

MEETING AGENDA - Santa Clarita Valley international Board

Any public records relating to an agenda item for an open session of the Board which are distributed to all, or a majority of all of the Board members shall be available for public inspection at the main office of the school between 9:00 am and 3:30 pm.

Meeting

Meeting Date	Tuesday, November 5, 2024
Start Time	6:00 PM
End Time	7:30 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Cyn Rd., Castaic Room: Village (located on the 2nd floor of the Lower Campus) Join Zoom Meeting https://us02web.zoom.us/j/3858775783 Meeting ID: 385 877 5783 Dial in Number: 1-669-900-6833
Purpose	Regular Scheduled meeting

Agenda

1. Opening Items

1.1. Call The Meeting To Order (6:00 PM - 6:00 PM)

1.2. Roll Call (6:00 PM - 6:00 PM)

1.3. Pledge Of Allegiance (6:00 PM - 6:00 PM)

1.4. Board Meeting Agenda (6:00 PM - 6:00 PM)

Discuss and take action on the Board Meeting Agenda.

Due date: 11/5/2024

1.5. Board Meeting Minutes (6:00 PM - 6:00 PM)

Discuss and take action on the Board Meeting Minutes.

Due date: 11/5/2024

Documents

- Minutes-2024-09-10.pdf
-

2. Curriculum Moment

2.1. Curriculum Moment (6:00 PM - 6:00 PM)

3. Public Comments

3.1. Public Comments (6:00 PM - 6:00 PM)

The public may address the governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card or alert them during Public Comments. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

4. Consent Items

4.1. Personnel Report (6:00 PM - 6:00 PM)

Due date: 11/5/2024

Documents

- 10.8.24SCVi PersonnelReport.pdf
 - 11.05.24 SCVi PersonnelReport.pdf
-

4.2. Check Register (6:00 PM - 6:00 PM)

Due date: 11/5/2024

Documents

- SCVi Payment Register Summary_20241002.pdf
 - SCVi Payment Register_20241002.pdf
 - SCVi Payment Register Summary_20241030.pdf
 - SCVi Payment Register_20241030.pdf
-

5. Discussion And Reports

5.1. Learner Board Ambassador Report (6:00 PM - 6:00 PM)

5.2. Staff Board Ambassador Report (6:00 PM - 6:00 PM)

5.3. SCVi State of the School (6:00 PM - 6:00 PM)

Discussion school data, school goals, and School Director evaluation process.

6. Action Items

6.1. 2023-2024 Unaudited Actuals (6:00 PM - 6:00 PM)

Discuss and take action regarding the 2023-2024 unaudited actuals.

Due date: 11/5/2024

Documents

- unaudited actuals 23.24 scvi.pdf
-

6.2. 2024-2025 Revised Budget (6:00 PM - 6:00 PM)

Discuss and take action on the revisions to the 2024-2025 annual budget.

Due date: 11/5/2024

Documents

- SCVi 24_25 Budget- 1st Interim Revised.pdf
-

6.3. Work Experience Education Plan

(6:00 PM - 6:00 PM)

Discuss and take action regarding the Work Experience Education Plan

Due date: 11/5/2024

Documents

- SCVi WEE District Plan - Final.pdf
-

6.4. Alternate Pathway to a Diploma for Students with Disabilities Policy

(6:00 PM - 6:00 PM)

Discuss and take action regarding the Alternate Pathway To Diploma for Students with Disabilities Policy.

Due date: 11/5/2024

Documents

- SCVi Alternative Pathways To A Diploma For SWD Policy (3).pdf
-

6.5. Revised Comprehensive Safety Plan

(6:00 PM - 6:00 PM)

Discuss and take action regarding the revised Comprehensive Safety Plan.

Due date: 11/5/2024

7. Closed Session

7.1. Public Employee Performance Evaluation

(6:00 PM - 6:00 PM)

Gov. Code section 54957(b)(1): School Director

8. Report of Closed Session

(6:00 PM - 6:00 PM)

9. Board Comments

9.1. Board Comments

(6:00 PM - 6:00 PM)

10. Closing Items

10.1. Next Meeting Date

(6:00 PM - 6:00 PM)

Board Members mark their calendars and confirm quorum.

Tuesday, December 10th at 6:00 pm

10.2. Adjournment

(6:00 PM - 6:00 PM)

Please note: items on the agenda may not be addressed in the order they appear. The Board of Directors may alter the order at their discretion.

- **Board Room Accessibility:** The Board of Directors encourage those with disabilities to participate fully in the public meeting process. If you need a disability-related modification or accommodation, including auxiliary aids or services to participate in the public meeting, please contact the office at least 48 hours before the scheduled Board of Directors meeting so that we may make every reasonable effort to accommodate you. [Government Code § 54954.2; Americans with Disabilities Act of 1990, § 202 (42 U.S.C. § 12132).]



The Secretary of the Board of Directors, hereby certifies that this agenda was publicly posted 72 or 24 hours prior to the meeting as required by law.

MEETING MINUTES - Santa Clarita Valley international Board

Meeting

Date	Tuesday, September 10, 2024
Started	6:06 PM
Ended	6:59 PM
Location	Address: Santa Clarita Valley International, 28060 Hasley Cyn Rd., Castaic Room: Village (located on the 2nd floor of the Lower Campus) Join Zoom Meeting https://us02web.zoom.us/j/3858775783 Meeting ID: 385 877 5783 Dial in Number: 1-669-900-6833
Purpose	Regular scheduled meeting
Chaired by	Nicole Miller
Recorder	Donna Wood

Minutes

1. Opening Items

1.1. Call The Meeting To Order

Nicole Miller called the meeting to order at 6:06 pm

Status: Completed

1.2. Roll Call

Miguel Fletcher: Yes

Wendy Emeterio: Yes

Teddy Berry: Yes

Greg Kimura: Yes

Nicole Miller: Yes

Status: Completed

1.3. Pledge Of Allegiance

Pledge of Allegiance was recited

Status: Completed

1.4. Board Meeting Agenda

Discuss and take action on the Board Meeting Agenda.

Motion to approve: Greg Kimura

Seconded by: Teddy Berry

Roll Call Vote

- Greg Kimura: Yes

- Wendy Emeterio: Yes
- Teddy Berry: Yes
- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

1.5. Board Meeting Minutes

Discuss and take action on the Board Meeting Minutes.

Motion to approve with correction: Teddy Berry

Seconded by: Wendy Emeterio

Roll Call Vote

- Greg Kimura: Abstain, did not attend the meeting on 6/26/2024
- Wendy Emeterio: Yes
- Teddy Berry: Yes
- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- Minutes-2024-06-26-v1.pdf
-

2. Public Comments

2.1. Public Comments

The public may address the governing board regarding any item within the Board's jurisdiction whether or not that item appears on the agenda during this time. If you wish to address the Board, please complete a public comment card or alert them during Public Comments. Comments for the public will be limited to 3 minutes for agenda items, 2 minutes for items not on the agenda, and 20 minutes for all comments.

No public comments were made

Status: Completed

3. Consent Items

3.1. Personnel Report

Motion to approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Greg Kimura: Yes
- Wendy Emeterio: Yes
- Teddy Berry: Yes

- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- PersonnelReport_SCVi_09.10.24 (1).docx
-

3.2. Check Register

Motion to approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Greg Kimura: Yes
- Wendy Emeterio: Yes
- Teddy Berry: Yes
- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- SCVi Payment Register Summary_20240904.pdf
 - SCVi Payment Register_20240904.pdf
-

3.3. Obsolete Technology and Equipment

Motion to approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Greg Kimura: Yes
- Wendy Emeterio: Yes
- Teddy Berry: Yes
- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- SCVi Obsolete (Sep 2024).pdf
-

3.4. 2024/2025 Insurance Contracts

Motion to approve: Greg Kimura

Seconded by: Miguel Fletcher

Roll Call Vote

- Greg Kimura: Yes

- Wendy Emeterio: Yes
- Teddy Berry: Yes
- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- SCVi Benefits Listing for Board 8.29.2024.pdf
-

4. Discussion And Reports

4.1. School Director Report

Martha Spansel Pellico and Chad Powell presented the School Director Report to the Board and answered questions of the Board

Status: Completed

Documents

- 9_10_24 Site Director Board Report .docx.pdf
-

5. Action Items

5.1. 2023/2024 Education Protection Account

Discuss and take action regarding annual 23/24 Educational Protection Account Resolution as required by CDE.

Kelly O'Brien presented the 2023/2024 Education Protection Account to the Board and answered questions of the Board.

