

**AGENDA
SPECIAL MEETING
BOARD OF DIRECTORS**

ORIGINAL

**Insight at San Joaquin
February 12, 2024
11:00 A.M.**

Primary Location:

Zoom Meeting: <https://zoom.us/j/6274679928>

Conference call: (720) 707-2699

Meeting ID: 627 467 9928

**INSTRUCTIONS FOR PRESENTATIONS TO
THE BOARD BY PARENTS AND CITIZENS**

The Insight at San Joaquin ("School") welcomes your participation at the School's Board meetings. The purpose of a public meeting of the Board of Directors ("Board") is to conduct the affairs of the School in public. We are pleased that you are in attendance and hope that you will visit these meetings often. Your participation assures us of continuing community interest in our School. To assist you in the ease of speaking/participating in our meetings, the following guidelines are provided.

1. Agendas are available to all audience members at the door to the meeting or by requesting the agenda from the California Managed Schools Office (805-581-0202).
2. "Requests to Speak" forms are available to all audience members who wish to speak on any agenda items or under the general category of "Oral Communications." Speakers may also request to be placed on "Speakers List" by calling the California Managed Schools Office (805-581-0202) seventy two hours in advance of the meeting.
3. The "Oral Communications" portion is set-aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to three (3) minutes and total time allotted to non-agenda items will not exceed fifteen (15) minutes. The Board may give direction to staff to respond to your concern or you may be offered the option of returning with a citizen-requested item.
4. With regard to items that are on the agenda, you may specify that agenda item on your blue request form and you will be given an opportunity to speak for up to five (5) minutes when the Board discusses that item.
5. When addressing the Board, speakers are requested to state their name and address from the podium and adhere to the time limits set forth.
6. Citizens may request that a topic related to school business be placed on a future agenda by submitting a written request at least seventy-two (72) hours in advance of any regular meeting. Once such an item is properly agendized and publicly noticed, the Board can respond, interact, and act upon the item.

Insight at San Joaquin does not discriminate on the basis of age, race, creed, color, sex, national origin, religion, gender, physical or mental disability, ancestry or marital status, in any of its policies, procedures of practices.

In compliance with the Americans with Disabilities Act (ADA) and upon request, Charter School may furnish reasonable auxiliary aids and services to qualified individuals with disabilities. Individuals who require appropriate alternative modification of the agenda in order participate in Board meetings are invited to contact Insight at San Joaquin office at (805)581-0202.

I. PRELIMINARY

A. CALL TO ORDER

Meeting was called to order by the Board Chair at 11:03 A.M.

B. ROLL CALL

	Present	Absent
Mr. Fred Vallerga (Secretary/Treasurer)	<u>X</u>	<u> </u>
Mr. Bill Bushman	<u>X</u>	<u> </u>
Ms. Deanna Vallerga	<u>X</u>	<u> </u>
Mr. Jason Jones	<u>X</u>	<u> </u>

C. FLAG SALUTE

- Deanna led

II. COMMUNICATIONS

A. ORAL COMMUNICATIONS: Non-agenda items: no individual presentation shall be for more than three (3) minutes and the total time for this purpose shall not exceed fifteen (15) minutes. Ordinarily, Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation.

B. For Information: Director's Report

This is a presentation of information which has occurred since the previous Board meeting.

- 325 current enrollment; 39 are new for T3
- 93% internal attendance tracking rate

C. For Information: Board/Staff Discussions

Board and staff discuss items of mutual interest.

- LCAP mid-year review
 - Morgan shared summary
- School Accountability Report Card
 - Kimberly shared summary

D. Approval of Previous Board Meeting Minutes

N/A

III. CONSENT AGENDA ITEMS

All matters listed under the consent agenda are considered by the Board to be routine and will be approved/enacted by the Board in one motion in the form listed below. Unless specifically requested by a Board member for further discussion or removed from the agenda, there will be no discussion of these items prior to the Board votes on them. The director recommends approval of all consent agenda items.

IV. SCHEDULED FOR ACTION

A. BUSINESS

None

B. PERSONNEL

None

C. INSTRUCTION AND CURRICULUM

Comprehensive School Safety Plan
- No questions asked.

APPROVED
BDRPT 01

D. PUPIL SERVICES

None

V. ITEMS SCHEDULED FOR INFORMATION

None

VI. ADJOURNMENT

The meeting was adjourned at 11:18 A.M.

Insight at San Joaquin

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

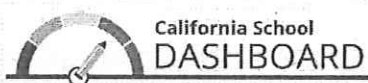
- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest



DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard



The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2023-24 School Contact Information

School Name	Insight at San Joaquin
Street	50 Moreland Road
City, State, Zip	Simi Valley, CA 93065
Phone Number	(805) 581-0202
Principal	Morgan Vincent
Email Address	movincent@k12insightca.org
School Website	http://ca.insightschools.net/
County-District-School (CDS) Code	39-68627-0133116

2023-24 District Contact Information

District Name	Insight at San Joaquin
Phone Number	(805) 581-0202
Superintendent	Kimberly Odom
Email Address	kimodom@k12insightca.org
District Website	http://ca.insightschools.net/

2023-24 School Description and Mission Statement

Insight at San Joaquin operates as an DASS (Dashboard Alternative School Status) school. Insight at San Joaquin specializes in serving at-risk high school students.

Insight at San Joaquin Vision

Insight at San Joaquin envisions empowering students to be self-directed and resourceful learners. Through an engaging and supportive environment, while providing continuous opportunities for success, our students overcome challenges and become fulfilled and conscientious members of the community.

Insight at San Joaquin Mission

Insight at San Joaquin is dedicated to developing independent learners who are responsible, competent, collaborative, compassionate, and critical thinkers, with a strong sense of self and community. Our school provides students with an excellent education, grounded in high academic standards, which will help them achieve their full academic and social potential. Insight at San Joaquin's at-risk program supports the domain areas of academics, careers, and personal/social skills in order to address the challenges of at-risk students who are not meeting, or have challenges meeting, the established goals of the educational program. Although we use the computer as a learning tool, we believe that education is primarily a human endeavor that relies on caring individuals, involved parents and committed teachers.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 9	15
Grade 10	30
Grade 11	51
Grade 12	92
Total Enrollment	188

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	51.1%
Male	48.9%
American Indian or Alaska Native	1.1%
Asian	7.4%
Black or African American	16%
Filipino	2.7%
Hispanic or Latino	35.6%
Native Hawaiian or Pacific Islander	0.5%
Two or More Races	1.1%
White	35.6%
English Learners	18.6%
Homeless	3.2%
Socioeconomically Disadvantaged	58.5%
Students with Disabilities	22.3%

A. Conditions of Learning **State Priority: Basic**

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.40	91.86	170.40	62.73	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	16.30	6.02	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.70	12.80	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	8.14	35.00	12.90	12115.80	4.41
Unknown	0.00	0.00	15.00	5.55	18854.30	6.86
Total Teaching Positions	12.40	100.00	271.60	100.00	274759.10	100.00

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6.40	87.91	166.40	60.81	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	21.20	7.75	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	34.40	12.57	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.80	12.09	33.20	12.13	11953.10	4.28
Unknown	0.00	0.00	18.40	6.73	15831.90	5.67
Total Teaching Positions	7.20	100.00	273.70	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.30	0.30
Local Assignment Options	0.60	0.50
Total Out-of-Field Teachers	1.00	0.80

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0	0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Insight at San Diego is a public charter school. Students are provided new curriculum each year.

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
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Reading/Language Arts	Summit English Courses: Summit English 9, Summit English 10, Summit American Literature	Yes	0%
Mathematics	Summit Math Courses: Summit Personal Finance, Summit Consumer Math, Summit Algebra I, Summit Geometry	Yes	0%
Science	Summit Science Courses: Summit Physical Science, Biology: The Living Earth	Yes	0%
History-Social Science	Summit Social Science Courses: Modern World Studies, US History, Principles of American Democracy CA, Principles of Economics CA	Yes	0%
Foreign Language	N/A		N/A
Health	N/A		N/A
Visual and Performing Arts	Summit Technology Courses: Web Design, Computer Literacy, Image Design and Editing, Digital Arts, Microsoft Office	Yes	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	N/A

School Facility Conditions and Planned Improvements

NA Insight @ San Joaquin is a non-site based independent school

Year and month of the most recent FIT report: N/A

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				N/A School is a non-site based
Interior: Interior Surfaces				N/A School is a non-site based
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				N/A School is a non-site based
Electrical				N/A School is a non-site based
Restrooms/Fountains: Restrooms, Sinks/ Fountains				N/A School is a non-site based
Safety: Fire Safety, Hazardous Materials				N/A School is a non-site based
Structural: Structural Damage, Roofs				N/A School is a non-site based
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				N/A School is a non-site based

Overall Facility Rate

Exemplary	Good	Fair	Poor
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments

(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready

The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	26	29	40	38	47	46
Mathematics (grades 3-8 and 11)	1	6	23	23	33	34

2022-23 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	84	82	97.62	2.38	29.27
Female	44	43	97.73	2.27	30.23
Male	40	39	97.50	2.50	28.21
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	25.00
Filipino	--	--	--	--	--
Hispanic or Latino	30	28	93.33	6.67	25.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	32.14
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	60	98.36	1.64	26.67
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

2022-23 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	84	82	97.62	2.38	6.10
Female	44	43	97.73	2.27	6.98
Male	40	39	97.50	2.50	5.13
American Indian or Alaska Native	0	0	0	0	0
Asian	--	--	--	--	--
Black or African American	12	12	100.00	0.00	0.00
Filipino	--	--	--	--	--
Hispanic or Latino	30	28	93.33	6.67	7.14
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	28	28	100.00	0.00	7.14
English Learners	13	13	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	61	60	98.36	1.64	5.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100.00	0.00	0.00

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	9.02	16.34			29.47	30.29

2022-23 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	156	153	98.08	1.92	16.34
Female	83	81	97.59	2.41	17.28
Male	73	72	98.63	1.37	15.28
American Indian or Alaska Native	0	0	0	0	0
Asian	13	13	100.00	0.00	15.38
Black or African American	26	25	96.15	3.85	20.00
Filipino	--	--	--	--	--
Hispanic or Latino	52	50	96.15	3.85	10.00
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	51	51	100.00	0.00	17.65
English Learners	21	21	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	106	105	99.06	0.94	13.33
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	29	28	96.55	3.45	0.00

2022-23 Career Technical Education Programs

Insight at San Joaquin does not offer CTE.

2022-23 Career Technical Education (CTE) Participation

Measure	CTE Program Participation
Number of Pupils Participating in CTE	1
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	

Course Enrollment/Completion

This table displays the course enrollment/completion of University of California (UC) and/or California State University (CSU) admission requirements.

UC/CSU Course Measure	Percent
2022-23 Pupils Enrolled in Courses Required for UC/CSU Admission	0.54
2021-22 Graduates Who Completed All Courses Required for UC/CSU Admission	0

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	n/a	n/a	n/a	n/a	n/a
Grade 7	n/a	n/a	n/a	n/a	n/a
Grade 9	15.4%	15.4%	15.4%	15.4%	15.4%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2023-24 Opportunities for Parental Involvement

Parent and Learning Coach involvement is a vital part of Insight at San Joaquin. Direct parental involvement is fundamental to the school's success.

