are expected behaviors at school. Threats and profanity along with outright defiance are not acceptable. Without real consequesces we are doing a disservice to our students. Allowing these behaviors like we currently do does not promote a culture that supports learning. And it does the exact opposite for students who impacted by these behaviors daily.	1/17/2025 9:47 AM
38	I am very happy with what our site is doing with culture and climate however I feel that the stuff coming from the district is forced and inorganic. Our populations are so different at each site that we should be able to decide what our monthly focus is.	1/17/2025 9:15 AM
39	I would love to see general education teachers in elementary school be more open to having special education students for their weekly special activities. Our sped teachers are getting alot of push back about having students in their gen ed classes even though we are providing them with aide support. This gen ed time is on the student's IEP's and has to be implemented.	1/17/2025 9:06 AM
40	There is room to expand parent/caregiver involvement at the middle schools, perhaps in the area of community cultural events. Site leadership has made tremendous strides with improving school culture. The week of welcome program at AMS sets a strong foundation for the rest of the year.	1/17/2025 8:45 AM
41	Improved support staff behavior management and implementation of behavior plans	1/17/2025 8:39 AM
42	Reduce time allotted for Community Celebrations.	1/17/2025 8:36 AM
43	The student study team process could still use some refinement. Teachers are required to fill out a Google form that takes a lot time time in order to get invited to an At Risk lunch meeting (on our own lunch time). Then, will be able to attend an SST. A lot of time beyond the teacher's working hours is required to go through this process for a student. If you have several, like I do, it is a lot of extra time (my own time) needed to go through the process.	1/17/2025 8:25 AM
44	Our administrators to not handle behaviors in the same way. Our principal is very good at following through with students. Our VP is often seen rubbing the back of a child when they should have actual consequences. This inconsistency does not provide a strong leadership team. In addition, our VP still does not know the names of staff and which grade level they teach. She seems very confused and disconnected most of the time.	1/17/2025 8:24 AM
45	More behavior supports are needed in middle school.	1/17/2025 8:21 AM

Q6 Prioritize and Implement District Equity Plan Create English Learner (EL) master plan aligned to EL Roadmap Explore the feasibility of dual-language programs Diversify staff by revising recruitment practices Foster practices to encourage the retainment of a diverse staff. Implement ongoing professional development on unconscious bias Continue to build and implement community celebration lessons Please share what is working, what could be improved if there is additional funding or resources and what would you recommend to be reduced if needed?

Answered: 44 Skipped: 21

#	RESPONSES	DATE
1	Continue to build and implement community celebration lessons.	2/4/2025 7:53 AM
2	N/A	1/31/2025 1:33 PM
3	ELD curriculum and actual guidance on lesson planning with materials that work would be amazing. I was recently required to take 2 hours out of my classroom for ELD planning. No thought was given to the timing--December 16--and how taking time out of classroom at that time of year would impact the teacher. Having to spend hours making sub plans without being told what the purpose of the planning time was bothered me. Then we were not told what materials to bring, so when "independent" planning time was given, I had nothing with me to plan. I sat there wasting time after all the work I put in to even be out of my classroom. It was ridiculous! Things keep being done or planned with no teacher input as to what would actually help us or what we really need.	1/31/2025 11:15 AM
4	We are working to create additional opportunities to support the community celebration lessons. Our sight inclusion committee partnered with our PTA work to enhance those lessons with activities on campus throughout the month.	1/31/2025 10:58 AM
5	Proper training	1/31/2025 10:45 AM
6	Staffing in all areas is a problem. Classroom space is also a problem. We need more of both of these items. RN currently needs at least 3 more classrooms.	1/31/2025 9:48 AM
7	I love our community celebrations lessons! More cultural events at the school sites would be great!	1/31/2025 9:32 AM
8	Continuing to build on community celebrations and have teachers implement into their curriculum to support all grades.	1/31/2025 8:30 AM
9	Improving, but still a ways to go. The community celebration lessons in middle school being doing in Advisory are good, but are not embedded across curriculum. More staff training on how to incorporate into all lessons and across curriculum is needed, but the time is not there to do this.	1/31/2025 8:12 AM
10	Possibly change up the SST process...its not very math focused.	1/31/2025 8:11 AM
11	Include members from all stakehlders in trainings	1/31/2025 8:08 AM
12	I appreciate the time and resources being allocated to allow for the creation and feedback cycles required in developing the EL Master plan.	1/29/2025 11:23 AM
13	Our District ELD person needs to provide more support	1/24/2025 5:46 PM
14	What work is happening with our DEI consultants? The work is not being communicated. How will we continue our community celebration lessons in the following years?	1/24/2025 9:42 AM
15	I feel like having a dual-immersion program in our district would be a wonderful option.	1/23/2025 8:09 AM

16	DEI needs to DIE It is ineffective and inefficient in the real world and should thereby be eliminated in schools. We need to get back to a meritocracy. We have natural diversity already in our schools. Hiring should be based solely on merit. Students complain about the hour-long community celebration lessons. We can do them but it doesn't have to be an hour each month. We should explore the feasibility of dual-language programs.	1/22/2025 2:25 PM
17	DO work on grants to improve funding. We aren't competitive in salary and health benefits any longer.	1/22/2025 2:13 PM
18	The community celebration lessons and the activities that each school is putting on to support these lessons/celebrations are excellent	1/22/2025 7:30 AM
19	Love the celebration lessons! Would like to have aavailable an end of year- Heritage Day. Last year I had one where EVERY student's culture was recognized and shared through a small poster. They loved it!	1/21/2025 12:42 PM
20	I think the diversity presentations are great! I love celebrating the different cultures that we have represented in our schools.	1/21/2025 9:48 AM
21	We need more EL help to take the lessons off the teachers plate. Each school should have a certificated teacher who works with EL groups daily so teachers can use the time in their classrooms to help the other students. Comminity celebration lessons are okay, but teachers shoud be able to do a lesson that they choose and use the district ones as back ups if they need something.	1/21/2025 9:19 AM
22	The community celebration lessons get better each year.	1/18/2025 8:21 AM
23	Cont to build , implement community celebration lessons	1/17/2025 6:17 PM
24	You can only hire who applies and hope they are qualified. We need qualified teachers, not to just hire to fill a quota. Professional development on unconscious bias just makes the majoirity of teachers feel like they are being accussed when these presenters do not even know us.	1/17/2025 5:17 PM
25	Diversify staff by revising recruitment practices- Please just hire the most qualified people.	1/17/2025 4:17 PM
26	na	1/17/2025 3:33 PM
27	Foster practices to encourage the retainment of diverse staff? How about ALL staff? How about paying us a living wage? How about telling us there is no money, and then posting a position (unneeded from a teacher's point of view) for $120,000 for someone less educated than I am. Where did that money come from? I can earn $20,000 dollars more a year working in Antioch! Does that matter to the district? I like the community celebrations, but we need to know what we are allowed to throw out. What is this replacing? Do you think we all have a spare hour or two where we are sitting around wondering what to do with our kids? No! We can't get in the state required minutes to begin with! We are killing ourselves to be the best, and the district keeps throwing stuff onto our plate. Teachers are drowning (and no one is listening).	1/17/2025 3:03 PM
28	The progams in place are really helping. We need to continue with them. We have never done any professional development, or talks about equity since the initial meeting day before school started.	1/17/2025 2:52 PM
29	We definitely need more PD on bias and culturally sensitive pedagogy	1/17/2025 2:08 PM
30	N/A	1/17/2025 1:15 PM
31	Having a special schedule for Community Celebrations at our site has made teaching them much more manageable. I like that we are hiring more diverse staff and I do think it is important to continue staff development on unconscious bias, but this is a very sensitive topic and I think it has been difficult to implement training because of that.	1/17/2025 12:13 PM
32	Even though TK does not assess for the ELPAC, we have had great trainings on how to support EL students to make them successful for the following year.	1/17/2025 11:39 AM
33	DEI is going fine.	1/17/2025 11:29 AM
34	N/A	1/17/2025 11:21 AM
35	Community Celebrations are helping with our DEI.	1/17/2025 10:00 AM
36	I would like to see how the funding going into the unconscious bias training and restorative	1/17/2025 9:47 AM

	justice stuff is have improved the quality of education in BUSD. There is a lot of money going into these programs. Is there any benefit to them?	
37	This has been area that has frustrated me because, of course we want a diverse staff but we don't need to make our current staff feel like we are doing something wrong because we are not "diverse". More people, of all colors, would want to be teachers if it were a profession that was shown more respect. Every year we have to fight for a "raise" which is so humiliating. Why are we putting so much money into consulting groups who are telling us we need more diversity when what we need is to pay our teachers a wage that allows them to thrive in the communities they live in.	1/17/2025 9:15 AM
38	If there was additional funding, I think we would have higher retention rates of aide staff if they were paid a more appropriate wage. Most aides are making between $19-21.00 an hour to do one of the most difficult jobs we have in our district. When the spots go unfilled becuase the pay is too low, we end up paying contractors tripple the hourly rate to cover. If we increased the aide wage, we would be able to attract and retain more desirable aide staff and we would be saving the district money.	1/17/2025 9:06 AM
39	The district hiring practices of prioritizing the hiring of diverse staff appears to have led to the passing over of qualified candidates who don't meet district diversity standards.	1/17/2025 8:45 AM
40	Adams is benefitting from a increase in staff, especially admin, diversity. Keep up the great work in this much-needed equity plan.	1/17/2025 8:40 AM
41	Learn cultural characteristics of populations attending our school	1/17/2025 8:39 AM
42	The community celebration lessons are easily accessible and easy to implement. The students are engaged and seem to enjoy them.	1/17/2025 8:25 AM
43	This is going well	1/17/2025 8:24 AM
44	Please include a community celebration for white, heterosexual males. They are currently left out.	1/17/2025 8:21 AM

BUSD 2025-26 Strategic Action Planning Parent Survey Summary

Top Trends Identified:

1. **Strong Teacher Support:** Parents overwhelmingly appreciate dedicated, caring, and effective teachers who positively impact student learning.
2. **Behavior & Discipline Concerns:** Recurring behavior issues and a lack of consistent discipline policies were frequently mentioned.
3. **Curriculum & Academic Rigor:** Many parents feel the curriculum needs more rigor, especially in math and science, to keep students engaged.
4. **Parent Communication & Engagement:** Parents desire more transparency in decision-making and better communication about student progress.
5. **Technology & Materials Access:** While technology access is mostly adequate, some students lack resources at home, and tech implementation needs improvement.

What the District is Doing Well

✓ **Dedicated & Supportive Teachers**

- Many parents praised teachers' dedication, creativity, and ability to build strong relationships with students.
- Recognition for counselors and intervention programs that support struggling students.

✓ **Safe & Engaging School Environment**

- Schools are seen as welcoming, inclusive, and student-centered.
- Programs such as SOAR, kindness clubs, and leadership opportunities were cited as positives.

✓ **Technology Access & School Resources**

- Most students have access to Chromebooks, library resources, and online learning tools.
- Schools are making efforts to integrate technology in the curriculum.

✓ **Parent Volunteer & Engagement Opportunities**

- PTA, parent clubs, and community events were noted as valuable engagement opportunities.

Areas for Improvement

⚠ **Student Behavior & Discipline**

- Repeated behavior issues from the same students without clear consequences.
- Parents request more consistent discipline policies across all schools.

⚠ **Curriculum & Academic Rigor**

- Concerns that some students are not being challenged enough (especially in math and science).
- Requests for more project-based learning, advanced coursework, and STEM opportunities.

⚠ **Communication & Transparency**

- Parents want more frequent updates on what their children are learning.
- Requests for weekly teacher summaries and more transparency in school decision-making.

⚠ **Technology & Learning Resources**

- Inconsistent access to technology and learning materials for students who need them at home.
- Some parents feel there is too much screen time and not enough hands-on learning.

⚠ **Parent Decision-Making Opportunities**

- Many parents do not feel involved in school decisions and would like more influence on curriculum and policies.

BUSD 2025-26 Strategic Action Planning Parent Survey Summary

Survey Response Data (Chart Highlights)

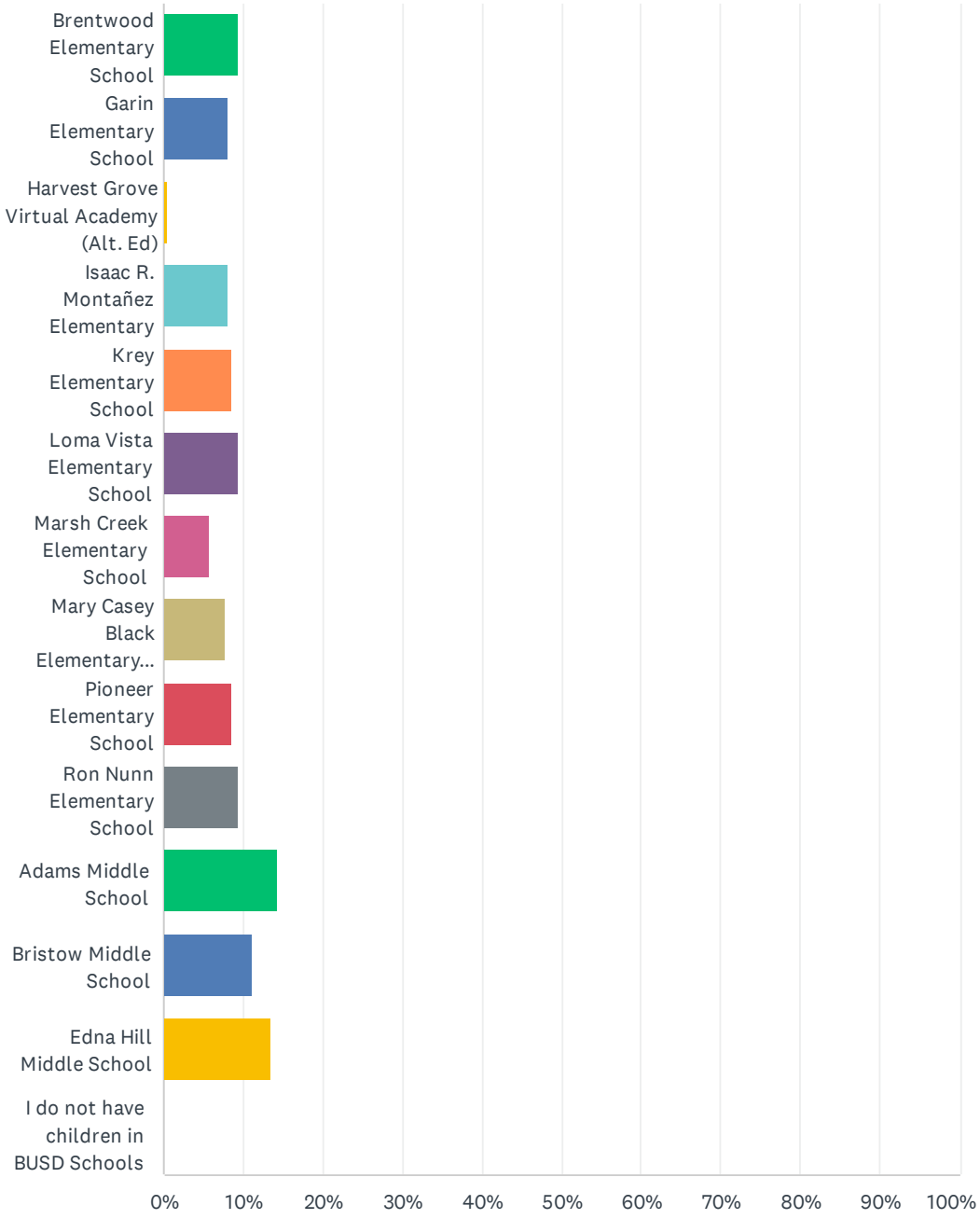
Question	Key Findings
Satisfaction with BUSD Education	77% satisfied, 14% neutral, 8% dissatisfied
Parental Engagement in Decision-Making	64% agree, 25% neutral, 10% disagree
Access to Instructional Materials & Technology	81% agree, 11% neutral, 7% disagree
Behavior & Discipline Concerns	50% cite recurring issues, requests for stronger policies
Curriculum Feedback	48% want more rigor & advanced learning opportunities

Recommendations for District Action

1. **Enhance Teacher Support** – Provide additional training and resources for handling behavior challenges and implementing rigorous coursework.
2. **Strengthen Discipline Policies** – Ensure consistent behavior policies and effective consequences across all schools.
3. **Improve Communication & Transparency** – Implement weekly updates from teachers on curriculum and student progress.
4. **Expand Advanced Learning & STEM Opportunities** – Introduce more rigorous coursework and STEM-based extracurriculars.
5. **Address Technology Gaps** – Ensure students who need devices at home have access to them, and improve tech integration in classrooms.

Q1 Please indicate which school(s) your child attends.

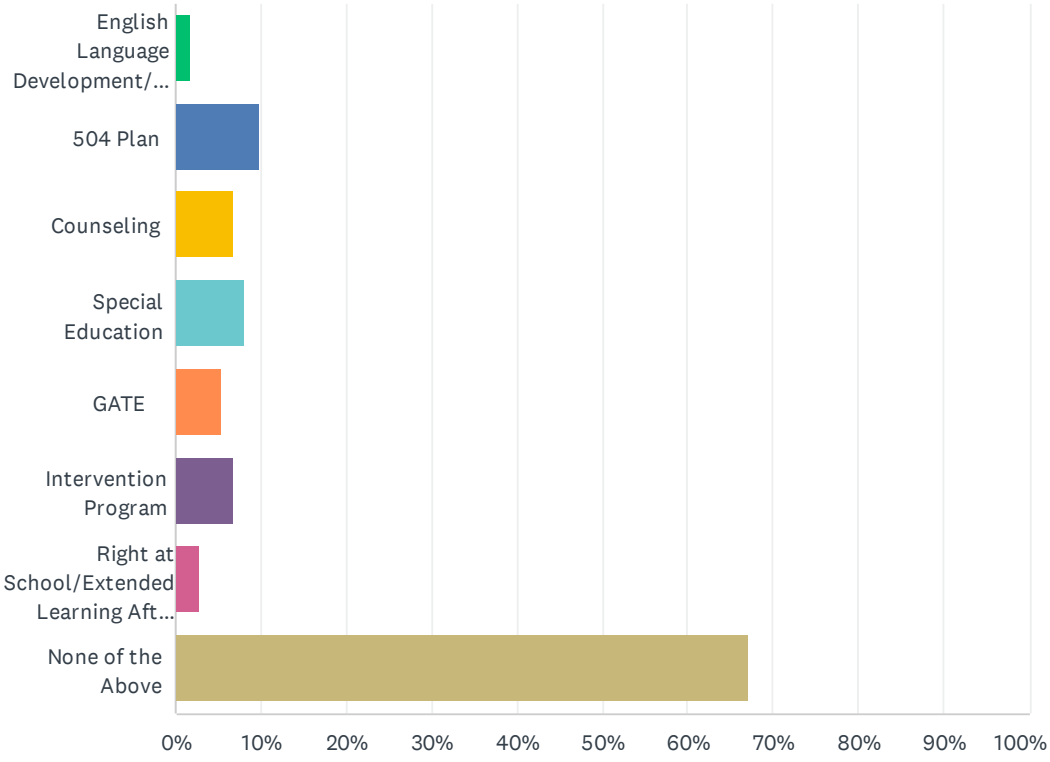
Answered: 224 Skipped: 0



ANSWER CHOICES	RESPONSES	
Brentwood Elementary School	9.38%	21
Garin Elementary School	8.04%	18
Harvest Grove Virtual Academy (Alt. Ed)	0.45%	1
Isaac R. Montañez Elementary	8.04%	18
Krey Elementary School	8.48%	19
Loma Vista Elementary School	9.38%	21
Marsh Creek Elementary School	5.80%	13
Mary Casey Black Elementary School	7.59%	17
Pioneer Elementary School	8.48%	19
Ron Nunn Elementary School	9.38%	21
Adams Middle School	14.29%	32
Bristow Middle School	11.16%	25
Edna Hill Middle School	13.39%	30
I do not have children in BUSD Schools	0.00%	0
Total Respondents: 224		

Q2 My child participates in the following program(s)

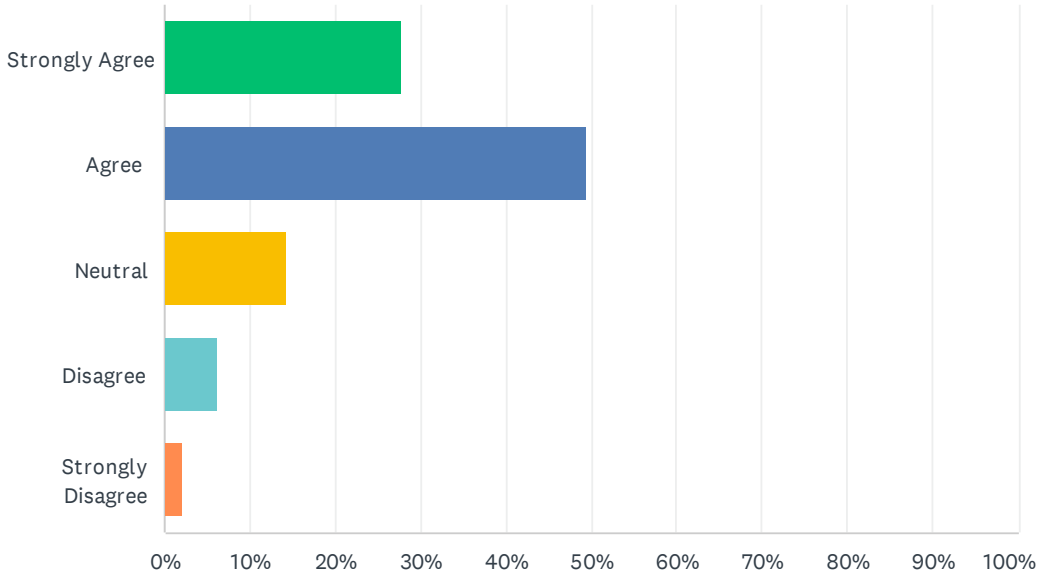
Answered: 222 Skipped: 2



ANSWER CHOICES	RESPONSES	
English Language Development/English Learner Program	1.80%	4
504 Plan	9.91%	22
Counseling	6.76%	15
Special Education	8.11%	18
GATE	5.41%	12
Intervention Program	6.76%	15
Right at School/Extended Learning After School Program	2.70%	6
None of the Above	67.12%	149
Total Respondents: 222		

Q3 I am satisfied with the overall education my child or children are receiving in BUSD. Please mark only one answer.

Answered: 224 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Agree	27.68%	62
Agree	49.55%	111
Neutral	14.29%	32
Disagree	6.25%	14
Strongly Disagree	2.23%	5
TOTAL		224

Q4 What is having a positive impact on the overall education of my child? What can schools do to improve the overall education my child or children are receiving?

Answered: 164 Skipped: 60

#	RESPONSES	DATE
1	Teacher, student communication. I wish parents knew more on how to help the kids at home.	1/30/2025 12:23 PM
2	Great teachers, teachers who are involved and inspirational to students	1/30/2025 11:45 AM
3	My child enjoys her teacher. She feels safe and accepted by her. Drama with her friends has been a problem and despite my efforts, the staff did not respond with much support or action.	1/28/2025 2:04 PM
4	Principles can learn to be non-bias and nonjudgmental and stop playing favoritism. Principles can stop shaming kids who are struggling and learn to build rapport With children. Teachers and staff need to be reminded and taught that they are educators and part of educating is not just academics. It is also teaching kids how to problem solve in natural environment settings when problems arise, not automatically jump to sending them to the principal's office or calling parents. Parents cannot answer their phone all the time parents work too. A school should be educators, teaching children to facilitate peer interactions, peer communication, problem-solving skills, and teacher should also learn to be the voice of reason and learn to tell children when it is a big problem and when it is a little problem. Teachers need to learn, patience and to allow children Some lenience.	1/27/2025 10:05 AM
5	Recognition. Was student of the month. Provide more opportunities to play sport of their choice. Allow any student to get involved in student leadership. Limiting spots to students turns many away.	1/26/2025 4:04 PM
6	The teachers have been amazing. The behavior issues at school from the same kids over and over again is getting tiresome.	1/25/2025 1:27 PM
7	Caring teachers.	1/23/2025 8:39 PM
8	Awesome teachers and office staff, lots of activities and focus on library math and social activities	1/23/2025 6:55 PM
9	Staff should be more diligent on being fair and friendly to all students. I have noticed the staff that greet students in the morning greet some students and not others which makes me feel as if my child is being treated differently.	1/22/2025 2:25 PM
10	My child has learned to be more independent with school work.	1/22/2025 1:43 PM
11	The class sizes are too big for 4th and 5th grade. The teachers need more support in their classroom for student with behaviors. The teacher ends up not having enough time to deal with behaviors and teach the rest of the classroom. Students that need smaller groups to learn, but do not qualify for IEPs or intervention have no support in the classroom.	1/22/2025 10:32 AM
12	Less homework, has been great to have minimal homework and more in class teaching and focus.	1/22/2025 6:50 AM
13	Great staff.	1/21/2025 2:29 PM
14	My sons Teacher has been wonderful, along with her student Teacher as well	1/21/2025 10:03 AM
15	Teachers and encouraging students. Having motivational speakers and teachers.	1/20/2025 10:32 PM
16	We almost feel like we are being forced to send our child to special education rather than respecting Parents opinions and suggestions.	1/20/2025 9:10 PM
17	Less homework so that my child can participate in out of school programs like swimming.	1/20/2025 5:10 PM
18	Teachers are generally very good, but have been disappointed in decisions made by	1/20/2025 9:54 AM

	Curriculum and Instruction department and School Board and will be interested in replacing Board members in future elections.	
19	Overall, the teachers are making a positive impact. You can keep counselors and intervention programs funded and running throughout your school district.	1/20/2025 12:22 AM
20	Have a therapist at school, specifically, for young girls who gets their cycle at age of 10 and 11. It should be applied in elementary and middle schools. Please feed kids healthy. Stay away from the foods which have a lot of preserves	1/19/2025 10:49 PM
21	Being part of his learning experience. Promote and encourage children accountability, and responsibility.	1/19/2025 3:24 PM
22	The teachers, staff, and administration at Loma Vista truly care about the students. They form connections and personally encourage them!	1/19/2025 3:17 PM
23	Academic successful	1/19/2025 2:56 PM
24	teacher help child to understand and help child to be preparing better on education.	1/19/2025 1:46 PM
25	LVS- My daughter participates in the LEAP reading program which is beneficial to meeting her individual needs. I would like to see more Science in the classroom. BMS- I like that my son has to be accountable for his grades each week and set weekly goals through the grade level check in advisory class.	1/19/2025 1:23 PM
26	I have two children attending the same school, in different grades. We are happy with the teachers our older child has had/currently have. We would like the opportunity to request the same teacher(s) when our younger child advances in grades. I believe this would benefit both our children and teacher. As a parent we would already know what to expect for learning, teacher expectations and homework. For the teacher we would already have that rapport built. Beneficial for everyone around. Please consider this option for siblings attending same school. Thank you.	1/19/2025 12:31 PM
27	Positive teacher. Support teachers so they can do their best in the classroom.	1/19/2025 10:08 AM
28	In the elementary my son’s teacher is great. In middle school it is hard to get ahold of the teachers to ask a questions. It is wonder that my son has the opportunity to retake test.	1/19/2025 8:21 AM
29	School programs, teachers, counselors, majorettes, staff, after school	1/18/2025 10:48 PM
30	Provide better curriculum for our children to expand their learning. For example the math given limits their abilities to expand their thinking. I believe Eureka math to be a great program for math for my children and other students.	1/18/2025 10:16 PM
31	Caring teachers, strong grades, consistent study habits, incentives	1/18/2025 1:38 PM
32	A variety of electives for the middle school	1/18/2025 1:01 PM
33	share ciriculum and not have so many substitute teachers throughout the year.	1/18/2025 12:05 PM
34	Caring and inspiring teachers	1/18/2025 10:42 AM
35	We need more after-school activities at a school site.	1/18/2025 10:01 AM
36	Children like the fact that in the older grades there is no homework or it is an optional task. However, when they go to middle school they are having very hard time adjusting to having grades and homework. Maybe 4th and 5th grades can start preparing them to middle school system a little more so that when they finally go to middle school it is not so difficult for them to get used to new grading and homework system.	1/18/2025 7:56 AM
37	My child is doing well socially. To improve, schools can streamline the online platforms being used. There are way too many for even parents to keep up with let alone middle schoolers.	1/18/2025 6:50 AM
38	Class in Spanish	1/18/2025 1:37 AM
39	Sports is having a positive impact as the ability to participate requires a minimum GPA and good school behavior. For improvements, there needs to be a quality with teachers to engage with their students for them to learn.	1/18/2025 12:22 AM
40	Intervention classes are making a huge positive influence on my sons overall success and happiness at BUSD elementary schools in his school career so far.	1/17/2025 10:45 PM

41	Classroom structure has a positive impact. I think my child could be challenged more and have more lessons that are hands on/outdoors.	1/17/2025 10:35 PM
42	Teachers are very good	1/17/2025 9:43 PM
43	The attentiveness of the teaching staff.	1/17/2025 8:42 PM
44	N/A	1/17/2025 7:42 PM
45	My child is making progress. I think better communication with parents.	1/17/2025 7:40 PM
46	Listen to parents concerns especially about the new sex ed	1/17/2025 7:02 PM
47	ASB, Band, Advance Math classes	1/17/2025 6:26 PM
48	I really feel teachers should have a day where they go over anything the kids don't understand in regards to how things work in middle school. For example, do they know how to navigate Canvas correctly or Aeries? Or maybe they don't know if they are submitting something correctly or as simple as where to buy a social ticket. I feel like kids have to just "figure it out." I have had situations where my child doesn't know how to do something or where to find it and when I ask why they didn't ask the teacher the answer is because there was no time or the teacher was too busy.	1/17/2025 5:39 PM
49	STEM	1/17/2025 5:18 PM
50	My student is enrolled in 7th grade at Bristow and has an IEP. I am pleased with the service and support she is receiving.	1/17/2025 5:08 PM
51	He has a wonderful teacher who makes him want to try harder and rewards good behavior.	1/17/2025 4:23 PM
52	Amazing teachers!	1/17/2025 3:23 PM
53	relationships my children have built with teachers. My 5th grade student enjoys most of the education and my frist grade student enjoys the relationships he has built. My children enjoy all subjects and most of the teachers teach my students well.	1/17/2025 3:06 PM
54	Have teachers who care about teaching	1/17/2025 3:00 PM
55	There isn’t one, my student does not feel heard	1/17/2025 2:06 PM
56	Teachers are very supportive and kind. Improve elective offerings. History of Rock and Roll, 2 Film Studies classes, and questionable Digital Media Arts class is concerning	1/17/2025 1:56 PM
57	Adults he can trust such as the counselor; teachers need behavior management training	1/17/2025 1:46 PM
58	My daughter participates in the kindness club and enjoys it.	1/17/2025 1:33 PM
59	Stronger measures/discipline to the students regarding dress coding. Please enforce dress coding.	1/17/2025 1:26 PM
60	Sped services and after school middle school sports	1/17/2025 1:16 PM
61	My daughter has excellent teachers!	1/17/2025 1:05 PM
62	I can't imagine a better way to meet my daughter's needs. Marsh Creek School goes above and beyond anything I could ever want in a school.	1/17/2025 12:58 PM
63	Need more teachers that understand what is student needs	1/17/2025 12:52 PM
64	At Pioneer the focus around the DE&I initiatives, the staff, leadership, parents club that is supporting this effort and truly making Pioneer a place where everyone belongs. The diversity at the leadership level has been key in demonstrating how representation matters and allowing brown and black students see themselves in these pivotal roles.	1/17/2025 12:44 PM
65	These teachers need to be held accountable. As if summer break wasn’t enough for them. They constantly missing class for whatever reason including personal days and vacations. You’re so concerned about student attendance etc for funding. Hold these teachers to the same expectations	1/17/2025 12:38 PM
66	Teacher support and involvement. Strong encouragement for extracurricular activities such as SOAR and Kindness club. Fun learning games like IXL. Improve- fun activities involving reading, music, sports. I like that the school teaches about various diverse global holidays	1/17/2025 12:37 PM