Motion to approve: Greg Kimura

Seconded by: Wendy Emeterio

Roll Call Vote

- Greg Kimura: Yes
- Wendy Emeterio: Yes
- Teddy Berry: Yes
- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- FY23.24 SCVi EPA Board Resolution.pdf
-

5.2. Revised Curriculum and Instruction Independent Study Policy

Discuss and take action on the revised policy.

Lara Durrell presented the Revised Curriculum and Instruction Independent Study Policy to the Board and answered questions of the Board

Motion to approve: Greg Kimura

Seconded by: Teddy Berry

Roll Call Vote

- Greg Kimura: Yes
- Wendy Emeterio: Yes
- Teddy Berry: Yes
- Miguel Fletcher: Yes
- Nicole Miller: Yes

Due date:

Status: Completed

Documents

- September 2024 Revised SCVi_ Independent Study Policy.pdf
-

6. Board Comments

6.1. Board Comments

Greg Kimura and Wendy Emeterio stated their concerns with enrollment.

Status: Completed

7. Closing Items

7.1. Next Meeting Date

Tuesday, October 8th

SCVi Board will meet next on Tuesday, October 8th at 6:00 pm.

Status: Completed

7.2. Adjournment

Nicole Miller adjourned the meeting at 6:59 pm

Status: Completed

EMPLOYMENT - NEW HIRES

Olortegui, Tanya	Substitute Facilitator PT Hourly (new hire)	09.20.24
Westerdoll, Miranda	Facilitator Salary (backfill)	09.06.24

RESIGNATIONS/TERMINATIONS

Westerdoll, Miranda	Facilitator	09.13.24
Olortegui, Tanya	Facilitator	09.13.24

STATUS CHANGE

NA

EMPLOYMENT - NEW HIRES

Cheshire, Kristyn

Facilitator (backfill)

10.08.24

RESIGNATIONS/TERMINATIONS

Graves, Kayla	Care Team - Student Support	10.11.24
Pastor, Maialen	Facilitator	10.11.24
Albright, Justin	Facilitator - CTE	9.30.24
Rose, Melissa	Facilitator	10.18.24

STATUS CHANGE

Rios, Aida	From Care Team - Instructional to Care Team Student Support	10.01.24
Heinsburg, Montana	From Care Team - Student Support to Care Team - Instructional Support	10.01.24

Company Name: Santa Clarita Valley International
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 09/05/24-10/02/24

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	15,978.92
3402	Health & Welfare Benefits - Classified positions	9,219.72
3702	Retiree Benefits - Classified positions	412.50
4110	Core Curriculum - Texts, Workbooks, etc	7,351.52
4120	Core Curriculum - Software & Programs	10,233.75
4130	Other Curriculum	599.74
4220	Other Books & References	13.43
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	487.68
4310	Science Supplies	200.11
4325	Custodial Supplies	2,603.37
4330	Health & Safety	166.42
4335	Home Study Stipend	12,343.81
4340	Office Supplies	140.64
4345	Printing & Reproduction Supplies	633.49
4355	Facilities Supplies	1,112.55
4420	NonClassroom Furniture & Equipment	36.09
4720	Food Supplies	21.70
4740	Cafe Other Supplies	247.95
5220	Travel for Intersite Business - Mileage*	46.23
5510	Utilities - Electricity	13,883.57
5520	Utilities - Gas	140.15
5530	Utilities - Water	966.60
5540	Utilities - Trash	1,052.09
5550	Operations - Janitorial Services	4,884.73
5560	Operations - Security	5,592.83
5610	Rent - Facilities Rent and CAM Charges	5,027.00
5630	Repairs & Maintenance - Facilities	2,375.00
5801	Professional Services - Service Fees	38,838.27
5803	Professional Services - Business Services	1,230.00
5805	Professional Services - Payroll Fees	1,325.54
5809	Professional Services - Shared/Leased Employees	3,704.90
5822	Operating Expenditures - Licenses & Other Fees	595.00
5827	Operating Expenditures - Other Benefit Fees	30.60
5830	Operating Expenditures - Marketing & Advertising	3,179.94
5840	Operating Expenditures - Software Licenses	14.85
5850	Student Services Expenditures - Student Information System	519.73
5852	Student Services Expenditures - Special Education Contracted Services	66,508.83
5853	Student Services Expenditures - Student & Group Activities	533.12
5854	Student Services Expenditures - Electives & Enrichment	900.00
5855	Student Services Expenditures - Substitutes	23,392.00
5856	Student Services Expenditures - Student Transportation	19,600.00

GL Account #	GL Account Description	Total
5910	Telephone & Fax	5,117.86
5920	Internet Services	600.00
5940	Postage Expense	160.79
7999	Unallocated Expense	645.00
9320	Deposits	4,025.00
9530	Employee Benefits Payable	103.78
9536	403b Payable	2,737.50
9546	Credit Card Payable - SCVi	2,061.02
Grand Total		\$ 271,595.32

Company name: Santa Clarita Valley International
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 09/05/24-10/02/24
Location: 110--Santa Clarita Valley International

Date	Vendor	Amount
9/5/24	FOUR004--Fourth Cousin LLC	645.00
9/5/24	MCCA000--McCalla Company	1,195.31
9/5/24	PRUD000--Prudential Overall Supply	82.65
9/5/24	AMAZ110--Amazon Capital Services, Inc (SCVi)	16.41
9/5/24	BAY110B--Bay Alarm Company 6072	215.00
9/5/24	SCOO000--Scoot Education	1,678.00
9/5/24	MANZ000--Nabor Hernandez Manzano	46.23
9/5/24	ILEA300--iLEAD California	38,838.27
9/5/24	AMAZ100--Amazon Capital Services (iCA)	103.62
9/9/24	SUBJ000--Subject Technologies INC	-900.00
9/9/24	PRUD000--Prudential Overall Supply	82.65
9/9/24	AMAZ100--Amazon Capital Services (iCA)	106.92
9/9/24	LEGA003--Legal Shield	69.25
9/9/24	ATT110A--AT&T 8037	864.23
9/10/24	NATI000--National Benefit Services	150.00
9/10/24	NATI000--National Benefit Services	900.00
9/10/24	NATI000--National Benefit Services	150.00
9/10/24	NATI000--National Benefit Services	900.00
9/11/24	SUBJ000--Subject Technologies INC	900.00
9/11/24	DWLL000--Donna Wood	80.00
9/11/24	RAMP110--Ramp	2,061.02
9/12/24	HORN001--Horn's Backflow & Plumbing Service Inc	1,400.00
9/12/24	MELL000--Mellady Direct Marketing	79.94
9/12/24	THES000--The Signal- Santa Clarita Valley	700.00
9/12/24	FIDE000--Fidelity Security Life Insurance Company	170.20
9/12/24	FIDE000--Fidelity Security Life Insurance Company	307.69
9/12/24	CIGN001--Cigna Healthcare	131.09
9/12/24	CIGN000--Cigna Healthcare	1,573.23
9/12/24	WEST000--West Coast Music Academy [S]	514.80
9/12/24	KAIS000--Kaiser Foundation Health Plan	3,059.64
9/12/24	CROS001--Crossroads Owners, Inc.	5,027.00
9/12/24	EDI110A--Southern California Edison 0668	6,542.73
9/12/24	OFFI001--Official Pest Prevention, Inc	105.00
9/12/24	TIME001--Time4Learning [S]	658.90
9/12/24	SCOO000--Scoot Education	4,935.00
9/12/24	iLEA010--iLEAD Online Charter	425.00
9/12/24	LEMU000--Lorena Lemus	110.62
9/12/24	EMP0480--Shanahan, Colleen	19.70
9/12/24	AMAZ100--Amazon Capital Services (iCA)	175.15