Parents are involved from the start of the school year by researching our program and choosing to enroll in our program. Parents who attend an orientation session agree to the enrollment requirements. These show they are committed to being an active member of the education team for their student in our program. Parents during this time are also trained on how the online instructional system works, attendance, and how to support their students. Parents also receive a survey after the orientation to ensure all of their needs or concerns are addressed.

Throughout the school year, parents are invited to participate in Learning Coach University. Learning Coach University is a monthly opportunity for parents and Learning Coaches to learn skills to help support their student in being academically successful here at Insight at San Joaquin. Topics such as motivating students, where to start, OLS basics, and much more are covered during these sessions. Parents also have the opportunity to attend monthly outings with their students. Each trimester, Insight at San Joaquin offers students an opportunity to explore college and career opportunities through tours of businesses or colleges. Insight also offers outings each trimester for students and parents to ensure the connection to the school is strong.

Parents also participate in our Retention and Academic Intuitive Support Experts Team (RAISE). The RAISE Team provides academic assistance, encouragement, and support to students and Learning Coaches when such support/assistance is requested or deemed necessary to achieve academic success in the virtual school environment. During this time parents work with the RAISE team on a Back on Track plan. The mission is to help the student get on track to pass their courses.

Parents are actively encouraged to participate in Insight at San Joaquin planning, organizational, Board of Directors, and other meetings. They are also encouraged to offer ideas and planning assistance with field trips, social events, and other outings.

C. Engagement

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school Dropout Rates;
- High school Graduation Rates; and
- Chronic Absenteeism

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Dropout Rate	22.8	9.6	43.6	18.9	10.2	20.5	9.4	7.8	8.2
Graduation Rate	69.4	71.1	55.2	78.1	79.5	72.6	83.6	87	86.2

2022-23 Graduation Rate by Student Group (Four-Year Cohort Rate)

This table displays the 2022-23 graduation rate by student group. For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at www.cde.ca.gov/ds/ad/acgrinfo.asp.

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	165	91	55.2
Female	77	45	58.4
Male	88	46	52.3
Non-Binary			
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	31	19	61.3
Filipino	--	--	--
Hispanic or Latino	63	35	55.6
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	46	25	54.3
English Learners	25	12	48.0
Foster Youth	--	--	--
Homeless	20	9	45.0
Socioeconomically Disadvantaged	136	69	50.7
Students Receiving Migrant Education Services	0.0	0.0	0.0
Students with Disabilities	38	20	52.6

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	356	340	95	27.9
Female	183	175	44	25.1
Male	173	165	51	30.9
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	2	2	1	50.0
Asian	25	24	6	25.0
Black or African American	54	53	15	28.3
Filipino	7	7	1	14.3
Hispanic or Latino	145	134	44	32.8
Native Hawaiian or Pacific Islander	7	7	0	0.0
Two or More Races	8	7	0	0.0
White	107	105	28	26.7
English Learners	64	63	14	22.2
Foster Youth	1	1	0	0.0
Homeless	13	13	6	46.2
Socioeconomically Disadvantaged	238	228	62	27.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	77	75	19	25.3

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions and expulsions data.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.00	0.00	0.25	2.25	3.60	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.04	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0	0
Female	0	0
Male	0	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

Insight at San Joaquin takes staff and student health and safety very seriously. Due to the virtual nature of the school, there will be no need for a school building where classes are held on a daily basis. The administrative office currently complies with all ADA, OSHA, and local health and safety requirements. The school has obtained all necessary permits for these offices including a building and fire marshal inspection and/or a certificate of occupancy.

Insight has a board approved Comprehensive School Safety Pan (CSSP) that is updated annually and discussed with school faculty and student representatives at scheduled meetings. The board is set to review the CSSP for approval in February 2024 for its next annual review.

Immunization forms and other pertinent medical records will be kept (confidentially) on file by the school administration. Parents are expected to ensure that their children obtain proper immunizations prior to matriculating pursuant to Chapter 1 (commencing with §120325) of Part 2 of Division 105 of the Health and Safety Code. The school may exempt students from enrolling who are not properly immunized pursuant to §48216 (a-c) of the Education Code. Those parents who are having difficulty obtaining immunizations for their children will be provided information on where to get immunized in their community.

All pertinent and required health and safety documentation is collected at time of hire or enrollment as appropriate. Documentation is on file in the student's records or employee records held in security at the Simi Valley, CA office. Copies of employee records and student records can be made available at the request of the School District. The school has drafted health and safety procedures that the school will follow to ensure the health and safety of pupils shall which include compliance with the criminal background check requirements described in Sections 44237 and 45125.1 of the Education Code.

2020-21 Secondary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	8	6	1
Mathematics	15	7	2	1
Science	18	5	1	1
Social Science	23	7	3	4

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	23	5	2	1
Mathematics	9	3		
Science	20	2	3	
Social Science	18	10	1	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	20	5	4	0
Mathematics	20	2	2	0
Science	16	5	1	0
Social Science	20	7	2	1

2022-23 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	125.33

2022-23 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	0
Speech/Language/Hearing Specialist	0.1
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$12,844	\$3,791	\$9,053	\$56,872
District	N/A	N/A	\$9,473	\$54,311
Percent Difference - School Site and District	N/A	N/A	-4.5	4.6
State	N/A	N/A	\$7,607	\$75,753
Percent Difference - School Site and State	N/A	N/A	43.9	-28.5

Fiscal Year 2022-23 Types of Services Funded

Insight at San Joaquin adheres to state and federal regulations for all services funded. Insight at San Joaquin receives funding for Special Education supports and services. Insight at San Joaquin utilizes intervention programs to use with students who need extra support. Insight at San Joaquin uses diagnostic, interim assessments and other specific programs to meet student needs. All English Language Learners are provided an English Language Development program that includes online instruction and an online program, Off2Class. Insight at San Joaquin utilizes a Social Emotional Curriculum, 7 Mindsets, to support SEL learning/needs as well as a Trauma Guidance Counselor to assist students with traumas that they have experienced that may impede their ability to access the curriculum.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$45,930	\$48,481
Mid-Range Teacher Salary	\$66,862	\$73,129
Highest Teacher Salary	\$81,842	\$99,406
Average Principal Salary (Elementary)	\$91,481	\$117,381
Average Principal Salary (Middle)	\$0	\$128,158
Average Principal Salary (High)	\$0	
Superintendent Salary	\$231,048	\$138,991
Percent of Budget for Teacher Salaries	2.54%	29.34%
Percent of Budget for Administrative Salaries	7.05%	5.99%

2022-23 Advanced Placement (AP) Courses

This table displays the percent of student in AP courses at this school.

Percent of Students in AP Courses	0
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This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	Number of AP Courses Offered
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered	0

Where there are student course enrollments of at least one student.

Professional Development

Insight @ San Joaquin professional development for the high school staff is designed by the staff to be pertinent to their needs and enhance student learning. A variety of staff development opportunities are provided to increase interest and expertise, acquire new ideas and materials, and develop teaching, organization, and management skills.

Insight @ San Joaquin faculty and staff meet regularly to review data to implement plans of action to help students be academically successful. Data Driven Instruction ensures all are focused on bridging gaps in learning and working with students in small groups to help facilitate their learning experience. The faculty and staff also meet both in the virtual and in-person environments to focus on student achievement. Faculty and Staff are also welcome to research and attend workshops they feel will be beneficial to the enhancement of their profession. Teachers are observed at minimum once per month by administration and instructional coaches.

Student achievement data is reviewed during the in-person Professional Development where instructional practices are created based on gaps in learning.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	18	18	17

**TO: INSIGHT AT SAN JOAQUIN
GOVERNING BOARD**

BOARD REPORT #1

VIA: INSIGHT STAFF

February 12, 2024

APPROVED

SUBJECT: Updated Comprehensive School Safety Plan

PROPOSAL: It is proposed that the Governing Board of Insight at San Joaquin approve the Updated Comprehensive School Safety Plan.

BACKGROUND: Schools must annually issue and update a Comprehensive School Safety Plan (The Plan) in accordance with Senate Bill 187 and California Education Code 32280–32289.5. The Plan encompasses safety procedures and policies together in one location.

BUDGET IMPLICATIONS: There are no budget implications.

RECOMMENDATIONS: It is recommended the Governing Board approve the Updated Comprehensive School Safety Plan.

RESPECTFULLY SUBMITTED:

Kimberly Odom
Head of School

PREPARED BY:

Krista Mount
Director of Categorical Programs

PRESENTED BY:

Morgan Vincent
Academic Administrator

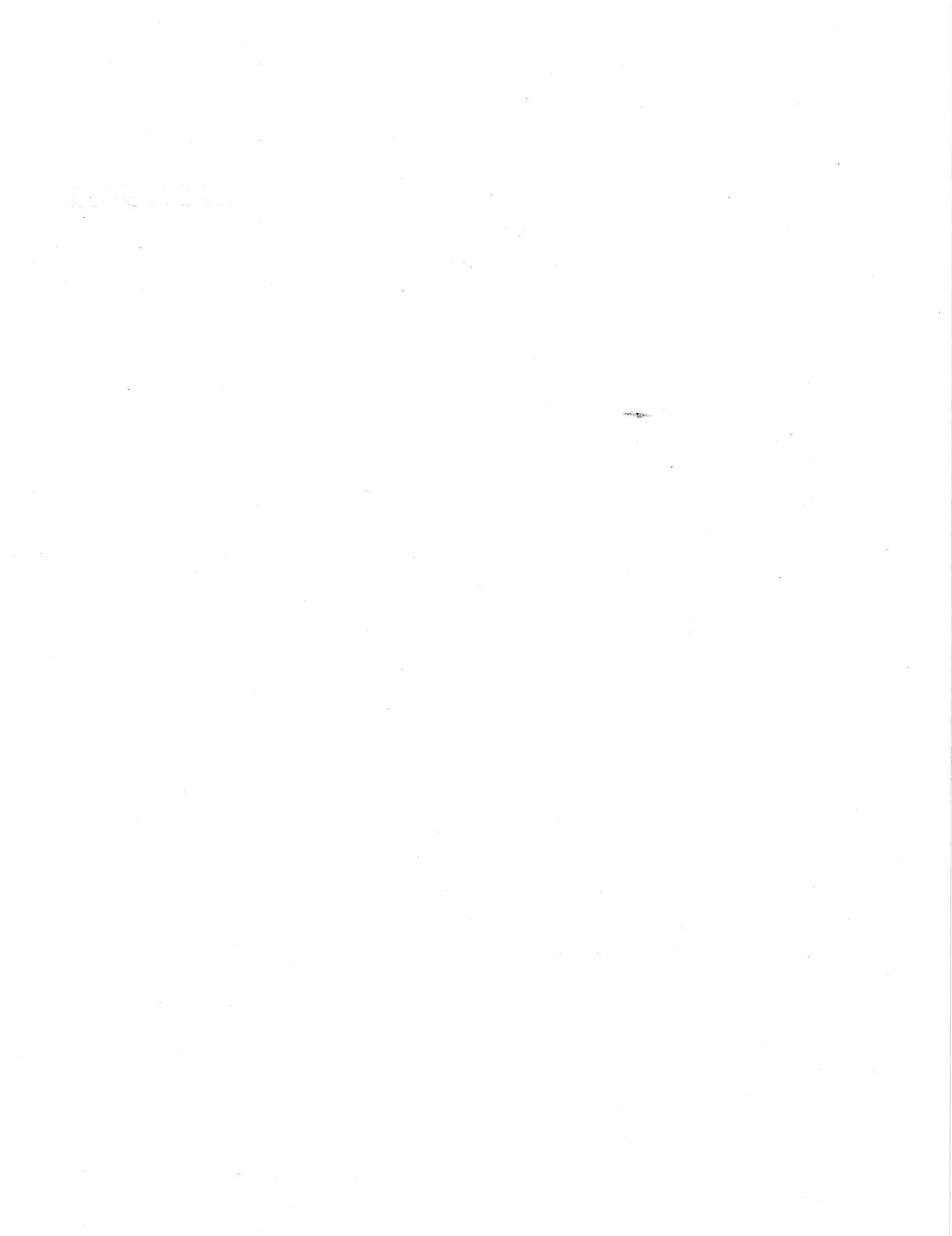
Ayes: 4

No: 0

Abstain: 0

Approved: Yes Witnessed: *Casey Robinson* Date: 2/12/2024

Name	Aye	No	Abstain	Absent	Moved	Second
Fred Vallerga	X					X
Bill Bushman	X					
Deanna Vallerga	X				X	
Jason Jones	X					