67	Available of social-emotional counselor; deal with student to student racism more seriously and swiftly and make it safe for students to report	1/17/2025 12:33 PM
68	Having a 504 plan. Having teachers and faculty that are open minded and understand that all children are different and to do fit in a particular box. There have been a change to the faculty and staff this year and I am very happy with the change.	1/17/2025 12:27 PM
69	More homework	1/17/2025 12:17 PM
70	I appreciate that Ron Nunn is finding creative ways to encourage good behavior at school with their tokens. I would really like to see the school do more break out sessions, grouping children based on skill level. They do this for reading but not math. Other schools outside of CA start breaking out into separate classrooms classes earlier, rather than wait for middle school.	1/17/2025 12:10 PM
71	More individually focused learning plans. My daughter is bored and met all the end of the year goals before the school year started.	1/17/2025 12:03 PM
72	There should be more teachers at recess. My daughter has gotten hurt and cuts several times without it being addressed.	1/17/2025 11:59 AM
73	Student -Teacher relationship has been the largest impact for my child. He adores his kindergarten teacher Mrs. Erhlich. The curriculum of kindergarten is low for my student's skill set; while we complete enrichment at home, there have been minimal enrichment opportunities for enrichment at school. Thus far my child does not associate school with learning.	1/17/2025 11:55 AM
74	The teachers.	1/17/2025 11:45 AM
75	love the teachers	1/17/2025 11:28 AM
76	Improvement at Edna Hill: I am new to middle school and am disappointed to learn how much time is spent on computer assignments especially in the form of homework. It is hard enough to keep kids off screens, but now it seems most everything is on screen and giving kids too much temptation to stray away from their assigned work. I have a very strong, driven and responsible child whom I thought I could trust always "just doing homework" but once I saw her looking at youtube shorts while she was supposed to be doing homework - I felt so sad that even she could not resist the temptation of the internet and was distracted from her work. Shame on all these teachers for leading our children into temptation. And why? They get plenty of time to learn technology, it shouldn't be part of their homework too. We've gone from a great paper/pen learning format at our elementary school to almost entirely computer. Also, what has happened to the wonderful AR program that we used at elementary school? I hear Bristow or Adams still uses it? My bookworm child in elementary has gone to reading ZERO % in her time at home. Let's talk textbooks? Why have I not seen one? It seems BUSD has invested a lot of money in this "Paper" tutoring service, but some of us parents are happy to try to help our children with their studies first. How can we do this when our children do not bring us home a textbook to see what they are learning. I am very disappointed to not know what subjects my child is learning? ie math - I have NO CLUE what topics or levels in math she's at. If it weren't for me personally asking the teacher to send her completed work home, I would NEVER she what she's been doing at school. I had to make a special request to see this and it is sent home only at the END of the quarter. There needs to be more effort for teachers to communicate with parents just what the children ore learning. I am happy to talk to ANYONE about this please call me	1/17/2025 11:26 AM
77	Dedicated teachers who are passionate, engaging and well-trained often inspire children to learn & excel. Focus on Social-Emotional Learning that foster emotional intelligence, resilience and communication skills which contribute to a childs overall developement. Strong Teacher-Parent Communication like frequent updates and feedback which keeps parents informed and more involved not just reporting missing assignments or wait until the report card. Fostering a growth mindset where they should emphasize effort and improvement rather than just grades. Enhanced Teacher Training by ensuring teachers stay updated on effective teaching methods.	1/17/2025 11:20 AM
78	BUDS being family oriented provides positive impact, we are grateful to be part of it.	1/17/2025 11:19 AM
79	If the school can extend the hours of AR test following reading a book till atleast 7pm.	1/17/2025 11:10 AM
80	bring programs like music, we came from another district, I can see right away the level on the previous school is higher, while I might not have the exact reason as an example I noticed my son has not spelling or reading home work either reviews on school for this so I do believe	1/17/2025 11:09 AM

	there's room to improve to either bring a different dynamics for the kids to improve their English and Math level.	
81	Capacity for kids with special needs, ADHD,ADD,AUTISM	1/17/2025 11:03 AM
82	My child enjoys going to school and looks forward to being at school. The school environment alone is enough to have a positive impact that my child wants to go to school. I would love of the school had book club, writing club, or drama club. I feel these clubs can improve overall education.	1/17/2025 10:57 AM
83	Ensure that the food doesn't run out and that kids have enough time to eat	1/17/2025 10:50 AM
84	It all depends on the teacher. This year my kids have good ones. Last year my boys had two teachers who didn't even have credentials yet and were still in the process and it was obvious. Lack of communication and organization. They seemed lost and even asked me the parent at one point what was different about the classes the previous year and what should they do differently.	1/17/2025 10:48 AM
85	His teacher is great and she communicates with us daily on what	1/17/2025 10:44 AM
86	Teachers and specific programs for enhancing their development while learning. School events that foster education and activities that call for participation.	1/17/2025 10:43 AM
87	Add science education to elementary schools. Other school districts like Pleasanton have science education	1/17/2025 10:43 AM
88	Structure of the classroom environment is positive. Lack of enforcement of rules and turning a blind eye to poor behaviors when they occur needs to stop.	1/17/2025 10:42 AM
89	I appreciate the school community and supportive staff	1/17/2025 10:37 AM
90	Additional reading intervention	1/17/2025 10:31 AM
91	Communication has been outstanding!	1/17/2025 10:24 AM
92	Stop penalizing smarter children for the benefit of those struggling. Allowing the lowest scoring kids to dictate the "pace" of learning is an absolute disaster for all kids in the long run.	1/17/2025 10:19 AM
93	My child loves his teacher and I am satisfied with the education he is receiving. The staff members that go above and beyond to make students feel welcome and included really make a positive impact.	1/17/2025 10:15 AM
94	My kids enjoy the Pioneer community. They feel safe and have a good friend group. Both of my kids (Grade 3 and Grade 5) are doing well academically, however often tell me they are bored in school.	1/17/2025 10:14 AM
95	My child is a high energy, highly intelligent child who needs activity with learning. More physical education or incorporation of physical activities with learning would be helpful to improve his learning.	1/17/2025 10:06 AM
96	It's not a positive experience for my boys	1/17/2025 10:01 AM
97	Positive- the staff are incredible. Improve- better pay for teachers and staff.	1/17/2025 10:00 AM
98	Access to Computer Science, Earlier second Language classes.	1/17/2025 9:58 AM
99	All of the Teachers my children have had have been great.	1/17/2025 9:43 AM
100	Quality teachers - Mrs. Heather DiMaggio & Mrs. Ariel Gordon	1/17/2025 9:42 AM
101	The interventions he is receiving have been extremely positive and helpful to his special needs.	1/17/2025 9:40 AM
102	I strongly disagree with group punishment, and it amazes me every year that it continues to it's not what motivates kids and changes behavior. I also notice that spelling is not being taught enough as we have to do extra spelling at home.	1/17/2025 9:36 AM
103	Art programs add more extracurriculars sports art stem programs	1/17/2025 9:35 AM
104	My child's teacher is having a positive impact. Her positivity, her inspiration, organization, and ideas.	1/17/2025 9:32 AM

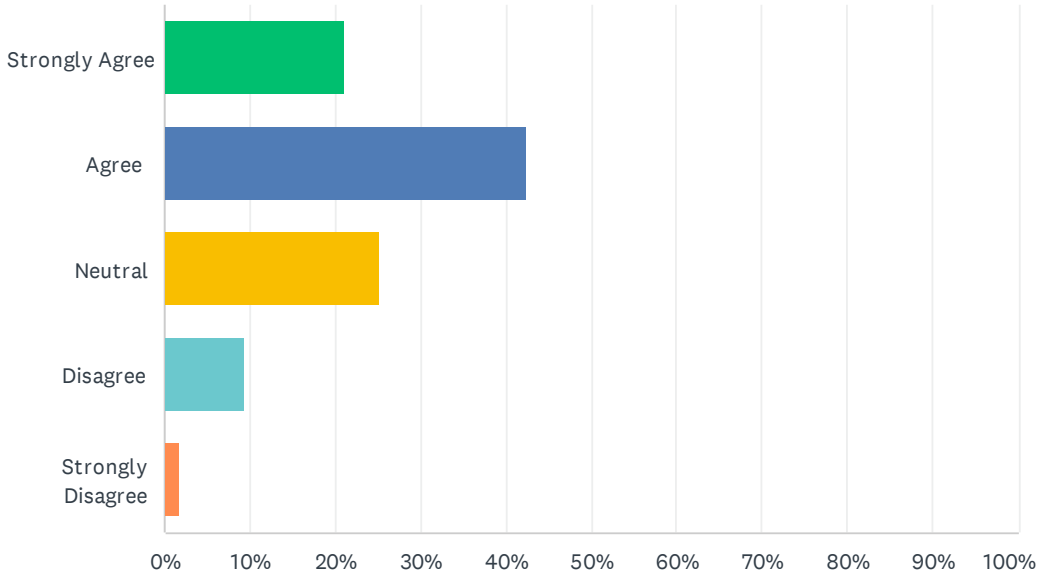
105	improving staff training, hiring more staff, the importance of word compassion to families	1/17/2025 9:26 AM
106	Having all the resources at different schools	1/17/2025 9:25 AM
107	Teacher one on one time with each student.	1/17/2025 9:24 AM
108	Offer more advance curriculum in the classroom	1/17/2025 9:21 AM
109	My child receives alot of support from his teacher. Thank you! What could improve would be accountability. If students are held accountable for their own academic and behavioral choices, it creates a safer and positive environment for the whole school.	1/17/2025 9:17 AM
110	Having a caring kind and understanding teacher is helpin. What could help would be to raise standards and push kids a little harder academically.	1/17/2025 9:16 AM
111	Creating a safe and positive school environment. School can improve to encourage kids to develop high self-esteem.	1/17/2025 9:12 AM
112	I think the K/1 teachers along with the reading interventionist work really hard to help students become readers. I was very impressed their hard work and dedication especially during and coming back from covid. However, I felt like the level of expectations and teaching quality has declined since then. It seemed to turn into a lot of worksheets/independent work given to students to keep them busy and quiet. The level of communication has declined as well. In the last few years, it has been on rare occasion to get communication from teachers, other than forwarding on the parents club newsletter or asking for donations. In order to improve, I think teachers need more professional development and principals need to be knowledgeable on the curriculum as well, so that they can be in classrooms more in order to hold teachers accountable.	1/17/2025 9:10 AM
113	Stop overcrowding the schools with out of district transfers	1/17/2025 9:07 AM
114	Teaching things that is not the schools right to decide! Teachers opinions	1/17/2025 9:05 AM
115	More hand written work.	1/17/2025 9:04 AM
116	Require parent involvement with homework assignments	1/17/2025 9:01 AM
117	The teachers are amazing! Please stop serving junk and processed meat for lunch! Processed red meat is a known cause for cancer, and all the junk is know to cause obesity in children and a plethora of diseases. Better food, please!	1/17/2025 9:00 AM
118	Supportive teachers such as Kristin Lyman, Andrea Kopshever, Tracy Kemper, Mike Kemper, Ceci Vo are having a positive impact. Note the commonalities in those teachers - supportive, positive, and uplifting. Schools can work with teachers to eliminate sarcasm and public dressing down from teachers to students.	1/17/2025 8:58 AM
119	The teachers. Pay them well.	1/17/2025 8:58 AM
120	Amazing school	1/17/2025 8:55 AM
121	Safety. My children do not feel safe at school because of the school administrations lack and inability to handle incidents.	1/17/2025 8:54 AM
122	Ensuring that our children within the community are not subjected to any “woke” ideology. Stick to the basics and fundamentals. Math and Science should be a larger focus amongst our youth.	1/17/2025 8:52 AM
123	My child’s teacher is amazing! I think that is the biggest positive impact.	1/17/2025 8:51 AM
124	The current SOAR program is very helpful for my child learning the English language.	1/17/2025 8:50 AM
125	My child has supportive teachers. Make the curriculum more rigorous so we can compete globally.	1/17/2025 8:49 AM
126	The teachers have a positive impact. They need more funding and resources to enhance our children’s learning. The fact they need to create Amazon wishlists is a tragedy. With the amount of tax dollars we pay every year, it’s baffling that there never seems to be enough money. I hope the board will continue to look at this and prioritize teachers and ensuring they have all the resources they need to ensure our children receive an exceptional education.	1/17/2025 8:48 AM
127	He is learning quickly but faster than his peers. This is causing boredom with school	1/17/2025 8:46 AM

128	He loves how helpful his student aid is. She makes school fun. Miss Erin in miss kings class (marsh creek)	1/17/2025 8:45 AM
129	Relevant, inspiring, actionable, practical learning has a positive impact on my child. Boring lectures about the Ming Dynasty for weeks on end do not make any impact.	1/17/2025 8:45 AM
130	My child is new to Krey this year and overall has been coming home unhappy , she says the kids are not nice to her at this school and are "cliquey". The office people are unresponsive over the phone and have had to make physical trips to the school to get ahold of them.	1/17/2025 8:44 AM
131	Promote more opportunities for leadership training. The school have some opportunities, but I believe all students should participate in this activities. Not only a few.	1/17/2025 8:42 AM
132	My daughter is a kg and I like what she has learn so far. Giving them more ways to help them to learn how to spelling words	1/17/2025 8:42 AM
133	Teachers and their creativity in teaching and their personal approach towards each child is creating a positive impact towards my children. Schools can bring more experiences which create curiosity in children- like a technology exhibition, science exhibition, projects for middle schoolers, something that can be a collaboration between student, teachers and parents	1/17/2025 8:40 AM
134	The teachers at Krey have a positive impact on my children. I am grateful that my kids have wonderful teachers. Something to improve-- the only negative thing I hear from my kids is that sometimes the food they like ran out already when it's their turn at the lunch line. They believe that the last class going out for lunch are unlucky because they don't have the food options the other kids have.	1/17/2025 8:38 AM
135	Teacher and Parent Involvement	1/17/2025 8:38 AM
136	since I have 3 kids, i can clearly say that my present child who is at Isaac is not receiving enough lessons, such as enhancing their essay writing skills, no book reports, most of the lesson that they are teaching is so behind, 4th grade where given a 3rd grader lessons which makes as anxious as a parents. i can really compare because I have 3 kids.	1/17/2025 8:36 AM
137	The teachers my children have had have been exceptional. More alternative learning options and less time at desks would benefit the children. Longer recesses are importsnt as well.	1/17/2025 8:35 AM
138	Continue to provide teachers/educators that are passionate/happy to be at work. Allow teachers that are burned out and ready to retire to do so. The kids can feel who wants to be with them and who does not.	1/17/2025 8:33 AM
139	More STEMS	1/17/2025 8:32 AM
140	My child is blooming at Adams middle school. The teachers are phenomenal and just being there for my child makes him feel so welcomed. The principal is absolutely amazing and all the teachers that my son has are amazing. There’s nothing that can be improved in my opinion.	1/17/2025 8:32 AM
141	The reading intervention team has been working well with my son. It would be nice if the school offered after school clubs or activities (chess club, Lego club, sports after school, etc). It also would be nice to see more teacher sand parent participation with the PTO. There seems to be a particular lack of teacher engagement with the school.	1/17/2025 8:32 AM
142	Teach who are happy to be teaching and try to create a positive learning environment	1/17/2025 8:29 AM
143	The school staff are amazing. The principal, assistant principal, front desk administrators, and teachers are wonderful. It’s a well run school - orderly, safe, and fun.	1/17/2025 8:29 AM
144	Leap reading seems to be working. There can be more field trips.	1/17/2025 8:26 AM
145	Teachers have generally been great, but the complete lack of spelling instruction/practice is a serious oversight, and will inhibit our child’s ability to meet basic standards and expectations of a 6th Grade student next year.	1/17/2025 8:26 AM
146	Teachers, Staff, and overall chemestry at Loma VIsta is possitive and uplifting for my child! He loves going to school everyday!	1/17/2025 8:26 AM
147	My child is improving her social skills, academic skills and physical development in proper way. She loves to go school and learn new things.	1/17/2025 8:25 AM
148	Wonderful teachers!	1/17/2025 8:25 AM

149	Creating a community at school is having a positive impact.	1/17/2025 8:24 AM
150	Thankfully my daughter has a wonderful teacher but they are basically failing 5th grade and nothing is being addressed except reading intervention. I'm not sure how they are going to survive 6th grade.	1/17/2025 8:23 AM
151	Students need personalized help when parents reach out with topics students are struggling in.	1/17/2025 8:23 AM
152	Having resource classes	1/17/2025 8:21 AM
153	Our experience has been wonderful from the staff to the teachers. We have no complaints	1/17/2025 8:21 AM
154	Smaller classroom sizes	1/17/2025 8:20 AM
155	Commitment from the staff to prevent and punish bullying	1/17/2025 8:18 AM
156	Test percentage of grade is way too high not fair to students who are not good testers but complete all assignments and are in excellent attendance	1/17/2025 8:16 AM
157	Our child is new to MC, and was ahead of the other kids in the class. We brought this up at the beginning of the year, the teacher assured us they would separate the advanced kids from ones that hadn't been to school yet. They did not do this and now, halfway through the year, our child has lost much of what she learned in her first TK class. Her handwriting is worse, counting, letter recognition, etc. And she's bored, which we were concerned about.	1/17/2025 8:15 AM
158	The caring and involved staff at IME are amazing! However class sizes in the upper grades are too large and chaotic	1/17/2025 8:14 AM
159	I have been very impressed with the teachers, staff, and admin. Fantastic experience so far.	1/17/2025 8:12 AM
160	Their teachers are having a positive impact on my children. We do not need to incorporate any type of LGTQB in their education. It’s not necessary for the lifestyle at this moment.	1/17/2025 8:12 AM
161	Safety during drop off and pick up - parents not following the road laws	1/17/2025 8:11 AM
162	My only issue was lack of communication for recent awards assembly. Communication was very late, which caused me to miss my first award's assembly.	1/17/2025 8:10 AM
163	Varies by teacher. One shows true compassion for my child wanting success and challenging her skills. Another does not seem to advocate for individual needs.	1/17/2025 8:09 AM
164	N/A	1/16/2025 2:39 PM

Q5 As a parent, I have the opportunity to engage in activities and participate in decision making activities at school.

Answered: 222 Skipped: 2



ANSWER CHOICES	RESPONSES	
Strongly Agree	21.17%	47
Agree	42.34%	94
Neutral	25.23%	56
Disagree	9.46%	21
Strongly Disagree	1.80%	4
TOTAL		222

Q6 What decision making opportunities do I value? How can schools help parents become more involved and engaged in their children's schools?

Answered: 120 Skipped: 104

#	RESPONSES	DATE
1	Parent work schedules usually clash with being able to participate in school/parent activites	1/30/2025 12:23 PM
2	Parents volunteer, PTA	1/30/2025 11:45 AM
3	I'm not sure parents have been involved in any decision making opportunities this year.	1/28/2025 2:04 PM
4	What decision making? The school is ran by a tyrant of a principal. She is absolutely unreasonable. She plays nice to your face and then does the complete opposite later and then when your children come home and complain about it, she acts like your children are the problem and the liars. But there seems to be a reoccurring pattern. Parents can become more involved by getting this principal gone. They can have more kid, friendly events held at the school to help build unity amongst the kids and get the parents involved well simultaneously raising money for their own school.	1/27/2025 10:05 AM
5	Decisions regarding programs.	1/26/2025 4:04 PM
6	Class and teacher selection. Get more dads involved.	1/25/2025 1:27 PM
7	I am not aware of any decision making opportunities. Is this something emailed out to parents?	1/22/2025 2:25 PM
8	Working parents need some of the parents club meeting in the evening	1/22/2025 10:32 AM
9	I appreciate having control to opt out of education that may not fit our values or principles.	1/22/2025 6:50 AM
10	More surveys for parents where input needs to be made	1/21/2025 10:03 AM
11	Curriculum	1/20/2025 10:32 PM
12	Be more transparent about what is being actually taught to my child on weekly basis. The responses that I get even after asking are bleak	1/20/2025 9:10 PM
13	Consistent email/text communications	1/20/2025 5:10 PM
14	Increased transparency regarding curriculum decisions including requiring Board members to review material in detail. Balanced leadership from C&I department director which shows value of open engagement of disparate viewpoints.	1/20/2025 9:54 AM
15	I value being a part of my child's education and being included in his overall learning. Personally, I think schools provide a tremendous amount of ways to be involved in their child's school. There are several options; as little effort as just attending an assembly to honor their child, medium effort like volunteering in the classroom and maximum effort like becoming a part of the PTA. There are plenty of options; parents just have to make the time and effort.	1/20/2025 12:22 AM
16	Make it more clear where and when parent involvement is desired. Make the process to be cleared as a volunteer more accessible.	1/19/2025 7:01 PM
17	what my child is allowed to participate in school. Informing them of what is going on.	1/19/2025 3:24 PM
18	I appreciate having input regarding how additional fundraising money is used to support our students.	1/19/2025 3:17 PM
19	More social events	1/19/2025 2:56 PM
20	school support parent as much as possible to help child's academics and help child every way.	1/19/2025 1:46 PM
21	I’m happy with how the schools are handling this	1/19/2025 1:23 PM
22	I strongly value the opportunity to review special education like sex education and opportunity to remove my son from the lesson. I feel schools give parents lots of opportunity to get	1/19/2025 8:21 AM

	involved.	
23	I feel I get great communication and have plenty of chances to engage	1/18/2025 10:48 PM
24	I worry about the lack of parenting some of the students are receiving- parent education courses, tighter transfer processes, and more resources for the school would help	1/18/2025 1:38 PM
25	Curriculum choice process. More funding for parent/volunteer p grams like Art docent	1/18/2025 8:09 AM
26	I value this survey and hope the information gained is used to benefit students. Schools can help parents by paring down the number of online platforms used. There are way too many to keep up with.	1/18/2025 6:50 AM
27	There’s a lack of communication or opportunities for parents to become more engaged for working parents that can not volunteer during/before/after school hours.	1/18/2025 12:22 AM
28	School P.E. Syllabus, field trip ideas	1/17/2025 10:45 PM
29	Aeries portal	1/17/2025 9:43 PM
30	Nothing to add	1/17/2025 8:42 PM
31	IEP AND DAILY PROGRESS	1/17/2025 7:40 PM
32	Parents voiced their opinion that we don’t want the new sex ed. The numbers show yet the board didn’t listen	1/17/2025 7:02 PM
33	The opportunities are there. Interested & able parents will become involved.	1/17/2025 6:26 PM
34	I think the parent is more involved when the child is more involved first. For example if my child doesn't have time for sports because he/she is spending too much time on homework then it makes me less likely to get involved.	1/17/2025 5:39 PM
35	Allow parent to virtually join conferences	1/17/2025 5:18 PM
36	It is helpful when teachers reach out if they see a student struggling. Both of my daughters received help with reading programs at Ron Nunn but it is helpful when parents receive feedback about what is being taught in Soar or any other intervention classes. As parents we don’t receive feedback when our student is struggling or improving. More feedback over all on progress being made would be helpful.	1/17/2025 5:08 PM
37	I value safety, respect and no bullying.	1/17/2025 4:23 PM
38	I value all decisions making. I don't appreciate the second step and involving my kids in gay/straight/ and trans discussions as these are adult topics not needed to be giving exposure to my kid about.	1/17/2025 3:06 PM
39	Offering more parent meetings	1/17/2025 3:00 PM
40	N/A	1/17/2025 2:06 PM
41	Parents are very busy and incredibly stressed out especially since COVID. Make decision input clear and easy (MS Form) and emails to be succinct, simple, and include the impact this decision may have on their child	1/17/2025 1:56 PM
42	Support needed in the classroom such as behavior management; this school needs to communicate better with parents	1/17/2025 1:46 PM
43	Brentwood Elementary invites parents out to many student events.	1/17/2025 1:33 PM
44	Reach out to parents directly to ask them to participate and engaged in school activities.	1/17/2025 1:26 PM
45	Sex Ed/DEI/Gender Identity issues taught in the schools	1/17/2025 1:16 PM
46	I value having a say and being a part of t	1/17/2025 12:44 PM
47	We as parents don’t have much to go with	1/17/2025 12:38 PM
48	I would like more decision making ability and influence over administration (so disorganized and doesn’t make sense many times), Curriculum, format of curriculum,	1/17/2025 12:37 PM
49	having meetings virtually or in evening to accommodate working parents.	1/17/2025 12:28 PM

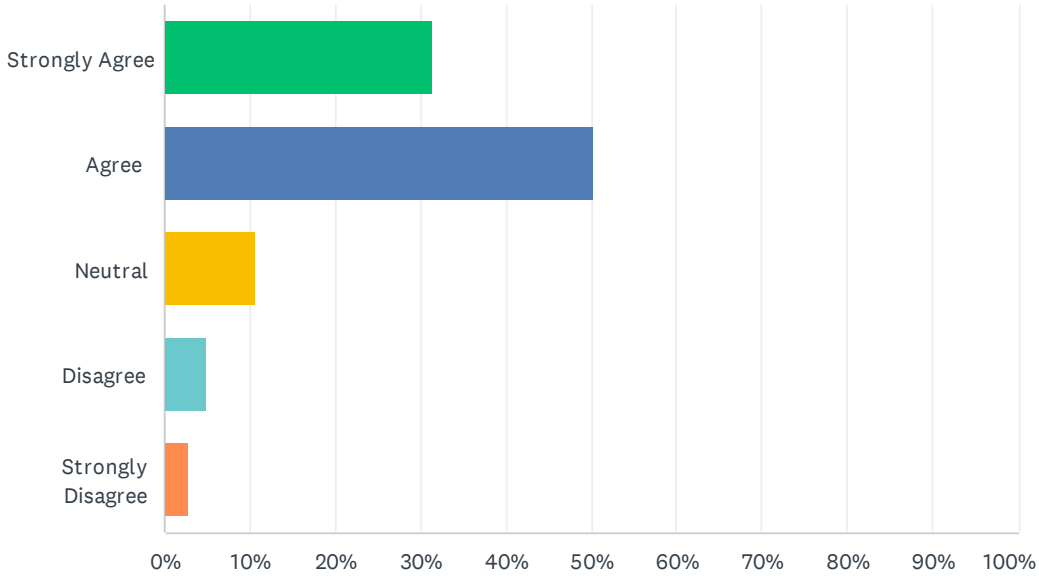
50	The parent club is great.	1/17/2025 12:27 PM
51	Give parents a list up front at the start of the year where volunteers will be needed and ask for each parent to attend 2x events or whatever is needed. For working parents is very difficult to volunteer without more advance notice.	1/17/2025 12:10 PM
52	Volunteering in class	1/17/2025 11:59 AM
53	We have participated in school sponsored activities. The development of my student's 504 plan was collaborative in nature, however the final plan has yet to be produced for parent signature and steps from the plan have been slowly implemented. We do volunteer in the classroom weekly and that has been a huge support in the connection my student feels with school; we look forward to also chaperoning the upcoming field trip this Spring.	1/17/2025 11:55 AM
54	N/A	1/17/2025 11:45 AM
55	These 2 questions should be asked separately, but I will answer the second. Have teachers send out weekly reports of the basic subjects that the class will be learning for the week ie "This week we will be starting a month long lesson on Egyptian civilization, reading the 2 following short stories"__," beginning to explore a numbers grid, etc WHATEVER else they are learning. Parents cannot become more engaged with their kids if they don't know what they're learning. I am referring to the middle school level. For some reason the elementary schools have built a much better community. at middle school we are not allowed to know what's going on unless our children tell us. Give parents more volunteer opportunities. When I went to Edna Hill back in the 90s we had a student store- it sold candy bars, spirit wear etc at recess and lunch. This is something that parents could help run/oversee in conjunction with students and be able to help out and have involvement on campus more. How about Edna Hill come up with a school newspaper with the intent of communicating with parents? Kids could write articles of interest, what's happening at their school etc, parents volunteers could help oversee the club and publish the project. Have a family night where kids can bring their families down to the school and look in their classrooms and see their projects displayed on the walls - kinda like open house, but more often. Have a family night (could even be a fundraiser) where families can just come and mingle - like hot cocoa and cider in the quad with music and games. Have an extracurricular clubs fair where clubs can showcase what they've been working on and invite families. Have a parents vs students ANYTHING! Softball game, jump-rope-a-thon, hoops challenge - whatever! Opportunities are endless, but nothing seems to be there to involve parents.	1/17/2025 11:26 AM
56	Teacher selection and parent committees. Open communication channels can keep parents informed about opportunities and more flexible engagement opportunities for parent-teacher conferences.	1/17/2025 11:20 AM
57	The survey helps, the volunteer opportunities also help with the involvement	1/17/2025 11:19 AM
58	Even though the kids are dong well Academically it is better to meet with teacher at least 2-3 times a year.	1/17/2025 11:10 AM
59	More meetings. Actually noticing when kids are failing and making a difference	1/17/2025 11:03 AM
60	Volunteer opportunities at the school.	1/17/2025 10:57 AM
61	More opportunities for parents to talk about what our children should be taught when it comes to the new sex Ed curriculum.	1/17/2025 10:44 AM
62	I value being able to be in my kids classroom and help. Being an active participant is crucial. I like being informed and able to participate in real programs and plans the school makes that directly effects my kids	1/17/2025 10:43 AM
63	Surveys , parent teacher conferences	1/17/2025 10:43 AM
64	ELAC/Parents Club	1/17/2025 10:24 AM
65	The main focus should be on learning, the next on behavior and personal responsibility, and the last on Diversity., and not diversity	1/17/2025 10:19 AM
66	Our PTA goes above and beyond to make sure parents feel involved and engaged in our school. They have many inclusive events for all students and families and are constantly seeking input from families.	1/17/2025 10:15 AM
67	I value schools and educators, I think my presence should be one of support over critiquing,	1/17/2025 10:06 AM

	and so I do my best to support my child's teaching staff.	
68	Use the suggestions you have been given for years	1/17/2025 10:01 AM
69	I appreciate all communication from the school and enjoy volunteering when I can.	1/17/2025 10:00 AM
70	Emphasis on Homework.	1/17/2025 9:58 AM
71	Cultural diversity	1/17/2025 9:42 AM
72	Good at communication. The ability to msg teacher through class dojo has been wonderful.	1/17/2025 9:40 AM
73	I value being involved, going to coffee with the principals and discussing concerns or hearing what changes or events are coming up. It's a great platform to talk to them and ask questions. I wish more parents would go! I love volunteering opportunities, I appreciate the easy and quick contact I have with my child's teacher.	1/17/2025 9:32 AM
74	inclusion needs improvement, all grade level should be part of activities and field trips	1/17/2025 9:26 AM
75	I value when staff tell me what my child needs improvement and I get to help at home as well.	1/17/2025 9:25 AM
76	By holding events and meetings later in the day	1/17/2025 9:24 AM
77	The class field trips are great and a good way to see the students interact with each other	1/17/2025 9:21 AM
78	Getting updates from the school frequently has been helpful.	1/17/2025 9:12 AM
79	Offer more events and activities to include the families	1/17/2025 9:07 AM
80	We have no decisions. When we complain about a teacher is deflected! No teacher is held to anything that a parent doesn't like!	1/17/2025 9:05 AM
81	Continued communication of school events through email	1/17/2025 9:01 AM
82	The only decision I've had to make in middle school is whether to have my child receive puberty and sex education at school or not. More opportunities for parent teacher sessions. Not just once a year.	1/17/2025 9:00 AM
83	Schools can help parents become more involved and engaged by not responding with veiled threats when parents communicate with vice principals. I do not believe schools take parent input when making decisions. I believe the district and the schools look at budget first and foremost, despite what is best for students.	1/17/2025 8:58 AM
84	I'm not sure. Offer opportunities for involvement and engagement for those that want to.	1/17/2025 8:58 AM
85	The communication is great	1/17/2025 8:55 AM
86	Being a class parent	1/17/2025 8:54 AM
87	Surveys.	1/17/2025 8:52 AM
88	I value that the parents club emails us surveys to help them decide on event planning/fundraising.	1/17/2025 8:51 AM
89	No improvements needed at this time	1/17/2025 8:50 AM
90	I don't have any decision making opportunties.	1/17/2025 8:49 AM
91	How money is spent. Encourage parents to participate via clubs or SSC.	1/17/2025 8:48 AM
92	Let me know their schedule during the day	1/17/2025 8:45 AM
93	Be given the opportunity to opt IN to things like family life after reviewing the information rather than having to opt OUT. If the information is questionable it should not be presented unless the parent has explicitly said yes I want my child in this.	1/17/2025 8:45 AM
94	Maybe implement a parent/student learning summary. So when i sit down with my child for math or whatever the subject may be , i can also stay in line with the teachers focus areas at home with the homework.	1/17/2025 8:44 AM
95	Provide more information on all the available programs for students.	1/17/2025 8:42 AM
96	Keep us updated with everything	1/17/2025 8:42 AM

97	Parents can bring in value by sharing their knowledge in latest technology or skills and Schools can make opportunities to facilitate this knowledge sharing.	1/17/2025 8:40 AM
98	they need to email weekly as to what the teachers' lesson that they are going to impart the students every sunday night.	1/17/2025 8:36 AM
99	Curriculum ideas - ways to enhance students to feel safe and protected on campus - offer opportunities for parents to come to the table and share their ideas outside of parents club	1/17/2025 8:35 AM
100	That's a tough one. Maybe send more materials home and rank the importance of certain things. Give more concrete instructions or requests. But I think the school already does a good job.	1/17/2025 8:35 AM
101	Being able to switch my son's advisor in 6th grade was crucial for him to get the support he needed all 3 years at Edna.	1/17/2025 8:33 AM
102	Adams middle school is doing a phenomenal job with being engaged with parents through emails and the teachers as well.	1/17/2025 8:32 AM
103	I like to be informed of how my child is performing in class, and what is being taught. Some teachers are good with parent communication, but it doesn't seem to be universal, so ensuring teachers are regularly communicating with parents would be helpful.	1/17/2025 8:32 AM
104	There seems to be ways to get involved at the school but I haven't seen "decision making opportunities" that I could get involved in. The parents club at IME also seems very dominated by a core clique of stay at home mom's and does not lend itself to a broader group of parents who may be working outside of the home.	1/17/2025 8:31 AM
105	Bristow has a Parents Club and Music Boosters. As well as all lunch time volunteers.	1/17/2025 8:31 AM
106	I value decisions made about my child's academic and behavioral success.	1/17/2025 8:29 AM
107	More opportunities to be involved would be nice	1/17/2025 8:26 AM
108	LVPC holds regular meetings inviting everyone to attend, my students teacher allows me to particiapte whenever I would like with notice, and there are many school functions to attend throughout the year.	1/17/2025 8:26 AM
109	To enhance children's academic goal setting collaboratively, asking parents opinions to implement any new policies.	1/17/2025 8:25 AM
110	Teachers sharing curriculum	1/17/2025 8:25 AM
111	Communication on parent opportunities needs to be better relayed	1/17/2025 8:23 AM
112	Value the emails	1/17/2025 8:21 AM
113	Opt out options	1/17/2025 8:20 AM
114	More 1:1 with the teacher, events where parents can come - like concerts, talent shows, etc. There is no sense of community. I'm on the parents club, and there is one parent that runs everything and leaves no room for new parents or fresh ideas.	1/17/2025 8:15 AM
115	Publish what is being taught in class to the kids. Can not get the material or discussion topics being taught.	1/17/2025 8:14 AM
116	I feel very involved.	1/17/2025 8:12 AM
117	More communication.	1/17/2025 8:11 AM
118	More cultural education, include parents from those cultures when creating the activities.	1/17/2025 8:10 AM
119	Again, depends on class. Parents should be signing off on daily or weekly work and be in touch with what the kids are working on.	1/17/2025 8:09 AM
120	It would be nice to get more communication from the school in the form of a weekly newsletter.	1/16/2025 2:39 PM

Q7 BUSD schools ensure sufficient student access to instructional materials, including technology.