Date	Vendor	Amount
9/12/24	BAY110B--Bay Alarm Company 6072	733.92
9/16/24	SCHO009--School Pathways LLC	67.97
9/16/24	THES000--The Signal- Santa Clarita Valley	1,150.00
9/16/24	QCLO000--QC Locksmiths	504.94
9/16/24	WAS118A--WM Corporate Services, Inc 3008.	1,052.09
9/16/24	OFFI001--Official Pest Prevention, Inc	105.00
9/16/24	SCOO000--Scoot Education	3,290.00
9/16/24	SUNL000--Sun Life Assurance Company of Canada	586.13
9/16/24	JIVE000--GoTo Technologies USA, LLC	1,753.15
9/16/24	LEMU000--Lorena Lemus	222.50
9/16/24	LOPE000--Paloma, Molina Lopez	21.95
9/16/24	AMAZ100--Amazon Capital Services (iCA)	437.09
9/16/24	HOME003--Home Depot Credit Services	171.47
9/16/24	RAIN000--Rainbow Resource Center Inc [P]	489.47
9/19/24	ILEA300--iLEAD California	66,508.83
9/19/24	BAY110E--Bay Alarm Company 2072	7,950.00
9/19/24	PRIM001--Prima Vista Inc.	900.00
9/19/24	ACCR000--WASC Accrediting Commission for Schools	1,230.00
9/19/24	THES000--The Signal- Santa Clarita Valley	1,150.00
9/19/24	KIDS021--Kids Immersion, LLC	329.00
9/19/24	CIFS000--CIF Southern Section	200.00
9/19/24	ILEA300--iLEAD California	600.00
9/19/24	ILEA300--iLEAD California	14.85
9/19/24	ILEA300--iLEAD California	1,325.54
9/19/24	ILEA300--iLEAD California	3,704.90
9/19/24	ILEA000--iLEAD Lancaster Charter Schools	45.66
9/19/24	NEWS000--Newsela, Inc	6,915.60
9/19/24	SCHO015--School Zone Transportation, Inc	19,600.00
9/19/24	ANNK000--Ann Kathryn Tria	21.70
9/19/24	AMAZ100--Amazon Capital Services (iCA)	653.36
9/19/24	HOME003--Home Depot Credit Services	42.32
9/19/24	DWLL000--Donna Wood	212.92
9/20/24	FACPR00--Facili-Pro LLC	4,775.00
9/25/24	UNDE000--Underwood Family Farms*	238.00
9/25/24	GAS110H--SoCalGas 2166	17.00
9/25/24	NEWH000--Newhall Valencia Lock & Key	693.25
9/25/24	SCHO009--School Pathways LLC	451.76
9/25/24	ATT110E--AT&T 0778	585.07
9/25/24	GAS110C--SoCalGas 8533	75.84
9/25/24	PRUD000--Prudential Overall Supply	82.65
9/25/24	SCV110E--SCV Water- Valencia Division 5302	23.52
9/25/24	SCV110C--SCV Water- Valencia Division 9302	23.52
9/25/24	SCV110G--SCV Water- Valencia Division 7302	23.52
9/25/24	SCV110B--SCV Water- Valencia Division 0301	131.42

Date	Vendor	Amount
9/25/24	SCV110D--SCV Water- Valencia Division 3301	23.52
9/25/24	SCV110I--SCV Water- Valencia Division 6304	159.14
9/25/24	SCV110A--SCV Water- Valencia Division 2301	138.98
9/25/24	SCV110H--SCV Water- Valencia Division 4302	133.94
9/25/24	SCV110F--SCV Water- Valencia Division 8303	131.42
9/25/24	SCV110J--SCV Water- Valencia Division 8301	154.10
9/25/24	SCV110K--SCV Water- Valencia Division 9301	23.52
9/25/24	KAIS000--Kaiser Foundation Health Plan	19,000.44
9/25/24	EDI110C--Southern California Edison 4738	1,895.88
9/25/24	EDI110B--Southern California Edison 8155	5,444.96
9/25/24	USAI000--US Air Conditioning Distributors, LLC	349.87
9/25/24	OFFI001--Official Pest Prevention, Inc	105.00
9/25/24	ATT110D--AT&T 7579	76.35
9/25/24	ATT110F--AT&T 0768	641.24
9/25/24	ILEA300--iLEAD California	595.00
9/25/24	ILEA300--iLEAD California	10,233.75
9/25/24	MCCA000--McCalla Company	1,216.22
9/25/24	BAY110B--Bay Alarm Company 6072	668.91
9/25/24	SCOO000--Scoot Education	9,541.00
9/25/24	NATI000--National Benefit Services	150.00
9/25/24	NATI000--National Benefit Services	900.00
9/26/24	WEXH000--WEX Health Inc.	30.60
9/26/24	SUNL000--Sun Life Assurance Company of Canada	359.09
9/27/24	THEC002--The City of Fillmore	150.00
9/27/24	HOME000--Home Science Tools [P]	100.49
9/27/24	GAS110A--SoCalGas 2760	21.99
9/27/24	GAS110A--SoCalGas 2760	25.32
9/27/24	MCCA000--McCalla Company	191.84
9/27/24	MYST002--Mystery Science	119.00
9/27/24	B4SP000--B4Sports Leadership Academy, Inc	597.00
9/27/24	PAND000--Pandia Press Inc [P]	188.61
9/27/24	TOWN002--Townsend, Laurena Marie	327.24
9/27/24	TEAC004--Teaching Textbooks Inc [P]	58.95
9/27/24	LAKE000--Lakeshore Learning Materials	50.78
9/27/24	SCOO000--Scoot Education	3,948.00
9/27/24	ATT110G--AT&T 3228	1,197.82
9/27/24	MEMO000--Memoria Press [P]	24.03
9/27/24	ELEM000--Elementalscience [P]	151.78
9/27/24	AMAZ100--Amazon Capital Services (iCA)	1,477.58
9/27/24	MOVI000--Beyond the Page	639.38
9/27/24	RAIN000--Rainbow Resource Center Inc [P]	3,713.99
9/27/24	BOOK000--BookShark LLC	3,407.43
		\$ 271,595.32

Company Name: Santa Clarita Valley International
Report Name: Payment Register Summary
Report Title 2: Mission Valley Bank
Footer Text: 10/02/24-10/30/24

GL Account #	GL Account Description	Total
3401	Health & Welfare Benefits - Credentialed positions	1,580.90
3402	Health & Welfare Benefits - Classified positions	806.52
3702	Retiree Benefits - Classified positions	75.00
4305	Educational Supplies (Classroom, Project, SpEd, Etc)	493.14
4310	Science Supplies	46.01
4315	Art Supplies	346.57
4325	Custodial Supplies	752.60
4335	Home Study Stipend	19,400.65
4345	Printing & Reproduction Supplies	519.78
4355	Facilities Supplies	730.65
4430	IT Equipment & Supplies	63.24
4740	Cafe Other Supplies	165.30
5220	Travel for Intersite Business - Mileage*	50.25
5240	Professional Development - Meetings & Collaborations	30.28
5510	Utilities - Electricity	14,796.73
5530	Utilities - Water	1,085.04
5540	Utilities - Trash	1,092.73
5550	Operations - Janitorial Services	4,250.00
5560	Operations - Security	120.75
5610	Rent - Facilities Rent and CAM Charges	845.35
5630	Repairs & Maintenance - Facilities	1,772.48
5808	Professional Services - Legal Fees	1,840.47
5825	Operating Expenditures - Banking Charges & Fees	225.00
5827	Operating Expenditures - Other Benefit Fees	19,828.34
5830	Operating Expenditures - Marketing & Advertising	1,592.00
5840	Operating Expenditures - Software Licenses	2,822.40
5850	Student Services Expenditures - Student Information System	1,628.77
5852	Student Services Expenditures - Special Education Contracted Services	90.00
5853	Student Services Expenditures - Student & Group Activities	1,889.57
5855	Student Services Expenditures - Substitutes	5,264.00
5856	Student Services Expenditures - Student Transportation	28,000.00
5910	Telephone & Fax	2,304.39
5940	Postage Expense	193.12
9310	Prepaid Expenditures (Expenses)	6,087.88
9320	Deposits	-50.00
9530	Employee Benefits Payable	429.16
9536	403b Payable	975.00
9546	Credit Card Payable - SCVi	690.59
Grand Total		\$ 122,834.66

Company name: Santa Clarita Valley International
Report name: Payment Register
Report title 2: Mission Valley Bank
Footer Text: 10/02/24-10/30/24
Created on: 10/31/24
Location: 110--Santa Clarita Valley International