Comprehensive School Safety Plan

2023 School Year

School: Insight at San Joaquin
CDS Code: 39-68627-0133116
District: Insight at San Joaquin
Address: 50 Moreland Road
Simi Valley, CA 93065
Date of Adoption: March 2021
Date of Update: December 12, 2022
Date of Review:
- with Staff
- with Law Enforcement
- with Fire Authority

Approved by:

Name	Title	Signature	Date
Kimberly Odom	Head of School		

Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

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

<https://ca.insightschools.net/>

A copy of the Comprehensive School Safety Plan is available for review at .

Safety Plan Vision

Our school will support students with a culture that provides a positive and encouraging environment allowing each individual student to thrive and achieve their maximum academic success.

Components of the Comprehensive School Safety Plan (EC 32281)

Insight at San Joaquin Safety Committee

Assessment of School Safety

- Site based surveys: parents, students, and staff
- Annual school safety protocols and procedures review

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

In accordance with Ed Code 32281 (Comprehensive School Safety Plan), section (f)

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

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

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

Information

Insight Schools are committed to supporting the safety and well-being of our students and desires to facilitate the prevention of and response to child abuse and neglect. The policy was created to ensure that all employees are provided training and support for preventing, recognizing, and promptly reporting known or suspected child abuse or neglect.

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

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

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; classified employees; certificated pupil personnel employees; administrative officers; athletic coaches, administrators, and directors; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

- A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child or dependent adult whom the mandated reporter knows or reasonably suspects has been the victim of abuse or neglect. (Penal Code 11166 and Welfare and Institutions Code 15630)
- Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11166.05, 11167)
- Any person shall notify a law enforcement agency if he/she reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code 152.3, 288)

Responsibility for Reporting

- The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

- When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166 and Welfare and Institutions Code 15630)
- No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166 and Welfare and Institutions Code 15630)

Reporting Procedures

Initial Telephone Report

- Mandated reporters shall call 9-1-1 for immediate emergencies.
- Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter as defined by law shall make an initial report by telephone. When the initial telephone report is made, the mandated reporter shall note the name, address, and age of child involved, provide a clear description of suspected child abuse or neglect, and note the name of the screening social worker who took the call and any instructions given. (Penal Code 11165.9, 11166)
- Where the situation is not an emergency needing the police, reports should be made to the Child Protective Services (CPS) in the county that the student lives.
 - o County Emergency Response Child Abuse Reporting Telephone Numbers <https://www.cdss.ca.gov/reporting/report-abuse/child-protective-services/report-child-abuse>

Written Report

- After making the initial phone call and within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form, Suspected Child Abuse Report (SS 8572). (Penal Code 11166, 11168)
 - o The Department of Justice forms are available: https://oag.ca.gov/sites/all/files/agweb/pdfs/childabuse/ss_8572.pdf?
- The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)
- Information relevant to the incident of child abuse or neglect also may be given to an investigator from an agency that is investigating the case. (Penal Code 11167)
- The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)
- Employees shall keep a copy of the complete written report that is filed.

Internal Reporting

- The mandated reporter shall not be required to disclose his/her identity to the employer, supervisor, school principal, school counselor, co-worker, or other person. (Penal Code 11166)
- Employees reporting abuse or neglect to an appropriate agency are encouraged, but not required, to notify their supervisor, principal, school counselor, co-worker, or other person as soon as possible after the initial telephone report to the appropriate agency. When so notified, they shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, and Board policy.
- Reporting the information to a supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Internal Action for Incidents Involving School Employees

- If an employee has knowledge of or reasonably suspects that another school employee, or contractor is engaged in conduct that may be an indication of suspected abuse or neglect, they must take the following actions:
 - o Call 9-1-1- for immediate emergencies
 - o File a Suspected Child Abuse Report by telephone to the police
 - o Submit a Suspected Child Abuse Report form
 - o Immediately notify their supervisor of the alleged inappropriate conduct and complete a confidential student/staff incident report
- The director or designee so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, and Board policy.
- After completion of the appropriate written follow-up report, and after providing the form to the appropriate agency, the mandated reporter shall provide that form to the director or designee. The mandated reporter shall not be required to disclose

his/her identity and may remove his/her name from the form. (Penal Code 11166)

- The director or designee shall maintain a record of all reported cases of suspected student abuse regarding employees or others. All complaints and allegations of student abuse shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action.
- No student shall be required or asked to meet with the employee, or contractor who has allegedly abused that student. If the employee, or contractor suspected of sexual misconduct is a school employee, or contractor, then during the investigation, he/she shall discontinue contact with students.

Discipline

- Any school employee, or contractor who is determined, after an investigation, to have engaged in any activity in violation of this policy/administrative regulation, including, but not limited to failure to report known or reasonably suspected child abuse and neglect, will be subject to disciplinary action up to and including discharge.
- The school will discipline any individual who retaliates against any person who reports suspected child abuse and/or neglect or who retaliates against any person who testifies, assists, or participates in an investigation, a proceeding, or a hearing relating to a child abuse and/or neglect complaint. Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Failure to Report

- Any person mandated by Penal Code who fails to report any instance of child abuse or neglect that he/she know or reasonably suspects to exist may incur criminal, civil, and/or professional liability. Failure to report is a misdemeanor and punishable by confinement in county jail for a term not to exceed six months or by a fine of not more than one thousand dollars (\$1,000) or by both. However, if "death or great bodily injury" happens to the child as a result of the abuse, the mandated reporter is guilty of a misdemeanor punishable by not more than one year in a county jail, by a fine of not to exceed five thousand dollars (\$5,000) or by both. (Penal Code 11166)

Training

- Within the first six weeks of each school year, the school shall provide training on mandated reporting requirements to employees and persons working on their behalf who are mandated reporters as defined by law. Any school personnel hired during the school year shall receive training within the first six weeks of employment. (Education Code 44691; Penal Code 11165.7)
- Training of mandated reporters shall include, but not necessarily be limited to, training in identification and mandated reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)
- The school shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)
- Unless otherwise specifically provided, the absence of training shall not excuse a mandated reporter from the duties imposed under the Penal Code.

Parent/Guardian Complaints

- Upon request, the school shall provide parents/guardians with a copy of this board policy which contain procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is other than English, such procedures shall be in their primary language and, when communicating orally regarding those procedures, an interpreter shall be provided.
- To file a complaint against a school employee, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described above for mandated reporters.
- In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

Notifications

- The school shall provide to all new employees who are mandated reporters as defined by Penal Code, Welfare and Institutions Code, and this policy a statement that informs them of their status as mandated reporters, of their reporting obligations under Penal Code 11166, and of their confidentiality rights under Penal Code 11167.
- Before beginning employment, employees shall sign a statement indicating that they have knowledge of the reporting obligations under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the school. (Penal Code 11166.5)

• The school also shall notify all employees that:

1. A mandated reporter as defined by the Penal Code who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter as defined by the Penal Code fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166)
3. No employee shall be subject to any sanction by the school for making a report unless it can be shown that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166)

Confidentiality

• Reports of suspected child abuse or neglect and information contained therein are confidential and may be disclosed only as follows:

o The identity of the reporting person(s) shall be disclosed only between child protective agencies; to counsel representing a child protective agency; to the district attorney in a criminal prosecution or in an action initiated under the Welfare and Institutions Code section 602 arising from alleged child abuse or neglect; to counsel appointed pursuant to subdivision (c) of the Welfare and Institutions Code section 317; to the county counsel or district attorney in an action initiated under Welfare and Institutions Code section 300 (dependent children); to a licensing agency when abuse or neglect in out-of-home care is suspected; by court order; in a criminal or civil proceeding; or when the person who reports waives confidentiality.

o The contents of the report shall only be disclosed to persons or agencies permitted under Section D.5.a. and Penal Code 11167(d) and 11675.5 which require that the identity of all person who report child abuse or neglect remain confidential.

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

Disaster Plan (See Appendix C-F)

Since our school is a non-classroom based independent study program with no school buildings, the procedures for different emergency types apply to school events held in buildings not owned by the school. For example, for in-person state testing the school will rent or borrow space from school districts, county office of education, churches, libraries, and clubs. The emergency response procedures can apply to any of these settings.

Public Agency Use of School Buildings for Emergency Shelters

Non-classroom based charter school with no school buildings.

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

This Pupil Suspension and Expulsion Policy has been established to promote learning and protect the safety and well-being of all students. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction.

Staff shall enforce disciplinary rules and procedures fairly and consistently amongst all students. This Policy and its Administrative Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, and the use of alternative educational environments, suspension and expulsion. During in-person activities or state testing, unruly student behavior can result in removal from the event and immediate pick-up by the legal guardian. It is the policy of Insight at San Joaquin to avoid restraint and seclusion of its students by all means necessary, except in situations in which the student is an immediate threat to him/herself or others.

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

A student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Improvement Act ("IDEIA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (Section 504) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students except when federal and state law mandates additional or different procedures. The School will follow Section 504 of the Rehabilitation Act, Individuals with Disabilities in Education Improvement Act (IDEIA), the Americans with Disabilities Act (ADA) of 1990 and all federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

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

The school is committed to supporting the safety and well-being of our students and employees. The school has an affirmative duty to take reasonable steps to protect all students and provide employees with a safe work environment.

This Board Policy is adopted pursuant to Education Code section 49079.