Answered: 223 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly Agree	31.39%	70
Agree	50.22%	112
Neutral	10.76%	24
Disagree	4.93%	11
Strongly Disagree	2.69%	6
TOTAL		223

Q8 How can schools better provide student access to materials and technology?

Answered: 100 Skipped: 124

#	RESPONSES	DATE
1	6th grade transition so far has been tough and hard for parents to help children to navigate from home	1/30/2025 12:23 PM
2	Continue providing access to computers	1/30/2025 11:45 AM
3	I requested a student laptop due to a lack of financial and technology ability in our own home to sustain academics since the beginning of the year and it was never reciprocated or responded to. I was told that might be something that can happen, but we're not sure we'll have to check it out and no one ever did. My child has been unable To complete or access his math homework all school year and the teacher has yet to provide any alternative so my son has been failing math	1/27/2025 10:05 AM
4	More online resources	1/24/2025 12:11 PM
5	I am not aware of any issues.	1/22/2025 2:25 PM
6	I	1/22/2025 11:50 AM
7	This has been wonderful	1/22/2025 10:32 AM
8	Just by having the resources and materials	1/21/2025 10:03 AM
9	Despite requesting multiple times about the homework from regular setting, so that the child can benefit from the material in home instruction setting, we were denied of any materials	1/20/2025 9:10 PM
10	Outside or volunteered Resources from outside companies or city to support	1/20/2025 9:27 AM
11	I think investing in keeping these materials and technology available and updated.	1/20/2025 12:22 AM
12	Provide them some laptops	1/19/2025 10:49 PM
13	Having a budget that allows access to the materials and technology.	1/19/2025 3:24 PM
14	Unknown.	1/19/2025 3:17 PM
15	Computer class	1/19/2025 2:56 PM
16	I'm happy with how the schools are handling this	1/19/2025 1:23 PM
17	Give teachers more money to spend for their students.	1/19/2025 8:21 AM
18	No more 1:1- they're too heavy, allow access to online content we don't support, and are outdated	1/18/2025 1:38 PM
19	Have a course for parents or videos easy to access to understand how to access at home to help their child	1/18/2025 1:01 PM
20	They need to find a balance and not go too heavy on tech and appreciate a pencil and print textbooks	1/18/2025 8:09 AM
21	Coding class	1/18/2025 1:37 AM
22	6th graders who do not have a chrome book is a disadvantage for families who cannot afford it nor have the time somewhere daily to complete homework or catch up on materials to prepare for assessments.	1/18/2025 12:22 AM
23	My student seems to get what he needs	1/17/2025 10:45 PM
24	Provide all students with laptops annually.	1/17/2025 10:35 PM

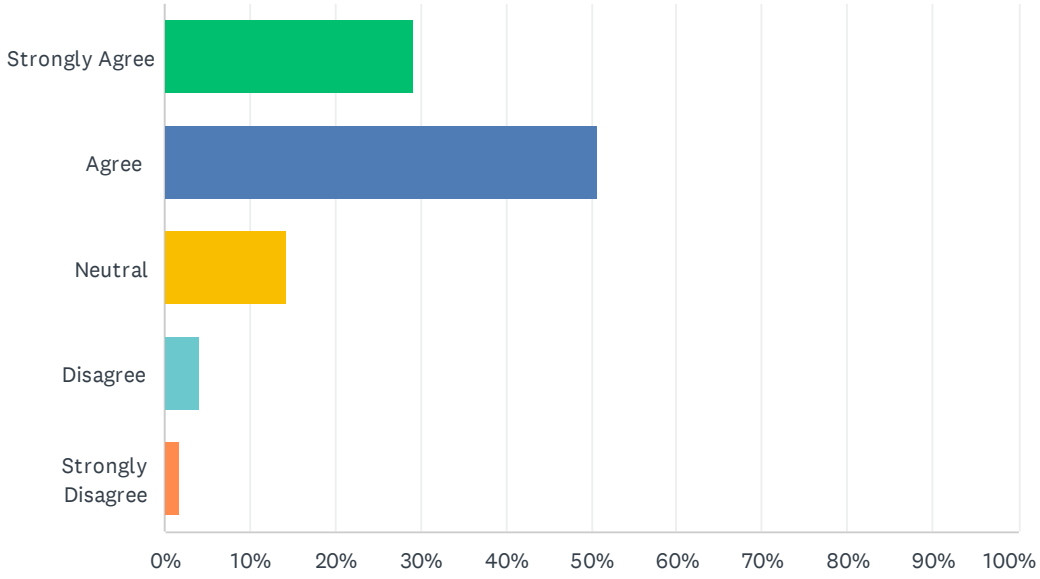
25	Nothing to add	1/17/2025 8:42 PM
26	More materials	1/17/2025 7:40 PM
27	They are meeting this	1/17/2025 7:02 PM
28	schools are providing plenty. Students need to take better care of the materials and tech.	1/17/2025 6:26 PM
29	Make sure the kids fully understand the technology that will be used in class. Don't use a program if the kids aren't fully taught how to navigate it. Also not all kids are allowed a cell phone at this age and it is against school rules anyway so why do kids get asked to use their phones for some assignments during school time? If you're going to use the technology make sure it is accessible to all the kids first.	1/17/2025 5:39 PM
30	More communication on what resources we have to use at home.	1/17/2025 5:08 PM
31	My 7th grader has an absoltuely horrible chrome book. My 6th grader doesn't have a chromebook to take home or have 1 for advisory.	1/17/2025 4:48 PM
32	my students can't access computers at home and HW that needs to be done. I don't own a computer and Ipads are not helpful with completing assignments that are needed. My student would've not been able to be part of an award if he didn't complete a google slide and share it with his teacher, being left out for not having a computer. I asked the school and the DO and they said 'we do not hand out chromebooks for students." SO how is my child suppsoed to access all the other materials like their peers?	1/17/2025 3:06 PM
33	Don’t make the children provide school supplies	1/17/2025 2:06 PM
34	Already doing great	1/17/2025 1:56 PM
35	I don’t know	1/17/2025 1:33 PM
36	Provide more information/teaching hours of the same. Teach more technology.	1/17/2025 1:26 PM
37	Doing great!	1/17/2025 1:05 PM
38	Continue providing free or inexpensive access to families in need.	1/17/2025 12:44 PM
39	Fix the funding. Every year it’s the same thing, beg parents for donations.	1/17/2025 12:38 PM
40	Better instructions and clear information as to how to access. Stop changing howto access homework. Every year the teacher has their own way and program to communicate with parents and where homework is posted. So frustrating.	1/17/2025 12:37 PM
41	Student discount for buying iPad or laptop, free/student discount to access computer learning programs e.g. coding	1/17/2025 12:17 PM
42	They are already doing a great job	1/17/2025 11:59 AM
43	My kindergartener does have a weekly rotation where he interacts with a computer. We are not in favor of screens for learning in our home; studies speak to the addictiveness of screens for young brains and the need for developing minds to process through written application. The math curriculum at the kindergarten level is far below the needs of my student, we are enriching at home, as he is mulitple grade levels above in state standards for math, this leads to a sustainability of this practice in the years to come.	1/17/2025 11:55 AM
44	Provide laptops for learning purposes.	1/17/2025 11:45 AM
45	children need to be allowed to take textbooks home	1/17/2025 11:26 AM
46	After school access in libraries and computer lab. Digital libraries to provide access to e-books. Free wifi hotspots by partnering with local businesses or libraries. Provide home wifi assistance at a discount or for free by partnering up with internet service providers.	1/17/2025 11:20 AM
47	Library works with the materials, the technology part works while they’re in the class, if you want a change, opportunity to bring home the chrome-book would be helpful to access activities online at home, this might be not cost effective but it helps the students also build sense of responsibility.	1/17/2025 11:19 AM
48	As I said increase hours of AR test access and IXL ELA	1/17/2025 11:10 AM
49	Not sure	1/17/2025 11:03 AM

50	Newer laptops	1/17/2025 11:02 AM
51	More program educational programs like proficiency typing or coding	1/17/2025 10:57 AM
52	We do not have any materials sent home other than the homework. It would be nice to get a break down of what each quarter will intail.	1/17/2025 10:44 AM
53	The chrome books have consistently been a problem and not working during the designated class time. Students are sitting and waiting for the them to work and wasting valuable time while the computer is idling	1/17/2025 10:43 AM
54	Continued incorporation of tech in instruction and learning activities	1/17/2025 10:24 AM
55	Expand library hours before and after school.	1/17/2025 10:19 AM
56	Many teachers have issues with computers and internet connection. Technology is a required component for our current curriculum, so internet and technology access should be a priority.	1/17/2025 10:15 AM
57	I'm not sure how to better provide access. I think too much access to technology early can limit a student's ability to learn basic skills.	1/17/2025 10:06 AM
58	I believe that's a District budget issue	1/17/2025 9:58 AM
59	More government funding to get school supplies. Raise teacher pay and hire more teachers and teaching assistants	1/17/2025 9:40 AM
60	I'm not sure but I would love some for my son! I think he has a computer class.. I would love if the school could connect us with extra learning materials.	1/17/2025 9:32 AM
61	a back up should be provided immediately	1/17/2025 9:26 AM
62	NA	1/17/2025 9:25 AM
63	.	1/17/2025 9:24 AM
64	Provide 2nd language software in classroom for learning.	1/17/2025 9:21 AM
65	Provide tech-focused classes or segments ie; basic coding	1/17/2025 9:16 AM
66	Inform parents if they need helpful in providing resources to the students.	1/17/2025 9:12 AM
67	While there is no issue, I believe, with students' getting access to technology, I do not believe students are being given access to high quality instructional materials. The majority of the materials I see being used come from Teacher Pay Teacher. A bunch of worksheets that did not come from a researched backed program does not qualify as quality instructional materials. In addition, my child is in the upper grades and as of yet, there have been zero novel studies. Reading aloud to students from a novel is very different than putting one in each students' hands and using it as a tool to teach students to apply essential comprehension skills and strategies. (It does appear that this happens in some classrooms and not others, which brings upon another issue which is equity in the instruction being received.) Finally, I am very disappointed in the lack of access to math manipulatives and performance tasks. I do not see base ten blocks, fraction tiles, etc being used during Math instruction in any grade. Do I believe teachers have access to them? Yes. But they are not being used. These tools promote conceptual understanding of Math concepts... worksheets do not. Also, the lack of access to performance tasks which go much deeper into connecting and applying Math concepts have, I'm sure, had something to do with the declining CAASPP scores at the site. Bottom line, I believe the teachers need a lot more professional development in order to be brought up to date on effective teaching practices and site leaders need to be in classrooms more in order for there to be accountability for these practices.	1/17/2025 9:10 AM
68	Chrome books or iPads like the private and charter schools	1/17/2025 9:07 AM
69	Money!!!! We pay for everything!!	1/17/2025 9:05 AM
70	Seems to be doing a good job	1/17/2025 9:01 AM
71	Students should be allowed to carry their Chromebooks home, so they can do their homework, and finish up any pending school work	1/17/2025 9:00 AM
72	Student do not need their own chromebooks. Youtube should be blocked on chromebooks.	1/17/2025 8:58 AM

73	Unknown	1/17/2025 8:58 AM
74	Mary Casey black it’s easy to access everything	1/17/2025 8:55 AM
75	Having it readily accessible. Not held hostage until you see fit for it to be lended.	1/17/2025 8:52 AM
76	It is satisfactory right now	1/17/2025 8:50 AM
77	More up to date computers.	1/17/2025 8:49 AM
78	Ensure the majority of the money being spent makes it to the classrooms.	1/17/2025 8:48 AM
79	additional computer time for young students while incorporating technology with learning	1/17/2025 8:46 AM
80	No technology materials	1/17/2025 8:45 AM
81	Block any access to AI or any online programs than may aide in doing hw for the child.	1/17/2025 8:44 AM
82	Parents need an orientation about all resources available and where to find them and how to access them.	1/17/2025 8:42 AM
83	Take them more to computer class	1/17/2025 8:42 AM
84	Making sure all the materials and technology are updated maybe	1/17/2025 8:40 AM
85	N/A	1/17/2025 8:33 AM
86	They’re doing a phenomenal job.	1/17/2025 8:32 AM
87	Communicate with parents what is available and how to obtain materials.	1/17/2025 8:32 AM
88	I feel they are doing pretty well.	1/17/2025 8:31 AM
89	students have access to computers, but they do not have access to the books they need. My daughter’s taking Spanish and can’t even bring a book home. The middle schools need to work on adopting curriculum for all areas, especially math like they do in the elementary level.	1/17/2025 8:29 AM
90	No idea	1/17/2025 8:29 AM
91	Offer online activities and courses for the practice of spelling and grammar	1/17/2025 8:26 AM
92	By teaching basic computer operations, and printing new materials to learn computer skills.	1/17/2025 8:25 AM
93	N/A	1/17/2025 8:25 AM
94	Provide parents websites and user names and passwords students are using	1/17/2025 8:23 AM
95	Doing more projects instead of just doing apps	1/17/2025 8:20 AM
96	Allowing computers to be taken home	1/17/2025 8:16 AM
97	Spend more time in math, science, and technology and less in non-traditional school social topics.	1/17/2025 8:14 AM
98	Not sure. I’m assuming if the school had a larger budget it would help.	1/17/2025 8:12 AM
99	Ensure kids have their school logins at the beginning of the year and know how to access it	1/17/2025 8:10 AM
100	I would prefer my student not have to carry a chrome book all day long. The backpacks are too heavy.	1/16/2025 2:39 PM

Q9 BUSD schools are safe, clean and in good condition.

Answered: 223 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly Agree	29.15%	65
Agree	50.67%	113
Neutral	14.35%	32
Disagree	4.04%	9
Strongly Disagree	1.79%	4
TOTAL		223

Q10 How can BUSD best improve facilities at your school?

Answered: 103 Skipped: 121

#	RESPONSES	DATE
1	Better water per my child	1/30/2025 12:23 PM
2	Better funds	1/30/2025 11:45 AM
3	My daughter has complained that there has been feces on the toilet seats and walls; and also that girls look under the stalls while she is using the restroom. This is unacceptable!!! Build more kindergarten wings for ALL TK/K classes so they can have a restroom in their classrooms. These are 4 and 5 year olds that clearly still need monitoring.	1/28/2025 2:04 PM
4	Clean bathrooms and shaded areas for our children on the playground	1/27/2025 10:05 AM
5	Bristow gym floor has needed a replacement for years. Yet the district continues to do nothing about it.	1/25/2025 1:27 PM
6	Besides some trash here and there, our school is kept fairly clean.	1/22/2025 2:25 PM
7	Both school need bathrooms cleaned more often and in middle school I am told kids are vaping in bathrooms so we need more staff to address that.	1/22/2025 10:32 AM
8	N/A	1/21/2025 10:03 AM
9	Keep it up	1/20/2025 9:10 PM
10	Prioritize classroom cleaning in greater intervals.	1/20/2025 9:54 AM
11	Have volunteered parents or people from outside organizations to help keep kids safe in middles schools in particular	1/20/2025 9:27 AM
12	Some schools are maintained better than others within our school district. BUSD needs to invest in hiring custodial staff that are willing to do their job to the best of their ability and then provide management of this staff to make sure they are being held accountable to a high standard. Every students deserves and clean & safe environment to learn in. I do not feel that is equitable across school sites.	1/20/2025 12:22 AM
13	Parking is always and issue, where my child goes school, the are doesn't have the capacity for all these traffic in the morning. City allowing buildings new house, but the roads are not expanding	1/19/2025 10:49 PM
14	My students report that the bathrooms at Bristow are not clean and they try not to have to use them.	1/19/2025 7:01 PM
15	Get information from improvement ideas surveys.	1/19/2025 3:24 PM
16	Unknown.	1/19/2025 3:17 PM
17	Clean restrooms	1/19/2025 2:56 PM
18	I’m happy with this	1/19/2025 1:23 PM
19	The PTA is raising money for security at Adams. This should be a priority covered by BUSD.	1/19/2025 10:08 AM
20	I am not familiar with the conditions of the facilities.	1/19/2025 8:21 AM
21	More resources to help staff- signage, custodial staff, nicer equipment (display areas, garbage cans, paint, parking lot signage, city lot clean up)	1/18/2025 1:38 PM
22	Bathrooms are old and constantly not functional	1/18/2025 1:01 PM
23	get rid of ants in the classrooms	1/18/2025 12:05 PM
24	My kids complain about bathrooms. Is there someone on the staff that can be a bathroom monitor?	1/18/2025 8:09 AM

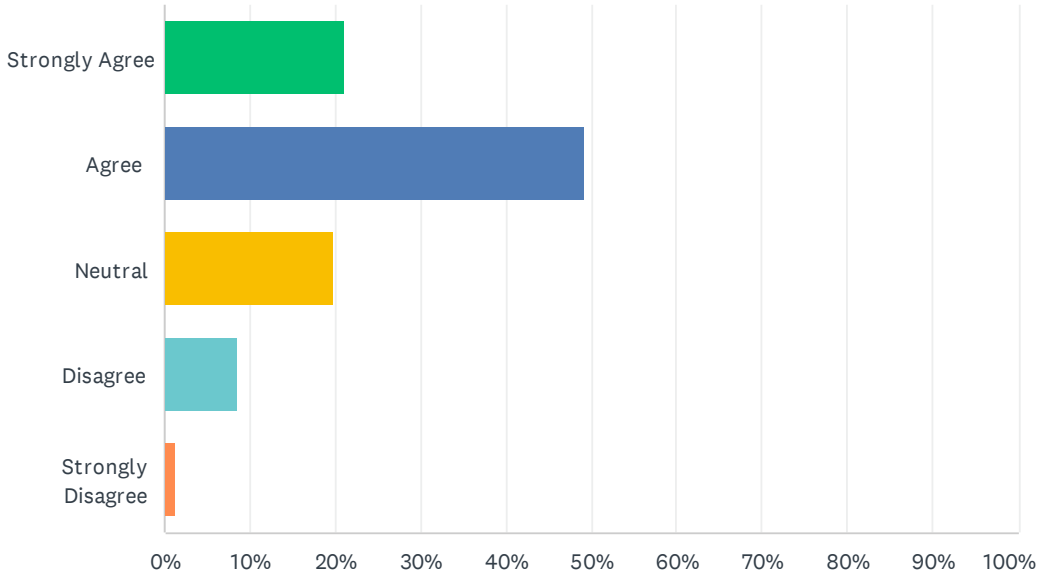
25	There is only limited ways to see the facilities at school such as if you have time to volunteer.	1/18/2025 12:22 AM
26	My daughter will not use the restrooms at school because of other students vaping in them. How can we solve this problem?	1/17/2025 10:46 PM
27	Have the school resource police officer be involved in ANY of the repeat offender student bullying meetings. To better stress decision making on that child's part.	1/17/2025 10:45 PM
28	Running hot water in the bathroom faucets.	1/17/2025 10:35 PM
29	It is nice facility	1/17/2025 7:40 PM
30	Bristow locker rooms and bathrooms need improvement.	1/17/2025 5:08 PM
31	Re-do small playground grass an update bathrooms.	1/17/2025 4:23 PM
32	Bathrooms need more attention with supplies and cleanliness	1/17/2025 3:21 PM
33	N/A	1/17/2025 2:06 PM
34	It has already started with detention, but some students are out of control and very disruptive in the classroom/lunch. Many kids are doing as they please with zero obvious intervention from administration. Talking to parents doesn't work. Maybe "how to parent a difficult child" class at the school and emphasize to parents needing high contact from administration	1/17/2025 1:56 PM
35	My students have complained about the bathrooms.	1/17/2025 1:33 PM
36	Bathrooms in general need to be fully equipped and clean. Please provide healthy bathrooms environment. Cafeteria staff needs to wear hair nets.	1/17/2025 1:26 PM
37	More trees at MCB campus	1/17/2025 1:16 PM
38	Have bathrooms checked sometimes…I've heard kids vape in the bathroom.	1/17/2025 1:05 PM
39	BUSD particularly at the middle schools needs an increase presence of parent volunteers before, at lunch and after schools walking halls, bathrooms, school grounds etc. Now is the time where kids needs more supervision not less and I'm sure teachers already have enough on their plate and need a break or to prep during this time.	1/17/2025 12:44 PM
40	Clean it up and fix everything broken. There is constantly broken bathrooms, basketball courts etc.	1/17/2025 12:38 PM
41	The girls bathrooms for 2nd and 3rd grade are reported as disgusting with menstruation, flooding, and garbage. Also if possible add more filtered water stations for kids to refill water bottles.	1/17/2025 12:37 PM
42	I feel like a deeper cleaning of the classrooms on Fridays every other week would be nice. Or during break	1/17/2025 12:34 PM
43	I have noticed more trash just outside of the school grounds. Maybe a garbage bin or two out there would be helpful to prevent that.	1/17/2025 12:27 PM
44	Upgrade the multipurpose room, get rid of the old carpet using wooden floors for easy cleaning	1/17/2025 12:17 PM
45	The poor teachers in portable classrooms are dealing with rats! The parents should not have to go to the school board to make requests for these fixes. This needs to be budgeted for.	1/17/2025 12:10 PM
46	Better routines for clearing out leaves during fall and winter inside the playgrounds and near classroom doors.	1/17/2025 11:59 AM
47	From what we have witnessed the grounds and facilities are well maintained.	1/17/2025 11:55 AM
48	N/A	1/17/2025 11:45 AM
49	I think it is as good as can be, but kids are always little messy in bathrooms. More frequent checks of bathrooms could go a long way.	1/17/2025 11:35 AM
50	Assess needs and prioritize by conducting regular facility audits to identify critical needs.Upgrade lighting	1/17/2025 11:20 AM
51	Security is important which is also not cost effective but security helps in all institutions specially schools. Entrances with metal detectors also would help. Its scary how the parents	1/17/2025 11:19 AM

	can go inside the premises to pick up kids, a stranger can just go and get a child blending with the parents during pick up times. Specially the kindergarten and tk area.	
52	Keep it up	1/17/2025 11:10 AM
53	Have more staff to monitor bathrooms and hall ways	1/17/2025 11:03 AM
54	Monitor bathrooms more often.	1/17/2025 11:02 AM
55	Keeping soap refilled in the bathrooms at all times	1/17/2025 10:57 AM
56	Ensure that the bathrooms are clean and in working condition. There should not be vaping.	1/17/2025 10:50 AM
57	Bathrooms are disgusting missing soap doors broken	1/17/2025 10:48 AM
58	Upkeep on the cleaning, our school is clean but others look more rundown.	1/17/2025 10:44 AM
59	I think they do a great job keeping it clean	1/17/2025 10:43 AM
60	More restricted access to the Garin campus (rear of the school is unsecured).	1/17/2025 10:42 AM
61	Roving SRO throughout district	1/17/2025 10:24 AM
62	Use busses. I'm amazed that progressive CA chooses mass pollution over public transportation. In addition - many working parents lose an hour a day taking their kids to and from school (commute and long wait times at drop off zone)	1/17/2025 10:19 AM
63	I think the facilities are great. I have met some custodial staff and they are immediately responsive to the needs of teachers and volunteers.	1/17/2025 10:06 AM
64	Na	1/17/2025 10:01 AM
65	All schools should have seat covers in the restroom. I understand Isaac Montenez does but Marsh Creek does not.	1/17/2025 10:00 AM
66	Update playgrounds and build more classrooms. Less portable classrooms	1/17/2025 9:40 AM
67	I've always been impressed with how clean the school is, it's well maintained, I'm not sure how the bathrooms are but I haven't heard complaints. Continuing to invest in technology to help make teacher's job smoother.	1/17/2025 9:32 AM
68	bathrooms needs improvement, classrooms should have more access for sensory needs	1/17/2025 9:26 AM
69	Some kids need more behavioral therapy or education	1/17/2025 9:25 AM
70	.	1/17/2025 9:24 AM
71	Provide clean restrooms	1/17/2025 9:12 AM
72	I am pleased with the condition of Brentwood Elementary. It is well taken care of	1/17/2025 9:10 AM
73	Update environment, cleaner bathrooms	1/17/2025 9:07 AM
74	Bathrooms are disgusting! No tables are sanitized after students eat before or after grades	1/17/2025 9:05 AM
75	Work on restroom safety and cleanliness	1/17/2025 9:01 AM
76	The restrooms are always gross. The lunch tables have good everywhere on the floor. More emphasis on cleanliness for the children. They need to be taught to clean up after themselves	1/17/2025 9:00 AM
77	Rats for multiple days at Edna Hill is disgusting, and the fact that students were still allowed to use the locker rooms is filthy.	1/17/2025 8:58 AM
78	Unknown	1/17/2025 8:58 AM
79	It’s amazing and I feel safe for my child to be at that school	1/17/2025 8:55 AM
80	Better admin	1/17/2025 8:54 AM
81	Power wash sidewalks in front of the school and any high traffic areas around the school once a month. Routine maintenance. And no, hosing it down with a water hose is not the same.	1/17/2025 8:52 AM
82	Get lockers for kids to not have to carry 40lb backpacks.	1/17/2025 8:49 AM

83	IME is new so no concerns here.	1/17/2025 8:48 AM
84	They are good and clean	1/17/2025 8:45 AM
85	Restrooms need to be better maintained. They need to be updated to avoid viruses from spreading by installing touch less soap dispensers, paper dispensers, etc	1/17/2025 8:42 AM
86	The MPR needs renovating esp the stage area. The vertical stage cover is hard to close. It could potentially harm someone closing it.	1/17/2025 8:38 AM
87	Bullying of students need to improve. There should be repercussions for students that continue to bully. Some are kids of staff	1/17/2025 8:38 AM
88	at Isaac they should put a covered walk way where the students can wait without them being exposed to so much heat when its July-October because this can cause skin cancer, heat exhaustion.	1/17/2025 8:36 AM
89	My son reports that the bathrooms are not always clean and that he will wait until he gets home to use the restroom. He has also reported students behaving inappropriately in the restrooms.	1/17/2025 8:33 AM
90	Larger classrooms, or smaller class sizes. And a larger multipurpose room that can accommodate the whole school.	1/17/2025 8:32 AM
91	BUSD can't help when the students are distructive in the bathrooms. We need to figure out how to stop them from messing with the bathrooms. Hold the families accountable	1/17/2025 8:31 AM
92	Provide more shade for the outdoor areas for kids especially in the summer. It gets so hot in Brentwood and the kids eat outside. They enjoy eating outside but they could use a little more shade and cooling stations	1/17/2025 8:29 AM
93	Teaching students how to work collaboratively, anti bullying campaigns, anti drugs programs, etc.	1/17/2025 8:25 AM
94	Make detention kids pick up garbage	1/17/2025 8:24 AM
95	Pay custodians more	1/17/2025 8:21 AM
96	Stronger consequences for student vandalism	1/17/2025 8:20 AM
97	I don't know, we're not allowed on campus	1/17/2025 8:15 AM
98	XX and XY humans need to use the appropriate bathroom facilities.	1/17/2025 8:14 AM
99	We need outdoor awnings for the children to have protection from the elements while waiting for pickup	1/17/2025 8:14 AM
100	N/A	1/17/2025 8:12 AM
101	They need more supervision during lunchtime. I was told by my daughter that there was a boy in the girls bathroom!	1/17/2025 8:12 AM
102	More help with drop off and pick up. Someone's child will get hurt. It's an accident that will happen	1/17/2025 8:11 AM
103	More focus on the bathrooms.	1/16/2025 2:39 PM

Q11 The culture and climate of my child or children's schools is positive, welcoming and free of bullying.