Date	Vendor	Amount
10/3/24	LEGA003--Legal Shield	69.25
10/3/24	CIGN000--Cigna Healthcare	1,546.51
10/3/24	WILE000--Wileman, Gina M.	200.00
10/3/24	NONS000--Nonstop Administration & Insurance Services, Inc.	11,278.47
10/3/24	LEMU000--Lorena Lemus	200.68
10/3/24	AMAZ100--Amazon Capital Services (iCA)	529.18
10/3/24	VENB000--Venbrook Insurance Services	2,991.06
10/10/24	FIDE000--Fidelity Security Life Insurance Company	173.35
10/10/24	FIDE000--Fidelity Security Life Insurance Company	288.02
10/10/24	PRUD000--Prudential Overall Supply	82.65
10/10/24	SCV110E--SCV Water- Valencia Division 5302	23.52
10/10/24	SCV110G--SCV Water- Valencia Division 7302	23.52
10/10/24	SCV110B--SCV Water- Valencia Division 0301	154.10
10/10/24	SCV110D--SCV Water- Valencia Division 3301	23.52
10/10/24	SCV110I--SCV Water- Valencia Division 6304	159.14
10/10/24	SCV110A--SCV Water- Valencia Division 2301	149.06
10/10/24	SCV110H--SCV Water- Valencia Division 4302	204.50
10/10/24	SCV110F--SCV Water- Valencia Division 8303	133.94
10/10/24	SCV110J--SCV Water- Valencia Division 8301	166.70
10/10/24	SCV110K--SCV Water- Valencia Division 9301	23.52
10/10/24	BAY110B--Bay Alarm Company 6072	120.75
10/10/24	CIGN001--Cigna Healthcare	241.04
10/10/24	MOVI000--Epiphany Curriculum LLC	132.37
10/10/24	LITT001--Little School of Music [S]	266.25
10/10/24	BREA002--Breakthrough Sports	620.00
10/10/24	ABBY000--Abby Zabby LLC (DBA Home School Coaches)	325.00
10/10/24	JOHN002--John Devitt	200.00
10/10/24	TIMB000--Timberdoodle [P]	1,024.99
10/10/24	TEAC004--Teaching Textbooks Inc [P]	45.95
10/10/24	ATT110A--AT&T 8037	863.37
10/10/24	EDI110A--Southern California Edison 0668	8,217.02
10/10/24	OFFI001--Official Pest Prevention, Inc	105.00
10/10/24	GENE003--Generation Genius, Inc.	299.00
10/10/24	MANZ000--Nabor Hernandez Manzano	27.47
10/10/24	JIVE000--GoTo Technologies USA, LLC	1,441.02
10/10/24	AMAZ100--Amazon Capital Services (iCA)	3,218.68
10/10/24	OFFI000--ODP Business Solutions LLC	99.23
10/10/24	DWLL000--Donna Wood	210.57

Date	Vendor	Amount
10/10/24	RAIN000--Rainbow Resource Center Inc [P]	1,618.57
10/10/24	BOOK000--BookShark LLC	990.48
10/10/24	NATI000--National Benefit Services	150.00
10/11/24	RAMP110--Ramp	690.59
10/16/24	THER001--Therapy in Action	90.00
10/17/24	SANT003--Santa Clarita Athletic Independent League	1,100.00
10/17/24	SCHO009--School Pathways LLC	1,628.77
10/17/24	SCV110C--SCV Water- Valencia Division 9302	23.52
10/17/24	PARE002--Parent Square, Inc.	2,822.40
10/17/24	TEAC002--Teacher Synergy [P]	44.24
10/17/24	WAS118A--WM Corporate Services, Inc 3008.	1,092.73
10/17/24	KIDS001--KidsArt - Valencia, Inc [S]	649.00
10/17/24	WEST000--West Coast Music Academy [S]	580.80
10/17/24	COLB000--The Colburn School [P]	128.50
10/17/24	LEAR000--Learn Beyond The Book LLC [S]	5,587.95
10/17/24	STAR004--Starfall Education	35.00
10/17/24	EDI110C--Southern California Edison 4738	613.81
10/17/24	EDI110B--Southern California Edison 8155	5,965.90
10/17/24	BYUI000--BYU Continuing Education	209.00
10/17/24	KENT000--Nykole Kent	30.28
10/17/24	LEMU000--Lorena Lemus	27.70
10/17/24	POWE003--Chad Powell	45.00
10/17/24	MCCA000--McCalla Company	752.60
10/17/24	AMAZ100--Amazon Capital Services (iCA)	463.54
10/17/24	SCOO000--Scoot Education	5,264.00
10/17/24	RAIN000--Rainbow Resource Center Inc [P]	462.83
10/18/24	THEC002--The City of Fillmore	-150.00
10/18/24	WEXH000--WEX Health Inc.	54.60
10/18/24	HOME003--Home Depot Credit Services	108.33
10/18/24	NONS000--Nonstop Administration & Insurance Services, Inc.	8,924.43
10/21/24	NATI000--National Benefit Services	900.00
10/28/24	POWE003--Chad Powell	-84.03
10/28/24	FACPR00--Facili-Pro LLC	4,250.00
10/28/24	AXES000--Axes Fire Protection Inc.	1,193.48
10/28/24	PRUD000--Prudential Overall Supply	82.65
10/28/24	AIZE000--Aizen Fire Protection Inc	452.30
10/28/24	EDTE000--EdTech 101	3,096.82
10/28/24	MANZ000--Nabor Hernandez Manzano	22.78
10/28/24	VALE9232--Valencia Commerce Center Association 22992-32	11.58
10/28/24	VALE9231--Valencia Commerce Center Association 22992-31	19.41
10/28/24	VALE9230--Valencia Commerce Center Association 22992-30	216.59
10/28/24	VALE9229--Valencia Commerce Center Association 22992-29	19.91
10/28/24	VALE9228--Valencia Commerce Center Association 22992-28	205.48
10/28/24	VALE9227--Valencia Commerce Center Association 22992-27	372.38

Date	Vendor	Amount
10/28/24	SALA000--Pilar Salas	75.41
10/28/24	WOOD002--Donna Wood	68.55
10/28/24	AMAZ100--Amazon Capital Services (iCA)	158.28
10/30/24	LAWO000--Law Offices of Young, Minney & Corr, LLP	1,840.47
10/30/24	QCLO000--QC Locksmiths	532.10
10/30/24	FLYE000--Flyer Company, LLC	1,692.00
10/30/24	LEGA003--Legal Shield	69.25
10/30/24	HOME003--Home Depot Credit Services	64.23
10/30/24	LITT004--Little Passports, Inc.	142.35
10/30/24	FACPR00--Facili-Pro LLC	225.00
10/30/24	POWE003--Chad Powell	84.03
10/30/24	MELS000--MEL Science U.S., LLC	164.14
10/30/24	AMAZ100--Amazon Capital Services (iCA)	609.95
10/30/24	TEAC002--Teacher Synergy [P]	43.40
10/30/24	OFFI000--ODP Business Solutions LLC	224.09
10/30/24	RAIN000--Rainbow Resource Center Inc [P]	1,593.46
10/30/24	BOOK000--BookShark LLC	285.63
10/30/24	SCHO015--School Zone Transportation, Inc	28,320.00
		\$ 122,834.66

CHARTER SCHOOL UNAUDITED ACTUALS
FINANCIAL REPORT -- ALTERNATIVE FORM
July 1, 2023 to June 30, 2024

CHARTER SCHOOL CERTIFICATION

Charter School Name: Santa Clarita Valley International
CDS #: 19-65136-0117234
Charter Approving Entity: William S. Hart Union High
County: Los Angeles
Charter #: 0981

NOTE: An Alternative Form submitted to the California Department of Education will not be considered a valid submission if the following information is missing:

For information regarding this report, please contact:

<u>For County Fiscal Contact:</u>	<u>For Approving Entity:</u>	<u>For Charter School:</u>
Valerie Van Oss	Abrar Alam	Martha Spansel-Pellico and Chad Powell
Name	Name	Name
Manager of Fiscal Services	Business Advisory Services	Director
Title	Title	Title
661-259-0033 ext 266	562-922-6133	661-705-4820
Telephone	Telephone	Telephone
vvanoss@hartdistrict.org	alam_abrar@lacoed.edu	director@scv-i-k12.org
Email address	Email address	Email address

To the entity that approved the charter school:

2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved, and is hereby filed by the charter school pursuant to Education Code Section 42100(b).

Signed: _____ Date: _____
Charter School Official
(Original signature required)
Printed Name: Martha Spansel-Pellico and Chad Powell Title: Director

To the County Superintendent of Schools:

X 2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____
Authorized Representative of Charter Approving Entity
(Original signature required)
Printed Name: _____ Title: _____

To the Superintendent of Public Instruction:

X 2023-24 CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100(a).