A school must inform any teacher, counselor or administrator in a supervisory or disciplinary position when, based on records maintained by the school or received from law enforcement, it has information that, during the three previous school years, a pupil has engaged in, or is reasonably suspected to have engaged in, the following criminal or disruptive conduct at school, while going to or from school, or during a school sponsored activity:

- a. Causing, attempting, or threatening physical injury to another;
- b. Possessing, selling, or otherwise furnishing, a firearm, knife, or other dangerous object;
- c. Possessing, using or selling illegal drugs, alcohol, or drug paraphernalia;
- d. Committing or attempting to commit robbery or extortion;
- e. Damaging or attempting to damage school property;
- f. Stealing or attempting to steal school or private property;
- g. Committing an obscene act or engaging in habitual profanity or vulgarity;
- h. Possessing, offering, arranging or negotiating to sell, any drug paraphernalia;
- i. Pupils who were suspended from school due to disrupting school activities or otherwise willfully defying the valid authority or supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

Any information received by a teacher pursuant to this Board Policy shall be received in confidence for the limited purpose for which it was provide and shall not be further disseminated by the teacher.

The information provided shall be from the previous three school years.

Education Code section 49079 provides that no school administrator or employee shall be civilly or criminally liable for providing information under this statute unless it is proven that the information was false and that the officer or employee knew that the information was false, or was made with a reckless disregard for the truth or falsity of the information provided.

An employee who knowingly fails to provide mandated information about a pupil is guilty of a misdemeanor punishable by up to six months in jail, or up to \$1,000 fine or both.

A student or his/her parent or guardian must notify a school at the time of enrollment if the student was expelled previously from another school and must disclose the reason for the expulsion. Ed. Code 48915.1.

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

Prevention of Sexual Misconduct and Abuse Board Policy

The School is committed to providing students with a safe and supportive learning environment and to protecting its students from sexual misconduct and abuse. The responsibility to protect students from sexual misconduct and abuse is shared by the Board, administrators, teachers, other employees, volunteers, parents, state agencies, and law enforcement.

Sexual misconduct or abuse in any form and as defined in this policy is expressly prohibited by the School. While the School recognizes the importance of safe and appropriate communication and interaction between students and adults in student achievement, successful learning, and instruction, clear and reasonable boundaries for educator-student relationships are necessary to protect students from sexual misconduct and abuse and to protect adults from misunderstandings and false accusations. This policy outlines safe and appropriate boundaries for stakeholder interactions with students and strictly prohibits inappropriate or questionable conduct toward students by any stakeholders, including employees.

This policy applies to all stakeholders, including administrators, employees, volunteers, and vendors providing instructional services to students. In this policy, these individuals will be referred to as "adults." This policy must be reviewed and applied in conjunction with the School's mandating reporting policy and Professional Boundaries Policy.

Sexual Misconduct and Abuse Prohibited

Adults are prohibited from engaging in sexual misconduct and abuse of students, which includes unnecessary or intimate physical touching; dating; making sexual advances; seeking romantic or sexual relationships; seeking an emotional bond for the benefit of the adult; giving personal gifts that are intimate in nature; intentionally being alone with a student away from school; telling/allowing inappropriate sexual jokes or stories; becoming overly interested or attached, or showing undue attention toward, a specific student or students; any behavior that could be described as "grooming" behavior; having conversations of an intimate or sexual nature not related to the adult's professional responsibilities; and sexual contact.

This is a non-exhaustive list. Adults must also generally avoid any other conduct toward a student that would cause a reasonable person to suspect inappropriate behavior. Although this policy gives specific, clear direction, it is each adult's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders.

In-Person Communication and Interaction

Personal contact between adults and students must be nonsexual, appropriate to the circumstances, and unambiguous in meaning. Adults should avoid the appearance of impropriety in their interactions with students. Behaviors that can create an appearance of impropriety include, but are not limited to:

- Conducting ongoing, private conversations with individual students that are unrelated to academics, school activities, or the well-being of students and that take place in locations inaccessible to others;
- Inviting a student or students for home visits;
- Visiting the homes of students;
- Inviting students for social contact off school grounds without the permission or knowledge of parents/guardians; and
- Transporting students in personal vehicles without the parents or supervisors, adults, including employees and volunteers of the School, should respect boundaries consistent with their roles as educators, mentors, and caregivers. Violations of these boundaries include:
 - Physical contact with a student that could be reasonably interpreted as constituting sexual harassment;
 - Exposing students to sexualized content via pictures, videos, internet, or social media;
 - Unnecessarily invading a student's personal privacy or physical space;
 - Singling out a particular student or group of students for personal attention and friendship beyond the bounds of an appropriate adult/student relationship;
 - Conversation of a sexual nature with students not related to the adult's professional responsibilities or role; and
 - A flirtatious, romantic, or sexual relationship with a student.

Electronic Communication

Digital technology and social networking provide multiple means for adults, educators and other employees to communicate appropriately with students and personalize learning. Such communication between adults and students must be transparent, accessible to supervisors and parents/guardians, nonsexual, appropriate to the circumstances, unambiguous in meaning, and professional in content and tone.

As with in-person communications, adults should avoid appearances of impropriety and refrain from inappropriate electronic communications with students. Factors to consider in determining whether an electronic communication is inappropriate include, but are not limited to:

- The subject, content, purpose, authorization, timing, and frequency of the communication;
- Whether there was an attempt to conceal the communication from supervisors and/or parents/guardians;
- Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship; and
- Whether the communication was sexually explicit.

Adults must restrict one-on-one, electronic communications with individual students to accounts, systems, and platforms that are provided by and accessible to the School.

If an adult does not have access to a Board-approved communication account, system, or platform and there is a time-sensitive or emergency, School-related matter that must be communicated to students, the adult may use a personal communication account, system, or personal social media to communicate this information. The adult must note the date, time, and nature of the contact and make this information available to the School upon request as communications with the student on behalf of the School are the property of the School.

Parents/guardians are encouraged to have access to their student's social networking and digital communications and to supervise their student's use of these methods of communication.

Reporting of Violations

Adults are required to report any case of suspected sexual misconduct or abuse to their supervisor (or to the Principal for non-employees), who shall report such information to the proper authorities and Human Resources. This requirement is in addition to the requirements for reporting cases of suspected child abuse or neglect under any mandatory reporting laws. In addition, adults are required to report suspected violations of this policy regarding in-person and electronic communications with students to their supervisor (or to the Principal for non-employees), who shall report such information to the proper authorities and Human Resources. Adults should not attempt to confront the perpetrator or conduct their own investigation. Instead, the matter must be referred to the School and a child protective agency as stated herein. For the privacy of the student and to avoid circulating harmful or incorrect information, adults must not unnecessarily disseminate information about a pending incident.

Training

The Board will provide training for employees and volunteers on the prevention of misconduct and abuse, in addition to any required training under mandated reporting laws. Information about this policy will also be disseminated to employees, volunteers, students and parents and posted on the School's website.

Investigation and Consequences for Violations

All complaints of sexual abuse or misconduct shall be investigated by the School. Violations of this policy may be considered egregious and gross misconduct and form the basis for immediate termination without regard to the principles of progressive discipline. Employees found to be in violation of this policy may be disciplined, up to and including termination from employment. Volunteers found to be in violation of this policy may be ineligible for continued/future volunteer services and may be removed from their volunteer role.

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

Clothing worn to Insight class sessions and events (including virtual events where webcams are used) should promote the learning process and appropriate behavior. The primary responsibility for student dress and appearance rests with the parent/legal guardian. The primary purpose of school is education. Therefore, all aspects of school must be considered with that objective in mind.

Clothing shall be neat, clean, safe, and not disruptive to instructional activities. Crude or vulgar commercial lettering or printing, and pictures depicting drugs, tobacco, alcoholic beverages, racial/ethnic slurs, gang affiliation, hateful speech, or that are sexually suggestive are not acceptable. Items such as beach attire, short shorts, short skirts, clothing exposing undergarments, or unsafe accessories are not allowed. Any clothing/accessory that may be deemed dangerous are unacceptable. Inappropriately revealing clothing, including but not limited to, see-through and/or strapless tops are not allowed. The wearing/displaying of apparel that is disruptive to the school environment is not allowed. Refusal to adhere to these dress standards will result in disciplinary action.

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

We are a nonclassroom-based charter schools with no school facilities.

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

Insight at San Joaquin Student Conduct Code

Conduct Code Procedures

Classroom Code of Conduct

Freedom of speech and expression is valued not only throughout society but also in the academic setting. No more is this so than in the classroom. In ISSJ, a classroom is defined as many different locations. These may include but are not limited to:

- Online classroom sessions
- Class Connect
- Any ISSJ community area

As a diverse community of learners, students must strive to work together in a setting of civility, tolerance, and respect for each other in an environment that does not distract from the mutual commitment to academic inquiry and reflection. To that end, the following code of classroom etiquette has been established.

1. When participating in class dialogue, no one monopolizes discussions to the exclusion of others, either in terms of time or opinions expressed.
2. Conflicting opinions among members of a class are respected and responded to in a professional manner.
3. No side conversations or other distracting behaviors are engaged in during class discussions or presentations.
4. No offensive comments, language, or gestures are part of the classroom environment.
5. Posting anonymous messages is not permitted unless authorized by the course's online teacher. Impersonating another person is also strictly prohibited.
6. Use only your own user name and password, and do not share these with anyone.
7. Do not post personal information, (personal details, YouTube, Facebook, email address, etc.)
8. Do not interfere with other users' ability to access ISSJ or disclose anyone's password to others or allow them to use another user's account. You are responsible for all activity that is associated with your username and password.
9. Do not download, transmit or post material that is intended for personal gain or profit, non-ISSJ commercial activities, non-ISSJ product advertising, or political lobbying on an ISSJ-owned instructional computing resource.
10. Do not use ISSJ instructional computing resources to sell or purchase any illegal items or substances.
11. Do not upload or post any software on ISSJ instructional computing resources that are not specifically required and approved for your assignments.
12. Do not post any MP3 files, compressed video, or other non-instructional files to any ISSJ server.
13. Posting material that is obscene or defamatory or which is intended to annoy, harass or intimidate another person. This includes distributing "spam" mail, chain e-mail, viruses, or other intentionally destructive content.

Adherence to this code of etiquette will enable students to receive the most from their academic endeavors and should be seen as a regular and voluntary compact among faculty and students. Any infraction of this code, however, that is deemed to be materially or substantially disruptive of the learning environment is cause for removal of a student from a class or for student disciplinary proceedings.

Consequences

- First warning
- Certified letter

- If problem continues, administrator phone conference
- Possible withdrawal
- Depending on the severity of each action, ISSJ reserves the right to withdraw student upon first action

This document describes the policies and guidelines for the use of the ISSJ and exists to ensure that all ISSJ students are aware of and understand their responsibilities when accessing and using ISSJ resources.

As a student enrolled in ISSJ, you should be aware of the above guidelines and expectations. Any activity that is not listed here, which violates local, state, or federal laws, is considered a violation of the Student Code of Conduct and

Acceptable Use Guidelines.

Failure to follow these guidelines will result in the:

- Removal of your access to ISSJ instructional computing resources, which would result in your inability to complete learning activities.
- Involvement with law enforcement agencies and possible legal action.
- Withdrawal from our program.