Answered: 223 Skipped: 1



ANSWER CHOICES	RESPONSES	
Strongly Agree	21.08%	47
Agree	49.33%	110
Neutral	19.73%	44
Disagree	8.52%	19
Strongly Disagree	1.35%	3
TOTAL		223

Q12 What is important to keep doing at my child's school to maintain a positive climate and what could be done to make the climate of the school more positive, welcoming and free from bullying?

Answered: 119 Skipped: 105

#	RESPONSES	DATE
1	Teacher-parent commincation	1/30/2025 12:23 PM
2	Probably more monitoring from areas of school and kids involvement and clubs	1/30/2025 11:45 AM
3	Teachers and the counselors should be more responsive to complaints about conflict between students as this leads to disruption in the classroom.	1/28/2025 2:04 PM
4	Actually punish kids and expel kids who continue to disrespect the staff.	1/25/2025 1:27 PM
5	Continuous education on the topic, bring in external speakers to present to kids	1/24/2025 12:11 PM
6	Although I am not aware of any negative interactions with other students, I have noticed some staff that greet students at the gate are not as friendly or warm to my child compared to other students.	1/22/2025 2:25 PM
7	/	1/22/2025 11:50 AM
8	I agree and disagree. Bullying is not an issue at the schools and I am thankful for that. However there are different celebrations each month that should be inclusive, but since not every race or culture is included it becomes exclusive making some students feel like their race or culture is not good enough. There should be a parents group helping with variety of the heritage months so that each year different groups are recognized.	1/22/2025 10:32 AM
9	Continuing the student dialogue that bullying is not accepted/zero tolerance for it on campus	1/21/2025 10:03 AM
10	Prompt response to conflict and teaching students conflict resolution	1/21/2025 5:12 AM
11	Communicate to kids that bullying is not tolerated	1/20/2025 10:32 PM
12	Teachers being more accommodative to special kids and understand that there is a spectrum of kid's abilities and should be more welcoming to include mixed curriculum rather than just pushing the kid to all SPED	1/20/2025 9:10 PM
13	Maintain high and equal standards of behavior from students and parents.	1/20/2025 9:54 AM
14	Having a group of parents or people in high rank (military retired ,college students that are in future school careers to support a group that will help with bullying and safety throughout the school year a group that is only to help perimeter of school and is available for advocates for students and work together with school	1/20/2025 9:27 AM
15	At my child's school, open communication between myself and his teachers through multiple platforms is important to maintain a positive climate. I also believe the caring nature of the teachers who provide places for students to gather and feel safe help to maintain a positive climate.	1/20/2025 12:22 AM
16	Find ways to encourage students to welcome and get to know new students.	1/19/2025 7:01 PM
17	reemphasizing respect, tolerance and keep an open mind policy.	1/19/2025 3:24 PM
18	Appropriate discipline/learning opportunities for children who engage in bullying behavior. Separation of children who engage in bullying from those who they consistently target.	1/19/2025 3:17 PM
19	NA	1/19/2025 2:56 PM
20	Continued enforcement of discipline plans	1/19/2025 1:23 PM
21	Continue education of bullying in Advisory class.	1/19/2025 10:08 AM

22	Keep special education, fun learning activities and very strict no bullying policy. Have more cameras around the campus.	1/19/2025 8:21 AM
23	Communication from school, rallies	1/18/2025 10:48 PM
24	Speak about to the children of behaviors being present within the school, to help bring awareness and prevent bad behaviors.	1/18/2025 10:16 PM
25	More resources for programs to assist staff, more staff (campus supervision, lunch, before and after school), district training of staff	1/18/2025 1:38 PM
26	Please revise attendance bonuses for children. Kids feel very excluded if they missed 1 day of school year because they had health issues. Not every child at the school has a great immune system and it is not fear to point out to them that school lost funding due to poor attendance. There are different ways to talk about it so that the children that get sick often don't feel bad about themselves.	1/18/2025 7:56 AM
27	It’s important to continue character development lessons and enforcing rules and consequences when a student makes poor behavior choices.	1/18/2025 6:50 AM
28	I have only heard of a few bullying instances, so keep up with what you’re doing. To maintain a positive climate, we need more teachers who can help the student: keep engaged and deliver learning in a positive/engaging way.	1/18/2025 12:22 AM
29	More adult presence during lunch and after lunchtime	1/17/2025 10:46 PM
30	Continue to teach morals and have spirit rally’s to encourage school community pride	1/17/2025 10:45 PM
31	Bulldog Blue Fridays; allowing parent classroom participation; art docent; school counseling	1/17/2025 10:35 PM
32	A friendly faculty and communicating to parents if their child is bullied or is the bully.	1/17/2025 8:42 PM
33	Teacher and aide communicate more with parents	1/17/2025 7:40 PM
34	The schools try as hard as they can. The bullying is more of a parent issue	1/17/2025 7:02 PM
35	It would help my child to learn how to identify bully behavior and tools to address and stop the bully with words. He needs to build confidence to speak up for himself.	1/17/2025 6:53 PM
36	So far we haven't had any problems with this. Thank you.	1/17/2025 5:39 PM
37	Having a positive attitude and presence from all teachers and staff. Continue to promote healthy relationships conversations and activities throughout all grades.	1/17/2025 5:08 PM
38	Consistency in discipline.	1/17/2025 4:23 PM
39	The kids need to work out some of their own conflicts more	1/17/2025 3:21 PM
40	have talks with parents. My children are African american and have been called the n word because a white kid told him "he had the n card given and can say those things." It was handled appropriately by admin however it is unclear why discussions with parents isn't takikng place and kids feel its free to say these things.	1/17/2025 3:06 PM
41	Allow the children to be heard	1/17/2025 2:06 PM
42	Accountability. Kids are running around doing what they want with zero obvious intervention. My son is bullied nearly daily (kids making weird/loud sounds in his face, elbowing, cutting in the lunch line). Lots of adults seeing this and not doing anything. I'm sure they do not feel empowered because calling parents rarely works. Detention was *just* started now (!?).	1/17/2025 1:56 PM
43	Their 3 R’s aren’t being implemented on a daily basis. Admin such as the vice principal & principal should be more involved especially during drop off & pick ups	1/17/2025 1:46 PM
44	Teach kids how to handle bullying at their school.	1/17/2025 1:33 PM
45	More discipline and harder sanctions to be apply to students who don't obey or bully other students. Cero tolerance policy to violence to maintain an overall health environment.	1/17/2025 1:26 PM
46	More after school activites	1/17/2025 1:16 PM
47	Zero tolerance for bullying as the school does 👍🏻 with strict consequences.	1/17/2025 1:05 PM

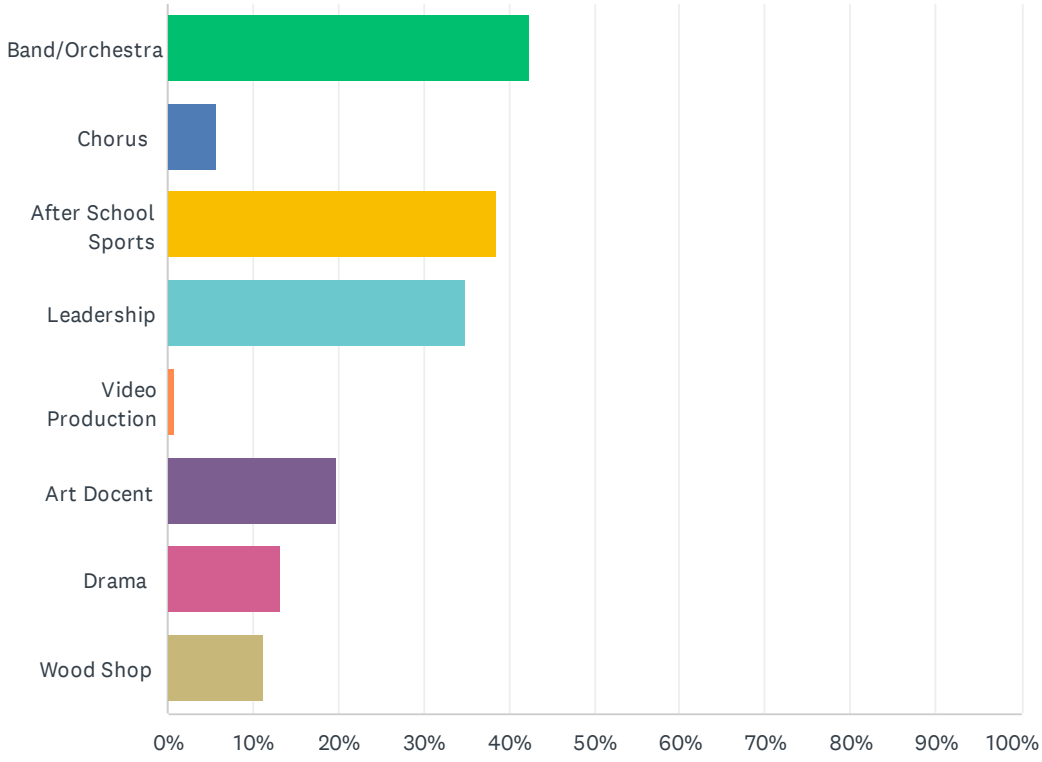
48	It saddens me to hear from so many the negative reputation Bristow has in the community. The turn over, inexperience teachers/staff, lack of culture and identity, student fights, DE&I issues. There are so many positives at this school I wish the district/school did a better job highlighting some of those things and share with the parents the plans for addressing the other issues.	1/17/2025 12:44 PM
49	Allow teachers more disciplinary power. These teachers are so scared to step in now a days	1/17/2025 12:38 PM
50	Teacher and principal involvement and presence. Actively demonstrate zero tolerance for harassment, bullying, negative behaviors and interactions by immediately addressing concerns raised by students. There are cafeteria workers reported to yell and be mean to students during lunch time when they get their food. Inappropriate and all workers /adults at the school should demonstrate exemplary behavior to the students at all times.	1/17/2025 12:37 PM
51	Smaller size of class so teachers have more attention on individual ones	1/17/2025 12:17 PM
52	My student's teacher has been a huge support and gift this first year in kindergarten; supporting a positive classroom environment.	1/17/2025 11:55 AM
53	N/A	1/17/2025 11:45 AM
54	Strong relationships between teachers, staff and students to build trust and mutual respect. Recognition and celebrations - knowing in advance when your child is to receive an award or recognition and celebrate them not just be handed the award to bring home. Clear reporting systems by making it easy ansd safe for students to report bullying or harassment and ensure incidents are addressed promptly.	1/17/2025 11:20 AM
55	It should come first with the management, leaders and teachers. They should be the first to practice prosocial behavior avoiding bullying towards their students, then the students follows.	1/17/2025 11:19 AM
56	Keep track the kids to have positive energy	1/17/2025 11:10 AM
57	Having staff that is available to work with children who are being bullied	1/17/2025 10:57 AM
58	Emphasize collaboration and teamwork	1/17/2025 10:50 AM
59	Edna is great Mary casey blacks administration does not properly address bullying. They have no follow through or consequences for bad behavior and teachers have expressed they have no back up from admin at Mary casey black	1/17/2025 10:48 AM
60	Open conversations and strict rules when it comes to bullying	1/17/2025 10:43 AM
61	Violations of rules regarding bullying and poor behavior should be handled with harsher punishments.	1/17/2025 10:42 AM
62	Teaching kindness/social skills regularly, Having positive support groups, especially as students become older and have more difficulties with peer relationships/bullying, Counselors who are accessible to all students	1/17/2025 10:37 AM
63	This is our first year at the school and so far my daughter hasn’t made a lot of friends I would love to see more ways to have the kids maybe be able to make friends with other classrooms or maybe more events per grade so they can meet other classmates in the same grade in a fun way like after school days per grade or activities per grade	1/17/2025 10:37 AM
64	Continue focus on wellness and DEIB best practices	1/17/2025 10:24 AM
65	Punish bullies instead of punishing the student who finally stands up to one.	1/17/2025 10:19 AM
66	Consequences should be put in place for students who are consistently bullying.	1/17/2025 10:15 AM
67	I believe the community events have been a great tool for building community among families. Additionally, I appreciate how the district and our school intentionally value different cultures and backgrounds.	1/17/2025 10:14 AM
68	no more physical fighting on campus I guess	1/17/2025 10:11 AM
69	I think children are naturally prone to categorizing people, and allowing students to see that people can be in multiple categories and that it’s ok to be/have/use items traditionally in other categories.	1/17/2025 10:06 AM
70	Retaining the amazing staff to continue to grow the welcoming and positive culture.	1/17/2025 10:00 AM

71	Yes very true	1/17/2025 9:58 AM
72	Hire more staff. Stop pressuring children to come to school sick and getto g other children sick thus making for more absences	1/17/2025 9:40 AM
73	more educating the students about it	1/17/2025 9:26 AM
74	Educate them about it.	1/17/2025 9:24 AM
75	If bullying does occur inform the parents in a timely manner.	1/17/2025 9:21 AM
76	Students being held accountable for their actions as it prepares them for the outside world and also getting recognized when showing hard work because it also affects their life in the future and outside world.	1/17/2025 9:17 AM
77	Supervision, once kids are left alone. All sorts of things good and bad can occur.	1/17/2025 9:16 AM
78	Staff providing frequent conversations in class to promote acceptance and do ethnic education.	1/17/2025 9:12 AM
79	My child loves being part of the kindness club	1/17/2025 9:10 AM
80	Discipline and action for kids who are continuously impacting the other students negatively	1/17/2025 9:07 AM
81	Teachers take all the fun away! Kids are told be quiet stand in a straight line. No parties, bday snacks are given after school. Teachers are to blame for the lack of fun!	1/17/2025 9:05 AM
82	Address the issue through assemblies or open classroom discussions	1/17/2025 9:01 AM
83	Read plenty of books and role play starting from Kindergarten. Teach young kids to be kind and positive, and continue until middle school. Reading good books with positive values should be mandatory.	1/17/2025 9:00 AM
84	Teachers and staff should understand that they are bullies too. When a teacher or staff member is sarcastic when talking to students, that affects a students' mental health.	1/17/2025 8:58 AM
85	Watchful eyes on the students.	1/17/2025 8:58 AM
86	N/A	1/17/2025 8:55 AM
87	Ron Nunn is full of bullying and the admin doesn’t handle it.	1/17/2025 8:54 AM
88	Newsletters to parents monthly or bi-monthly about talking with their kid(s) about how they feel and constant communication between them if anything might be troubling them at school.	1/17/2025 8:52 AM
89	We have a small problem with bullying in kindergarten that is currently being addressed and handled. Not sure how well it’s actually working though.	1/17/2025 8:51 AM
90	Safety	1/17/2025 8:51 AM
91	My sure troubled students are disciplined appropriately	1/17/2025 8:49 AM
92	Nothing I can think of at this time. IME does a wonderful job here.	1/17/2025 8:48 AM
93	He was bullied but the teacher kinda over looked it but told me she didn’t think it was Happening	1/17/2025 8:45 AM
94	Support and encourage students to share their ideas.	1/17/2025 8:42 AM
95	Teach them kids more about the effect of bullying on other	1/17/2025 8:42 AM
96	Transparency and open communication with parents. LISTEN to the students when they complain or someone physically or mentally hurting them whether in classroom or on playground	1/17/2025 8:39 AM
97	Keep reminding children to be kind and have activities that will reinforce teamwork.	1/17/2025 8:38 AM
98	Have zero tolerance for bullying. It seems like the district and schools give look the other way	1/17/2025 8:38 AM
99	more lessons on character formation, values and good manner right conducts atleast 30mins to be added every other day in their school/class schedule	1/17/2025 8:36 AM
100	Counselors be used in a variety of ways to teach and help with behavior	1/17/2025 8:35 AM

101	Principals and teachers continue to be proactive, kind, and caring with children.	1/17/2025 8:35 AM
102	Continue to address incidents as needed and provide for mental health support to students on campus. Schools in other districts provide full time therapists to address students mental health needs.	1/17/2025 8:33 AM
103	Adams middle school has a very good structure On bullying, they take action right away	1/17/2025 8:32 AM
104	The staff is welcoming in the morning when students arrive. But they didn't seem to handle bullying well. The school tends to side with the bully (as in, they believe the bully when they say they didn't do anything, and effectively call the victimized student a liar because it's easier than dealing with the issue). The school needs to be more proactive in involving parents, and possibly even send kids home if they are bullying and causing safety issues for other students.	1/17/2025 8:32 AM
105	There are way too many kids in the middle schools. The classrooms are way too packed. You're dealing with children who are going through emotional and hormonal changes in your messaging them into classrooms and expect them to behave. It's a critical time for them to have more support from The middle school teachers have way too many kids to deal with on a daily basis.	1/17/2025 8:29 AM
106	Support the teachers and give them everything they need. Happy faculty makes happy kids	1/17/2025 8:29 AM
107	Keep the students accountable to their academics and themselves without fear of reprisal from lacking parents.	1/17/2025 8:26 AM
108	More awareness programs on those topics.	1/17/2025 8:25 AM
109	Positive behavior support	1/17/2025 8:25 AM
110	Watching more closely for bullying and teasing during recess and taking action to prevent it from continuing. Disconnect between teachers and yard guards.	1/17/2025 8:24 AM
111	Teacher student interactions	1/17/2025 8:23 AM
112	Intervention amongst peers	1/17/2025 8:21 AM
113	One of my children has been heavily bullied. It's something that's constantly on her mind, and keeps her from focusing on her schoolwork. It's important to have a harsher stance on bullying so students don't need to stress about going to recess.	1/17/2025 8:18 AM
114	For my child, she is very kind and had two mean kids that follow her everywhere and tell the other kids to go away. If like if the teachers were more aware of what is happening between the kids.	1/17/2025 8:15 AM
115	Give actual punishment (community service, writing assignments, etc).	1/17/2025 8:14 AM
116	Not sure. From what my kids tell me it seems that the school does a very good job of this.	1/17/2025 8:12 AM
117	More of an engagement or an assembly on the important of not bullying, keeping hands to yourself and not using profanity!	1/17/2025 8:12 AM
118	Discipline the kids who are bullying!!!! Hold the kids accountable for actions. Keep them from recess, send them to the principals office.	1/17/2025 8:09 AM
119	Ensure that it continues to be taken seriously with accontability.	1/16/2025 2:39 PM

Q13 My child or children participate in the following school programs

Answered: 106 Skipped: 118



ANSWER CHOICES	RESPONSES	
Band/Orchestra	42.45%	45
Chorus	5.66%	6
After School Sports	38.68%	41
Leadership	34.91%	37
Video Production	0.94%	1
Art Docent	19.81%	21
Drama	13.21%	14
Wood Shop	11.32%	12
Total Respondents: 106		

Q14 If your child or children participate in one of the programs above, what impact has it had on your child?

Answered: 103 Skipped: 121

#	RESPONSES	DATE
1	N/a	1/30/2025 12:23 PM
2	Positive impact on social development	1/30/2025 11:45 AM
3	At least she gets art once a month.	1/28/2025 2:04 PM
4	Those options aren't available at my child school. And there's no programs to financially help with single parents who struggle so their children get excluded from a lot of things. It's not exactly inclusive..	1/27/2025 10:05 AM
5	Positive	1/25/2025 1:27 PM
6	She's learned so much about different instruments	1/23/2025 8:39 PM
7	N/A	1/22/2025 2:25 PM
8	My son is in Band at Adams and he enjoys it so much that he is now learning a new instrument.	1/22/2025 1:43 PM
9	Great opportunities. Both my children have enjoyed	1/22/2025 10:32 AM
10	With the exception of zero period, band has been great for my child. She had a group of like minded friends and something to enjoy going to school for	1/22/2025 6:50 AM
11	We have 1 child in kindergarten and 1 in 4th grade. However, we are not aware of the above programs.	1/21/2025 10:30 AM
12	N/A	1/21/2025 10:03 AM
13	Being responsible and taking charge of completing what needs to be done.	1/20/2025 10:32 PM
14	I would love my kid to participate in Band/Chorus/Orchestra. But neither the SPED teacher nor the regular teacher communicate with parents.	1/20/2025 9:10 PM
15	Very positive, individual teachers/coaches who lead them have been very good.	1/20/2025 9:54 AM
16	It helps with confidence and self time management with his day	1/20/2025 9:27 AM
17	Drama has really helped my daughter find friends and feel part of something. After school sports have given my son an outlet to compete with his friends at school.	1/19/2025 7:01 PM
18	NA	1/19/2025 3:17 PM
19	Excise	1/19/2025 2:56 PM
20	Band.	1/19/2025 1:46 PM
21	Very positive, having daily band class has built his confidence and skills, he enjoys band and Mr. Morello.	1/19/2025 1:23 PM
22	A positive one. He really enjoyed wood shop and loves playing sports	1/19/2025 8:21 AM
23	She loves it, she feels like part of the school community and like her voice matters	1/18/2025 10:48 PM
24	Very positive connection to school	1/18/2025 1:38 PM
25	Afrr the we school sports positive. Although cheer this year, I doo not think the coach should not be using What's App for students/parents. Shows poor judgement. Also no art docent for middle school. I think that would be a great after school program. Also art docent for all grades	1/18/2025 8:09 AM

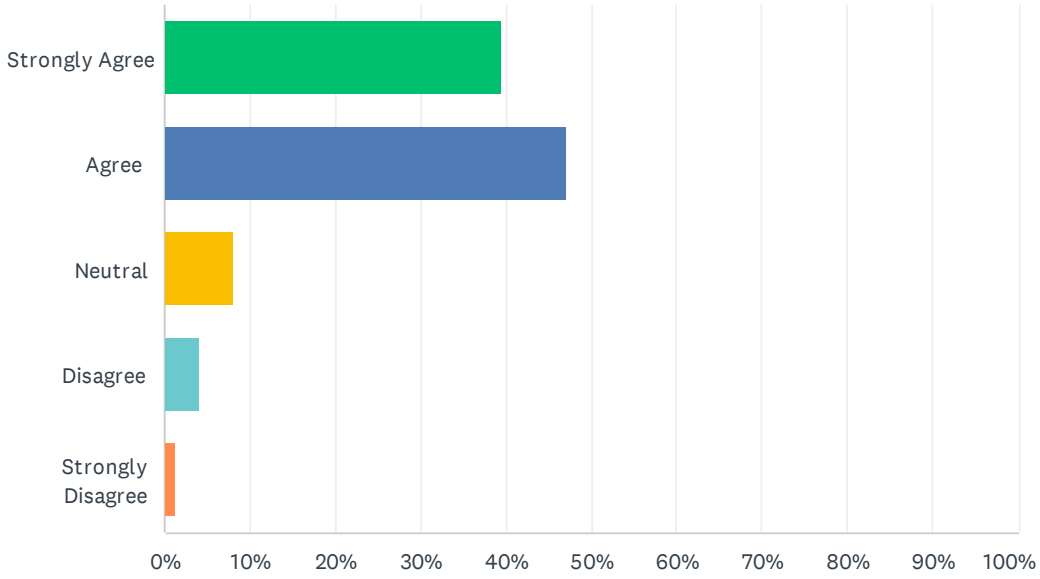
	should have more funding and support. Possibly a full time credentialed teacher coordinator to run the programs at school sites.	
26	This is a great opportunity to continue developing art skills at the school.	1/18/2025 7:56 AM
27	Helped make friends	1/18/2025 1:37 AM
28	Positive, but these are not core classes where it’s more important to have teachers deliver teaching in a positive and engaging manner for students.	1/18/2025 12:22 AM
29	Given my son more confidence	1/17/2025 10:45 PM
30	Art docent isn’t allowed in the kindergarten classrooms but when my child had it in TK it was wonderful for a break in the day to day.	1/17/2025 10:35 PM
31	Physical fitness	1/17/2025 9:43 PM
32	Teaches him to be a team player and to work hard	1/17/2025 7:02 PM
33	Very positive	1/17/2025 6:26 PM
34	Drama has helped her feel like she's a part of something exciting.	1/17/2025 5:39 PM
35	Bristow sports are amazing- thank you! My daughter has participated in cross country, track & field and now cheer! It’s awesome!!!! So grateful this is available to them in middle school!’	1/17/2025 5:08 PM
36	1 child loves helping in WEBB, the other is enjoying cheerleading.	1/17/2025 4:48 PM
37	She is learning responsibility and working as a team	1/17/2025 3:21 PM
38	positive would also like my other son to be part of Kindness club like my oldest, but was "not choosen" this should be open to student who want to participate as well,not a teacher bias.	1/17/2025 3:06 PM
39	None	1/17/2025 2:06 PM
40	N/A	1/17/2025 1:56 PM
41	More focused and patience	1/17/2025 1:46 PM
42	Very positive.	1/17/2025 1:33 PM
43	No impact so far.	1/17/2025 1:26 PM
44	Wrestling has helped with my son's self confidence & work ethic.	1/17/2025 1:16 PM
45	My Bristow student loves being a part of the basketball community.	1/17/2025 12:44 PM
46	Not much	1/17/2025 12:38 PM
47	They do not participate and I would like the school to promote these activities and encourage students to participate. These are the activities that will help deter kids from being bad	1/17/2025 12:37 PM
48	Gives them a sense of accomplishment and belonging	1/17/2025 12:10 PM
49	N/A	1/17/2025 11:55 AM
50	Social and work ethic skills.	1/17/2025 11:45 AM
51	Band has been great! My daughter went from not wanting to do it entering 6th grade to wanting to continue	1/17/2025 11:26 AM
52	Improved fitness, healthy habits, resiliency, confidence. collaboration, leadership, friendships, commitment, sportsmanship, respect for authority and excelling in her favorite sport	1/17/2025 11:20 AM
53	N/A	1/17/2025 11:19 AM
54	None	1/17/2025 11:10 AM
55	Positive they enjoy the programs.	1/17/2025 11:02 AM
56	My child takes pride in participating in leadership and feels she has purpose at school and encourages her to work hard while in class	1/17/2025 10:57 AM
57	Boost self-confidence	1/17/2025 10:50 AM

58	Positive	1/17/2025 10:48 AM
59	They feel involved and apart of the school	1/17/2025 10:43 AM
60	Builds character, responsibility, and provides early life lessons on the interpersonal politics.	1/17/2025 10:42 AM
61	Positive	1/17/2025 10:19 AM
62	Speech services in addition to the preschool program at Loma Vista Elementary have helped my child significantly. He has shown tremendous growth in his speech and language skills and is now a confident and happy student. Leadership has been an excellent way for our daughter to develop positive connections at school, to help with school events, and feel a sense of pride in her school.	1/17/2025 10:15 AM
63	My daughter participates in band and leadership. She enjoys both activities and she looks forward to continuing band in middle school and possibly leadership if it's available.	1/17/2025 10:14 AM
64	SHe loves it and is taking more responsibilities on	1/17/2025 10:11 AM
65	Physical activities help my son focus, when he is sedentary is when we see more behavioral issues.	1/17/2025 10:06 AM
66	Very little	1/17/2025 10:01 AM
67	Very positive, I love the leadership opportunities given to the children.	1/17/2025 10:00 AM
68	I believe it has helped her stay focused	1/17/2025 9:58 AM
69	Arts and programs are vital to children's education. The more activities that are available to them the better.	1/17/2025 9:40 AM
70	Creates a feeling of pride in her and that she’s making a difference and has a place.	1/17/2025 9:36 AM
71	Joyful experience where they can express their creativity	1/17/2025 9:35 AM
72	They love having the art docent come in. I know they would love band and other programs as well.	1/17/2025 9:32 AM
73	NA	1/17/2025 9:25 AM
74	Has been a positive impact	1/17/2025 9:12 AM
75	My child looks forward to this. I think this program is well done	1/17/2025 9:10 AM
76	None have been offered	1/17/2025 9:07 AM
77	More responsible	1/17/2025 9:04 AM
78	Better involvement with the student body	1/17/2025 9:01 AM
79	Learning to work as a team, and thinking of a whole versus self.	1/17/2025 9:00 AM
80	N/A	1/17/2025 8:55 AM
81	Learning the basics of heavy tool safety. (Woodshop) My kids participate in sports that keep them active and healthy as well as teaching them life skills working as a team. Communicating to one and other and why it’s crucial to do so.	1/17/2025 8:52 AM
82	She loves art and had fun participating in the program. Ultimately, we need to get more money to the schools so programs like the art docent can continue.	1/17/2025 8:51 AM
83	NA	1/17/2025 8:49 AM
84	My daughter loved the soccer team last year, however the field is in TERRIBLE shape making it dangerous for so many girls on a smaller field with pot holes risking turned ankles.	1/17/2025 8:45 AM
85	He loves it	1/17/2025 8:40 AM
86	My child is proud that she is part of the planning of certain activities. I wish Leadership has more activities though.	1/17/2025 8:38 AM
87	being responsible	1/17/2025 8:36 AM
88	He just started taking wood shop as an elective. So far he seems happy to try a new	1/17/2025 8:33 AM

	experience.	
89	N/A	1/17/2025 8:32 AM
90	Leadership gives my daughter a sense of pride and ownership over her experience at school. She also very much likes the Ron Clark Academy house/community she's a part of at school.	1/17/2025 8:31 AM
91	My son loves WEB and is a leader on campus.	1/17/2025 8:31 AM
92	N/a	1/17/2025 8:29 AM
93	Improving social and physical skills.	1/17/2025 8:25 AM
94	Teaches responsibility and to work on a team	1/17/2025 8:25 AM
95	Very positive	1/17/2025 8:21 AM
96	Good impact	1/17/2025 8:20 AM
97	n/a	1/17/2025 8:18 AM
98	A positive impact	1/17/2025 8:16 AM
99	She goes to gymnastics with a couple of friends from her old school. It's a chance to see her besties, she hasn't really bonded with anyone yet.	1/17/2025 8:15 AM
100	It has made them feel like a valuable part of the school community	1/17/2025 8:14 AM
101	Greatly. They are more engage and happy	1/17/2025 8:11 AM
102	Feeling of belonging and being heard	1/17/2025 8:10 AM
103	Mr. Fallon is doing a great job with the band program.	1/16/2025 2:39 PM

Q15 BUSD staff work hard to help students to learn and succeed in school.