Signed: _____ Date: _____
County Superintendent/Designee
(Original signature required)

CHARTER SCHOOL UNAUDITED ACTUALS
 FINANCIAL REPORT -- ALTERNATIVE FORM

July 1, 2023 to June 30, 2024

Charter School Name: Santa Clarita Valley International
 CDS #: 19-65136-0117234
 Charter Approving Entity: William S. Hart Union High
 County: Los Angeles
 Charter #: 0981

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 7438, 9400-9489, 9660-9669, 9796, and 9797)

X Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439, and 9711-9789)

Description	Object Code	Unrestricted	Restricted	Total
A. REVENUES				
1. LCFF Sources				
State Aid - Current Year	8011	4,483,624.00		4,483,624.00
Education Protection Account State Aid - Current Year	8012	963,999.00		963,999.00
State Aid - Prior Years	8019	0.00		0.00
Transfers to Charter Schools in Lieu of Property Taxes	8096	1,783,610.00		1,783,610.00
Other LCFF Transfers	8091, 8097	0.00	0.00	0.00
Total, LCFF Sources		7,231,233.00	0.00	7,231,233.00
2. Federal Revenues (see NOTE in Section L)				
Every Student Succeeds Act	8290		0.00	0.00
Special Education - Federal	8181, 8182		123,142.00	123,142.00
Child Nutrition - Federal	8220		0.00	0.00
Donated Food Commodities	8221		0.00	0.00
Other Federal Revenues	8110, 8260-8299		319,667.50	319,667.50
Total, Federal Revenues		0.00	442,809.50	442,809.50
3. Other State Revenues				
Special Education - State	StateRev SE		639,405.00	639,405.00
All Other State Revenues	StateRev AO	148,185.10	1,429,220.61	1,577,405.71
Total, Other State Revenues		148,185.10	2,068,625.61	2,216,810.71
4. Other Local Revenues				
All Other Local Revenues	LocalRev AO	371,662.79	0.00	371,662.79
Total, Local Revenues		371,662.79	0.00	371,662.79
5. TOTAL REVENUES				
		7,751,080.89	2,511,435.11	10,262,516.00
B. EXPENDITURES (see NOTE in Section L)				
1. Certificated Salaries				
Certificated Teachers' Salaries	1100	2,141,711.54	454,874.00	2,596,585.54
Certificated Pupil Support Salaries	1200	589.40	206,161.24	206,750.64
Certificated Supervisors' and Administrators' Salaries	1300	290,161.24	0.00	290,161.24
Other Certificated Salaries	1900	62,771.55	0.00	62,771.55
Total, Certificated Salaries		2,495,233.73	661,035.24	3,156,268.97
2. Noncertificated Salaries				
Noncertificated Instructional Salaries	2100	0.00	299,948.35	299,948.35
Noncertificated Support Salaries	2200	0.00	240,794.55	240,794.55
Noncertificated Supervisors' and Administrators' Salaries	2300	0.00	0.00	0.00
Clerical, Technical and Office Salaries	2400	156,656.05	68,741.00	225,397.05
Other Noncertificated Salaries	2900	8,397.86	132,980.00	141,377.86
Total, Noncertificated Salaries		165,053.91	742,463.90	907,517.81
3. Employee Benefits				
STRS	3101-3102	395,931.69	126,257.73	522,189.42
PERS	3201-3202	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	36,829.71	88,157.00	124,986.71

Health and Welfare Benefits	3401-3402	385,786.50	17,510.00	403,296.50
Unemployment Insurance	3501-3502	792.56	11,524.00	12,316.56
Workers' Compensation Insurance	3601-3602	34,003.74	17,286.00	51,289.74
OPEB, Allocated	3701-3702	1,125.00	0.00	1,125.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00
Total, Employee Benefits		854,469.20	260,734.73	1,115,203.93
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	66,974.32	0.00	66,974.32
Books and Other Reference Materials	4200	0.00	817.40	817.40
Materials and Supplies	4300	365,026.57	15,942.74	380,969.31
Noncapitalized Equipment	4400	9,973.49	30,663.95	40,637.44
Food	4700	3,167.87		3,167.87
Total, Books and Supplies		445,142.25	47,424.09	492,566.34
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	0.00	0.00	0.00
Travel and Conferences	5200	0.00	32,099.60	32,099.60
Dues and Memberships	5300	14,293.96	0.00	14,293.96
Insurance	5400	90,245.00	0.00	90,245.00
Operations and Housekeeping Services	5500	196,651.45	0.00	196,651.45
Rentals, Leases, Repairs, and Noncap. Improvements	5600	141,201.23	0.00	141,201.23
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00
Professional/Consulting Services and Operating Expend.	5800	2,585,732.28	765,329.77	3,351,062.05
Communications	5900	67,381.84	2,347.78	69,729.62
Total, Services and Other Operating Expenditures		3,095,505.76	799,777.15	3,895,282.91
6. Capital Outlay				
(Objects 6100-6170, 6200-6500 modified accrual basis only)				
Land and Land Improvements	6100-6170	9,341.00	0.00	9,341.00
Buildings and Improvements of Buildings	6200	110,753.80	0.00	110,753.80
Books and Media for New School Libraries or Major				
Expansion of School Libraries	6300	0.00	0.00	0.00
Equipment	6400	46,915.61	0.00	46,915.61
Equipment Replacement	6500	0.00	0.00	0.00
Lease Assets	6600	0.00	0.00	0.00
Subscription Assets	6700	0.00	0.00	0.00
Depreciation Expense (accrual basis only)	6900			0.00
Amortization Expense - Lease Assets	6910			0.00
Amortization Expense - Subscription Assets	6920	379,348.74	0.00	379,348.74
Total, Capital Outlay		546,359.15	0.00	546,359.15
7. Other Outgo				
Tuition to Other Schools	7110-7143	0.00	0.00	0.00
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	0.00	0.00	0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE		0.00	0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO	0.00	0.00	0.00
All Other Transfers	7281-7299	0.00	0.00	0.00
Transfers of Indirect Costs	7300-7399	0.00	0.00	0.00
Debt Service:				
Interest	7438	0.00	0.00	0.00
Principal (for modified accrual basis only)	7439	0.00	0.00	0.00
Total Debt Service		0.00	0.00	0.00
Total, Other Outgo		0.00	0.00	0.00
8. TOTAL EXPENDITURES		7,601,764.00	2,511,435.11	10,113,199.11
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		149,316.89	0.00	149,316.89
D. OTHER FINANCING SOURCES / USES				

1.	Other Sources	8930-8979	0.00	0.00	0.00
	Less:				
2.	Other Uses	7630-7699	0.00	0.00	0.00
3.	Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999	0.00	0.00	0.00
4.	TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE /NET POSITION (C+D4)			149,316.89	0.00	149,316.89
F. FUND BALANCE / NET POSITION					
1.	Beginning Fund Balance/Net Position				
a.	As of July 1	9791	1,059,735.02	0.00	1,059,735.02
b.	Adjustments/Restatements	9793, 9795	(73,701.02)	0.00	(73,701.02)
c.	Adjusted Beginning Fund Balance /Net Position		986,034.00	0.00	986,034.00
2.	Ending Fund Balance /Net Position, June 30 (E+F1c)		1,135,350.89	0.00	1,135,350.89
Components of Ending Fund Balance (Modified Accrual Basis only)					
a.	Nonspendable				
1.	Revolving Cash (equals Object 9130)	9711			0.00
2.	Stores (equals Object 9320)	9712			0.00
3.	Prepaid Expenditures (equals Object 9330)	9713	253,481.83		253,481.83
4.	All Others	9719	0.00	0.00	0.00
b.	Restricted	9740		0.00	0.00
c.	Committed				
1.	Stabilization Arrangements	9750	0.00		0.00
2.	Other Commitments	9760	0.00		0.00
d.	Assigned	9780	0.00		0.00
e.	Unassigned/Unappropriated				
1.	Reserve for Economic Uncertainties	9789	881,869.06		881,869.06
2.	Unassigned/Unappropriated Amount	9790M	0.00	0.00	0.00
3.	Components of Ending Net Position (Accrual Basis only)				
a.	Net Investment in Capital Assets	9796			0.00
b.	Restricted Net Position	9797			0.00
c.	Unrestricted Net Position	9790A			0.00
Description			Unrestricted	Restricted	Total
G. ASSETS					
1.	Cash				
	In County Treasury	9110	0.00	0.00	0.00
	Fair Value Adjustment to Cash in County Treasury	9111	0.00	0.00	0.00
	In Banks	9120	2,930,601.20	0.00	2,930,601.20
	In Revolving Fund	9130	0.00	0.00	0.00
	With Fiscal Agent/Trustee	9135	0.00	0.00	0.00
	Collections Awaiting Deposit	9140	0.00	0.00	0.00
2.	Investments	9150	0.00	0.00	0.00
3.	Accounts Receivable	9200	980,350.56	0.00	980,350.56
4.	Due from Grantor Governments	9290	0.00	0.00	0.00
5.	Stores	9320	0.00	0.00	0.00
6.	Prepaid Expenditures (Expenses)	9330	253,481.83	0.00	253,481.83
7.	Other Current Assets	9340	0.00	0.00	0.00
8.	Lease Receivable	9380	0.00	0.00	0.00
9.	Capital Assets (accrual basis only)	9400-9489			0.00
10.	TOTAL ASSETS		4,164,433.59	0.00	4,164,433.59
H. DEFERRED OUTFLOWS OF RESOURCES					
1.	Deferred Outflows of Resources	9490	14,442,480.07	0.00	14,442,480.07
2.	TOTAL DEFERRED OUTFLOWS		14,442,480.07	0.00	14,442,480.07
I. LIABILITIES					
1.	Accounts Payable	9500	848,712.06	0.00	848,712.06
2.	Due to Grantor Governments	9590	0.00	0.00	0.00
3.	Current Loans	9640	0.00	0.00	0.00