(K) Hate Crime Reporting Procedures and Policies Information

Every student has the right to be protected from "hate-motivated" behavior. The Head of School shall promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, gender identity or expression, sexual orientation, physical/mental attributes or religious beliefs or practices shall not be tolerated and may be considered "hate-motivated" speech or "hate-motivated" behavior. A "hate-motivated" comment or "bias incident" is biased conduct, speech, or expression that has an impact, but does not involve a criminal action.

Hate crimes (vandalism, physical assault, arson, etc.) are crimes which are motivated, in whole or in part, by bias, by the targeted individual or group's characteristics or perceived characteristics of disability, gender, gender identity or expression, nationality, race or ethnicity, religion, sexual orientation, religious beliefs or association with a person or group who has one of these characteristics. "Hate crimes" should be reported to law enforcement.

School Climate

Everyday acts of intolerance and/or hate may manifest in a variety of ways: name-calling, slurs, sexual harassment, casual put downs regarding race, ethnicity, gender, size, abilities, perceived sexual orientation or gender identification. Administrators and teachers should actively work to promote a positive school climate. School staff are encouraged to:

- Work to establish a climate where casual slurs are uncommon and are challenged when they do occur. Set expectations of how students should speak to each other (in person and online), whether they are in or out of earshot of a teacher or administrator.
- Create a no-slur school by stating clear support for a safe, open learning environment free of slurs. Be specific: no insults related to ability, appearance, culture, gender, home language, race, ethnicity, religion, sexual orientation or social class will be tolerated.
- Check for signs of hostility, depression, or a marked change in behavior or academic performance, and reach out to the student's parents or guardians and/or the school counselor as appropriate.
- Model inclusive, pro-social behavior and interrupt moments of bias among staff.

If a "hate-motivated" comment or action occurs, school staff should be prepared to discuss how the school will respond.

Reporting

Any student who feels that they are a victim of "hate-motivated" behavior shall immediately contact the principal or any trusted staff member with whom the student has a relationship. Reports can be made in writing or verbally and all complaints should be reported to an administrator. If the student believes that the situation has not been remedied by the principal or designee, the student may file a complaint through the Uniform Complaint Procedures.

Staff who receive notice of "hate-motivated" behavior or personally observe such behavior shall notify the principal.

Grievance Procedures & Investigation

When a staff member first hears "hate speech" or "bias speech," they should immediately interrupt, address, and admonish the student making such comments. The staff member should do an initial inquiry with the victim-student to determine if a full investigation is needed. Included in that initial inquiry should be questions regarding the harm that the student has suffered, frequency and persistence of the behavior, and the history between the students. If the administrator determines that a full investigation is needed to learn more about the incident and/or to determine what happened, s/he should reference and complete the "Hate Speech/Discrimination Investigation Form" as they conduct their investigation. At the completion of the investigation, the administrator is responsible for providing the Investigation Form and supporting documents to the Director.

Once an administrator receives a report of "hate-motivated" behavior, and determines that a full investigation is needed, the administrator/investigator should begin their investigation immediately. If the administrator determines that a full investigation is needed, the administrator shall conduct a thorough and equitable investigation into the allegations and inform the victim-student/family regarding the status of the investigation. During the course of the investigation, the administrator should consider the following factors:

- Put safety first,

Denounce the act,

Investigate,

Involve others where necessary,

Provide accurate information and dispel misinformation, Support targeted students,

- Seek justice, avoid blame, and Promote healing.
- A student who has been found to have demonstrated "hate-motivated" behavior shall be subject to discipline in accordance with law, and Code of Conduct.
- Once the full investigation is complete, the administrator should:

o Debrief with their Director, investigation team, and staff to discuss the investigation process to review lessons learned,

o Expand the discussion to include relevant students, parents and guardians and community members, keeping in mind that an individual student's disciplinary record is confidential under state law and FERPA,

o Take notes about all suggestions and comments and include those with the Investigation Form, and Discuss all follow-up steps and use them to create a road map for change (if needed).

Training

As necessary, the school shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting "hate-motivated" behavior. The school shall also provide counseling, guidance and support, as necessary, to those students who are the victims of "hate-motivated" behavior.

The Head of School or designee shall ensure that staff receive training on recognizing "hate-motivated" behavior and on strategies to help respond appropriately to such behavior.

At the beginning of each school year, students and staff shall receive a copy of the school's board policy on "hate-motivated" behavior. The school 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.

(J) Procedures to Prepare for Active Shooters

Active Shooter / Armed Assailant Situations

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

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

ACTIONS – ALL SCHOOL STAFF

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

a. Act immediately if you or your students:

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

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

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

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

2. Options: Run, Hide or Fight

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

- Do not evacuate unless you...

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

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

- Don't carry anything with you.

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

o Leave everything behind.

- If you encounter people along the way...

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

o Students: Warn any students you encounter and take them with if you. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you.

b. HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
- o Construct a strong barricade.
 - o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
 - o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
 - o Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- State the emergency: “I hear gunfire.” “I saw...”

o Give information on people who are wounded.

- Location of the assailant (if known):
- Description of the assailant (if known):
- Your precise location: “room __”
- The number of children with you:

b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- Run – If you encounter injured persons while you are trying to get out of danger and you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- Hide – If someone is injured where you are hiding, secure the room before tending to the wounded. As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

o If your intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don’t run up to officers or attempt to hug or talk to them.
- Don’t talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

Procedures for Preventing Acts of Bullying and Cyber-bullying Information

Insight Schools of California strives to provide a safe and welcoming environment for all students to learn. Harassment and bullying on the basis of actual or perceived characteristics including disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics is unlawful and will not be tolerated. No individual or group shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, retaliate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel.

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images as defined in Education Code 48900. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's or another's reputation.

- Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
- Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

Complaint and Reporting Procedure

Any student, employee, or agent who believes he or she has been harassed by an employee, agent, or student of the school should promptly report the facts of the incident(s) and the name of the individual(s) involved to the Academic Administrator (AA). If the alleged harasser is the AA, the person may report the incident to the Head of Schools. A written report of the alleged incident will be developed by the Head of Schools. A copy of the report, along with a copy of this policy, shall be mailed to the parent of the student who initiated the complaint.

All staff, upon personal knowledge of an incident of sexual harassment, are obligated to report it to the Director, or if the harasser is the Director, the report shall be made to the Head of Schools. Failure to do so is a violation of this policy. Failure of staff to report student allegations of sexual harassment within three (3) school days is a violation of this policy.

Students who feel aggrieved because of unwelcome conduct that may constitute sexual harassment are not required to inform the person engaging in such conduct that the conduct is unwanted, offensive and must stop, but are encouraged to do so. An aggrieved individual is not required to complain to his or her instructor if that instructor is the individual who is harassing the student. Any individuals making a report may bring an advocate to assist them.

Filing Complaints with State and Federal Agencies

Aggrieved parties may wish to file complaints with other appropriate state and federal agencies, including:

U.S. Office for Civil Rights
50 United Nations Plaza, Room 239,
San Francisco, CA 94102
(415) 556-7000

Confidentiality

An allegation of sexual harassment and the results of the investigation shall be kept confidential to the extent reasonably possible under the investigative process. Witnesses and those interviewed shall be informed of the confidential nature of the issues and the investigation and shall be informed that it will be a violation of this policy to disclose the allegation or the nature of the investigation to others and shall be subject to disciplinary action as defined in this policy.

Retaliation Is Prohibited

The initiation of an allegation of sexual harassment will neither cause any negative reflection on the individual reporting the incident or witnesses nor will it affect such persons' future business dealings with the school, his or her employment, compensation or work assignments, or, in the case of students, his/her grades, class section or other matters pertaining to his/her status as a student of any school programs. It shall be a violation of this policy to engage in such retaliation. An allegation of retaliation shall be considered as a separate incident, shall be investigated, and shall be subject to disciplinary action.

Time Limits

Allegations of sexual harassment shall be reported by the complainant as soon as reasonably possible after the conduct in question has taken place. Students, employees, or agents of the school wishing to report allegations to additional agencies, such as the U.S. Office for Civil Rights, should know that this agency follows a 180-day time limit for reporting alleged incidents of sexual harassment.

Disciplinary Action

When an allegation of sexual harassment is supported by the investigation and disciplinary action is necessary, the Head of School will determine what course of action is appropriate, depending upon whether the harasser is a student, staff member, or agent of the school.

Employees who violate this policy may be subject to discipline up to and including dismissal. Such disciplinary action shall be in accordance with applicable policies and laws. Students who violate this policy may be subject to discipline up to and including expulsion. Such disciplinary action shall be in accordance with board policy and state law. Agents of the school who violate this policy may be subject to penalties and sanctions as may be available to the school, including termination of business relationships and contracts or the privilege of volunteering on campus.

Appeal Procedures

Either the complaining party or the accused may appeal the findings of an investigation to the Governing Board of the school.

Appeals shall be made in writing within ten (10) business days from the date of a finding.

Prevention Strategies

Insight Schools of California shall focus on the prevention of bullying and harassment by establishing clear rules for student conduct and implementing strategies to promote a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying.

Training and Professional Development

As part of the school's commitment to bullying prevention, the Head of School or designee will develop training for teachers and other school staff to raise their awareness about the legal obligation of the school and its employees to prevent discrimination, harassment, intimidation, and bullying.

Such training shall be designed to provide staff with the skills to:

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

Safety Plan Review, Evaluation and Amendment Procedures

The plan is monitored by administration with discussion at staff and stakeholder meetings.

Emergency Response Guidelines

Step One: Identify the Type of Emergency

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Principal/Site Admin will decide which Emergency Actions to implement, based on the situation. The first response to an emergency is to determine the type of emergency that has occurred. Procedures for different types of emergencies are listed in the following section.

Step Two: Identify the Level of Emergency

The second step in responding to an emergency is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, there is a three-tiered rating below:

Level 1 Emergency: A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a minor earthquake, or a minor injury.

Level 2 Emergency: A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake.

Level 3 Emergency: A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

Step Three: Determine the Immediate Response Action

Once the type and extent of an emergency have been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during emergencies are: Lockdown, Shelter in Place, Duck, Cover and Hold, and Evacuation.

LOCKDOWN is initiated to isolate students and staff from danger on or near the building when movement within the building and within rooms might put students and staff in jeopardy. LOCKDOWN is used to prevent intruders from entering occupied areas of the buildings.

- Lock the doors;
- Close and lock windows, and close blinds or cover windows;
- Turn off lights;
- Silence all electronic devices;
- Remain silent;
- Use strategies to silently communicate with first responders if possible,
- Hide along the wall closest to the exit but out of the view from the hallway (allowing for an ambush of the intruder and for possible escape if the intruder enters the room); and

Remain in place until the release from lockdown by school administration or evacuated by law enforcement.

SHELTER IN PLACE is implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights. SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. DUCK, COVER AND HOLD ON is an appropriate action for use during an earthquake or explosion. Immediate EVACUATION and an emergency damage assessment must be performed prior to occupancy of the building, following any event prompting the use of DUCK, COVER AND HOLD ON.

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

ALL CLEAR: Notification is given that normal school operations should resume.

Step Four: Communicate the Appropriate Response Action

Academic Admin should use any means available to them to communicate with staff and inform them which response action to take.

Types of Emergencies & Specific Procedures

Aircraft Crash

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

STAFF ACTIONS:

Call 911

Notify Site Admin

Move students away from immediate vicinity of the crash.