Answered: 223 Skipped: 1

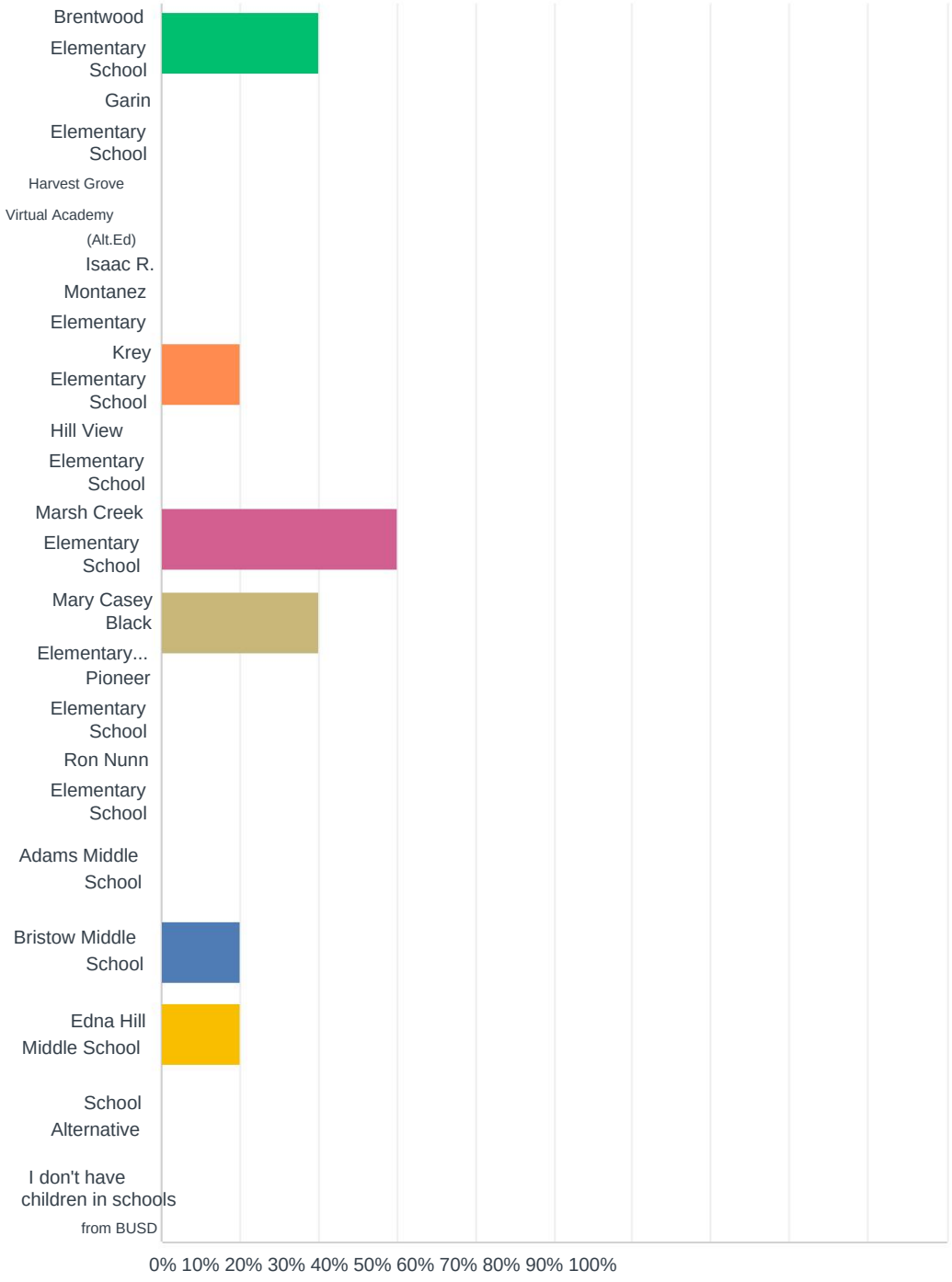


ANSWER CHOICES	RESPONSES	
Strongly Agree	39.46%	88
Agree	47.09%	105
Neutral	8.07%	18
Disagree	4.04%	9
Strongly Disagree	1.35%	3
TOTAL		223

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Q1 Please indicate the school your child attends.

Answered: 10 Skipped: 0



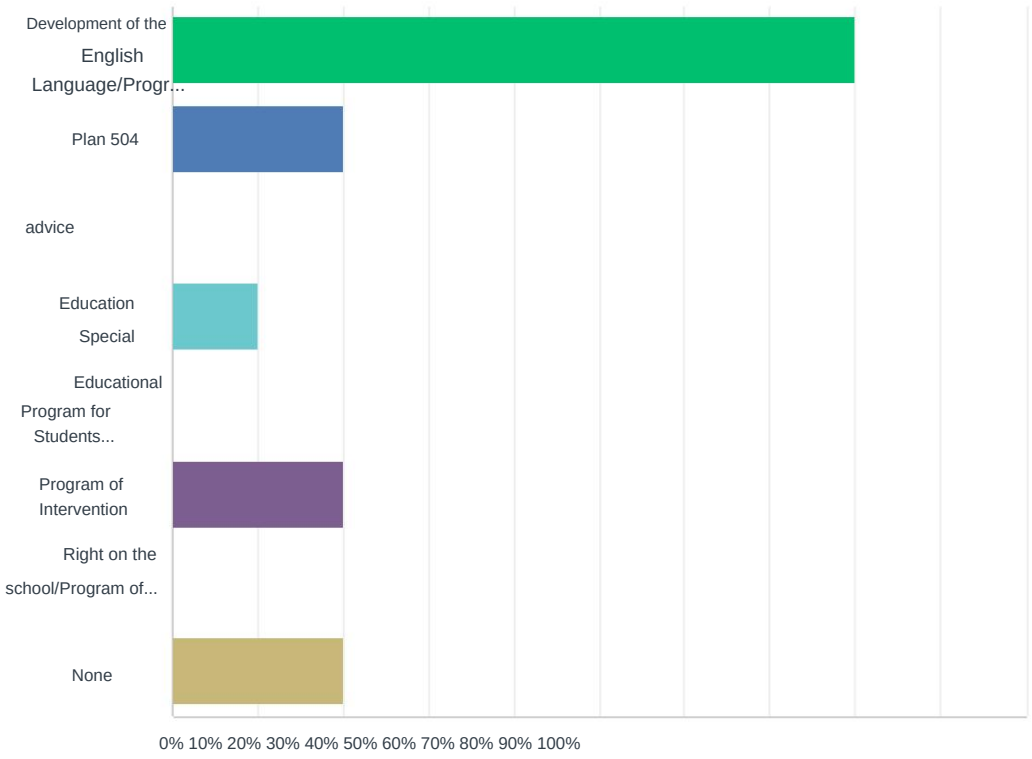
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ANSWER CHOICES	RESPONSES	
Brentwood Elementary School	20.00%	2
Garin Elementary School	0.00%	0
Harvest Grove Virtual Academy (Alt.Ed)	0.00%	0
Isaac R. Montañez Elementary	0.00%	0
Krey Elementary School	10.00%	1
Loma Vista Elementary School	0.00%	0
Marsh Creek Elementary School	30.00%	3
Mary Casey Black Elementary School	20.00%	2
Pioneer Elementary School	0.00%	0
Ron Nunn Elementary School	0.00%	0
Adams Middle School	0.00%	0
Bristow Middle School	10.00%	1
Edna Hill Middle School	10.00%	1
Alternative School	0.00%	0
I don't have children in BUSD schools	0.00%	0
Total Respondents: 10		

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Q2 My child participates in the following programs

Answered: 10 Skipped: 0

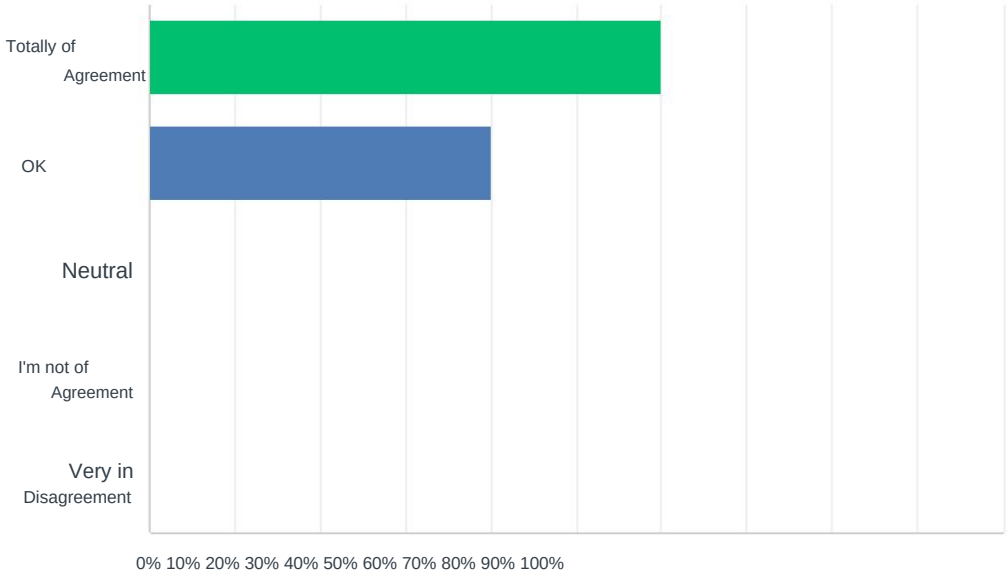


ANSWER CHOICES	RESPONSES	
English Language Development/English Learning Program	80.00%	8
Plan 504	20.00%	2
advice	0.00%	0
Special Education	10.00%	1
Gifted and Talented Education (GATE) Program	0.00%	0
Intervention Program	20.00%	2
Right at School/After School Extended Learning Program	0.00%	0
None	20.00%	2
Total Respondents: 10		

Machine Translated by Google

Q3 I am satisfied with the general education my child is receiving. child(ren) in BUSD. Please check only one box.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totally agree	60.00%	6
OK	40.00%	4
Neutral	0.00%	0
I do not agree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		10

Machine Translated by Google

Q4 What is having a positive impact on my child's overall education? son? What can schools do to improve general education

that my child(ren) receive?

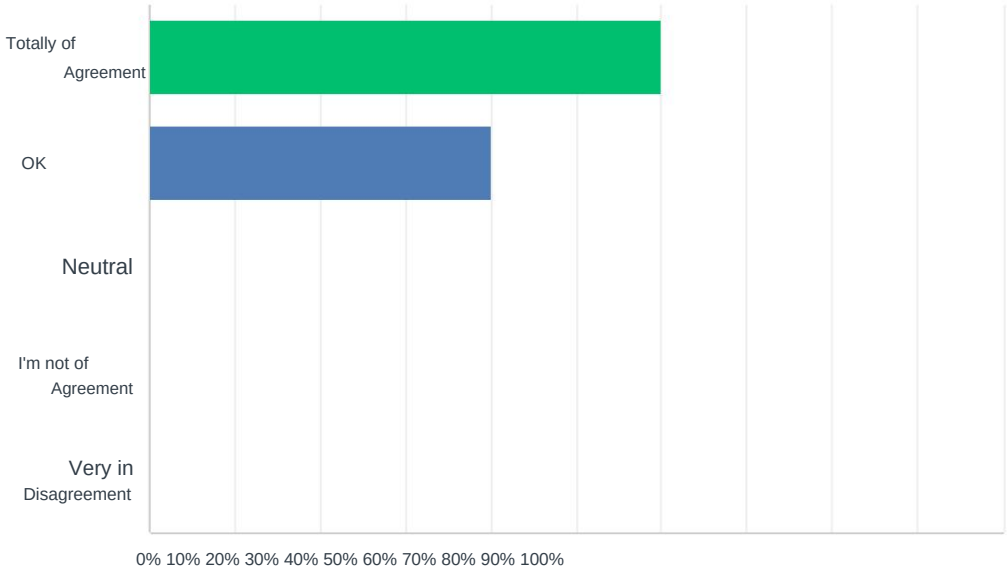
Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	Have more reading programs and help for reading progress.	1/17/2025 4:17 PM
2	Help with homework	1/17/2025 3:54 PM
3	My son is improving from time to time	1/17/2025 2:42 PM
4	SOAR is really helping my son learn how to read more fluently.	1/17/2025 8:42 AM

Machine Translated by Google

Q5 As a parent, I have the opportunity to participate in activities and participate in making decisions about school activities.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totally agree	60.00%	6
OK	40.00%	4
Neutral	0.00%	0
I do not agree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		10

Machine Translated by Google

Q6 What decision-making opportunities do I value? How can I schools help parents become more involved and participate in the their children's schools?

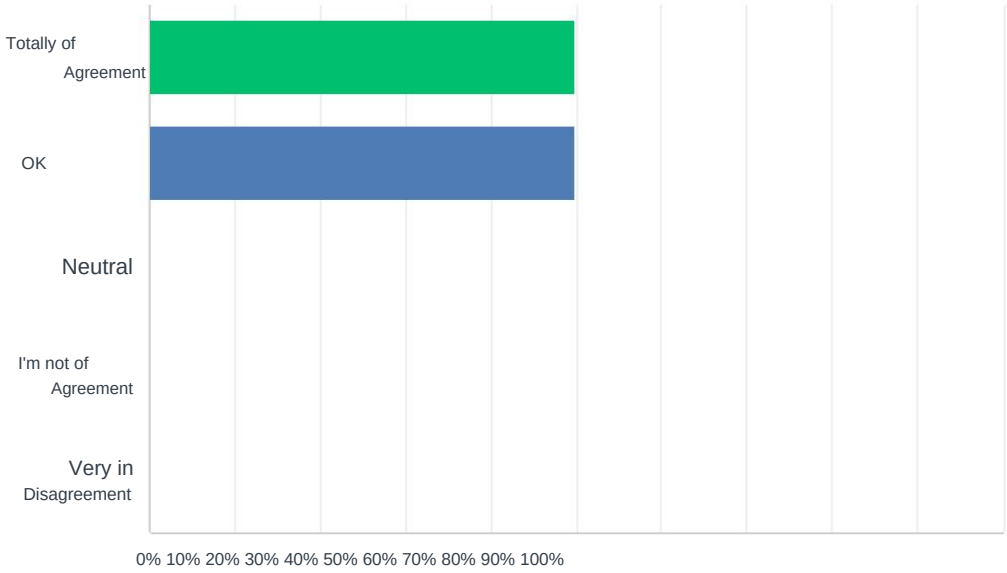
Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	get involved in helping out at school.	1/17/2025 4:17 PM
2	School told me to try to help my son in the tasks at home	1/17/2025 2:42 PM
3	They keep us well informed about our children and that is what I value.	1/17/2025 8:43 AM
4	I would like to have a firm schedule of school events. (Book fairs, assemblies, etc.)	1/17/2025 8:42 AM

Machine Translated by Google

Q7 BUSD schools ensure sufficient access to students to instructional materials, including technology.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totally agree	50.00%	5
OK	50.00%	5
Neutral	0.00%	0
I do not agree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		10

Machine Translated by Google

Q8 How can schools provide better access to students? to materials and technology?

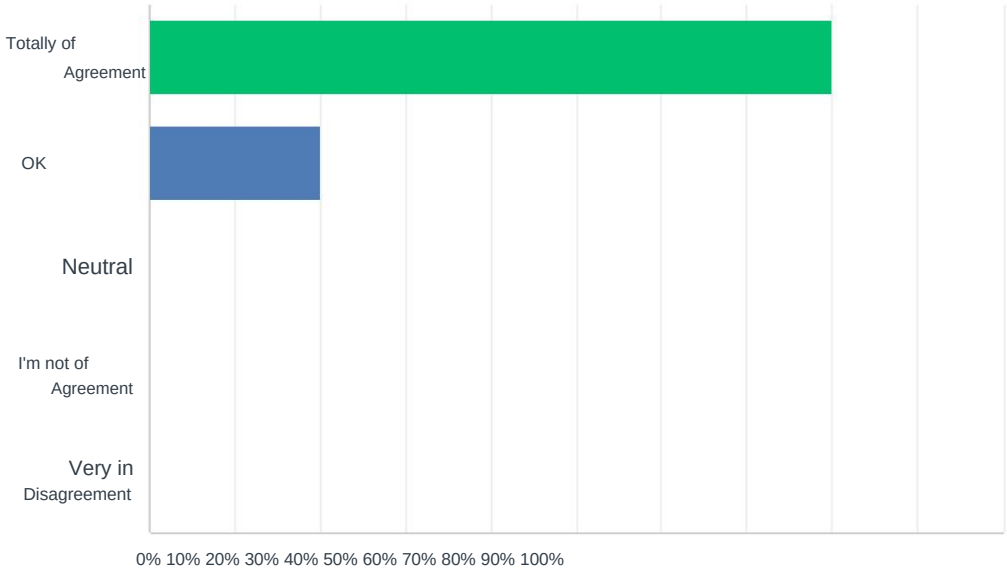
Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	More information and programs about it	1/17/2025 4:17 PM
2	X is fine now	1/17/2025 3:54 PM
3	I don't know	1/17/2025 2:42 PM
4	When a student enters midyear it would be helpful to get passwords to classite	1/17/2025 8:42 AM

Machine Translated by Google

Q9 BUSD schools are safe, clean and in good condition. conditions

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totally agree	80.00%	8
OK	20.00%	2
Neutral	0.00%	0
I do not agree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		10

Machine Translated by Google

Q10 How can BUSD improve its school facilities?

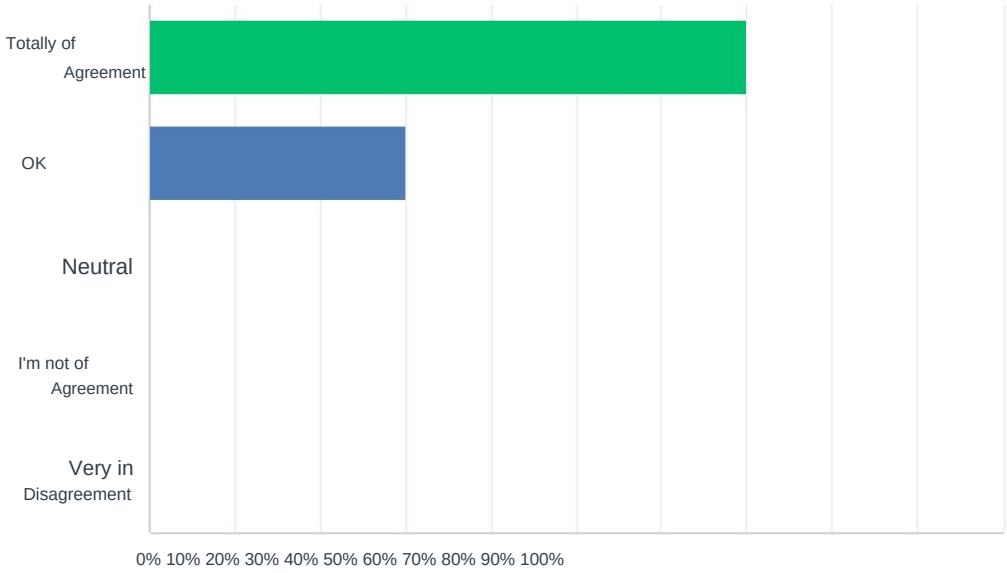
Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	With more people and also helping with teaching children to clean up their trash.	1/17/2025 4:17 PM
2	N/A	1/17/2025 3:54 PM
3	My son takes the bus in the morning at 8:10am to go to school and he returns before 6 pm.if the bus can help me with this, because he has to return in the cold and rain in the afternoon. At the moment there is no car to pick him up, we have to go by bike. If the bus can bring him back, it is better between 4:30 am end 5:00 am. One of these times can help me to avoid this cold in the afternoon, because he has to stay at this time because after school he has to stay for the school program until 6 pm	1/17/2025 2:42 PM
4	Sometimes the grass my MCB kinder area is overgrown onto the sidewalk	1/17/2025 8:42 AM

Machine Translated by Google

Q11 The culture and climate at my child(ren)'s school(s) is positive, welcoming and free from intimidation.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totally agree	70.00%	7
OK	30.00%	3
Neutral	0.00%	0
I do not agree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		10

Machine Translated by Google

Q12 What is important for me to continue doing at my child's school to maintain a positive climate and what could be done to improve the climate of the school more positive, welcoming and free from bullying?

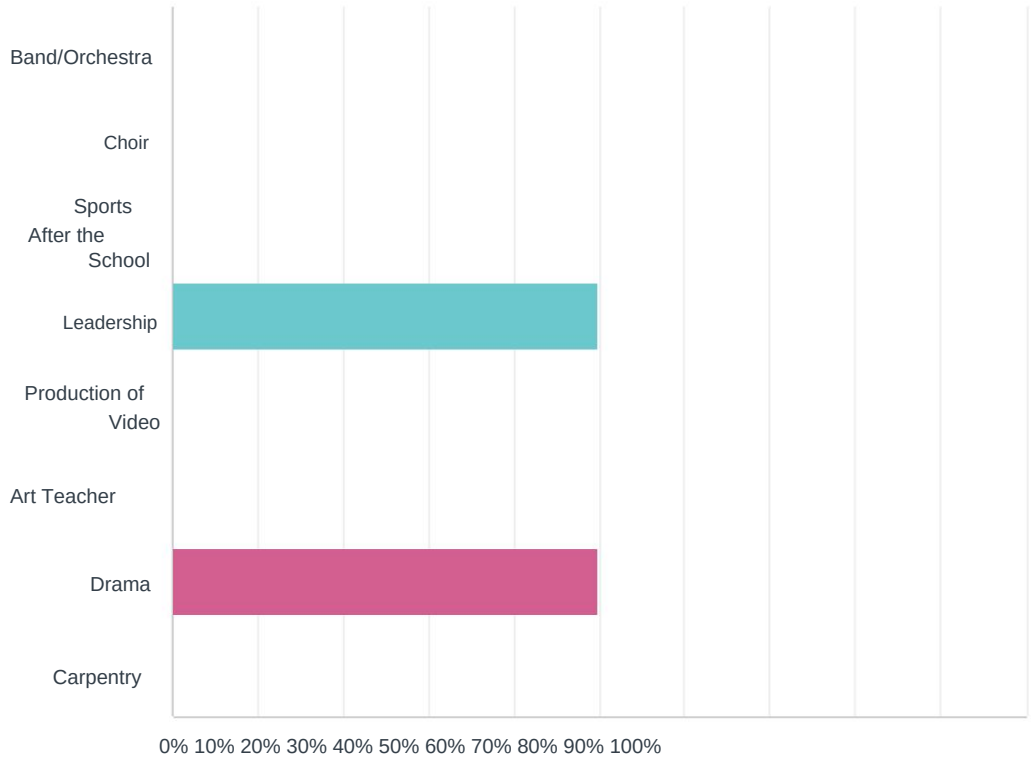
Answered: 4 Skipped: 6

#	RESPONSES	DATE
1	We talked to the children about respecting others.	1/17/2025 4:17 PM
2	Just as it is right now	1/17/2025 3:54 PM
3	I don't know	1/17/2025 2:42 PM
4	May there always be mutual respect	1/17/2025 8:43 AM

Machine Translated by Google

Q13 My child or children participate in the following school programs

Answered: 2 Skipped: 8



ANSWER CHOICES	RESPONSES	
Band/Orchestra	0.00%	0
Choir	0.00%	0
After School Sports	0.00%	0
Leadership	50.00%	1
Video Production	0.00%	0
Art Teacher	0.00%	0
Drama	50.00%	1
Carpentry	0.00%	0
Total Respondents: 2		

Machine Translated by Google

Q14 If your child(ren) participate in one of the above programs, what impact has it had on your son?

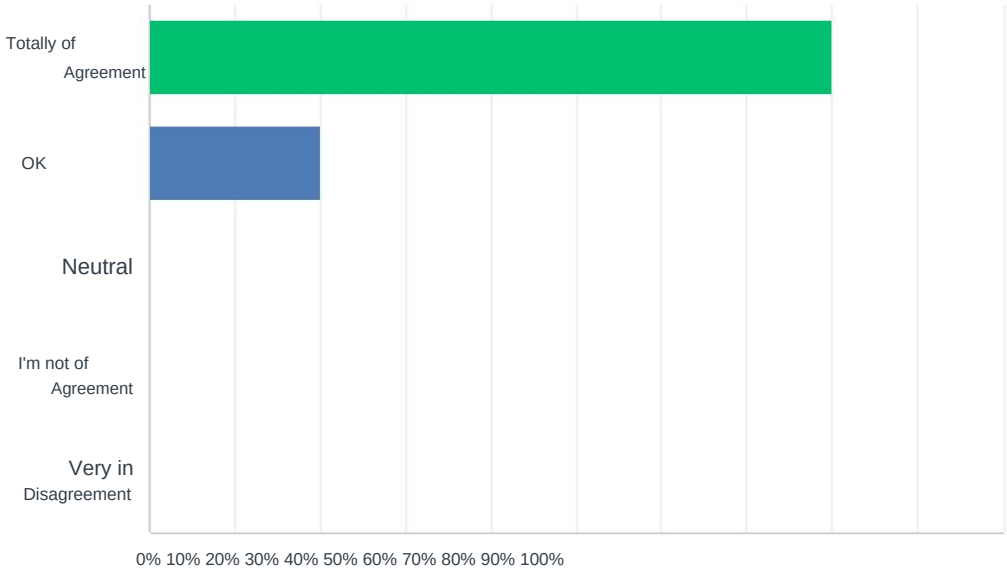
Answered: 2 Skipped: 8

#	RESPONSES	DATE
1	Better	1/17/2025 3:54 PM
2	I have participated a program to advance in English	1/17/2025 2:42 PM

Machine Translated by Google

Q15 BUSD staff works hard to help students learn and succeed in school.

Answered: 10 Skipped: 0



ANSWER CHOICES	RESPONSES	
Totally agree	80.00%	8
OK	20.00%	2
Neutral	0.00%	0
I do not agree	0.00%	0
Strongly Disagree	0.00%	0
TOTAL		10

Agenda Item #10.6 **Presented by:** Chris Calabrese
Assistant Superintendent, Human Resources

Description: Tentative Agreement with Brentwood Teachers Association

Background Information

Brentwood Teachers Association and Brentwood Union School District have reached a Tentative Agreement, summary is attached. The Tentative Agreement includes changes to the Collective Bargaining Agreement for the 2024-2025 school year and a compensation agreement for the 2024-2025.

Staff Recommendation
Approve Tentative Agreement with the Brentwood Teachers Association

Funding Source

Item to be considered for: Action

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

BTA & BUSD negotiations
2024-2025 CBA
Teantove agreement Summary

Article 22 Summary

- Elementary K-5 Increase overage to $10

Article 10 Summary

- The site administrator may use up to 1.5 hours of each of the three non-student workdays for site meetings and other site business for a total of 4.5 hours
- The day before Thanksgiving, Winter, Spring and Summer Breaks shall be adjusted days. Unit members may leave 15 minutes after the final student bell on those days.
- Conferences shall take place during member's defined 7.5-hour work day. Members shall not be obligated to reschedule conferences regarding academic or behavioral progress outside of designated conference weeks (fall and spring) as defined by the student calendar. If an elementary unit member is out due to personal leave or illness, they shall reschedule student conferences upon their return.
    - Parent and/or Student Conference meetings outside of the scheduled fall and spring conferences shall occur with prior administrator approval when any excess minutes beyond the defined work day are anticipated.

  This section of the CBA applies only to parent-teacher conferences as based on student calendar. Other meetings with parents may occur at other times throughout the school year.
- Adjunct committees and events are non-required and completely voluntary. It is acknowledged that they can include unique school site traditions but they are by definition, supplementary to the defined work day. School administration and teacher leadership will develop criteria for the equitable distribution of site specific adjunct duties.
- By August 30th of each school year, the principal shall meet with the Leadership team to determine which site specific adjunct duties and activities involving bargaining unit members shall occur at the site.
- After establishing a list of duties and activities, the principal and leadership team shall determine a method for equitable distribution of those activities among the entire staff, taking into consideration all other non-teaching responsibilities. This may also include consideration of assignment of IEP and/or ELD clusters to particular teachers and service on joint Association/District committees**,** District voluntary/adjunct committees, and supplemental assignments in Appendix B.
- If the distribution process does not result in all activities on the list being covered, the principal, in consultation with the leadership team, will determine whether those activities are necessary, and if so, how they should be covered. If a site doesn't have enough support and/or an organizer, the committee or event shall not take place.

- Sixteen (16) times per year, CLT time will be allocated for unit members to analyze student work, plan independently and discharge responsibilities such as preparing report cards, closing out their classrooms, and other site-specific purposes, using their independent, professional judgment.

- Two (2) CLT days shall be reserved for parent conferences. (BTA strikethrough and inserts 10-30-2024)

- The site leadership team shall develop a tentative CLT calendar prior to the beginning of the school year, which specifies the days provided for in B and C above. However, the first Wednesday of the school year shall be one (1) of the days referenced in Section 7.C.

- Changes to the site CLT calendars may be made by site leadership and administration as long as the number of days specified in Sections B and C are preserved. Site administration shall-update the CLT calendar-upon any confirmed changes to the CLT calendar.

- Elementary Report of Progress - For each report of progress period, all elementary unit members shall be provided time per section 10.7.C during at least two early release Wednesdays. This shall occur during the two CLT days in the two weeks prior to the due date required to submit grades to site administration. The Report of Progress) access window will be a minimum of two weeks prior to the first day of conferences. Elementary members shall receive a total of 4 CLT days for academic reporting.

- Middle School Report Cards - For each report card period, all middle school unit members shall be provided time per section 10.7.C during at least One (1) early release Wednesday prior to the due date required to submit academic progress to head counselors for progress reports and end of quarter academic reporting. The Report Card access window will be a minimum of two weeks prior to the first day of conferences. Middle school members shall receive a total of 8 CLT days for academic reporting.

- Faculty meetings shall not exceed 25 meetings per year and may not exceed 30 minutes per meeting. Faculty meetings shall not extend beyond the 7.5 hour

- State mandated training specifically excludes district training.
  Mandated trainings shall be scheduled during the work year and work day. Mandated training shall occur within the **4.5** hours dispersed among the three non-student work days referenced in section 10§A.i, within faculty meetings referenced in Article 10§8, or within the CLT not included in sections 10§7.B and C.
- If a certificated staff member fails to complete state-mandated training within the designated timeline, the unit member will be assigned a make-up time by human resources, which may occur on a designated independent day per 10§(7)(c). Failure to attend mandated state training will result in disciplinary action.
- Prep Period Coverage or Loss of Prep
    - Middle School members If a member is required to provide substitute coverage during his/her/their prep period, the stipend equal to hourly rate of pay will be paid.

- Elementary members who lose their prep period due to the absence of a PE/Music/Computers member shall be paid the hourly rate of pay.
- Members shall be paid at their unique hourly rate if they are required to substitute more than once during their prep period in the same week. Members shall receive their unique hourly rate retroactively from the first prep period lost. Members who volunteer for prep period coverage shall not qualify for unique hourly rate pay and instead shall be compensated according to Art 10§11(h)
- Excessive prep period loss shall sunset at the conclusion of the 24/25 school year. Both parties agree to review financial and administrative impacts to determine continuation beyond the 24/25 school year
- Grade level leadership and site administration shall review placement protocol of newly enrolled IEP, 504, and/or ELD students to ensure equitable distribution among unit members.

Article 16 Summary

- Less than full-time unit members shall receive a pro rata share of the annual allotted 10 sick days
- Absences due to causes beyond control of the unit member, such as those caused by storm damage to home or vehicle, flooding, road closures, shall be charged to sick leave with no resulting loss of pay.
- The District will credit one additional sick day to each unit member who uses no more than 2 personal necessity days in any complete (not part time) school year.) The additional sick day shall be credited to the unit member's sick leave account no later than the first day of the subsequent school year. The additional sick day incentive shall sunset at the conclusion of the 26/27 school year. Both parties agree to review financial and administrative impacts to determine continuation beyond the 26/27 school year.
- Absence For Discretionary Reasons
  No more than four (4) days of the annual seven (7) personal necessity days can be used for discretionary reasons.
  These days shall be used for any purpose which the unit member deems sufficiently important, without explanation.
  These days are chargeable against the seven (7) personal necessity days under sick leave.
  Unit members shall not use more than two (2) consecutive personal necessity days for discretionary reasons.
- Personal Business Leave Day
- Unit members shall be entitled to one (1) personal business leave (also referred to as "no-tell days") day per year which shall not be deducted from any sick leave or other leave bank established by this Agreement.
    - Notice for this leave must be submitted to the site Principal at least 72 hours in advance of the planned absence. The unit member shall submit their request via the absence reporting system and shall make every effort to have a pre-arranged substitute teacher. Notices given less than 72 hours must be approved by

administration. If denied by the administration, a reason shall be provided to the unit member. The unit member need not disclose the specific reason for the request for Personal Business Leave.

- After two (2) years of continuous completed satisfactory service to the District, a unit member is eligible to request of the Board a leave of absence. Upon recommendation of the Superintendent, the Board may approve up to a one year leave requests and requests to extend a leave without pay for an additional school year, for the reasons listed below.
- Approved Reasons for Personal Leave Without Pay

    1. Government service in an elected public office.
    2. Professional study or research
    3. Care of a member of the immediate family who is ill.
    4. Personal long-term illness of the unit member.
    5. Other discretionary reasons that are exceptional circumstances as determined by the Superintendent and Board

    4. If the unit member's request for unpaid leave of absence is not approved, the unit member shall be given a reason for the denial.