4.	Unearned Revenue	9650	331,009.57	0.00	331,009.57
5.	Long-Term Liabilities (accrual basis only)	9660-9669			0.00
6.	TOTAL LIABILITIES		1,179,721.63	0.00	1,179,721.63
J. DEFERRED INFLOWS OF RESOURCES					
1.	Deferred Inflows of Resources	9690	16,291,841.14		16,291,841.14
2.	TOTAL DEFERRED INFLOWS		16,291,841.14	0.00	16,291,841.14
K. FUND BALANCE /NET POSITION					
Ending Fund Balance /Net Position, June 30 (G10 + H2) - (I6 + J2)					
(must agree with Line F2)			1,135,350.89	0.00	1,135,350.89

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT:

1. Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

Federal Program Name (If no amounts, indicate "NONE")	Capital Outlay	Debt Service	Total
a. none	\$ 0.00	0.00	0.00
b. none	0.00	0.00	0.00
c. none	0.00	0.00	0.00
d. none	0.00	0.00	0.00
e. none	0.00	0.00	0.00
f. none	0.00	0.00	0.00
g. none	0.00	0.00	0.00
h. none	0.00	0.00	0.00
i. none	0.00	0.00	0.00
j. none	0.00	0.00	0.00
TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE	0.00	0.00	0.00

2. Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

Objects of Expenditures	Amount (Enter "0.00" if none)
a. Certificated Salaries 1000-1999	0.00
b. Noncertificated Salaries 2000-2999	0.00
c. Employee Benefits 3000-3999	0.00
d. Books and Supplies 4000-4999	0.00
e. Services and Other Operating Expenditures 5000-5999	
TOTAL COMMUNITY SERVICES EXPENDITURES	0.00

3. Supplemental State and Local Expenditures resulting from a Presidentially Declared Disaster

Date of Presidential Disaster Declaration	Brief Description (If no amounts, indicate "None")	Amount
a. 03/13/20	COVID	215,196.00
b.		
c.		
d.		
TOTAL SUPPLEMENTAL EXPENDITURES (Should not be negative)		215,196.00

4. State and Local Expenditures to be Used for ESSA Annual Maintenance of Effort Calculation:

Results of this calculation will be used for comparison with 2022-23 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis may result in reduction to allocations for covered programs in 2025-26.

a. Total Expenditures (B8)	10,113,199.11
b. Less Federal Expenditures (Total A2)	
[Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	442,809.50
c. Subtotal of State & Local Expenditures	9,670,389.61
[a minus b]	
d. Less Community Services	0.00
[L2 Total]	
e. Less Capital Outlay & Debt Service	546,359.15
[Total B6 plus objects 7438 and 7439, less L1 Total, less objects 6600 and 6910]	
f. Less Supplemental Expenditures made as the result of a Presidentially	215,196.00

Declared Disaster

TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE

[c minus d minus e minus f]

\$ 8,908,834.46

SCVI

	FY24/25	FY24/25
	Preliminary Budget	1st Interim Budget
FY2425 Budget	693/638	559/514
	92%	92%
REVENUE		
Principal Apportionment		
8011 - State Funding - Current Year LCFF	3,788,387	3,493,366
8012 - State Funding - EPA	2,248,664	817,780
8019 - State Funding - Prior Years	0	0
8096 - State Funding - Property Taxes	1,588,979	1,783,610
Total Principal Apportionment	7,626,030	6,094,756
Federal Revenue		
8181 - Federal Special Education - Entitlement	111,189	95,900
8220 - Federal Child Nutrition Programs	0	0
8290 - Federal Revenue - All Other Federal Revenue	105,949	111,353
8291 - Federal Revenue - Other Revenue	0	0
Total Federal Revenue	217,138	207,253
Other State Revenue		
8311 - Other State Apportionments - Special Education	565,913	447,171
8312 - Other State Apportionments - Special Education Mental Health	0	0
8313 - Other State Apportionments - Facilities Reimbursement	0	0
8319 - Other State Apportionments - Prior Year	0	0
8520 - State Child Nutrition	0	0
8530 - State Child Development Program	0	0
8550 - State Mandated Costs	18,564	18,564
8560 - State Lottery	158,792	140,322
8590 - All Other State Revenues	316,885	485,970
Total Other State Revenue	1,060,154	1,092,028
Other Revenue		
8631 - Sale of Equipment and Supplies	0	0
8632 - Sale of Publications	0	0
8634 - Food Service Sales	0	0
8639 - All Other Sales	0	0
8640 - After School Care	70,000	70,000
8645 - Student Activities	75,000	75,000
8650 - Leases and Rentals	0	0
8655 - Facilities Use	0	200,000
8660 - Interest	0	0
8672 - Nonresident Student (Exchange, etc)	0	0
8680 - Service Fees	0	0
8682 - Start-Up Reimbursements	0	0
8689 - Fees & Contracts - Coaching/Training/Devl	0	0
8690 - Misc Local Income	71,000	71,000
8699 - All Other Local Revenue	11,293	11,293
8705 - Camp Income	0	0
8710 - Vendor Program & Online Classes	0	0
8715 - PreSchool Tuition	0	0

8721 - Special Education SELPA Transfers	0	0
8810 - Family Giving Donations	0	0
8820 - Private & Corporate Donations	5,000	5,000
8830 - Fundraising	10,000	10,000
8840 - Grants	186,050	186,050
8999 - Unallocated Income	443,701	443,701
Total Other Revenue	872,044	1,072,044
Total Revenue	9,775,366	8,466,081
Expenditures		
Certificated Salaries		
1110 - Credentialed Teacher Salaries	1,602,898	1,340,164
1120 - Credentialed Home Study Teacher Salaries	326,733	284,047
1130 - Credentialed Education Specialist Salaries (SpEd)	327,227	273,974
1140 - Credentialed Elective Teacher Salaries	0	0
1150 - Credentialed Substitute Teacher Salaries	18,000	
1190 - Credentialed After School/Extra Duty Salaries	0	0
1210 - Credentialed Psychologist & Counseling Services (SpEd)	71,000	71,000
1220 - Credentialed Speech Therapy & Other Services (SpEd)	0	0
1230 - Credentialed Academic Counseling Salaries	82,416	82,416
1310 - Credentialed Directors	284,886	284,886
1320 - Credentialed Student Support Coordinators (SpEd)	0	0
1910 - Credentialed Coaching & Curriculum Salaries	0	0
1920 - Credentialed Coaching & Curriculum Salaries - BTSA Support	0	0
1930 - Credentialed Other Support	0	0
Total Certificated Salaries	2,713,160	2,336,486
Classified Salaries		
2110 - Classified Elective Salaries	113,280	113,280
2120 - Classified Classroom Aide Salaries	38,400	57,425
2130 - Classified Substitutes	0	0
2140 - Classified Intern Teacher Salaries	0	0
2150 - Classified Online Teacher	0	0
2160 - Classified Learner Services	0	0
2210 - Classified Ed Specialist Assistants & One on One Aides (SpEd)	515,345	385,688
2220 - Classified Speech Therapy & Other Services (SpEd)	0	0
2230 - Classified Academic Counseling Salaries	0	0
2310 - Classified Directors	0	0
2410 - Classified Clerical, Technical, and Office Staff Salaries	135,200	118,040
2910 - Classified CARE Team Yard Duty Salaries	32,640	32,640
2920 - Classified After School Misc Salaries	0	0
2930 - Classified After School Care Salaries	0	0
2940 - Classified Food Services Salaries	0	0
2950 - Classified Facilities/Maintenance Salaries	99,840	99,840
2960 - Classified Preschool Aide Floater	0	0
2985 - Classified Educational Coaches	0	0
2990 - Classified Health Office Support (Nurse)	0	0
Total Classified Salaries	934,705	806,913
Employee Benefits		
3101 - State Teachers' Retirement System - Credentialed positions	518,214	446,269