EVACUATE students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster.

Check site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Site Admin and emergency response personnel.

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

Care for the injured, if any.

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

SITE ADMINISTRATOR ACTIONS:

Determine immediate response procedures, which may include EVACUATION, or OFF-SITE EVACUATION

Notify Head of Schools, who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Do not re-enter building until the authorities provide clearance to do so.

Animal Disturbance

If there is a rabid or uncontrollable animal at the location, implement this procedure when any wild animal threatens the safety of the students and staff

ADMINISTRATOR ACTIONS:

Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.

If the animal is outside, keep students inside and institute Lockdown.

If the animal is inside, initiate an EVACUATION outside to a protected area away from the animal

Call 9-1-1

If the animal injures anyone, seek medical assistance.

Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

If the animal is outside, keep students inside. Lock doors and keep students away from the windows.

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

Notify the site admin if there are any injuries.

Armed Assault on Campus

Active Shooter / Armed Assailant Situations

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

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

ACTIONS – ALL SCHOOL STAFF

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

a. Act immediately if you or your students:

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

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

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

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

2. Options: Run, Hide or Fight

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

- Do not evacuate unless you...

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

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

- Don't carry anything with you.

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

o Leave everything behind.

- If you encounter people along the way...

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

o Students: Warn any students you encounter and take them with if you can. You may use reasonable force to take a student with you if you can do so without endangering yourself or the other students in your care.

- Place terrain and buildings between you and the assailant to cover your escape.
- Keep going until you are certain you are out of danger.
- Call 911 as soon as it is safe to do so.
- Keep your students with you.

b. HIDE: If you do not know the exact location of the assailant, get your students and yourself into the most secure location available and LOCKDOWN.

- Lock the doors
- Close and lock windows and close blinds or cover windows;
- Turn off lights;
- Barricade the doors with heavy furniture; be sure your barricade covers any glass in or near the door;
- Silence all electronic devices;
- Remain silent;
- Position occupants spread out and out of line of site from room entrance.
- Use text or email to communicate your location, the number of students or staff with you, if you have any wounded and the extent of the injuries;
- Call 911 as soon as it is safe to do so.
- Remain in place until evacuated by identifiable law enforcement officers.

c. FIGHT: Never seek out confrontation with an active shooter / armed assailant. If you are confronted by an active shooter / armed assailant and you have no safer option, take immediate action to disrupt or incapacitate the assailant. If you choose the FIGHT option, commit to your actions.

- If you are in LOCKDOWN (Hide), prepare yourself and your students for the possibility that the assailant may attempt to get in the room you are in.
- o Construct a strong barricade.
- o If you have another way out (a window or back door) use it while the assailant is attempting to get in.
- o If no other exit is available be prepared to disrupt the assailant by throwing objects at the assailant and running for the exit as soon as the assailant enters the room.
- o Use items in the environment as improvised weapons (fire extinguishers, staplers, books, cups, etc.)
 - Staff members may consider using aggressive and violent force to surprise and overwhelm the assailant.

3. Call 911 and initiate a LOCKDOWN announcement as soon as you can do so safely. Work with the people you are with to do both calls simultaneously if possible.

a. Provide as much information as possible (slow down – be calm):

- State the emergency: “I hear gunfire.” “I saw...”

o Give information on people who are wounded.

- Location of the assailant (if known):
- Description of the assailant (if known):
- Your precise location: “room ___”
- The number of children with you:

b. Keep the line open, even if you can’t talk, unless instructed by the dispatcher to end the call.

4. Special Topics

a. Injuries: Your response to injured persons will need to vary given the specific circumstances that are present and the response option (Run, Hide or Fight) you are engaged in.

- Run – If you encounter injured persons while you are trying to get out of danger and you have children with you, you must place their safety ahead of the injured person. Take note of where the injured person is and report the location as soon as you get to safety.
- Hide – If someone is injured where you are hiding, secure the room before tending to the wounded. As soon as it is safe to do so, apply first aid using any supplies that are available. If necessary, use articles of clothing as improvised dressing for wounds and apply direct pressure to control bleeding.
- Fight – This is always the option of last resort because the probability of injury is highest when you are in close proximity to the assailant. Commit to your plan. Do not stop to tend to the wounded until it is safe to do so.

o If you’re intention is to disrupt the assailant to allow as many people to escape as possible, stick to that plan.

o If your plan is to incapacitate the assailant, keep fighting until the assailant is incapacitated and the weapon and assailant are under control.

b. Law Enforcement: If you encounter law enforcement officers...

- Immediately raise your hands in the air and display your open palms.
- Don’t run up to officers or attempt to hug or talk to them.
- Don’t talk unless they ask you a question.
- Do exactly what they tell you to do.

c. Weapons: If the assailant loses control of a weapon, exercise extreme care when securing it:

- Do not pick up the weapon. Law enforcement may shoot you if they see you holding a weapon.
- Secure the weapon by placing an empty trash can over it and sliding it to a location where it can be kept covered and under control until a law enforcement officer can take possession of it.

Biological or Chemical Release

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

- postal mail, via a contaminated letter or package
- a building’s ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply

- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

Notify site admin

Move students away from immediate vicinity of danger (if outside, implement Take Cover).

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.

Follow standard student assembly, accounting and reporting procedures.

ADMINISTRATOR ACTIONS:

Initiate SHELTER IN PLACE.

Shut off HVAC units.

Move to central location where windows and doors can be sealed with duct tape.

Call 911. Provide location and nature of the emergency and school actions taken.

Notify Head of Schools of the situation.

Turn on a battery-powered commercial radio and listen for instructions.

Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

Notify site administrator.

Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.

Implement EVACUATION as appropriate. Send affected individuals to a designated area for medical attention.

Follow standard student assembly, accounting and reporting procedures.

Prepare a list of those who are in the affected area to provide to emergency response personnel.

ADMINISTRATOR ACTIONS:

Initiate EVACUATION to move students away from immediate vicinity of danger.

Move up-wind from the potential danger.

Call 911. Provide exact location and nature of emergency.

Designate security team to isolate and restrict access to potentially contaminated areas.

Wait for instructions from emergency responders-- Health or Fire Department.

Notify Director of the situation.

Arrange for immediate psychological counseling for students and staff.

Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

Wash affected areas with soap and water.

Immediately remove and contain contaminated clothing

Do not use bleach on potentially exposed skins.

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

Bomb Threat/ Threat Of violence

In the event that the site receives a bomb threat by telephone, follow the Bomb Threat Checklist (attachment) to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides.

PERSON RECEIVING THREAT BY TELEPHONE:

Listen. Do not interrupt caller.

Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?"

Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.

Notify site administrator immediately after completing the call.

Complete the Bomb Threat Checklist.

PERSON RECEIVING THREAT BY MAIL:

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

Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.

Caution students against picking up or touching any strange objects or packages.

Notify site administrator.

ADMINISTRATOR ACTIONS:

Call 911.

If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of building, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.

Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.

Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

If it is necessary to evacuate the entire building, use the fire alarm.

Notify the Head of Schools of the situation.

Direct a search team to look for suspicious packages, boxes or foreign objects.

Do not return to the building until it has been inspected and determined safe by proper authorities.

Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

Use a systematic, rapid and thorough approach to search the building and surrounding areas.

Check rooms, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

Evacuate students as quickly as possible, using primary or alternate routes.

Upon arrival at the designated safe site, take attendance. Notify the site administrator of any missing students.

Do not return to the building until emergency response officials determine it is safe.

Disorderly Conduct

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self-injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

ADMINISTRATOR ACTIONS:

Keep the individual under continuous adult supervision.

Keep the individual on campus until parent/guardian has been notified.

Arrange appropriate support services for necessary care of individual.

If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).

School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the Admin. The next steps may include:

Provide parents/guardian with the names and phone numbers of mental health resources

Recommend that the parents make an immediate contact with a therapist.

Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.

Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.

Provide follow-up collaborative support for the student and parents (as indicated)

Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone. Notify site administrator.

Notify school psychologist, counselor or social worker.

Protect individual from injury.

Earthquake

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

ADMINISTRATOR ACTIONS:

Direct inspection and assessment of buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.

Send search and rescue team to look for trapped students and staff.

Post guards a safe distance away from building entrances to assure no one re-enters.

Notify Head of Schools of school and personnel status. Determine who will inform public information media as appropriate.

Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.

Determine whether to close the site. If the site must be closed, notify staff members, students and parents.

STAFF ACTIONS:

Give DROP, COVER and HOLD ON command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.

Check for injuries, and render First Aid.

After shaking stops, EVACUATE building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

Check attendance at the assembly area. Report any missing students to site administrator.

Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.

Stay alert for aftershocks

Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.

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

Check attendance. Report any missing students to site administrator.

Stay alert for aftershocks.

Keep a safe distance from any downed power lines

Do NOT re-enter building until it is determined to be safe.

Follow instructions of site administrator.

Explosion or Risk Of Explosion

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

SITE ADMINISTRATOR:

Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to EVACUATE the building. EVACUATION may be warranted in some buildings but others may be used for SHELTER IN PLACE.

Notify Fire Department (call 911). Provide building name, address, exact location within the building, your name and phone number and nature of the emergency.

Secure area to prevent unauthorized access until the Fire Department arrives.

Advise the Head of Schools of status.

Notify emergency response personnel of any missing students.

Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide building name, address, location within building, your name and phone.

Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

Determine if Student Release should be implemented. If so, notify staff, students and parents.

If damage requires the site to be closed, notify parents and staff of status. Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

Initiate DROP, COVER AND HOLD ON.

If explosion occurred inside the building, EVACUATE to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.

Check to be sure all students have left the site. Remain with students throughout evacuation process.

Upon arrival at assembly area, check attendance. Report status to site administrator immediately.

Render first aid as necessary.

Do not return to the building until the emergency response personnel determine it is safe to do so.

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

Fire in Surrounding Area

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

ADMINISTRATOR ACTIONS:

Determine if EVACUATION of site is necessary.

Contact local fire department (call 911) to determine the correct action for your site.

If necessary, begin evacuation of site to a safe site using site evacuation plan.

Direct inspection of premises to assure that all students and personnel have left the building.

Notify the Head of Schools where the site has relocated and post a notice on the office door stating the temporary new location.

Monitor radio station for information.

Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

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

Fire on School Grounds

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

Within Building**ADMINISTRATOR ACTIONS:**

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

STAFF ACTIONS:

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

Near the Site**ADMINISTRATOR ACTIONS:**

Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site. Determine the need to implement an EVACUATION. If the fire threatens the site, execute the actions above. If not, continue with the routine.

Flooding

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

ADMINISTRATOR ACTIONS:

Issue STAND BY instruction. Determine if evacuation is required.
Notify local police department of intent to EVACUATE, the location of the safe evacuation site and the route to be taken to that site.
Delegate a search team to assure that all students have been evacuated.
Monitor AM radio weather station for flood information.
Notify Head of Schools of site status and action taken.
Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

If warranted, EVACUATE students using evacuation plan. Take the class roster and emergency backpack. Take attendance before leaving the campus.

Remain with students throughout the evacuation process.