- If the unit member's request for unpaid leave of absence is not approved, the unit member shall be given a reason for the denial.
- Any unauthorized absence will be considered personal leave without pay. Unauthorized personal leave without pay may result in disciplinary action

Article 8 Summary

- 1.07% increase
- 90 Column 5 years credit for prior teaching experience
- Athletic coaches open to unit member's first
- Hourly rate column 4, step 4
- Parties mutually agree to reopen Art 8 specifically to negotiate supplemental stipend list

Agenda Item #10.7

Presented by: Chris Calabrese,
Assistant Superintendent, Human Resources

Description: Approval of Memorandum of Understanding (MOU) with the Brentwood Teachers Association

Background Information
Representatives of the Brentwood Teachers Association and the District have reached a tentative agreement on two MOU's

MOU on Overpayment
MOU on Initial Placement on salary schedule

The Board is asked to approve the MOU's

Staff Recommendation
Approve the MOU's with the Brentwood Teachers Association

Funding Source

Item to be considered for: Action

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

BTA_____
BTA_____
BUSD_____

Memorandum of Understanding
Article 8
Areas of need Initial Placement
Brentwood Union School District
and Brentwood Teachers Association

January 29, 2025

1. Salary Schedule
    a. Unit members shall be placed on the salary schedules in Appendix A.

    b. Unit members who serve other than the required number of workdays set forth in this Agreement shall receive a salary which is prorated according to the number of days on the salary schedule and the annual salary of the individual unit member. Notwithstanding the above, unit members who serve for one (1) full semester shall receive not less than one-half (1/2) the annual salary applicable to their class and step.

2. Salary Schedule Implementation
    a. Payment

    The annual salaries set forth in this Agreement shall be paid in twelve (12) installments, beginning in July, and shall be issued on the last business day of each month. Unit members who are initially employed after that month's payroll deadline shall be paid on the last business day of the month following the first month of employment. Paychecks are sent electronically to the unit member's bank/credit union, pursuant to arrangements which the unit member makes with the payroll office. The District shall make appropriate deductions as mutually agreed between the District and Association, or as requested by the unit member.

    b. Initial Placement

    Certificated employees are placed on the salary schedule on the basis of uniform allowance of years of experience and units of training.

        i. New hires may receive up to seven (7) years of credit for prior teaching experience, or related experience for new hires in non-classroom teaching positions.

        ii. A permanent certificated employee who resigns and is reemployed within 39 months after the last day of paid service shall be granted rights according to law.

        iii. Differential Credit for Identified Areas for Need

            a. Effective July 1, 2024 for the 2024-2025 school year or thereafter, all District certificated employees may be

granted additional actual years of teaching experience for placement on the salary schedule(s) for individuals hired to teach in areas of needs. Such additional years shall not count toward District seniority.

b. Before granting additional credit, the District shall notify BTA of the area(s) of need.(Moved from below)

iv. Previous Differential Stipend

a. Prior to July 1, 2024 certificated employees received a differential stipend in designated areas of need following the parameters outlined below.

b. The District may grant new hires and rehires, see Section ii above, in identified areas of need who have the requisite credential and more than seven (7) years of prior teaching experience, or related experience for new hires in non-classroom teaching positions, a "differential stipend" in the amount of the salary the new hire/rehire would receive if s/he received full credit for the prior experience, and new hire's actual salary placement.

c. The District shall pay the differential stipend to current unit members serving in or transferring into an area of need, based on the difference between the unit member's initial placement and his/her prior years of experience for which credit was not granted upon initial employment.

d. The District shall pay the unit member the differential stipend so long as the unit member remains in an assignment in the identified area of need for which the stipend was initially granted. The differential stipend shall be paid in equal monthly installments.

BTA_____
BTA_____
BUSD_____

BTA _____DATE_____

BTA_____DATE_____

BUSD_____DATE_____

Memorandum of Understanding

Brentwood Union School District
And Brentwood Teachers Association

January 29, 2025

The Brentwood Union School District ("District") and the Brentwood Teachers Association, together the "Parties", enter into this Memorandum of Understanding ("MOU") to address the overpayment of to the certificated employees listed in Exhibit 1, which is attached hereto and incorporated herein.

During the payment of the negotiated 2023-2024 retroactive salary ratified by both Parties, in August for BTA the employees listed in Exhibit 1 were overpaid for time listed in their Extended School Year timesheets. The estimated overpayment for the certificated employees listed in Exhibit 1 is $2,361.24 (includes employer costs).

To settle any and all legal controversies between the Parties regarding the above overpayment, the Parties agree as follows:

1. BTA and/or the employees listed in Exhibit 1 shall not seek additional compensation resulting from the 2023-2024 overpayment
2. BTA and/or the employees listed in Exhibit 1 shall not to file any administrative, civil, grievance or unfair practice charge action regarding the overpayment set forth in Exhibit 1; and
3. The District shall waive the right to repayment of the amounts set forth in Exhibit 1 from the individual employees.

This MOU establishes no past practice or precedent beyond what is set forth herein.

BTA_____Date_____

BTA_____Date_____

BUSD_____Date_____

BUSD_____Date_____

Agenda Item #10.8 **Presented by:** Chrid Calabrese
Assistant Superintendent, Human Resources

Description: 2025-2026 Initial Certificated & Management Staffing Allocations

Background Information

Based upon the 2025-2026 projected enrollment as well as the needs of particular programs, the attached recommendations are brought for consideration for initial certificated staffing allocations for the 2025-2026 school year.

Initial classified staffing allocations are included; however, they are likely to increase.

Staff Recommendation
Approve Initial Certificated & Management Staffing Allocations for the 2025-2026 School Year

Funding Source

Item to be considered for: Action

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

2024/2025 POSITION CONTROL FOR 2025/2026 STAFF ALLOCATION
CERTIFICATED

TEACHERS	24/25 FTE	CHNG	25/26 FTE
ELEMENTARY	**242.00**	**3.00**	**245.00**
BES	30.00		30.00
GES	29.00		29.00
RNS	26.00		26.00
LVS	28.00	2.00	30.00
KES	33.00		33.00
PES	31.00		31.00
MCS	21.00		21.00
MCB	26.00		26.00
IME	18.00	1.00	19.00
MIDDLE	**123.86**	**5.00**	**128.86**
EHS	37.99	0.67	38.66
BMS	43.52	1.67	45.19
AMS	42.35	2.66	45.01
MIDDLE-EXTRA PERIOD OVER 1.0 FTE	**2.38**	**0.00**	**2.38**
EHS	1.36		1.36
BMS	0.00		0.00
AMS	1.02		1.02
INDEPENDENT STUDY	**4.50**		**4.50**
INTERVENTION-1X FUNDED	**10.53**	**0.00**	**10.53**
ELEM (1.0 per site)	9.00		9.00
MIDDLE (.51 per site)	1.53		1.53
PROP 28 FUNDED	**5.09**	**0.00**	**5.09**
ELEM - THEATER ARTS	4.50		4.50
MIDDLE - ORCHESTRA	0.59		0.59

TEACHERS	24/25 FTE	CHNG	25/26 FTE
ELEMENTARY SUPPORT			
MUSIC	**3.40**	**0.00**	**3.40**
BES	0.45		0.45
GES	0.40		0.40
RNS	0.32		0.32
LVS	0.28		0.28
KES	0.40		0.40
PES	0.55		0.55
MCS	0.34		0.34
MCB	0.33		0.33
IME	0.33		0.33
PE	**5.55**	**0.00**	**5.55**
BES	0.76		0.76
GES	0.67		0.67
RNS	0.73		0.73
LVS	0.43		0.43
KES	0.65		0.65
PES	1.05		1.05
MCS	0.55		0.55
MCB	0.43		0.43
IME	0.28		0.28
TECHNOLOGY	**2.79**		**2.79**
MIDDLE SUPPORT			
ELD (.34 per site)	**1.02**		**1.02**
READ 180 (.50 per site)	**1.50**		**1.50**
BAND XTRA PERIOD (.17 per site)	**0.51**		**0.51**

TOTAL CERT REG EDUCATION TEACHERS	**411.13**

DATE APPROVED BY THE BOARD:

2024/2025 POSITION CONTROL FOR 2025/2026 STAFF ALLOCATION
CERTIFICATED

NON TEACHING	24/25 FTE	CHNG	25/26 FTE
COUNSELORS	**15.00**	**0.00**	**15.00**
ELEM (.50 PER SITE)	4.50		4.50
MIDDLE (+10daySCHED) (1.0 PER SITE)	3.00		3.00
MIDDLE (NO SCHED) (.50 PER SITE)	1.50		1.50
COUNSELOR 1X FUNDED (.50 PER SITE)	6.00		6.00
PSYCHOLOGISTS	**15.00**	**0.50**	**15.50**
BES	1.50		1.50
GES	1.00		1.00
RNS	1.00		1.00
LVS	1.00		1.00
KES	1.00		1.00
PES	1.50		1.50
MCS	1.00		1.00
MCB	1.00		1.00
IME	0.50	0.50	1.00
EHS	2.00		2.00
BMS	2.00		2.00
AMS	1.00		1.00
HVG	0.50		0.50
DO	0.00		0.00
PSYCHOLOGIST-PRESCHOOL	**2.00**		**2.00**
PSYCHOLOGIST-SPECIAL EDUCATION	**0.00**		**0.00**
PSYCH INTERN	**1.60**		**1.60**
PRESCHOOL TSA	**1.00**		**1.00**
TSA-SCIENCE	**1.00**		**1.00**
TSA-GATE	**0.50**		**0.50**
TSA	**1.00**		**1.00**
NURSE	**1.00**		**1.00**

ADMINISTRATIVE	24/25 FTE	CHNG	25/26 FTE
PRINCIPALS	**13.00**	**0.00**	**13.00**
ELEM	9.00		9.00
MIDDLE	3.00		3.00
HVG	1.00		1.00
VICE PRINCIPAL	**15.00**	**0.00**	**15.00**
ELEM	9.00		9.00
MIDDLE	6.00		6.00
DIRECTORS	**3.00**	**0.00**	**3.00**
CURRICULUM & INSTRUCTION	1.00		1.00
SPECIAL EDUCATION	1.00		1.00
STUDENT SERVICES	1.00		1.00
COORDINATORS	**5.00**	**0.00**	**5.00**
COORDINATOR C&I	3.00		3.00
COORD ED PRGRMS	1.00		1.00
COORD FECC INDUC	1.00		1.00
PROGRAM SPECIALIST	**4.00**		**4.00**
SUPERINTENDENT	**1.00**		**1.00**
ASSISTANT SUPERINTENDENT	**1.00**		**1.00**

TOTAL CERT NON TEACHING	**38.60**
TOTAL CERT ADMINISTRATIVE	**42.00**

24/25 Position Control data as of January 15, 2025

2024/2025 POSITION CONTROL FOR 2025/2026 STAFF ALLOCATION
CLASSIFIED

INSTRUCTIONAL AIDES	24/25 FTE	CHNG	25/26 FTE
COMPUTER LAB	**3.4450**	**0.0000**	**3.4450**
BES	0.3750		0.3750
GES	0.3750		0.3750
RNS	0.3750		0.3750
LVS	0.3750		0.3750
KES	0.3825		0.3825
PES	0.4375		0.4375
MCS	0.3750		0.3750
MCB	0.3750		0.3750
IME	0.3750		0.3750
TRANSITIONAL KINDERGARDEN	**11.3751**	**4.6000**	**15.9751**
BES	1.0000		1.0000
GES	1.1563	0.4000	1.5563
RNS	1.1250		1.1250
LVS	1.2500	1.6500	2.9000
KES	1.5313		1.5313
PES	1.3125		1.3125
MCS	1.7500	2.1500	3.9000
MCB	1.2500		1.2500
IME	1.0000	0.4000	1.4000
SPECIAL EDUCATION	**256.9563**	**10.0000**	**266.9563**
SPED 1:1	81.7188		81.7188
SPED SDC-PRESCHOOL	14.5348	10.0000	24.5348
SPED SDC	90.9025		90.9025
SPED ISP	29.2189		29.2189
SPED LRNG CENTER	18.6875		18.6875
SPED TELETHERAPY	5.4500		5.4500
SPED SLPA	5.9438		5.9438
BEHAVIOR TECHNICIAN	10.5000		10.5000

SPECIAL EDUCATION-NON INSTRUCTIONAL

BEHAVIOR ANALYST	**3.0000**		**3.0000**
BEHAVIORIST	**0.9000**		**0.9000**
LVN	**2.8125**		**2.8125**
OCCUPATIONAL THERAPIST	**6.6000**		**6.6000**
SIGN LANGUAGE	**4.2500**		**4.2500**

TOTAL CLSF INSTRUCTIONAL AIDES	**286.3764**

TOTAL SPEC ED NON INSTRUCTIONAL	**17.5625**

DATE APPROVED BY THE BOARD:

2024/2025 POSITION CONTROL FOR 2025/2026 STAFF ALLOCATION
CLASSIFIED

DISTRICT OFFICE	24/25 FTE	CHNG	25/26 FTE
CURRICULUM & INSTRUCTION	**1.6000**	**0.0000**	**1.6000**
C&I SECRETARY	1.0000		1.0000
FECC SECRETARY	0.5000		0.5000
TEACHER RESIDENCY GRANT SECRTRY	0.1000		0.1000
FISCAL SERVICES	**6.0000**	**0.0000**	**6.0000**
SR. ACCOUNT CLERK	6.0000		6.0000
FOOD SERVICES	**3.7500**	**0.0000**	**3.7500**
SECRETARY	1.0000		1.0000
NUTRITION SPECIALIST	1.0000		1.0000
NUTRITION SUPERVISOR	1.0000		1.0000
WAREHOUSE	0.7500		0.7500
HUMAN RESOURCES	**4.0000**	**0.0000**	**4.0000**
SECRETARY	1.0000		1.0000
EMPLOYEE RECRUITMENT SPECIALIST	1.0000		1.0000
PERSONNEL SPECIALIST	2.0000		2.0000
MAINTENANCE & OPERATIONS	**10.5000**	**0.0000**	**10.5000**
SECRETARY	1.0000		1.0000
CUSTODIAN - DO	0.5000		0.5000
GROUNDSKEEPER	5.0000		5.0000
MAINT/CRFTSMN	4.0000		4.0000
PURCHASING/WAREHOUSE	**2.4000**	**0.0000**	**2.4000**
PURCHASING AGENT	1.0000		1.0000
CLERICAL AIDE	0.2500		0.2500
WAREHOUSE	1.0000		1.0000
WAREHOUSE DELIVERY	0.1500		0.1500
SPECIAL EDUCATION	**2.0000**	**0.0000**	**2.0000**
SECRETARY	2.0000		2.0000

DISTRICT OFFICE	24/25 FTE	CHNG	25/26 FTE
STUDENT SERVICES	**2.6250**	**0.0000**	**2.6250**
SECRETARY	1.6250		1.6250
RECECPTIONIST	1.0000		1.0000
TECHNOLOGY	**6.0000**	**0.0000**	**6.0000**
SECRETARY	1.0000		1.0000
COMPUTER TECHNICIAN	2.0000		2.0000
TECHNOLOGY SUPPORT SPECIALIST	2.0000		2.0000
SYSTEMS ADMINISTRATOR	1.0000		1.0000
OTHER DISTRICT SUPPORT STAFF	**1.0000**	**0.0000**	**1.0000**
ADMINISTRATIVE ASSISTANT	1.0000		1.0000
MANAGEMENT	**5.0000**	**0.0000**	**5.0000**
CHIEF BUSINESS OFFICIAL	1.0000		1.0000
COORDINATOR FISCAL SERVICES	1.0000		1.0000
COORDINATOR FOOD SERVICES	1.0000		1.0000
COORDINATOR MAINT & OPERATIONS	1.0000		1.0000
COORDINATOR TECHNOLOGY	1.0000		1.0000

TOTAL DISTRICT OFFICE	**44.8750**

DATE APPROVED BY THE BOARD:

24/25 Position Control data as of January 15, 2025

Agenda Item #:10.9 **Presented by:** Dana Eaton, Superintendent

Description: Approval of 2025 Delegate Assembly Candidates

Background Information: The Board is asked to vote for no more than two candidates for the CSBA 2025 Delegate Assembly Subregion 7-A.

Staff Recommendation

Funding Source

Item to be considered for: Action

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

csba

REQUIRES BOARD ACTION

January 31, 2025
MEMORANDUM

To: CSBA Member Boards and Odd-numbered County Board Presidents and Superintendents
From: Dr. Bettye Lusk, CSBA President
Re: 2025 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 17**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2025.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board

agenda. **Only the ballot on GREEN paper is to be completed and returned to CSBA. Like the ballot on red paper for the other Delegate seats in your region, it must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

The ballot on GREEN paper must be signed by the Board President, Board Clerk, or by the County Superintendent, as a designee of the board, and returned in the enclosed envelope. If the envelope is misplaced, you may use your county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked by April 30. The results for the county board seat in each region will also be published by May 11, 2025.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025 – March 31, 2027. The next meeting of the Delegate Assembly takes place on Saturday, May 17 and Sunday, May 18, 2025. Please do not hesitate to contact the Executive Office at nominations@csba.org should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper
Ballot on green paper and watermarked "copy" of ballot on white paper
List of all current Delegates on reverse side of ballot
Candidate(s)' required Biographical Sketch Forms and optional resumes
CSBA-addressed envelope to send back ballots

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
SUBREGION 7-A
(Contra Costa County)

Number of seats: 2 (Vote for no more than 2 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

- ☐ Thuy DaoJensen (Brentwood Union SD)*
- ☐ Katy Foreman (Lafayette SD)
- ☐ Tamela Hawley (Liberty Union HSD)
- ☐ Susanna Ordway (San Ramon Valley USD)*
- ☐ Stefanie Tavis (John Swett USD)

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District Name *Date of Board Action*

See reverse side for list of all current Delegates in your Region.

REGION 7 – 18 Delegates (14 elected/4 appointed◈)

Director: Rachel Hurd (San Ramon Valley USD)

Below is a list of all the current Delegates.

***Please note that as of 2025, subregion 7A will have 1 loss of an elected seat and 1 loss of an appointed seat (San Ramon Valley USD)**

Subregion 7-A (Contra Costa)
Thuy DaoJensen (Brentwood Union SD), term expires 2025
Yolanda Peña Mendrek (Liberty Union HSD), term expires 2026
Susanna Ordway (San Ramon Valley USD) ◈, appointed term expires 2026
Marina Ramos (John Swett USD), term expires 2026
Mary Helen Rocha (Antioch USD), term expires 2026
Vacant, term expires 2025
Vacant, term expires 2025

Subregion 7-B (Alameda)
Dianne Jones (Fremont USD), term expires 2025
Kelly Mokashi (Pleasanton USD), term expires 2026
April Oquenda (Hayward USD), term expires 2026
Jackie C. Perl (San Leandro USD), term expires 2026
Sara Prada (Hayward USD), term expires 2025
Vivek Prasad(Fremont USD) ◈, appointed term expires 2025
Nancy Thomas (Newark USD), term expires 2026
Vacant, term expires 2025
Vacant (Oakland USD) ◈, appointed term expires 2025
Vacant (Oakland USD) ◈, appointed term expires 2026

County Delegate:
Angela Normand (Alameda COE), term expires 2025

Counties

Contra Costa (Subregion A)
Alameda (Subregion B)

View results

Respondent

9 Anonymous

04:50
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Thuy DaoJensen

3. Full name *

Thuy DaoJensen

4. Region/subregion *

7A

5. Name of District or COE *

Brentwood Union School District

6. Years on board *

4

7. Profession

Education professor

8. Contact number *

480-820-8412

9. Primary email address *

tdaojensen@brentwood.k12.ca.us

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I like being an advocate for fair funding for my school district at the state level. I try to stay informed about new legislation affecting my school district.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am the current school board president. I have been on Delegate Assembly 2021-2025. I serve on the Executive Board of APISBMA. I was uncontested in my re-election in 2024.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The budget shortfall at the state legislature means our school district will have to make budget cuts. That's why I try to be as involved and informed as I can with the knowledge I gain from being on Delegate Assembly.

View results

Respondent

26 Anonymous

56:08
Time to complete

1. I have been... *

- ○ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Katy Foreman

3. Full name *

Katy Foreman

4. Region/subregion *

7A

5. Name of District or COE *

Lafayette School District

6. Years on board *

2

7. Profession

Volunteer

8. Contact number *

971-219-1065

9. Primary email address *

kforeman@lafsd.org

10. Are you an incumbent Delegate? *

- ( ) Yes
- (•) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in becoming a Delegate to gain deeper insights into the diverse challenges faced by districts across California and contribute meaningfully to the organization's advocacy efforts. Serving as a Delegate offers a unique opportunity to amplify the voices of all students at the state level.
I bring an open-minded and curious approach, complemented by strong communication skills and a commitment to thoughtful collaboration. My experience in community engagement equips me to advocate effectively for increased funding and policies that prioritize student well-being. I am dedicated to ensuring that every student has the resources and support they need to thrive.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

Despite having been a Governing Board trustee for only two years, I have actively sought opportunities to contribute and grow in my role. I have completed CSBA's Masters in Governance training, which helped equip me with the knowledge and skills to effectively serve my community as a trustee.
In addition to my board work, I serve on the Las Trampas Creek Council of PTAs Executive Board and have been an active member of multiple PTA unit boards. Since 2020, I have contributed to DEI committees at both the school and district levels, striving to create more inclusive and equitable environments for all students.
As a Governing Board member, I've served for over two years on the policy subcommittee, worked as a liaison to both of our district's bargaining units, and acted as the board representative for a locally organized group supporting families with students with diverse abilities. These experiences have allowed me to develop a comprehensive understanding of the needs of our community and how to advocate for them effectively.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Inadequate funding and the erosion of local control are two of the biggest challenges facing governing boards today. To address these, CSBA can continue its critical work advocating for increased base grant funding and opposing legislation that is overly prescriptive or inadvertently harmful to LEAs. A recent example of our successful advocacy is the veto of AB2088, which would have negatively impacted an already difficult hiring environment.
Additionally, CSBA can support governing boards by offering ongoing opportunities for trustees to deepen their governance knowledge, and by strengthening initiatives that help LEAs build meaningful relationships with local lawmakers. Providing tools for effective and efficient advocacy —such as Legislative Action Week, draft communications, and sample resolutions—ensures that board members are equipped to amplify their voices and address their unique challenges. By informing trustees, fostering collaboration, and facilitating strategic advocacy, CSBA can help governing boards navigate these challenges while continuing to prioritize the needs of students.

View results

Respondent

36 Anonymous

10:38
Time to complete

1. I have been... *

- ○ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Tamela H. Hawley

3. Full name *

Tamela H. Hawley

4. Region/subregion *

7A

5. Name of District or COE *

Liberty Union High School District

6. Years on board *

4

7. Profession

Educator

8. Contact number *

925-595-8562

9. Primary email address *

thawley@wscuc.org

10. Are you an incumbent Delegate? *

- ( ) Yes
- (•) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I am interested in becoming a Delegate to continue my work in supporting opportunities for all students to be successful. I would like to take that mission from the local district level and collaborate with others at a larger level. With my experience in the field of education over the past 30 years, I believe I can add a voice that can make a difference in the goals of the CSBA.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I am immediate past president at my current local board, where I have established a number of important policies, including championing the first-ever equity statement in the history of our district. I am involved at a leadership level in my county democratic party, being chair of the Endorsement Committee for the past 3 years.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I believe the biggest challenges facing governing boards right now are managing their fiduciary responsibilities in the face of major budget issues at the state level as well as governing through uncertainty at the federal level, not knowing what programs and values will change or continue.

Tamela Heath Hawley

643 Ray Court, Brentwood, CA 94513
Cell: (925) 595-8562 * Email: thawley@wscuc.org

Successful at developing the vision and strategies required to support a strong data informed leadership team. Collaborative leader with strength in building teams, problem solving, presentation of information, facilitation, building relationships with stakeholders, and motivating staff to produce amazing results.

Ph.D. * Higher Education and Social Change, 1994 * University of California, Los Angeles
MA * Higher Education and Work, 1991 * University of California, Los Angeles
BA * Psychology, 1990 * University of California, Los Angeles

Professional Experience:

Vice President and Institutional Liaison **2016-present**
WASC Senior College and University Commission

Provide leadership to the accreditation process including for member colleges within California, Hawaii and other Pacific Islands, and international institutions:

Vice Chancellor, Institutional Effectiveness and Student Success **2012-2016**
San Jose/Evergreen Community College District

As a member of the chancellor's cabinet, successfully advised the chancellor in matters pertaining to the support of district-wide instructional and student services. Responsible for supporting the campuses through implementation of the California Student Success and Support Program (SSSP). Lead the transformation of the district's business intelligence system for data driven decision-making.

Director of Research and Accountability **2008-2012**
Baltimore County Public Schools

Established a stable and productive research agenda for the school district. Provided direction for and oversight of the development, implementation, and evaluation of system-wide research activities, including research project design and implementation. Lead district-wide efforts to increase student outcomes through creation of school improvement plans and professional development services.

Dean of Planning and Institutional Research **1999-2008**
Prince George's Community College

Lead the institutional planning process including strategic planning, facilities planning, institutional assessment and accountability, and academic outcomes assessment. Supervise a productive and renowned research staff.

View results

Respondent

51 Anonymous

1527:20
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Susanna W. Ordway

3. Full name *

Susanna Wong Ordway

4. Region/subregion *

7A

5. Name of District or COE *

San Ramon Valley Unified School District

6. Years on board *

6

7. Profession

College Planning Advisor

8. Contact number *

925-890-7672

9. Primary email address *

sordway@srvusd.net

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I want to represent my and similar school districts at the Delegate Assembly to have our unique concerns heard and needs met. As an immigrant and English learner who was only one of a very few Asian students at public schools from 3rd through 12th grades, I experienced both the benefits and challenges of public education. I want to advocate on behalf of students for policies that would prioritize both access and quality in education, and to support direction and offerings that would provide critical life skills. Before I stepped into a Board Trustee role, I taught fine and applied arts as a classified paraeducator and currently work full-time as an Independent Educational Consultant helping high school students and their parents navigate the complex college admissions process. These "boots on the ground" professional roles working directly with students and their families, combined with my experience as a parent and PTA volunteer, allow me both wide and deep perspectives of what issues and barriers our students face. I bring these valuable perspectives to my Board role and would to the Delegate Assembly as well.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been very involved with my local community for many years. I am currently the Vice President of my school board and served as its President in 2021 in addition to the many District committees on which I'm a Board Liaison. I have been and am still on the Executive Board for the San Ramon Valley Council of PTAs since 2012, where I help support 34 PTAs in my School District. For the past two years, I was the Treasurer of the Asian Pacific Islander School Board Members Association (APISBMA) and this year, its Vice President, Northern CA. As Treasurer, I was instrumental in implementing some initiatives that increased our financial and organizational security, and I look forward to helping APISBMA achieve its goals for 2025 as a Vice President. For my volunteering outside of education, I am currently President of the Tri-Valley Chapter of the Asian Pacific Islander American Public Affairs (APAPA) association, a nonprofit group that advocates for the advancement of AANHPI individuals and communities through leadership development and civic engagement.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

I think the biggest challenge we face is that there are not enough suitable or willing candidates to run for school boards. As reported in the October 2024 EdSource article, 851 of the total 1510 school board races in CA, or 56%, were uncontested in the recent election. This is a huge problem as school boards set policies that affect the majority of our kids and their education, which impacts our communities, country and society, now and in the future. Divisiveness, politicization of education and increasing lack of civility in the board room has discouraged many capable and reasonable people from running, especially when most school board members are not compensated. CSBA can help address this by providing information and education not only to their members, but doing more to inform the public on the role of school board members and what we actually do. Perhaps campaigns or marketing programs with partner organizations could help, as well as initiatives led by our regional PACERS and implemented by us school board members will help our community better know us and be encouraged to participate.

View results

Respondent

59 Anonymous

63:06
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Yes

3. Full name *

Stefanie Tavis

4. Region/subregion *

7A

5. Name of District or COE *

John Swett Unified

6. Years on board *

4

7. Profession

Self employed

8. Contact number *

5106506533

9. Primary email address *

Stavis@jsusd.org

10. Are you an incumbent Delegate? *

- ( ) Yes
- (•) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

Being a delegate aligns with my passion for public service and my desire to make a meaningful impact on education policy at a broader level.

As a self-employed entrepreneur in the hospitality industry, I'm passionate about running a woman-owned business that embodies hard work, creativity, and community connection.

Alongside my work in hospitality, I have the privilege of serving as the President of the John Swett Unified School District Board. Now in my fifth year, I'm deeply committed to making a positive difference in our schools. I'm particularly proud of my work to develop a program that elevates student voices in school governance, ensuring they have an active role in shaping their education.

By becoming a delegate I can balance my entrepreneurial spirit with my dedication to public service, I aim to create environments where all voices are heard and respected. My mission is to lead with purpose, encourage community engagement, and inspire others to contribute meaningfully to the world around them.

Sincerely,
Stefanie Tavis

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

Successfully established a less restrictive and more inclusive Parent Advisory Council, reducing administrative oversight to empower parents in decision-making and fostering stronger collaboration between families and the school board.

My experience in ensuring accountability and transparency as a member of the Citizen's Bond Oversight Committee (CBOC) has provided me with valuable insight into how effective governance, fiscal responsibility, and community involvement can drive positive outcomes for students and schools.

My involvement in the Social Justice Activists Committee deepened my understanding of the importance of equity and inclusion in education policy. I believe these experiences equip me to advocate effectively for policies that promote equitable funding, student wellness, and innovative approaches to public education. As a delegate, I aim to collaborate with other leaders to address systemic challenges and ensure that every student has the opportunity to succeed, regardless of their background.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

One of our challenges has been addressing teacher shortages and retaining quality educators and it is an ongoing issue, particularly in underserved areas like ours. CSBA can advocate at the state and federal levels for more robust, equitable funding, ensuring districts have resources to address local priorities such as teacher shortages and retention of existing employees.

Agenda Item #:10.10 **Presented by:** Dana Eaton, Superintendent

Description: First Read of Board Policy, Board Bylaw, Administrative Regulation:

BP/AR 1250	Visitors/Outsiders
BP/AR 5113.1	Chronic Absence and Truancy
BP/AR 5145.13	Response to Immigration Enforcement
BB/EX 9270	Conflict of Interest

Background Information

Board Policy 1250 – Visitors/Outsiders
Policy updated to (1) emphasize in the philosophical statement that visitation by parents/guardians and community members be consistent with the policy, the accompanying administrative regulation and procedures established by the Superintendent or designee, (2) clarify that visits during school hours are required to be arranged with the principal or designee, and (3) delete options regarding required registration when entering school buildings or grounds, in keeping with the removal of the distinction between visitors and outsiders throughout the policy and accompanying administrative regulation, and instead require everyone but staff and students to register upon arrival. Additionally, policy updated to change from being permissive to required (1) the provision of a visible means of identification for anyone who is not a student or staff member, (2) for any visitor who is in a school building or on school grounds, to behave in an orderly manner, and (3) the principal or designee's request that any individual who is causing a disruption to immediately leave school grounds. In addition, policy updated to add that the principal report to the Superintendent or designee anytime a request by a registered sex offender to enter the school campus or grounds is received.

Administrative Regulation 1250 – Visitors/Outsiders
Regulation updated to remove the distinction between visitors and outsiders, requiring everyone but staff and students to register upon arrival. Regulation also updated to add language regarding the principal or designee's authorization to issue a stay away letter if a visitor has shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school.