3102 - State Teachers' Retirement System - Classified positions	0	0
3201 - Public Employees' Retirement System - Credentialed positions	0	0
3202 - Public Employees' Retirement System - Classified positions	0	0
3301 - OASDI (Social Security) - Credentialed positions	16,404	16,404
3302 - OASDI (Social Security) - Classified positions	57,952	50,029
3311 - Medicare - Credentialed	39,341	33,879
3312 - Medicare - Classified	13,553	11,700
3401 - Health & Welfare Benefits - Credentialed positions	308,349	266,349
3402 - Health & Welfare Benefits - Classified positions	129,186	117,186
3501 - State Unemployment Insurance - Credentialed positions	6,743	5,807
3502 - State Unemployment Insurance - Classified positions	5,742	4,957
3503 - Federal Unemployment Insurance - Credentialed positions	0	0
3504 - Federal Unemployment Insurance - Classified positions	0	0
3601 - Worker Compensation Insurance - Credentialed positions	29,990	25,826
3602 - Worker Compensation Insurance - Classified positions	10,961	9,463
3701 - Retiree Benefits - Credentialed positions	0	0
3702 - Retiree Benefits - Classified positions	1,500	1,500
3801 - PERS Reduction - Credentialed positions	0	0
3802 - PERS Reduction - Classified positions	0	0
3901 - Other Benefits - Credentialed positions	0	0
3902 - Other Benefits - Classified positions	0	0
Total Employee Benefits	1,137,934	989,368
<u>Books and Supplies</u>		
4110 - Core Curriculum - Texts, Workbooks, etc	62,492	61,667
4120 - Core Curriculum - Software & Programs	16,086	16,086
4130 - Other Curriculum	10,000	10,040
4210 - Professional Development References	0	0
4220 - Other Books & References	5,344	5,344
4305 - Educational Supplies (Classroom, Project, SpEd, Etc)	12,213	12,213
4310 - Science Supplies	15,000	15,000
4315 - Art Supplies	3,000	3,000
4317 - Assessment Supplies	1,100	1,100
4320 - PE Supplies	100	100
4325 - Custodial Supplies	12,500	12,500
4330 - Health & Safety	3,500	3,500
4335 - Home Study Stipend	270,000	243,600
4340 - Office Supplies	2,618	2,618
4345 - Printing & Reproduction Supplies	12,000	12,000
4350 - Spiritwear	1,200	1,200
4355 - Facilities Supplies	18,000	18,000
4410 - Classroom Furniture & Equipment	0	0
4420 - NonClassroom Furniture & Equipment	0	0
4430 - IT Equipment & Supplies	31,000	2,900
4710 - Vended Food Service	0	0
4720 - Food Supplies	0	0
4730 - Catering Supplies	0	0
4740 - Cafe Other Supplies	0	0
Total Books and Supplies	476,153	420,868

Services and Operating Expenditures		
5210 - Travel for PD, Conferences, & School Development	11,620	10,120
5220 - Travel for Intersite Business - Mileage*	3,900	3,900
5230 - Conference & Workshop Registration Fees	5,000	5,000
5240 - Professional Development - Meetings & Collaborations	3,500	3,500
5310 - Professional Dues, Memberships, and Subscriptions	21,648	11,805
5410 - Liability Insurance	111,420	111,420
5420 - Other Insurance	0	0
5510 - Utilities - Electricity	106,667	106,667
5520 - Utilities - Gas	3,000	3,000
5530 - Utilities - Water	12,000	14,730
5540 - Utilities - Trash	13,000	13,000
5550 - Operations - Janitorial Services	25,200	15,000
5560 - Operations - Security	15,908	15,908
5570 - Utilities - Other	0	0
5610 - Rent - Facilities Rent and CAM Charges	71,344	71,344
5620 - Leases	0	0
5630 - Repairs & Maintenance - Facilities	78,000	75,275
5640 - Repairs & Maintenance - Elevator Service	3,844	3,844
5650 - Repairs & Maintenance - Auto	0	0
5660 - Repairs & Maintenance - Other Equipment	0	0
5710 - Transfers of Direct Costs	0	0
5750 - Transfers of Direct Costs - Interfund	0	0
5801 - Professional Services - Service Fees	953,254	364,000
5802 - Professional Services - District Oversight Fees	76,260	60,948
5803 - Professional Services - Business Services	77,000	77,000
5804 - Professional Services - Auditing & Tax Preparation	29,730	29,730
5805 - Professional Services - Payroll Fees	39,257	39,257
5806 - Professional Services - Consultant Fees	11,800	14,300
5807 - Professional Services - BTSA	10,000	15,500
5808 - Professional Services - Legal Fees	75,000	75,000
5809 - Professional Services - Shared/Leased Employees	16,800	-43,200
5810 - Contra Account - Shared Employees Reimbursement	0	0
5811 - Professional Services - Course Development	0	0
5820 - Professional Services - Contributions/Donations	0	0
5822 - Operating Expenditures - Licenses & Other Fees	4,500	4,500
5823 - Operating Expenditures - Fingerprinting Fees	100	100
5824 - Operating Expenditures - Fundraising & Grantwriting	0	0
5825 - Operating Expenditures - Banking Charges & Fees	2,500	2,500
5826 - Operating Expenditures - Interest	1,018,242	1,018,242
5827 - Operating Expenditures - Other Benefit Fees	300	300
5828 - Operating Expenditures - Staff Recruitment	0	0
5829 - Operating Expenditures - Events	12,000	12,000
5830 - Operating Expenditures - Marketing & Advertising	25,000	25,000
5831 - Operating Expenditures - Branding (Brochures, Flyers, etc)	0	0
5840 - Operating Expenditures - Software Licenses	14,813	27,568
5850 - Student Services Expenditures - Student Information System	13,200	13,200
5851 - Student Services Expenditures - Student Assessment Services	1,000	1,000

5852 - Student Services Expenditures - Special Education Contracted Services	723,767	723,767
5853 - Student Services Expenditures - Student & Group Activities	329,500	87,500
5854 - Student Services Expenditures - Electives & Enrichment	2,000	2,000
5855 - Student Services Expenditures - Substitutes	50,000	50,000
5856 - Student Services Expenditures - Student Transportation		242,000
5910 - Telephone & Fax	25,000	25,000
5915 - Cell Phones	0	0
5920 - Internet Services	8,831	8,831
5925 - Website/Communication Fees	1,200	1,200
5930 - Freight Expense	0	0
5940 - Postage Expense	2,000	2,000
Total Services and Operating Expenditures	4,009,104	3,343,755
Total Expenditures	9,271,057	7,897,390
Depreciation	106,242	168,000
ROU	379,349	379,349
NET INCOME	18,719	21,342

Santa Clarita Valley International School

Secondary District Plan And Application for the Work Experience Education (WEE) Program

(Per EC 51775, a review of the secondary district plan must be reviewed every three years.)

<u>Santa Clarita Valley International</u> Local Educational Agency (LEA) / District / School	<u>Los Angeles</u> County
<u>28060 Hasley Canyon Rd #200 91384</u> Street Address	<u>Castiac, CA</u> City
	<u>91384</u> Zip Code

Place an "X" in the appropriate box (es) to identify the conditions under which WEE will operate.