Upon arrival at the safe site, take attendance. Report any missing students to site administrator and emergency response personnel. Do not return to the building until it has been inspected and determined safe by property authorities.

Loss or Failure Of Utilities

Failure of any of the utilities (electricity, gas, water) constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

ADMINISTRATOR:

Notify the site owner. Provide the following information:

Affected areas of the site

Type of problem or outage

Determine length of time service will be interrupted.

Determine desired action, which may include students going home and notification of parents.

If disruption in service will severely hamper school operation, notify students and staff by appropriate means.

Use messengers with oral or written word as an alternate means of faculty notification.

Notify Director of loss of service.

Motor Vehicle Crash

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

ADMINISTRATOR ACTIONS:

Notify police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION.

Arrange for first aid treatment and removal of injured occupants from building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

Account for all building occupants and determine extent of injuries.

Notify the Head of Schools.

STAFF ACTIONS:

Notify Site Admin

Move students away from immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check site to assure that all students have evacuated.

Take attendance at the assembly area.

Report missing students to the Site Admin and emergency response personnel.

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

Care for the injured, if any.

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

Pandemic

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

It is a rare global outbreak which can affect populations around the world.

It is caused by a new influenza virus to which people do not have immunity.

Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

ADMINISTRATOR ACTIONS:

- Activate heightened surveillance of illness within site. Gather data on symptoms of students and staff who are sick at home.
- Insure that students and staff members who are ill stay home.
- Send sick students and staff home from the site immediately.
- Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding attendance status.
- Implement online education, if necessary, so that students can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- Practice "respiratory hygiene etiquette".
- Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- Implement online homework assignments so that students can stay home.

Psychological Trauma

SUICIDE & MELANIE'S LAW

Intervention, Screening, Referral

Action Plan for Suicide Attempts During-School Hours

If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented.

Follow Safety Risk Process, and remember the following:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Call 911 and provide as much information about student as possible, including location/address of student;
- Move all other students out of the immediate area (when in-person for outing or testing) or remove from online classroom;
- Please follow Safety Risk Process for documentation, communication processes and follow-up.

Action Plan for After Hours Suicide Attempts

If a suicide attempt by a student is after hours, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt;
- Obtain permission from the parents/guardians to share information with staff;

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Board approved Suicide Prevention and Postvention Policy is attached.

Action Plan for Opioid Overdose During-School Hours

If a staff member becomes aware of a student overdose during school hours, the following steps should be implemented:

Follow Safety Risk Process, and remember the following:

- Remain calm
- Call 911 and provide as much information about student as possible, including location/address of student;
- Move all other students out of the immediate area (when in-person for outing or testing) or remove from online classroom;

- Please follow Safety Risk Process for documentation, communication processes and follow-up.

SAFETY RISK PROCESS

A safety risk referral is to be completed if any teacher or staff member is concerned a student is in immediate risk of harming themselves or someone else. All concerns must be taken extremely seriously. If there is a concern, do NOT assume that the student's comment (either verbally, in an email and/or in a writing assignment) is only an attention getter or over dramatization. If you see any indication of inappropriate comments, you must follow proper procedure.

Reasonable suspicion of a student's intent to harm him or herself or someone else, includes the following.

- Staff eye witness of person or behavior
- Student's verbal statements
- Student's written statements to include things written in/on their assignments

Process

Staff/teacher is concerned about immediate risk of harm to a student or someone else

- Immediately call the local authorities or 911. Make sure you know the physical location of the student.
- Complete the Safety Risk Referral form (See Attachments)
- Contact your student's assigned Regional School Psychologist
- Include your Principal in the referral email as well as all follow-up and outcome information.
- Keep documentation of any conversations that you have with the student.
- Also, keep any emails or writing assignments that are cause for concern.

After the necessary steps have been followed, contact regional school psychologist with the pertinent information below:

- Student ID
- Reporting party name (whomever made the call)
- Numbers of any agencies and persons called to include the phone number
- Action taken (welfare check, etc.)
- Report # if welfare check was done
- Include your Principal in the referral email as well as all follow-up and outcome information.

The Regional School Psychologist will then complete a Safety Risk Report and follow up with authorities/family as appropriate. They will update any staff members and any necessary information with the school office.

SAFETY RISK PROCESS LIVE CLASS CRISIS

If a student is in immediate harm or someone in their home is in immediate harm during a live class session, follow the steps as outlined to call the local authorities and clear all of the other students from the virtual class environment immediately.

These steps should be followed during a Live Class Crisis Event:

1. Immediately call the local authorities
2. Remove all students from the online classroom
3. Complete the online Safety Risk Referral form
4. Contact your student's assigned Regional School Psychologist
5. Include your Principal in the referral email as well as all follow-up and outcome information

Please review and follow disciplinary code of conduct as outlined in Parent Student Handbook as needed. Refer to FERPA policy for any implications to student records.

STUDENT DEATH

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

Principal/Site Administrator Actions:

Call 911 (If death happened at site)

Verify the death and obtain as much information about it as possible.
Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
Notify teachers prior to notification of students.
Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
Determine whether additional resources are needed and make appropriate requests.
Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
Develop a plan for notifying other students and sharing information about availability of support services.
Prepare a parent/guardian information letter and distribute it to students at the end of the day.
Contact parents of those students who are affected by the crisis to determine appropriate support needed. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed.

Staff Actions:

Allow students who wish to meet with a counselor.
Encourage students to report any other students who might need assistance.

STAFF MEMBER DEATH

A staff member's reported death or serious illness among the school community may have a profound affect on students and staff alike.

Principal/Site Administrator Actions:

Verify the death and obtain as much information about it as possible.
Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
Notify teachers prior to notification of students.
Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
Determine whether additional resources are needed and make appropriate requests.
Develop a plan for notifying students and sharing information about availability of support services.
Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
Facilitate a small group discussions for students.
Prepare a parent/guardian information letter.
Continue to monitor staff and students for additional supportive needs.

Suspected Contamination of Food or Water

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

ADMINISTRATOR ACTIONS:

Call 911.
Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
Provide list of potentially affected students and staff to responding authorities.
Provide staff with information on possible poisonous materials in the building.
Notify the Head of Schools of situation and number of students and staff affected.
Confer with Department of Health and Human Services before the resumption of normal activities.
Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- Notify site administrator.
- Call the Poison Center Hotline 1-800-222-1222.
- Administer first aid as directed by poison information center.
- Seek additional medical attention as needed.

Tactical Responses to Criminal Incidents

Weapon Found on Property

- Don't handle unless necessary. The weapon is evidence.
- If necessary, handle with care. Always wear rubber gloves or use a cloth to touch.
- Have a staff member stay with the weapon.
- Notify HOS/designee.
- HOS/designee should call 9-1-1.
- Cover the weapon from view of the public (cloth, wastebasket, etc.).
- Close off traffic from the area of the weapon.
- HOS/designee should assign someone to meet police to lead to weapon location.
- If there is a need to handle the media, contact K12's PR.
- HOS/designee will complete an incident report.

Weapon Suspected on Student

- Possession of a weapon on the property is a crime and is best handled by law enforcement personnel.
- The safety of students and staff is always first. Apprehension of violators and weapon retrieval is second.
- Treat all weapon related information (rumors) to be accurate and plan appropriately.
- Do not put anyone in harm's way. When faced with a suspected weapon on a person, school personnel should consider the following circumstances:
 - Type of weapon
 - Age of suspect
 - Age of suspect
 - Mental state of suspect
 - Victim risk factor
 - History of suspect, if known
 - Suspected location of weapon (on person or elsewhere)

ACTION

- Notify HOS/designee.
- HOS/designee will call 9-1-1.
- Don't attempt to stop suspect if flight from building is attempted.
- Attempt, in a non-confrontational way, to get suspect to a private office near an exit.
- Allow non-essential persons to flee from area.
- Do not allow access to book bags, backpacks without first checking contents.
- Avoid confrontation.

FOLLOW-UP

- HOS/designee will complete an incident report.
- If there is a need to handle the media, contact K12's PR.

Rape/Suspected Rape

- Get the victim to a private office free from any disruptions.
- Do not leave the victim alone.

Notify the HOS/designee.

Do not attempt to interview the victim, however, make note of any statements made by the victim.

Do not allow victim to remove any items of clothing. If victim has removed clothing, bag each piece in its own paper bag using latex gloves.

HOS/designee will contact call 9-1-1.

Get permission from police if the school is to contact parents.

If there is a need to handle the media, contact K12's PR group.

HOS/designee will assure a written account of the school's actions is on file.

Missing Child

Notify HOS/designee immediately.

Follow lockdown procedure.

HOS/designee will notify police with the following information:

child's name

address

physical and clothing description

medical status, if appropriate

time last seen

HOS/designee will notify parents/legal guardian of missing child and inform of steps taken.

HOS/designee will complete incident report.

Kidnapping

Notify HOS/designee immediately.

HOS/designee will call 9-1-1 immediately.

Give police information

Name, gender, age, address, dress, general physical description

Any suspect info, vehicle info, direction of travel

Secure all outside doors.

HOS/designee will notify emergency contact or parent/legal guardian if a minor.

Have information including picture, if possible, available to the police upon their arrival.

HOS/designee will complete incident report.

If there is a need to handle the media, contact K12's PR group.

Unlawful Demonstration or Walkout

When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

ADMINISTRATOR ACTIONS:

Obtain information on when, why and how many people are expected. Identify the spokesperson for the group

Contact local police department and advise them of the situation.

Notify staff of the planned demonstration.

Develop an information letter to parents.

Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.

Designate a staff member to handle incoming calls during the demonstration.

Establish areas where demonstrators can set up without affecting the operation of the site

STAFF ACTIONS:

Do not allow students to be interviewed by the media or join in the demonstration

A civil disturbance is an unauthorized assemblage on the building grounds with the potential to:

disrupt school activities;
cause injury to staff and students; and/or
damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in rooms.

Inside Building

STAFF ACTIONS:

Report disruptive circumstances to site administrator.

Avoid arguing with participant(s).

Have all students and employees leave the immediate area of disturbance.

Lock doors. Account for all students and remain in classroom unless instructed otherwise by the admin or law enforcement.

Stay away from windows and exterior doors.

ADMINISTRATOR ACTIONS:

If the students are engaging in civil disobedience, keep the students confined to one room in the building.

Set up a communication exchange with the students, staff and adminl. Try to restore order.

If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.

Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of the Building

ADMINISTRATOR ACTIONS:

Call 911.

Move any students who are outside into the building. If unable to do so, have students lie down and cover their heads.

Once students are in the building, lock and secure all exterior doors, including restrooms.

Maintain an accurate record of events, conversations and actions.

STAFF ACTIONS:

Close and lock room doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.

Instruct students to DUCK AND COVER, lie on the floor and keep students calm.

Care for the injured, if any.

Remain with students within locked rooms until all clear is given.