Board Policy 5113.1 – Chronic Absence and Truancy
Policy updated to move to the philosophical paragraph language which provides that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible. Additionally, policy updated to incorporate strategies identified by the California Department of Education for encouraging student attendance, and reflect **NEW LAW (SB 153, 2024)** which, beginning July 1, 2025, authorizes districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

Administrative Regulation 5113.1 – Chronic Absence and Truancy
Regulation updated to reflect **NEW LAW (SB 691, 2024)** which revises truancy parent/guardian notification requirements. Additionally, regulation updated to delete repealed

language related to the delay of driving privileges, and reflect **NEW LAW (SB 153, 2024) and NEW LAW (AB 176, 2024)** which, beginning July 1, 2025, authorize districts to implement attendance recovery programs for students in grades transitional kindergarten-12 to make up lost instructional time and offset absences.

BP/AR 5145.13 - Response to Immigration Enforcement (NEW POLICY)

Board Bylaw 9270 – Conflict of Interest
Bylaw updated to add that Governing Boards are mandated to adopt a conflict of interest code and to adopt policies regarding incompatible offices and activities. Additionally, bylaw updated to denote "District Official" as the general term for a position to which the district's conflict of interest code applies and to reflect **NEW LAW (SB 1181, 2024) and NEW LAW (SB 1243, 2024)** which increased the threshold to $500 for certain disclosure requirements and restrictions on accepting, soliciting, or directing campaign contributions. In addition, bylaw updated to permit any District Official, who, in good faith, believes that they may be subject to the requirements of the bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of the bylaw, to seek advice from the district's legal counsel with the permission of the Superintendent, Board president, or majority of the Board. Bylaw also updated to include ethics training required by Board members who are in office as of January 1, 2025, with completion by January 1, 2026, and every two years thereafter. Bylaw also reorganized for coherence, clarity, and consistent style.

Exhibit(1) 9270 – Conflict of Interest
Exhibit updated to denote "District Official" as the general term for a position to which the district's conflict of interest code applies. Additionally, exhibit updated with revised resolution language and simplified list of designated positions.

Staff Recommendation

Funding Source

Item to be considered for: Information

Approved by Cabinet: Yes

Date requested to present to Board: February 19, 2025

Information to be placed in packet: Yes

Brentwood Union School District

Board Policy

BP 1250

Community Relations

Visitors/Outsiders

The Governing Board believes that it is important for parents/guardians and community members to take an active interest in the issues affecting district schools and students. Therefore, the Board encourages interested parents/guardians and community members to visit the schools and participate in the educational program consistent with this Board policy, the accompanying administrative regulation, and any procedures established by the Superintendent or designee.

To ensure the safety of students and staff and minimize interruption of the instructional program, the Superintendent or designee shall establish procedures which facilitate visits during regular school days. Visits during school hours shall be arranged with the principal or designee. When a visit involves a conference with a teacher or the principal, an appointment should be scheduled during noninstructional time.

Any person who is not a student or staff member shall register immediately as a visitor upon entering any school building or grounds when school is in session.
The principal or designee shall provide a visible means of identification for all individuals who are not students or staff members while on school premises.

No electronic listening or recording device may be used by any person in a classroom without the teacher's and principal's permission. (Education Code 51512)

Any visitor who is in a school building or on school grounds when school is in session shall behave in an orderly manner while on school grounds and by utilizing the district's complaint process if they have concerns with any district program or employee. In accordance with Penal Code 626.7 and Administrative Regulation 3515.2 - Disruptions, the principal or designee shall request that any individual who is causing a disruption, including exhibiting volatile, hostile, aggressive, or offensive behavior, immediately leave school grounds.

Presence of Sex Offender on Campus

Any person who is required to register as a sex offender pursuant to Penal Code 290, including a parent/guardian of a district student, shall request written permission from the principal before entering the school campus or grounds, in accordance with Board Policy and Administrative Regulation 3515.5 - Sex Offender Notification. The principal shall report to the Superintendent or designee anytime such a request is received and notify the Superintendent or designee if permission is granted or denied. As necessary, the principal shall consult with local law enforcement authorities before allowing the presence of any such person at school or other school activity.

The principal shall indicate on the written permission the date(s) and times for which permission has been granted. (Penal Code 626.81)

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State	Description
Ed. Code 32210	Willful disturbance of public school or meeting
Ed. Code 32211	Threatened disruption or interference with classes
Ed. Code 32212	Classroom interruptions
Ed. Code 35160	Authority of governing boards
Ed. Code 35292	Visits to schools (Board members)
Ed. Code 49091.10	Parental right to inspect instructional materials and observe school activities
Ed. Code 51101	Parents Rights Act of 2002
Ed. Code 51512	Prohibited use of electronic listening or recording device
Evid. Code 1070	Refusal to disclose news source
Lab. Code 230.8	Discharge or discrimination for taking time off to participate in child's educational activities
Pen. Code 290	Sex offenders
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 626.81	Misdemeanor for registered sex offender to come onto school grounds
Pen. Code 627-627.10	Access to school premises

Management Resources	Description
Attorney General Opinion	95 Ops.Cal.Atty.Gen. 509 (1996)
Court Decision	Reeves v. Rocklin Unified School District (2003) 109 Cal.App.4th 652
Website	CSBA District and County Office of Education Legal Services

Cross References

Code	Description
1100	Communication With The Public
1112	Media Relations
1240	Volunteer Assistance
1240	Volunteer Assistance
1312.1	Complaints Concerning District Employees
1312.1	Complaints Concerning District Employees
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E(1)	Complaints Concerning Instructional Materials
1312.3	Uniform Complaint Procedures
1312.3	Uniform Complaint Procedures
1312.3-E(1)	Uniform Complaint Procedures
1312.3-E(2)	Uniform Complaint Procedures
1312.4	Williams Uniform Complaint Procedures
1312.4-E(1)	Williams Uniform Complaint Procedures
1312.4-E(2)	Williams Uniform Complaint Procedures
1313	Civility
1700	Relations Between Private Industry And The Schools
3513.3	Tobacco-Free Schools
3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515	Campus Security
3515	Campus Security
3515.2	Disruptions
3515.2	Disruptions
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers

3515.5	Sex Offender Notification
3515.5	Sex Offender Notification
5020	Parent Rights And Responsibilities
5020	Parent Rights And Responsibilities
5142	Safety
5142	Safety
6020	Parent Involvement
6020	Parent Involvement
6116	Classroom Interruptions

Rev. Date: (7/10, 3/12, 12/14, 2/17) 02/19/25
Date Adopted:

Community Relations

Visitors/Outsiders

The Superintendent or designee shall post at every entrance to each school and school grounds a notice describing registration requirements, school hours or hours during which registration is required, the registration location, the route to take to that location, and the penalties for violation of registration requirements. (Education Code 32211; Penal Code 627.6)

Unless otherwise directed by the principal or designee, a staff member shall accompany visitors while they are on school grounds.

Any person who is not a student or staff member shall register immediately upon entering any school building or grounds when school is in session. (Education Code 35160)

Registration Procedure

In order to register, a visitor shall, upon request, furnish the principal or designee with the following information: (Penal Code 627.3)

1. Name, address, and occupation
2. Age, if less than 21
3. Purpose for entering school grounds
4. Proof of identity
5. Other information consistent with the provisions of law

Principal's Registration Authority

The principal or designee may refuse to register any visitor if the principal or designee reasonably concludes that the individual's presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The principal or designee may revoke any visitor's registration if there is a reasonable basis for concluding that the individual's presence on school grounds would interfere, or is interfering, with the peaceful conduct of school activities or would disrupt or is disrupting the school, students, or staff. (Penal Code 627.4)

When a visitor fails to register, or when the principal or designee denies or revokes a visitor's registration privileges, the principal or designee shall request that the individual promptly leave school grounds. If a visitor is shown reasonable cause to believe that the visitor is willfully disrupting the orderly operation of a school the principal or designee may issue a "Stay Away Letter" in accordance with Penal Code 626.4.

When a visitor is directed to leave, the principal or designee shall inform the visitor that if the visitor reenters the school within seven days the visitor may be guilty of a misdemeanor subject to a fine and/or imprisonment. (Penal Code 627.7)

Appeal Procedure

Any person who is denied registration or whose registration is revoked may appeal either of these determinations by submitting, within five days after the person's departure from school, a written request for a hearing to either the Superintendent or the principal of the school at which the registration was denied or revoked. This request must state why the person believes the denial or revocation was improper and must provide an address to which the hearing notice may be sent. Upon receipt of the request for a hearing, the Superintendent or principal shall promptly mail a notice of the hearing to the person requesting it. A hearing before the Superintendent or principal shall be held within seven days after receipt of the request. (Penal Code 627.5)

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Lab. Code 230.8	Discharge or discrimination for taking time off to participate in child's educational activities
Pen. Code 290	Sex offenders
Pen. Code 626-626.11	Weapons on school grounds and other school crimes
Pen. Code 626.81	Misdemeanor for registered sex offender to come onto school grounds
Pen. Code 627-627.10	Access to school premises
Management Resources	**Description**
Attorney General Opinion	95 Ops.Cal.Atty.Gen. 509 (1996)
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3513.3	Tobacco-Free Schools
3513.4	Drug And Alcohol Free Schools
3515	Campus Security
3515	Campus Security
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3515.2	Disruptions
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3515.3	District Police/Security Department
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3515.5	Sex Offender Notification
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5020	Parent Rights And Responsibilities
5142	Safety
5142	Safety
6020	Parent Involvement
6020	Parent Involvement
6116	Classroom Interruptions

Rev. Date: (6/96, 10/96, 7/10, 2/17) 02/19/25
Date Adopted:

Students

Chronic Absence and Truancy

The Governing Board believes that absenteeism, whatever the cause, may be an early warning sign of poor academic achievement and may put students at risk of dropping out of school. The Board desires to ensure that all students attend school in accordance with the state's compulsory education law and take full advantage of educational opportunities provided by the district, and that students who are identified as chronically absent or truant receive appropriate support services and interventions as early as possible.

The Superintendent or designee shall establish a system to accurately track student attendance in order to identify individual students who are chronic absentees and truants, as defined in law and administrative regulation, and to identify patterns of absence throughout the district.

The Superintendent, attendance supervisor, or designee shall consult with students, parents/guardians, school staff, and community agencies, as appropriate, to identify factors contributing to chronic absence and truancy, including in relation to grade level and student subgroup patterns of chronic absence and truancy.

The Superintendent, attendance supervisor, or designee shall develop a tiered approach to reducing chronic absence. Such an approach shall include strategies for preventing attendance problems, which may include, but are not limited to, efforts to provide a safe and positive school environment; relevant and engaging learning experiences; school activities that help develop students' feelings of connectedness with the school, including personalized relationships between students and teachers and/or support staff; school-based health services; letters alerting parents/guardians to the value of regular school attendance, including the use of bilingual aides and communication in the primary language used by parents/guardians; and incentives and rewards to recognize students who achieve excellent attendance or demonstrate significant improvement in attendance.

The tiered approach shall also provide for early outreach to students as soon as they show signs of poor attendance or if they were chronically absent in the prior school year. Early intervention may include personalized outreach, individual attendance plans, and/or mentoring to students with moderate levels of chronic absence, with additional intensive, interagency wrap-around services for students with the highest level of absence.

Students with serious attendance problems shall be provided with interventions specific to their needs, which may include, but are not limited to, health care referrals; transportation assistance; counseling, including trauma-informed practices, for mental or emotional difficulties; academic supports; efforts to address school or community safety concerns; discussions with the student and parent/guardian about their attitudes regarding schooling; or other strategies to remove identified barriers to school attendance. The Superintendent, attendance supervisor, or designee may collaborate with child welfare services, law enforcement, courts, public health care agencies, other government agencies, and/or medical, mental health, and oral health care providers to make alternative educational programs and support services available for students

and families.

The Superintendent or designee shall ensure that staff assigned to fulfill attendance-related duties are trained in implementing a trauma-informed approach to chronic absence and receive information about the high correlation between chronic absence and exposure to adverse childhood experiences.

Students who are identified as chronically absent or truant shall be subject to the interventions specified in law and administrative regulation.

To provide students with an opportunity to make up lost instructional time and offset absences, the Superintendent or designee may implement an attendance recovery program for students in grades transitional kindergarten-12. Any such attendance recovery program shall be operated in accordance with Education Code 46211 and as specified in the accompanying administrative regulation.

A student's truancy, tardiness, or other absence from school shall not be the basis for suspension or expulsion. Alternative strategies and positive reinforcement for attendance shall be used whenever possible.

The Superintendent, attendance supervisor, or designee shall periodically report to the Board regarding student attendance patterns in the district, including rates of chronic absence and truancy districtwide and for each school, grade level, and numerically significant student subgroup as defined in Education Code 52052. Such information shall be used to evaluate the effectiveness of strategies implemented to reduce chronic absence and truancy and to develop annual goals and specific actions for student attendance and engagement to be included in the district's local control and accountability plan and other applicable school and district plans. As appropriate, the Superintendent or designee shall engage school staff in program evaluation and improvement and in the determination of how to best allocate available community resources.

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State	Description
5 CCR 306	Explanation of absence
5 CCR 420-424	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance
Ed. Code 37223	Weekend classes
Ed. Code 44266	Pupil Personnel Services credential
Ed. Code 46000	Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46210-46211	Attendance recovery programs
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48225.5	Work permits; entertainment and allied industries
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48290-48297	Failure to comply; complaints against parents
Ed. Code 48320-48325	School attendance review boards
Ed. Code 48326	Absence intervention teams

Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 60901	Chronic absence
Gov. Code 54950-54963	The Ralph M. Brown Act
Pen. Code 270.1	Chronic truancy; parent/guardian misdemeanor
Pen. Code 272	Parent/guardian duty to supervise and control minor child; criminal liability for truancy
Pen. Code 830.1	Peace officers
W&I Code 11253.5	Compulsory school attendance; eligibility for aid
W&I Code 256-258	Juvenile hearing officer
W&I Code 601-601.5	Habitually truant minors
Management Resources	**Description**
Attendance Works Publication	District Attendance Tracking Tool
Attendance Works Publication	The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014
Attendance Works Publications	Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015
Attendance Works Publications	School Attendance Tracking Tool
Attendance Works Publications	For School Board Members: Frequently Asked Questions About Chronic Absence
California Department of Education Publication	School Attendance Improvement Strategies
California Department of Education Publication	School Attendance Review Boards Handbook & Forms
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
CSBA Publication	Research supported strategies to improve the accuracy and fairness of grades, July 2016
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024
Website	CSBA District and County Office of Education Legal Services
Website	California Healthy Kids Survey
Website	California School Climate, Health, and Learning Survey System
Website	CSBA
Website	Attendance Works
Website	California Association of Supervisors of Child Welfare and Attendance
Website	California Department of Education

Cross References

Code	**Description**
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils
0420	School Plans/Site Councils
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1400	Relations Between Other Governmental Agencies And The Schools
3515.3	District Police/Security Department
3515.3	District Police/Security Department
4119.41	Employees With Infectious Disease
4131	Staff Development
4219.41	Employees With Infectious Disease
4319.41	Employees With Infectious Disease
5030	Student Wellness
5112.1	Exemptions From Attendance

5112.1	Exemptions From Attendance
5112.3	Student Leave Of Absence
5112.3	Student Leave Of Absence
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.11	Attendance Supervision
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.33	Head Lice
5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention
5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children

6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Rev. Date: (11/99, 11/10, 11/12, 8/14, 6/21) 02/19/25
Date Adopted:

Students

Chronic Absence and Truancy

Definitions

Chronic absentee means a student who is absent for any reason on 10 percent or more of the school days in the school year, when the total number of days the student is absent is divided by the total number of days the student is enrolled and school was actually taught in the regular schools of the district, exclusive of Saturdays and Sundays. (Education Code 60901)

Truant means a student who is absent from school without a valid excuse three full days in one school year, or tardy or absent for more than any 30-minute period during the school day without a valid excuse on three occasions in one school year, or any combination thereof. (Education Code 48260)

Habitual truant means a student who has been reported as a truant three or more times within the same school year, provided the district has made a conscientious effort to hold at least one conference with the student and the student's parent/guardian after either of the two previous reports. (Education Code 48262, 48264.5)

Chronic truant means a student who has been absent from school without a valid excuse for 10 percent or more of the school days in one school year, from the date of enrollment to the current date, provided the district has met the requirements of Education Code 48260, 48260.5, 48261, 48262, 48263, and 48291. (Education Code 48263.6)

For purposes of classifying a student as a truant, a valid excuse includes, but is not limited to, the reasons for which a student shall be excused from school pursuant to Education Code 48205 and 48225.5, and Administrative Regulation 5113 - Absences and Excuses. A valid excuse may include other reasons that are within the discretion of school administrators and, based on the facts of the student's circumstances, are deemed to constitute a valid excuse. (Education Code 48260)

Addressing Chronic Absence

When a student is identified as a chronic absentee, the Superintendent, attendance supervisor, or designee shall communicate with the student and the student's parents/guardians to determine the reason(s) for the excessive absences, ensure the student and parents/guardians are aware of the adverse consequences of poor attendance, and jointly develop a plan for improving the student's school attendance.

The student may be referred to a student success team or school-site attendance review team to assist in evaluating the student's needs and identifying strategies and programs to assist the student. When necessary, the student may be referred to a school attendance review board (SARB) program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or

designee, in accordance with Education Code 48263 and Item #3 in "Addressing Truancy" below.

A student who is struggling academically may be offered tutoring or other supplemental instruction, expanded learning opportunities, and/or alternative educational options as appropriate.

Students who are absent shall be given an opportunity to make up missed assignments or assessments and shall receive full credit for satisfactory completion of the work. Students with excessive absences shall be supported to the extent possible to limit the impact of absences on the student's grades.

Whenever chronic absenteeism is linked to a health, social-emotional, family, or other nonschool issue, the Superintendent or designee may recommend school or community resources and/or collaborate with community agencies and organizations to address the needs of the student and the student's family.

Addressing Truancy

An attendance supervisor or designee, peace officer, probation officer, or school administrator or designee may, as applicable, arrest or assume temporary custody during school hours of any minor student found away from home who is absent from school without a valid excuse. Any person arresting or assuming temporary custody of a minor student shall deliver the student and make reports in accordance with Education Code 48265 and 48266. (Education Code 48264, 48265, 48266)

The Superintendent, attendance supervisor, or designee shall investigate a complaint from any person that a parent/guardian has violated the state compulsory education laws contained in Education Code 48200-48341. (Education Code 48290)

When a student has been identified as a truant as defined above, the following steps shall be implemented based on the number of truancies the student has committed:

1. Initial truancy

    a. The student shall be reported to the Superintendent, attendance supervisor, or designee (Education Code 48260)

    b. The student's parent/guardian shall be notified, by the most cost-effective method possible, which may include email or a telephone call, that: (Education Code 48260.5)

        i. The student is truant
        ii. The parent/guardian is obligated to compel the student to attend school
        iii. Alternative educational programs are available in the district
        iv. The parent/guardian has the right to meet with appropriate school personnel to discuss solutions to the student's truancy
        v. Mental health and supportive services may be available to the student and the family
        vi. School personnel are available to meet with the student and family to

develop strategies to support the student's attendance at school

vii. Research shows that missing 10 percent of school for any reason can translate into students having difficulty learning to read by third grade, achieving in middle school, and graduating from high school

c. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223 (Education Code 48264.5)

d. The student and, as appropriate, the student's parent/guardian may be requested to attend a meeting with a school counselor or other school designee to discuss the root causes of the attendance issue and develop a joint plan to improve the student's attendance (Education Code 48264.5)

e. The Superintendent, attendance supervisor, or designee may notify the district attorney and/or probation officer of the student's name and the name and address of the student's parents/guardians (Education Code 48260.6)

2. Second truancy

a. Any student who has once been reported as a truant shall again be reported to the Superintendent, attendance supervisor, or designee as a truant if the student is absent from school without a valid excuse one or more days or is tardy on one or more days during the school year (Education Code 48261)

b. The student may be required to attend makeup classes on one day of a weekend pursuant to Education Code 37223 (Education Code 48264.5)

c. The student may be assigned to an after-school or weekend study program within the county and, if the student fails to successfully complete this study program, the student shall be subject to Item #3 below (Education Code 48264.5)

d. An appropriate district staff member shall make a conscientious effort to hold at least one conference with the student and the student's parent/guardian by communicating with the parent/guardian at least once using the most cost-effective method possible, which may include email or a telephone call (Education Code 48262)

e. The student may be given a written warning by a peace officer

A record of that warning may be kept at the school for not less than two years or until the student graduates or transfers from the school. If the student transfers, the record may be forwarded to the new school. (Education Code 48264.5)

f. The Superintendent or designee may notify the district attorney and/or probation officer when the student continues to be classified as a truant after the parents/guardians have been notified in accordance with Item #1b above (Education Code 48260.6)

3. Third truancy (habitual truancy)

a. A student who is habitually truant, a chronic absentee, or habitually insubordinate or disorderly during attendance at school may be referred to, and required to attend, a SARB program, a truancy mediation program established by the district attorney or the probation officer, or a comparable program deemed acceptable by the Superintendent or designee (Education Code 48263, 48264.5)

b. Upon making a referral to the SARB or the probation department, the Superintendent, attendance supervisor, or other person designated to make the referral shall provide the student, the student's parent/guardian, and SARB or probation department with documentation of the interventions undertaken at the school

   Additionally, the attendance supervisor or designee shall provide the student and the student's parent/guardian, in writing, the name and address of the SARB or probation department and the reason for the referral. This notice shall indicate that the student and the student's parent/guardian shall be required, along with the district staff person making the referral, to meet with the SARB or a probation officer to consider a proper disposition of the referral. (Education Code 48263)

c. If the student does not successfully complete the truancy mediation program or other similar program, the student shall be subject to Item #4 below (Education Code 48264.5)

d. If the Superintendent or designee determines that available community services cannot resolve the problem of the truant or insubordinate student or if the student and/or the student's parents/guardians have failed to respond to the directives of the district or to services provided, the Superintendent or designee may so notify the district attorney and/or the probation officer (Education Code 48263)

4. Fourth truancy

   a. Upon the fourth truancy within the same school year, the student may be referred to the jurisdiction of the juvenile court (Education Code 48264.5; Welfare and Institutions Code 601)

   b. If a student has been adjudged by the county juvenile court to be a habitual truant, the Superintendent or designee shall notify the juvenile court and the student's probation or parole officer whenever the student is truant or tardy on one or more days without a valid excuse in the same or succeeding school year, or is habitually insubordinate or disorderly at school

      The juvenile court and probation or parole officer shall be notified within 10 days of the violation. (Education Code 48267)

Attendance Recovery Program

Beginning July 1, 2025, the district may implement an attendance recovery program for students to make up a maximum of 10 days of attendance for lost instructional time and offset absences

incurred during the school year. Any student participating in the program shall not be credited with more than five days of attendance per school week or more than one day of attendance for any calendar day of participation in the program. (Education Code 46211)

The district's program may be operated before or after school, on weekends, or during intersessional periods. The district shall offer access to an attendance recovery program throughout the school year, including, at least once during each term. (Education Code 46211)

The program shall be provided only as a limited-term option for a classroom-based, regular educational program. Students otherwise enrolled in a nonclassroom-based program, such as independent study, shall not participate in an attendance recovery program. (Education Code 46211)

A student shall not be required to participate in the program. Students concurrently participating in both an attendance recovery program and an Expanded Learning Opportunities Program (ELO) pursuant to Education Code 46120, shall retain the ability to participate in the entirety of the ELO's offerings for the duration of the school year. (Education Code 46211)

The district's attendance recovery program shall be composed of students engaged in educational activities and content aligned to grade level standards that are substantially equivalent to the students' regular instructional program, which may include one-on-one or small group tutoring, and shall be under the immediate supervision and control of a certificated teacher who is also an employee of the district and who possesses a valid certification document. (Education Code 46211)

The district's attendance recovery program shall not exceed a student-to-certificated teacher ratio of 10 to 1 for TK and kindergarten or 20 to 1 for grades 1 to 12. The district shall maintain documentation demonstrating how the attendance recovery program met these applicable ratios. (Education Code 46211)

Records

The Superintendent, attendance supervisor, or designee shall maintain accurate attendance records for students identified as habitual or chronic truants. In addition, the attendance supervisor, designee, and/or the staff persons who have direct contact with the student or parent/guardian shall document all their contacts regarding the student's attendance, including a summary of all conversations and a record of all intervention efforts.

The Superintendent, attendance supervisor, or designee shall gather and transmit to the County Superintendent of Schools the number and types of referrals made to the SARB and of requests for petitions made to the juvenile court. (Education Code 48273)

Additionally, in regard to the district's attendance recovery program, the Superintendent or designee shall maintain documentation demonstrating how the attendance recovery program met the student-to-teacher ratios specified in Education Code 46211.

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those interested in the subject matter of the policy.

State	Description
5 CCR 306	Explanation of absence
5 CCR 420-424	Record of verification of absence due to illness and other causes
Ed. Code 1740	Employment of personnel to supervise attendance
Ed. Code 37223	Weekend classes
Ed. Code 44266	Pupil Personnel Services credential
Ed. Code 46000	Attendance records
Ed. Code 46010-46015	Absences
Ed. Code 46110-46120	Attendance in kindergarten and elementary schools
Ed. Code 46140-46148	Attendance in junior high and high schools
Ed. Code 46210-46211	Attendance recovery programs
Ed. Code 48200-48208	Children ages 6-18; compulsory full-time attendance
Ed. Code 48225.5	Work permits; entertainment and allied industries
Ed. Code 48240-48246	Supervisors of attendance
Ed. Code 48260-48273	Truants
Ed. Code 48290-48297	Failure to comply; complaints against parents
Ed. Code 48320-48325	School attendance review boards
Ed. Code 48326	Absence intervention teams
Ed. Code 48340-48341	Improvement of student attendance
Ed. Code 48400-48403	Compulsory continuation education
Ed. Code 48900	Grounds for suspension or expulsion
Ed. Code 49067	Unexcused absences as cause of failing grade
Ed. Code 52052	Accountability; numerically significant student subgroups
Ed. Code 60901	Chronic absence
Gov. Code 54950-54963	The Ralph M. Brown Act
Pen. Code 270.1	Chronic truancy; parent/guardian misdemeanor
Pen. Code 272	Parent/guardian duty to supervise and control minor child; criminal liability for truancy
Pen. Code 830.1	Peace officers
W&I Code 11253.5	Compulsory school attendance; eligibility for aid
W&I Code 256-258	Juvenile hearing officer
W&I Code 601-601.5	Habitually truant minors
Management Resources	**Description**
Attendance Works Publication	District Attendance Tracking Tool
Attendance Works Publication	The Power of Positive Connections: Reducing Chronic Absence Through PEOPLE: Priority Early Outreach for Positive Linkages and Engagement, 2014
Attendance Works Publications	Bringing Attendance Home: Engaging Parents in Preventing Chronic Absence, 2015
Attendance Works Publications	School Attendance Tracking Tool
Attendance Works Publications	For School Board Members: Frequently Asked Questions About Chronic Absence
California Department of Education Publication	School Attendance Improvement Strategies
California Department of Education Publication	School Attendance Review Boards Handbook & Forms
Court Decision	L.A. v. Superior Court of San Diego County (2012) 209 Cal.App.4th 976
CSBA Publication	Research supported strategies to improve the accuracy and fairness of grades, July 2016
CSBA Publication	Seize the Data: Using Chronic Absence Data to Drive Student Engagement, March 2024
Website	CSBA District and County Office of Education Legal Services
Website	California Healthy Kids Survey
Website	California School Climate, Health, and Learning Survey System
Website	CSBA
Website	Attendance Works
Website	California Association of Supervisors of Child Welfare and Attendance
Website	California Department of Education

Cross References

Code	Description
0400	Comprehensive Plans
0410	Nondiscrimination In District Programs And Activities
0420	School Plans/Site Councils

0420	School Plans/Site Councils
0450	Comprehensive Safety Plan
0450	Comprehensive Safety Plan
0460	Local Control And Accountability Plan
0460	Local Control And Accountability Plan
0500	Accountability
1400	Relations Between Other Governmental Agencies And The Schools
3515.3	District Police/Security Department
3515.3	District Police/Security Department
4119.41	Employees With Infectious Disease
4131	Staff Development
4219.41	Employees With Infectious Disease
4319.41	Employees With Infectious Disease
5030	Student Wellness
5112.1	Exemptions From Attendance
5112.1	Exemptions From Attendance
5112.3	Student Leave Of Absence
5112.3	Student Leave Of Absence
5112.5	Open/Closed Campus
5113	Absences And Excuses
5113	Absences And Excuses
5113.11	Attendance Supervision
5113.12	District School Attendance Review Board
5113.12	District School Attendance Review Board
5113.2	Work Permits
5113.2	Work Permits
5116.2	Involuntary Student Transfers
5117	Interdistrict Attendance
5117	Interdistrict Attendance
5121	Grades/Evaluation Of Student Achievement
5121	Grades/Evaluation Of Student Achievement
5125	Student Records
5125	Student Records
5126	Awards For Achievement
5126	Awards For Achievement
5131	Conduct
5131.2	Bullying
5131.2	Bullying
5131.4	Student Disturbances
5131.4	Student Disturbances
5137	Positive School Climate
5141.21	Administering Medication And Monitoring Health Conditions
5141.21	Administering Medication And Monitoring Health Conditions
5141.22	Infectious Diseases
5141.22	Infectious Diseases
5141.33	Head Lice
5141.6	School Health Services
5141.6	School Health Services
5144	Discipline
5144	Discipline
5144.1	Suspension And Expulsion/Due Process
5144.1	Suspension And Expulsion/Due Process
5145.3	Nondiscrimination/Harassment
5145.3	Nondiscrimination/Harassment
5145.6	Parent/Guardian Notifications
5145.6-E(1)	Parent/Guardian Notifications
5146	Married/Pregnant/Parenting Students
5147	Dropout Prevention

5148.2	Before/After School Programs
5148.2	Before/After School Programs
6020	Parent Involvement
6020	Parent Involvement
6158	Independent Study
6158	Independent Study
6164.2	Guidance/Counseling Services
6164.5	Student Success Teams
6164.5	Student Success Teams
6172	Gifted And Talented Student Program
6172	Gifted And Talented Student Program
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6173.1	Education For Foster Youth
6173.1	Education For Foster Youth
6173.2	Education Of Children Of Military Families
6173.2	Education Of Children Of Military Families
6173.4	Education For American Indian Students
6175	Migrant Education Program
6175	Migrant Education Program
6176	Weekend/Saturday Classes
6178	Career Technical Education
6178	Career Technical Education
6178.1	Work-Based Learning
6178.1	Work-Based Learning
6179	Supplemental Instruction
6181	Alternative Schools/Programs Of Choice
6181	Alternative Schools/Programs Of Choice
6183	Home And Hospital Instruction
6184	Continuation Education
6184	Continuation Education
6185	Community Day School
6185	Community Day School

Rev. Date: (06/09/21), 02/19/25
Date Adopted:

Students

Response To Immigration Enforcement

The Governing Board is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

District staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at district schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in the district's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The Superintendent or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with requirements of the California Office of the Attorney General, the Superintendent or designee shall develop procedures for addressing any requests by a law enforcement officer for access to district records, school sites, or students for the purpose of immigration enforcement.

Teachers, school administrators, and other school staff shall receive training regarding immigration issues, including information on responding to a request from an immigration officer to visit a school site or to have access to a student.