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:

1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:

- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:

- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

* Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:

- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- 911
- Follow your local guidelines

For more information about this form contact the Office for Bombing Prevention at: OBP@cisa.dhs.gov



BOMB THREAT CHECKLIST

DATE:

TIME:

TIME CALLER HUNG UP:

PHONE NUMBER WHERE CALL RECEIVED:

Ask Caller:

- Where is the bomb located? (building, floor, room, etc.) _____
- When will it go off? _____
- What does it look like? _____
- What kind of bomb is it? _____
- What will make it explode? _____
- Did you place the bomb? Yes No _____
- Why? _____
- What is your name? _____

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise) _____
- Estimated age: _____
- Is voice familiar? If so, who does it sound like? _____
- Other points: _____

Caller's Voice	Background Sounds	Threat Language
<input type="checkbox"/> Female	<input type="checkbox"/> Animal noises	<input type="checkbox"/> Incoherent
<input type="checkbox"/> Male	<input type="checkbox"/> House noises	<input type="checkbox"/> Message read
<input type="checkbox"/> Accent	<input type="checkbox"/> Kitchen noises	<input type="checkbox"/> Taped message
<input type="checkbox"/> Angry	<input type="checkbox"/> Street noises	<input type="checkbox"/> Irrational
<input type="checkbox"/> Calm	<input type="checkbox"/> Booth	<input type="checkbox"/> Profane
<input type="checkbox"/> Clearing throat	<input type="checkbox"/> PA system	<input type="checkbox"/> Well-spoken
<input type="checkbox"/> Coughing	<input type="checkbox"/> Conversation	
<input type="checkbox"/> Cracking Voice	<input type="checkbox"/> Music	
<input type="checkbox"/> Crying	<input type="checkbox"/> Motor	
<input type="checkbox"/> Deep	<input type="checkbox"/> Clear	
<input type="checkbox"/> Deep breathing	<input type="checkbox"/> Static	
<input type="checkbox"/> Disguised	<input type="checkbox"/> Office machinery	
<input type="checkbox"/> Distinct	<input type="checkbox"/> Factory machinery	
<input type="checkbox"/> Excited	<input type="checkbox"/> Local	
<input type="checkbox"/> Laughter	<input type="checkbox"/> Long distance	
<input type="checkbox"/> Lisp		
<input type="checkbox"/> Loud		
<input type="checkbox"/> Nasal		
<input type="checkbox"/> Normal		
<input type="checkbox"/> Ragged		
<input type="checkbox"/> Rapid		
<input type="checkbox"/> Raspy		
<input type="checkbox"/> Slow		
<input type="checkbox"/> Slurred		
<input type="checkbox"/> Soft		
<input type="checkbox"/> Stutter		

Other Information: _____

Bullying and Harassment Incident Reporting Form

Please send completed form to the Academic Administrator.

Date:

Time:

Reporting Person:

Student Name (Target of the Bullying):

SID#:

Grade:

Name(s) of Alleged Bully:

On what date(s) did the incident occur?

Location of the incident?

Describe what occurred:

Witnesses: *Names of staff or students who witnessed this incident:*

Was administration or school staff notified of this incident? *If yes, please indicate the administrator notified and the date and time of notification:*

Any other relevant information or details about the incident:

The school is not permitted to provide information about other students or discipline issued to other students with the reporting parent.

Hate-Motivated Behaviors and Hate Crime Investigation Form

[For School recording purposes only]

I. SCHOOL: _____

II. NAME OF INVESTIGATOR: _____

III. DATE COMPLAINT RECEIVED: _____

IV: WHO REPORTED? (If student, must notify parent): _____

V. WHAT WAS REPORTED? _____

VI. INTERVIEW LIST

Person: _____ Date: _____

Person: _____ Date: _____

Person: _____ Date: _____

Person: _____ Date: _____

Person: _____ Date: _____

VII. DOCUMENTS REVIEWED:

VIII. FINDINGS/DETERMINATION:

Evidence to Support Allegations: _____

Evidence Disproving Allegations: _____

IX. ADDITIONAL FACTORS TO CONSIDER:

Has this incident reached a threat level? _____

Is there evidence that this incident is part of a larger pattern of bullying or bias? _____ If yes, explain previous incidents: _____

Were there any subsequent/retaliatory incidents: _____

X. CORRECTIVE ACTIONS (Check all that apply):

	Involving Accused Person(s)	Date
<input type="checkbox"/>	Parent Informed of Complaint <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone	/ /
<input type="checkbox"/>	Parent Informed of Findings <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone	/ /
<input type="checkbox"/>	Provide/Explain School Nondiscrimination Policy	/ /
<input type="checkbox"/>	Explain Non-Retaliation & Harassment	/ /
<input type="checkbox"/>	Referral for School Counseling	/ /
<input type="checkbox"/>	Education/Behavior Contract	/ /
<input type="checkbox"/>	School Discipline Provided	/ /
<input type="checkbox"/>	Disciplinary Conference	/ /
<input type="checkbox"/>	Suspension	/ /
<input type="checkbox"/>	Expulsion	/ /

<input type="checkbox"/>	Accused Person's Parents Notified of Resolution of Incident/Complaint	/ /
<input type="checkbox"/>	Safety Plan	/ /
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

XI. Remedies for Reporting Party:

	Involving Accused Person(s)	Date
<input type="checkbox"/>	Parent Informed of Findings <input type="checkbox"/> Conference <input type="checkbox"/> Letter <input type="checkbox"/> Telephone	/ /
<input type="checkbox"/>	Provide/Explain School Nondiscrimination Policy	/ /
<input type="checkbox"/>	Referral for School Counseling	/ /
<input type="checkbox"/>	Other	/ /
<input type="checkbox"/>		
<input type="checkbox"/>		

PROVIDE A COPY OF THE COMPLETED RECORD TO THE ACADMIC ADMINSTRATOR



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY			
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip			DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO				
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE			
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS Street City Zip			DATE/TIME OF PHONE CALL				
OFFICIAL CONTACTED - NAME AND TITLE				TELEPHONE				
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS Street City Zip			TELEPHONE				
	PRESENT LOCATION OF VICTIM		SCHOOL		CLASS	GRADE		
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO	OTHER DISABILITY (SPECIFY)			PRIMARY LANGUAGE SPOKEN IN HOME		
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO	IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME			TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____			
	RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO	DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK			
D. INVOLVED PARTIES VICTIM'S PARENTS/GUARDIANS	NAME	BIRTHDATE	SEX	ETHNICITY	NAME	BIRTHDATE	SEX	ETHNICITY
	1. _____	3. _____			2. _____	4. _____		
	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE			
NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY				
ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE				
SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY			
	ADDRESS Street City Zip			TELEPHONE				
	OTHER RELEVANT INFORMATION							
E. INCIDENT INFORMATION	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____							
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT					
	NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident's involving the victim(s) or suspect)							

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.legislature.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (continued)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian



50 Moreland Road
 Simi Valley, CA 93065
 Ph. 805-581-0202
 Fax 805-581-8824

SAFETY RISK REFERRAL

This form is to be completed if any teacher or staff member is a concerned a student is **in immediate risk of harming themselves or someone else.**

Call the authorities immediately to ensure the student's safety **and then** complete this Safety Risk Referral.

Before proceeding, please indicate if you are concerned that a student is in immediate risk to harm themselves or someone else? * Yes No

- If yes, please continue
- if no, please contact your Lead to discuss appropriate supports (Compass Referral, Care Solace, etc.)
- If your concern is regarding the possibility of child abuse or a child welfare check please refer to your administrator for these processes and **do not complete this form.**

After the authorities have been notified, email the Regional School Psychologist for the student's school.

****Include school Principal and any other team members (RLT, SpEd CM, etc.) in the Safety Risk Referral email and in all follow-up and outcome information.**

Employee Name:	School:	Date:
Student First Name:	M.I.:	Last Name:
Student's ID:	Student's Age:	Student's Grade:
Mother's/Guardian's Name:		
Father's/Guardian's Name:		
Student's <u>Complete</u> Address of Residence:		
Family ID#, Names of any siblings enrolled:		

Incident Date:	Welfare Check Case #:
Presenting Concerns (summary of the incidents, concerns, input, observations, etc.):	

Action Taken by **Reporting staff member**
(include specific information about authorities contacted -e.g., names, numbers, etc. along with any actions taken involving contacting student, parent, RLT, etc.):

Parent Contact:

Yes (indicate Date/ Time)
 No (indicate Attempts to contact)

Interview Completed with-
Notes of Interview-

Is the student reported to be under adult supervision at this time?

Yes
 No
 Unknown

Suicide Prevention/Postvention

Updated by boards December 2021 (reviewed annually as part of the CSSP)

Information

Insight schools recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth considers (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing environment. Recognizing that it is the duty of the school to support the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Head of School or Designee shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are able to recognize the risk factors and warning signs of suicide. The Head of School or Designee shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Head of School or Designee shall involve all stakeholders in planning, implementing, and evaluating the school’s strategies for suicide prevention and intervention. To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Insight schools will have the Compass Team serve as the suicide prevention point of contact for the school.

Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Insight schools has reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Suicide Prevention Training and Education

Training shall be provided for all school staff members.

- All staff shall receive training annually on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of mental health professionals who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts.
 - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for a Safety Risk assessment by a qualified professional (licensed mental health clinician, physician, crisis response team, law enforcement officer, or other emergency mental health provider);
 - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
 - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development.

In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:

- The impact of traumatic stress on emotional and mental health;
- Common misconceptions about suicide;
- Suicide prevention resources;
- Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
- The factors associated with suicide (risk factors, warning signs, protective factors);
- How to identify youth who may be at risk of suicide;
- Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
- School-approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals);
- School-approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment by a qualified professional (licensed mental health clinician, physician, crisis response team, law enforcement officer, or other emergency mental health provider)

The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:

- Youth affected by suicide;
- Youth with a history of suicide ideation or attempts;
- Youth with disabilities, mental illness, or substance abuse disorders;
- Lesbian, gay, bisexual, transgender, or questioning youth;
- Youth experiencing homelessness or in out-of-home settings, such as foster care;
- Youth who have suffered traumatic experiences.

Employee Qualifications and Scope of Services

Employees of the Insight schools must act only within the authorization and scope of their credential or license. While it is expected that school professionals can identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools can provide.

Specialized Staff Training (Screening)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals employed by Insight schools.

Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers the school's suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on the school's web page and included in the parent-student handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Student Participation and Education

Students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding the school's suicide prevention, intervention, and referral procedures.
- Receive student-focused suicide prevention education that can be incorporated into classroom curricula.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Intervention, Screening, Referral

Action Plan for Suicide Attempt During-School Hours

If a suicide attempt is made during the school day, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented. Follow the Risk Safety Referral process and remember the following:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Call 911 (local authorities based on location of student) and provide as much information about student and your concerns;
- Move all other students out of the immediate area (when in-person for outing or testing) or remove from online classroom;
- Please follow the Risk Safety Referral process for documentation, communication processes and follow-up.

Action Plan for Suicide Attempt After-School Hours

If a suicide attempt by a student is after hours, it is crucial that the school protects the privacy of the student and maintain a confidential record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt;
- Obtain permission from the parents/guardians to share information with staff;

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt.

Parental Notification and Involvement

Insight schools shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After the Safety Risk Referral process is followed, administrator shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the administrator will meet with the parents/guardians/caregiver to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care.

Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well-planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment. Insight school's administration will follow the re-entry process to ensure the student's successful re-integration into the school, or successful transfer to another setting.