The Superintendent or designee shall report to the Board in a timely manner any requests for information or access to a school site by an officer or employee of a law enforcement agency for the purpose of enforcing the immigration laws. Such notification shall be provided in a manner that ensures the confidentiality and privacy of any potentially identifying information. (Education Code 234.7)

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State	Description
Ed. Code 200	Equal rights and opportunities in state educational institutions
Ed. Code 220	Prohibition of discrimination
Ed. Code 234.1	Student protections relating to discrimination, harassment, intimidation, and bullying
Ed. Code 234.7	Student protections relating to immigration and citizenship status
Ed. Code 48204.4	Evidence of residency for school enrollment
Ed. Code 48980	Parent/Guardian notifications
Ed. Code 48985	Notices to parents in language other than English

Gov. Code 8310.3	California Religious Freedom Act
Pen. Code 422.55	Definition of hate crime
Pen. Code 627-627.10	Access to school premises
Federal	**Description**
20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
Management Resources	**Description**
CA Office of the Attorney General Publication	Promoting a Safe and Secure Learning Environment for All: Guidance and Model Policies to Assist California's K-12 Schools in Responding to Immigration Issues, April 2018
Court Decision	Plyler v. Doe, 457 U.S. 202 (1982)
CSBA Publication	Legal Guidance on Providing All Children Equal Access to Education, Regardless of Immigration Status, February 2017
Website	CSBA District and County Office of Education Legal Services
Website	U.S. Immigration and Customs Enforcement, Online Detainee Locator System
Website	California Attorney General's Office
Website	California Office of the Attorney General
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights
Website	U.S. Immigration and Customs Enforcement
Website	California Department of Education
Website	California Civil Rights Department

Cross References

Code	**Description**
0410	Nondiscrimination In District Programs And Activities
1340	Access To District Records
1340	Access To District Records
3515.3	District Police/Security Department
3515.3	District Police/Security Department
3515.31	School Resource Officers
3555	Nutrition Program Compliance
3555-E(1)	Nutrition Program Compliance
5111	Admission
5111	Admission
5111.1	District Residency
5111.1	District Residency
5125	Student Records
5125	Student Records
5125.1	Release Of Directory Information
5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5141	Health Care And Emergencies
5141	Health Care And Emergencies
5141.4	Child Abuse Prevention And Reporting
5141.4	Child Abuse Prevention And Reporting
5142	Safety
5142	Safety
5145.12	Search And Seizure
5145.12	Search And Seizure
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Rev:
Adopted:

Students

Response To Immigration Enforcement

Responding to Requests for Information

Unless authorized by the Family Educational Rights and Privacy Act pursuant to 20 USC 1232g, student information shall not be disclosed to immigration law enforcement authorities without parental consent, a court order, or judicial subpoena. The Superintendent or designee shall annually notify parents/guardians that the district will not release student information to third parties for immigration enforcement purposes, unless the parent/guardian consents or as required to do so by a court order or judicial subpoena.

Upon receiving any verbal or written request for information related to a student's or family's immigration or citizenship status, district staff shall:

1. Notify the Superintendent or designee about the information request

2. Provide students and families with appropriate notice and a description of the immigration officer's request

3. Document any request for information by immigration authorities

4. Provide students and parents/guardians with any documents provided by the immigration enforcement officer, unless such disclosure is prohibited by a subpoena served on the district or in cases involving investigations of child abuse, neglect, or dependency

Resources and data collected by the district shall not be used, directly or by others, to compile a list, registry, or database of individuals based on national origin, immigration status, religion, or other category of individual characteristics protected against unlawful discrimination. (Government Code 8310.3)

Responding to Requests for Access to Students or School Grounds

District staff shall receive parent/guardian consent before a student is interviewed or searched by any officer seeking to enforce civil immigration laws at the school, unless the officer presents a valid, effective warrant signed by a judge or a valid, effective court order. A student's parent/guardian shall be immediately notified if a law enforcement officer requests or gains access to the student for immigration enforcement purposes, unless the judicial warrant or subpoena restricts disclosure to the parent/guardian.

All visitors and outsiders, including immigration enforcement officers, shall register with the principal or designee upon entering school grounds during school hours. Each visitor or outsider shall provide the principal or designee with his/her name, address, occupation, age if less than 21, purpose in entering school grounds, proof of identity, and any other information required by law. (Penal Code 627.2, 627.3)

District staff shall report the presence of any immigration enforcement officers to on-site district police and other appropriate administrators.

As early as possible, district staff shall notify the Superintendent or designee of any request by an immigration enforcement officer for access to the school or a student or for review of school documents, including service of lawful subpoenas, petitions, complaints, warrants, or other such documents.

In addition, district staff shall take the following actions in response to an officer present on the school campus specifically for immigration enforcement purposes:

1. Advise the officer that before school personnel can respond to the officer's request, they must first receive notification and direction from the Superintendent or designee, except under exigent circumstances that necessitate immediate action

2. Request to see the officer's credentials, including his/her name and badge number, and the phone number of the officer's supervisor, and note or make a copy of all such information

3. Ask the officer for his/her reason for being on school grounds and document the response

4. Request that the officer produce any documentation that authorizes his/her school access

5. Make a copy of all documents produced by the officer and retain one copy for school records

6. If the officer declares that exigent circumstances exist and demands immediate access to the campus, comply with the officer's orders and immediately contact the Superintendent or designee

7. If the officer does not declare that exigent circumstances exist, respond according to the requirements of the officer's documentation, as follows:

    a. If the officer has an Immigrations and Customs Enforcement (ICE) administrative warrant, district staff shall inform the agent that they cannot consent to any request without first consulting with the district's legal counsel or other designated district official.

    b. If the officer has a federal judicial warrant, such as a search and seizure warrant or an arrest warrant signed by a federal judge or magistrate, district staff shall promptly comply with the warrant. If feasible, district staff shall consult with the district's legal counsel or designated administrator before providing the officer with access to the person or materials specified in the warrant.

    c. If the officer has a subpoena for production of documents or other evidence, district staff shall inform the district's legal counsel or other designated official of the subpoena and await further instructions as to how to proceed.

8. Do not attempt to physically impede the officer, even if the officer appears to be exceeding the authorization given under a warrant or other document. If an officer enters the premises without consent, district staff shall document the officer's actions while on campus.

9. After the encounter with the officer, promptly make written notes of all interactions with the officer, including:

    a. A list or copy of the officer's credentials and contact information

    b. The identity of all school personnel who communicated with the officer

    c. Details of the officer's request

    d. Whether the officer presented a warrant or subpoena to accompany his/her request, what was requested in the warrant or subpoena, and whether the warrant or subpoena was signed by a judge

    e. District staff's response to the officer's request

    f. Any further action taken by the officer

    g. A photo or copy of any documents presented by the officer

10. Provide a copy of these notes and associated documents collected from the officer to the district's legal counsel or other designated district official

The district's legal counsel or other designated official shall submit a timely report to the Governing Board regarding the officer's requests and actions and the district's responses. (Education Code 234.7)

The Superintendent or designee shall also email the Bureau of Children's Justice in the California Department of Justice (BCJ@doj.ca.gov) regarding any attempt by a law enforcement officer to access a school site or a student for immigration enforcement purposes.

Responding to the Detention or Deportation of Student's Family Member

The Superintendent or designee shall encourage students and their families to update their emergency contact information as needed throughout the school year and to provide alternative contacts, including an identified trusted adult guardian, in case a student's parent/guardian is detained or is otherwise unavailable. The Superintendent or designee shall notify students' families that information provided on the emergency cards will only be used in response to specific emergency situations and not for any other purpose.

The Superintendent or designee shall also encourage all students and families to learn their emergency phone numbers and be aware of the location of important documentation, including birth certificates, passports, social security cards, physicians' contact information, medication lists, lists of allergies, and other such information that would allow the students and families to be prepared in the event that a family member is detained or deported.

In the event that a student's parent/guardian is detained or deported by federal immigration authorities, the Superintendent or designee shall release the student to the person(s) designated in the student's emergency contact information or to any individual who presents a caregiver's authorization affidavit on behalf of the student. The Superintendent or designee shall only contact child protective services if district personnel are unable to arrange for the timely care of the student by the person(s) designated in the emergency contact information maintained by the school or identified on a caregiver's authorization affidavit.

The Superintendent or designee shall notify a student whose parent/guardian was detained or deported that the student continues to meet the residency requirements for attendance in a district school, provided that the parent/guardian was a resident of California and the student lived in California immediately before he/she moved out of state as a result of the parent/guardian's departure. (Education Code 48204.4)

The Superintendent or designee may refer a student or his/her family members to other resources for assistance, including, but not limited to, an ICE detainee locator, legal assistance, or the consulate or embassy of the parent/guardian's country of origin.

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5141.4	Child Abuse Prevention And Reporting
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5142	Safety
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5145.12	Search And Seizure
6142.3	Civic Education
6143	Courses Of Study
6143	Courses Of Study
6175	Migrant Education Program
6175	Migrant Education Program

Rev:
Adopted:

Brentwood Union School District Board Bylaw

BB 9270

Board Bylaws

Conflict Of Interest

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no "District Official," defined as a Board member or position designated in the district's conflict of interest code, shall participate in the making of any decision for the district when the decision will or may be affected by the District Official's financial, family, or other personal interest or consideration, as defined by law.

Additionally, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner, unless the individual is widowed or divorced.

Conflict of Interest Code

The Board shall adopt a conflict of interest code for the district that incorporates the provisions of 2 CCR 18730 by reference, delineates the District Officials, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body.

Upon direction by the code reviewing body, the Board shall review its conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new District Officials or changes to the duties of District Officials, the Board shall amend the code, which shall then be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community

adequate notice and a fair opportunity to present their views. (Government Code 87311)

Conflict of Interest under the Political Reform Act

A District Official shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the District Official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the District Official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A District Official makes a governmental decision when, acting within the authority of the office or position, the District Official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before other District Officials for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a District Official is not prohibited from participating in the making of a contract in which the District Official has a financial interest if such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

Prior to the district rendering a decision in a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, a Board member whose campaign committee received a contribution of more than $500 from any party or participant to the proceeding, or from an agent of such a party or participant, in the prior 12 months, and the party who made such a contribution, shall both publicly disclose that fact on the record of the proceeding. Additionally, if a Board member willfully or knowingly received a contribution to the Board member's campaign committee of more than $500 from any party or participant to such a proceeding, or from an agent of a party or participant, in the prior 12 months, and knows or has reason to know that the participant has a financial interest in the district's decision, the Board member shall not make, participate in making, or in any way attempt to use the Board member's official position to influence the district's decision in the proceeding. However, a Board member may make, participate in making, or attempt to use the Board member's official position to influence the decision if the contribution is returned within 30 days after the decision was made or after the Board member knows or should have known about the contribution and the proceeding, whichever is later.

All Board members and the Superintendent are prohibited from accepting, soliciting, or directing a contribution of more than $500 to a candidate or ballot measure campaign committee from any party or participant to a proceeding before the district involving a contract, license, permit, or other entitlement for use, as defined by Government Code 84308, or from an agent of a party or participant, while the proceeding is pending before the district and for 12 months following the date the district renders a final decision in the proceeding, if the Board member or

Superintendent knows or has reason to know that the participant has a financial interest in the district's decision. However, if a Board member or the Superintendent does accept, solicit, or direct such a contribution during those 12 months but did not do so knowingly or willingly, the Board member or the Superintendent may cure the violation by ensuring that the contribution, or the portion exceeding $500, is returned within 30 days of accepting, soliciting, or directing the contribution. The Board member or Superintendent shall maintain records of curing the violation. (Government Code 84308)

For a Board member or the Superintendent, a proceeding becomes "pending" when an item involving the contract, license, permit, or other entitlement for use, as defined by Government Code 84308, is placed on a Board agenda for discussion or decision or when it is reasonably foreseeable that the proceeding will come before the district for a decision. For a party or participant, and the agent of a party of participant, a proceeding becomes "pending" when an application is filed with the district, or, if the proceeding process does not require an application, when the proceeding is before the district for a decision or other action. (Government Code 84308)

The contributions disclosure requirements and restrictions above do not apply to contracts that are required to be competitively bid, labor contracts, personal employment contracts, contracts valued under $50,000, contracts where no party receives financial compensation, or contracts with another governmental agency. (Government Code 84308)

Form 700

Each District Official shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. An individual who ceases to be a District Official shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date the individual ceased to be a District Official. (Government Code 87302)

Additional Requirements for Boards that Manage Public Investments

Any Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required

2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100

   For a Board member, the Board member shall not be counted toward achieving a quorum while the item is discussed.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded

   However, the Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, may speak on the issue during the time that the general public speaks on it. Additionally, for a Board member, if the matter has been placed on the consent calendar, the Board member shall abstain from voting on the consent calendar or, if the Board removes the item from the consent calendar, the Board member shall abstain from voting on the item. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If a decision is made during closed session, disclose the interest orally during the open session preceding the closed session

   This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member, district employee, or district consultant who manages public investments, as defined by Government Code 87200, shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the decision.

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

A District Official shall not be financially interested in any contract made by the district, including in the development, internal discussions, negotiations, modifications, planning, deliberation of issues, and specifications and solicitations for bids. If a District Official has such a financial interest in a contract made by the district, the contract is void. (Government Code 1090)

Remote Interest Exception to Government Code 1090

A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member to enter into the contract. (Government Code 1091)

Noninterest Exception to Government Code 1090

A District Official shall not be considered to be financially interested in a contract if the interest is reimbursement for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other "noninterest" specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A District Official shall abstain from any official action in which the District Official's private or personal interest may conflict with official duties pursuant to the common law doctrine against conflict of interest.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

District Officials may accept gifts only under the conditions and limitations specified in law including, but not limited to, Government Code 89503 and 2 CCR 18730.

Gifts of travel and related lodging and subsistence shall be subject to the current gift conditions and limitations, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a District Official, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for District Officials. (Government Code 89506)

Honoraria

District Officials shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches

2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Advice

Any District Official, who, in good faith, believes that they may be subject to the requirements of this Bylaw and has questions, is unclear, or is unsure regarding the application of the requirements of this Bylaw to any particular instance or situation, may seek advice from the district's legal counsel with the permission of the Superintendent, Board President, or majority of the Board.

Training

Unless a Board member's term expires prior to January 1, 2026, each Board member shall complete ethics training in accordance with Government Code 53234-53235.2 by January 1, 2026, and at least once every two years thereafter as specified in Board Bylaw 9240 - Board Training.

Policy Reference Disclaimer:
These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

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2 CCR 18110-18997	Regulations of the Fair Political Practices Commission
2 CCR 18438.1-18438.8	Campaign contribution-based conflicts of interest
2 CCR 18700-18760	Conflicts of Interest
2 CCR 18722-18740	Disclosure of interests
2 CCR 18753-18756	Conflict of interest codes
2 CCR 18940.2	Gift limit amount
Ed. Code 1006	Prohibition against school district employees serving on county board of education
Ed. Code 35107	School district employees
Ed. Code 35230-35240	Corrupt practices
Ed. Code 35233	Prohibitions applicable to members of governing boards
Ed. Code 41000-41003	Moneys received by school districts
Ed. Code 41015	Investments
Fam. Code 297.5	Rights, protections, and benefits of registered domestic partners
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 1125-1129	Incompatible activities
Gov. Code 53234-53235.2	Ethics training
Gov. Code 81000-91014	Political Reform Act
Gov. Code 82011	Code reviewing body
Gov. Code 82019	Definition; designated employee
Gov. Code 82028	Definition; gift
Gov. Code 82030	Definition; income
Gov. Code 82033	Definition; interest in real property
Gov. Code 82034	Definition; investment
Gov. Code 84308	Campaign Disclosure
Gov. Code 87100-87505	Political Reform Act; conflict of interest
Gov. Code 89501-89503	Honoraria and gifts
Gov. Code 89506	Ethics; travel
Gov. Code 91000-91014	Enforcement

Pen. Code 85-88	Bribes
Pub. Cont. Code 6102	Bribery of public official; voidable contract
Rev. & Tax Code 203	Taxable and exempt property - colleges

Management Resources	**Description**
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Cross References

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3230	Federal Grant Funds
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3311	Bids
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3400	Management Of District Assets/Accounts
3400	Management Of District Assets/Accounts
3430	Investing
3430	Investing
3470	Debt Issuance And Management
3600	Consultants
4112.8	Employment Of Relatives
4117.2	Resignation
4136	Nonschool Employment
4212.8	Employment Of Relatives

4217.2	Resignation
4236	Nonschool Employment
4312.8	Employment Of Relatives
4317.2	Resignation
4336	Nonschool Employment
6161.1	Selection And Evaluation Of Instructional Materials
6161.1	Selection And Evaluation Of Instructional Materials
6161.1-E(1)	Selection And Evaluation Of Instructional Materials
7140	Architectural And Engineering Services
7140	Architectural And Engineering Services
7214	General Obligation Bonds
7214	General Obligation Bonds
9000	Role Of The Board
9005	Governance Standards
9140	Board Representatives
9200	Limits Of Board Member Authority
9220	Governing Board Elections
9220-E(1)	Governing Board Elections
9222	Resignation
9230	Orientation
9240	Board Training
9320	Meetings And Notices
9321	Closed Session
9321-E(1)	Closed Session
9321-E(2)	Closed Session
9323	Meeting Conduct

Rev: (7/10, 5/16, 8/23) 02/19/25
Adopted:

Brentwood Union School District

Exhibit

Exhibit 9270

Board Bylaws

Conflict Of Interest

Brentwood Union School District

Resolution #2025-XX

CONFLICT OF INTEREST CODE

WHEREAS, the Political Reform Act, Government Code 87300-87313, require each public agency in California, including each school district, to adopt a conflict of interest code;

WHEREAS, a district is permitted to create its conflict of interest code by incorporating by reference the terms of 2 CCR 18730, along with a list of District Officials to whom the code applies and disclosure categories, in accordance with Government Code 87300 and 87306;

WHEREAS, the Governing Board of the Brentwood Union School District ("District") has previously adopted a local conflict of interest code in this manner; and

WHEREAS, the District has recently reviewed its list of District Officials, and the duties of each, and has determined that changes to the current conflict of interest code are necessary.

NOW THEREFORE BE IT RESOLVED, the Governing Board of the District adopts the following Conflict of Interest Code, including the accompanying Appendix of District Officials and Disclosure Categories, and

BE IT FURTHER RESOLVED, any earlier resolutions, bylaws, and/or appendices containing the District's conflict of interest code are hereby rescinded and superseded by this Resolution and Appendix.

NOW THEREFORE BE IT RESOLVED that the Brentwood Union School District Governing Board adopts the following Conflict of Interest Code including its Appendix of Designated Employees and Disclosure Categories.

PASSED AND ADOPTED this 12th day of March, 2025 by the following vote of the Brentwood Union School District Board of Trustees:

Ayes: ____

Noes: ____

Abstain: ____

Absent: ____

Conflict of Interest Code ("Code") of the
Brentwood Union School District ("District")

The Political Reform Act (PRA) (Government Code 81000-87505) requires the District to adopt a conflict of interest code. 2 CCR 18730 contains the terms of a conflict of interest code, which may be amended by the Fair Political Practices Commission (FPPC) to conform to amendments in the PRA. Therefore, the terms of 2 CCR 18730 and any amendments to it duly adopted by the FPPC are hereby incorporated by reference. This Code and the attached Appendix, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of the district.

District Officials, defined as those positions listed herein, shall file a Form 700 (also known as a Statement of Economic Interest) in accordance with the disclosure categories listed in the attached Appendix. The Form 700 shall be filed with the district's filing officer and/or, if so required, with the district's code reviewing body. The district's filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

Category 1: A District Official designated "Category 1" shall disclose the following:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district

b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district

Category 2: A District Official designated "Category 2" shall disclose the following:

a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs

b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs

For a principal in this category, the principal's department is the principal's entire school.

Category 3 (Applicable to positions that "manage public investments," as defined by Government Code 87200): A District Official designated "Category 3" shall disclose, in accordance with Government Code 87200-87210, the following:

a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district

b. Investments, business positions, and sources of income, including gifts, loans, and travel payments

Designated Positions

District Officials	Disclosure Category
Governing Board Members	1 or 3
Superintendent	1 or 3
Assistant/Associate Superintendent	1 or 3
Purchasing Agent	1
Director	2
Principal	2

Disclosures for Consultants

The Superintendent or designee shall annually determine, on a case-by-case basis, which district consultants, if any, shall constituent District Officials and who shall disclose financial interests. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18700.3)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke any permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18704 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18700.3)

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9321-E(1)	Closed Session
9321-E(2)	Closed Session
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Rev:
Adopted:

All Data pulled in October of school year	Special Education Major Metrics 2023-2024	Special Education Major Metrics 2024-2025
Total # of Students in the District	9759	10109
Total # of Students being Assessed (Pending)	127	187
Total # of Students Qualified for Special Ed	1477	1632
% of Qualified Students in Special Ed in the District	15.13%	16.14%
County Placement	13	9
NPS Placement	7	13

Preschool	10/12/2023	10/28/2024
Total in Preschool	101	141
Speech Only (included in total)	45	46
Total Pending	32	33

2023-2024

	District Wide Stats				Program Percentage Stats								Related Services					
	Total # of Students Per Site	Total # of Students Being Assessed	Total # Qualified Students in Special Ed by Site	% of Students in Special Ed by Site	# of Students 80% or more in Special Ed	% of Students 80% or more in Special Ed	# of Students 50%-79% in Special Ed	% of Students 50%-79% in Special Ed	# of Students 20%-49% in Special Ed	% of Students 20%-49% in Special Ed	# of Students less than 20% in Special Ed	% of Students less than 20% in Special Ed	# of Students with 1:1 Aides	% of Students with 1:1 Aides	# of Students with Individual Counseling Services	% of Students with Individual Counseling Services	# of Students with Group Counseling Services	% of Students with Group Counseling Services
District Wide	9678	121	1477	15.13%	149	10.09%	143	9.68%	194	13.13%	886	59.99%	158	10.70%	17	1.15%	228	15.44%
Brentwood	862	19	146	16.94%	32	21.92%	6	4.11%	25	17.12%	76	52.05%	13	8.90%	0	0.00%	35	24%
Garin	803	14	127	15.82%	27	21.26%	7	5.51%	14	11.02%	68	53.54%	12	9.45%	0	0.00%	13	10%
Krey	816	8	132	16.18%	5	3.79%	18	13.64%	2	1.52%	94	71.21%	10	7.58%	2	1.52%	13	9.85%
Loma Vista	711	18	105	14.77%	2	1.90%	8	7.62%	7	6.67%	88	83.81%	7	6.67%	1	0.95%	6	5.70%
Marsh Creek Elem	796	13	125	15.70%	10	8.00%	8	6.40%	18	14.40%	73	58.40%	13	10.40%	0	0.00%	11	8.80%
Mary Casey Black	704	12	101	14.35%	19	18.81%	2	1.98%	9	8.91%	69	68.32%	14	13.86%	1	0.99%	15	14%
Pioneer	922	11	149	16.16%	20	13.42%	5	3.36%	28	18.79%	90	60.40%	27	18.12%	0	0.00%	12	8%
Ron Nunn	705	9	102	14.47%	12	11.76%	12	11.76%	16	15.69%	57	55.88%	10	9.80%	3	2.94%	20	19.60%
Adams	1120	6	132	11.79%	4	3.03%	29	21.97%	16	12.12%	80	60.61%	39	29.55%	2	1.52%	11	8.33%
Bristow	1239	4	180	14.53%	5	2.78%	29	16.11%	43	23.89%	102	56.67%	5	2.78%	4	2.20%	42	23.30%
Edna Hill	1000	7	144	14.40%	13	9.03%	19	13.19%	16	11.11%	89	61.81%	8	5.56%	1	0.69%	39	27%

2024-2025

	District Wide Stats				Program Percentage Stats								Related Services					
	Total # of Students Per Site	Total # of Students Being Assessed	Total # Qualified Students in Special Ed by Site	% of Students in Special Ed by Site	# of Students 80% or more in Special Ed	% of Students 80% or more in Special Ed	# of Students 50%-79% in Special Ed	% of Students 50%-79% in Special Ed	# of Students 20%-49% in Special Ed	% of Students 20%-49% in Special Ed	# of Students less than 20% in Special Ed	% of Students less than 20% in Special Ed	# of Students with 1:1 Aides	% of Students with 1:1 Aides	# of Students with Individual Counseling Services	% of Students with Individual Counseling Services	# of Students with Group Counseling Services	% of Students with Group Counseling Services
District Wide	10109	187	1632	16.14%	180	11.03%	206	13.05%	270	16.54%	976	59.80%	163	9.99%	27	1.65%	235	14.40%
Brentwood	815	11	143	17.55%	27	18.88%	18	12.59%	27	18.88%	71	49.65%	11	7.69%	0	0.00%	25	17%
Garin	789	20	145	18.38%	22	15.17%	22	15.17%	21	14.48%	80	55.17%	11	7.59%	0	0.00%	15	10%
Ike Montanez	449	6	52	11.58%	1	1.92%	0	0.00%	12	23.08%	39	75.00%	4	7.69%	0	0.00%	6	12%
Krey	891	11	122	13.69%	4	3.28%	32	26.23%	4	3.28%	82	67.21%	14	11.48%	0	0.00%	16	13%
Loma Vista	752	18	113	15.03%	8	7.08%	23	20.35%	6	5.31%	76	67.26%	4	3.54%	0	0.00%	6	5%
Marsh Creek Elem	555	17	119	21.44%	18	15.13%	8	6.72%	17	14.29%	76	63.87%	11	9.24%	0	0.00%	6	5%
Mary Casey Black	681	10	96	14.10%	16	16.67%	0	0.00%	13	13.54%	67	69.79%	11	11.46%	0	0.00%	13	14%
Pioneer	871	7	148	16.99%	21	14.19%	12	8.11%	17	11.49%	98	66.22%	20	13.51%	1	0.68%	13	9%
Ron Nunn	706	19	118	16.71%	16	13.56%	15	12.71%	19	16.10%	68	57.63%	10	8.47%	3	2.54%	17	14%
Adams	1192	5	130	10.91%	5	3.85%	27	20.77%	17	13.08%	81	62.31%	29	22.31%	2	1.54%	11	8%
Bristow	1225	16	202	16.49%	6	2.97%	26	12.87%	55	27.23%	115	56.93%	9	4.46%	4	1.98%	48	24%
Edna Hill	1049	10	169	16.11%	17	10.06%	20	11.83%	53	31.36%	79	46.75%	8	4.73%	9	5.33%	41	24%

Student Demographic Stats

2023-2024	Total # of Students In District and by Site	Total # of Students in Special Ed in District and by Site	% of Students in Special Ed in District and by Site	# of Students who are HISPANIC	% of Students who are HISPANIC	# of Students who are HISPANIC Receiving SpEd Services	% of Students who are HISPANIC Receiving SpEd Services	# of Students who are BLACK	% of Students who are BLACK	# of Students who are BLACK Receiving SpEd Services	% of Students who are BLACK Receiving SpEd Services	# of Students who are WHITE	% of Students who are WHITE	# of Students who are WHITE Receivin g SpEd Services	% of Students who are WHITE Receiving SpEd Services
District Wide	9678	1477	15.13%	3213	32.93%	509	34.46%	791	8%	198	13.41%	2817	29.11%	637	43.13%
Brentwood	862	146	16.94%	322	37.35%	51	34.93%	76	8.82%	23	15.75%	259	30.05%	69	47.26%
Garin	803	127	15.82%	283	35.24%	54	42.52%	61	7.60%	17	13.39%	253	31.51%	54	42.52%
Krey	816	132	16.18%	228	27.94%	35	26.52%	59	7.23%	22	16.67%	244	29.90%	56	42.42%
Loma Vista	711	105	14.77%	195	27.43%	34	32.38%	49	6.89%	9	8.57%	231	32.49%	54	51.43%
Marsh Creek Elem	796	125	15.70%	293	36.81%	57	45.60%	41	5.15%	10	8.00%	203	25.50%	56	44.80%
Mary Casey Black	704	101	14.35%	285	40.48%	38	37.62%	44	6.25%	10	9.90%	166	23.58%	38	37.62%
Pioneer	922	149	16.16%	237	25.70%	46	30.87%	98	10.63%	29	19.46%	206	22.34%	40	26.85%
Ron Nunn	705	102	14.47%	227	32.20%	40	39.22%	48	6.81%	13	12.75%	225	31.91%	52	50.98%
Adams	1120	132	11.79%	244	21.79%	30	22.73%	123	10.98%	25	18.94%	280	25.00%	59	44.70%
Bristow	1239	180	14.53%	411	33.17%	59	32.78%	79	6.38%	18	10.00%	437	35.27%	101	56.11%
Edna Hill	1000	144	14.40%	414	41.40%	65	45.14%	85	8.50%	22	15.28%	272	27.20%	58	40.28%

2024-2025	Total # of Students In District and by Site	Total # of Students in Special Ed in District and by Site	% of Students in Special Ed in District and by Site	# of Students who are HISPANIC	% of Students who are HISPANIC	# of Students who are HISPANIC Receiving SpEd Services	% of Students who are HISPANIC Receiving SpEd Services	# of Students who are BLACK	% of Students who are BLACK	# of Students who are BLACK Receiving SpEd Services	% of Students who are BLACK Receiving SpEd Services	# of Students who are WHITE	% of Students who are WHITE	# of Students who are WHITE Receivin g SpEd Services	% of Students who are WHITE Receiving SpEd Services	# of Students who are ASIAN	% of Students who are ASIAN	# of Students who are ASIAN Receiving SpEd Services	% of Students who are ASIAN Receiving SpEd Services	# of Students who are OTHER	% of Students who are OTHER	# of Students who are OTHER Receiving SpEd Services	% of Students who are OTHER Receiving SpEd Services
District Wide	10109	1632	16.14%	3156	31.22%	622	38.11%	775	7.67%	283	17.34%	2638	26.10%	817	50.06%	1825	18.05%	294	18.01%	77	4.72%	51	3.13%
Brentwood	815	143	17.55%	301	36.93%	55	38.46%	67	8.22%	23	16.08%	221	27.12%	68	47.55%	85	10.43%	22	15.38%	6	4.20%	4	2.80%
Garin	789	145	18.38%	279	35.36%	61	42.07%	55	6.97%	24	16.55%	243	30.80%	74	51.03%	101	12.80%	23	15.86%	8	5.52%	5	3.45%
Ike Montanez	449	52	11.58%	122	27.17%	17	32.69%	27	6.01%	4	7.69%	112	24.94%	33	63.46%	126	28.06%	13	25.00%	3	5.77%	1	1.92%
Krey	891	122	13.69%	239	26.82%	39	31.97%	66	7.41%	18	14.75%	240	26.94%	61	50.00%	207	23.23%	37	30.33%	5	4.10%	4	3.28%
Loma Vista	752	113	15.03%	183	24.34%	48	42.48%	45	5.98%	24	21.24%	207	27.53%	63	55.75%	202	26.86%	30	26.55%	4	3.54%	4	3.54%
Marsh Creek Elem	555	119	21.44%	234	42.16%	55	46.22%	53	9.55%	25	21.01%	105	18.92%	48	40.34%	59	10.63%	22	18.49%	11	9.24%	3	2.52%
Mary Casey Black	681	96	14.10%	296	43.47%	49	51.04%	33	4.85%	11	11.46%	156	22.91%	29	30.21%	93	13.66%	21	21.88%	3	3.13%	4	4.17%
Pioneer	871	148	16.99%	213	24.45%	51	34.46%	81	9.30%	26	17.57%	194	22.27%	44	29.73%	230	26.41%	42	28.38%	7	4.73%	4	2.70%
Ron Nunn	706	118	16.71%	217	30.74%	49	41.53%	46	6.52%	18	15.25%	200	28.33%	60	50.85%	113	16.01%	19	16.10%	6	5.08%	6	5.08%
Adams	1192	130	10.91%	264	22.15%	36	27.69%	129	10.82%	30	23.08%	261	21.90%	58	44.62%	342	28.69%	26	20.00%	7	5.38%	4	3.08%
Bristow	1225	202	16.49%	418	34.12%	79	39.11%	86	7.02%	25	12.38%	411	33.55%	118	58.42%	138	11.27%	23	11.39%	9	4.46%	7	3.47%
Edna Hill	1049	169	16.11%	390	37.18%	76	44.97%	87	8.29%	25	14.79%	288	27.45%	90	53.25%	129	12.30%	16	9.47%	8	4.73%	5	2.96%