	Exploratory WEE	General WEE	Career Technical WEE
Regular School	x <input type="checkbox"/>	x <input type="checkbox"/>	x <input type="checkbox"/>
Summer School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

In addition to complying with appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5, the LEA agrees to the following assurances:

1. **District Plan:** The district plan for Work Experience Education (WEE) has been approved and adopted by the local governing board and is attached in the enclosed copy of Board Approving Minutes. (EC § 51762 & CCR, T5 § 10070)
2. **Responsibility for District Plan:** The WEE teacher-coordinator shall implement and/or comply with the assurances contained herein. The school district administration is responsible for those assurances outside the requirements of the WEE teacher-coordinator. (e.g. Assurances 14, 15, 17, and 18)
3. **Credential:** The WEE teacher-coordinator shall possess a valid secondary-level credential, have two years of occupational experience outside the field of education, and have knowledge of the educational purposes, standards, laws, and regulations regarding WEE. (EC § 51762 & CCR, T5 § 10075)
4. **Enrollment in WEE:** The WEE teacher-coordinator approves students for enrollment in WEE. (EC § 51760)
 - a. At the time of enrollment, students are at least 16 years of age. (EC § 51760.3(a))

Exceptions:

 - Students in grade 11 or higher. (EC § 51760.3)
 - Students enrolled in Exploratory WEE may be less than 16 years of age and in the middle school. (CCR, T5 § 10071 (c))
 - Principal may certify exemption. (EC § 51760.3)

- WEE may be identified on the Individualized Education Program. (EC § 51760.3)
 - The pupil is at least 14 years of age and the principal in the school in which the pupil is enrolled certifies that it is necessary for the pupil's participation in a career technical education program. (EC § 51760.3)
5. **Minimum Day:** The minimum day for students is four periods totaling at least 180 minutes in duration (including WEE). (EC § 46144)
 Exceptions:
 - Continuation high school students. (EC § 46145)
 - Graduating WEE students in the last semester of their senior year. (EC § 46147)
 6. **Pupil/Teacher-Coordinator Ratio:** The pupil/teacher-coordinator ratio in WEE does not exceed 125 pupils per one full-time equivalent certificated WEE teacher-coordinator. Only duties and time directly related to the operation of WEE are considered when determining the pupil/teacher-coordinator ratio. (EC § 46300(b))
 Exceptions:
 - Ratio may be waived by the State Board of Education. (EC § 46300(b))
 7. **Related Classroom Instruction:** The WEE teacher-coordinator is responsible for preparing and conducting related classroom instruction. (EC § 51760, § 51762.5(b) & CCR, T5 § 10073)
 - a. Related classroom instruction or guidance for each semester and type of WEE is conducted by the WEE teacher-coordinator a minimum equivalent of one instructional period per week offered in sessions scheduled intermittently throughout the semester. (EC § 51760.3(b))
 8. **Course Description:** The WEE course description, with major units of instruction for each semester and for each type of WEE offered is attached in the enclosed course description with units of instruction per semester. (CCR, T5 § 10073)
 9. **Work Sites:** The WEE teacher-coordinator identifies, selects, and/or approves work sites. (EC § 51762.5(a) & CCR, T5 § 10072)
 - a. A minimum of two on-site contacts per semester with a work site supervisor at each work site and minimum of one on-site contact during the summer school session is mandated for completion by the WEE teacher-coordinator. (CCR, T5 § 10074)
 10. **Student Training Agreement:** A written formal training agreement identifying the responsibilities of the school district, employer, parent/guardian, and student is developed for each WEE student and is attached in the enclosed copy of Student Training Agreement. (EC § 51762.5 & CCR, T5 § 10071)

The following are found on the Student Training Agreement:

- a. Student objectives to be accomplished at the work site. (CCR, T5 § 10071)
 - b. The work site offers a reasonable probability of continuous employment for the student during the period for which the student is enrolled in WEE. (EC § 51760 & § 51762.5)
 - c. The employer has adequate equipment, materials, and other facilities to provide appropriate learning opportunities. (EC § 51760 & CCR, T5 § 10072)
 - d. Work conditions will not endanger the health, safety, welfare, or morals of the student. (EC § 49116, § 51762 & CCR, T5 § 10072)
 - e. The employer provides adequate adult supervision to ensure that:
 - (1) The Exploratory WEE student is provided opportunities to observe and sample a variety of conditions of work to ascertain his/her interests and suitability for occupations being explored.
 - (2) The General WEE student is provided opportunities to gain occupational skills.
 - (3) The Career technical WEE student is provided opportunities to reinforce and extend the job skills and knowledge learned through the school career/vocational education instructional program. (CCR, T5 § 10071 & § 10072)
 - f. The employer, as required by law, provides Workers' Compensation Insurance coverage whenever there is an employee/employer relationship. Students enrolled in Exploratory WEE are provided Workers' Compensation Insurance through the local school district. (EC § 51768, § 51769 & CCR, T5 § 10071)
 - g. The employer maintains student's hourly work records and cooperates in rating his/her achievement at the work site. (EC § 51762.5 & CCR, T5 § 10072)
 - h. The employer assures the district that he/she does not discriminate based on race, creed, color, gender, sexual orientation, disability, political affiliation, or religion. (EC § 51760.3(c) & CCR, T5 § 10071)
11. **Work Permits:** All work permits for students enrolled in WEE are issued or verified by the WEE teacher-coordinator or authorized designee in writing per the enclosed Letter of Authorization to issue work permits. (The document needs **original signature** of the District Superintendent or designee.) (EC § 49110 (b))
12. **Exploratory WEE:** For each student enrolled in Exploratory WEE, a limit on the number of hours of observation is established at each observation site. (CCR, T5 § 10071(c))

13. **Granting Credit:** The procedure for granting school credit for WEE is found in enclosure (4). A student satisfactorily completing the WEE program requirements may earn a maximum of 40 semester credits made up of one or a combination of two or more of the following:
 - (1) Exploratory WEE - Ten (10) semester credits for each semester with a maximum of twenty (20) semester credits.
 - (2) General WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits.
 - (3) Career Technical WEE - Ten (10) semester credits for each semester with a maximum of forty (40) semester credits. (EC § 51760.3, § 51762.5(b)(f) & CCR, T5 § 1635)

14. **Professional Development:** A provision is made for WEE professional development for new and continuing teacher-coordinators and other support personnel in WEE, to ensure the quality of the WEE program. (EC § 51762)

15. **Clerical Services & Records:** A provision is made for clerical services to assist the professional in meeting the goals and objectives of WEE and to assure the accuracy, completeness, and quality of the records.

The district shall maintain records including:


 - a. Type of WEE in which each student is enrolled, where the student is employed, the type of job held or observation sites and hours of rotation. (EC § 51762.5)
 - b. Work permit issued, if applicable. (EC § 49110) Note: Not required for Exploratory WEE.
 - c. Employer's report of student's hourly work record and performance on the job. (EC § 51762.5)
 - d. Report of employer consultations. (EC § 51762.5 & CCR, T5 § 10074)
 - e. Ratings of each student, including his/her grade. (EC § 51760.3 & § 51762.5)
 - f. Formal training agreement for each employer and student that describes the responsibilities of the employer, student, school, and parent/legal guardian. (EC § 51762.5 & CCR, T5 § 10071)

16. **Summer School:** WEE during the summer is conducted in the same time period as the rest of the approved summer school and conforms to all appropriate federal and state laws, California *Labor Code*, California *Education Code*, and California *Code of Regulations*, Title 5 rules and regulations applicable to WEE.

17. **Civil Rights Act:** WEE covered by this plan shall comply with Title VI and Title VII of the Civil Rights Act of 1964 and with Title 5 of the *California Code of Regulations*. (EC § 51762)

18. **Nondiscrimination:** WEE covered by this plan shall comply with Title IX (Nondiscrimination on the Basis of Sex) of the Education Amendments of 1972. (EC § 51762)

I hereby certify that to the best of my knowledge, the provisions for WEE outlined in this Secondary District Plan meet all California Department of Education requirements.



9/6/2024

District Superintendent or Designee

Date

Date Local Governing Board Approved: _____

Person Preparing Application:

Name: Martha Spansel-Pellico E-mail: director@scvi-k12.org

Title: Director Phone: (661) 705-4820

This Secondary District Plan and application for a WEE program must include the **original signature** of the district superintendent or designee along with the following required enclosures:

- Enclosures:
- (1) Copy of Board Approving Minutes
 - (2) Course Description w/units of Instruction per semester
 - (3) Copy of Student Training Agreement
 - (4) Letter of Authorization to Issue Work Permits (**original signature** of the district superintendent or designee)
 - (5) Description of WEE's procedure for granting school credit (Only if expanded from minimum description provide on #13)

Submit this Secondary District Plan and application along with all of the enclosures to:

Erle Hall, MS
Education Programs Consultant
CTE Leadership and Instructional Support Office
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814
ehall@cde.ca.gov
916-323-2564

Date September 1st, 2024

TO: Erle Hall, MS
Education Programs Consultant
CTE Leadership and Instructional Support Office
California Department of Education
1430 N Street, Suite 4202
Sacramento, CA 95814

FROM: Martha Spansel-Pellico, School Director
Santa Clarita Valley International School

SUBJECT: Authorization to Issue Work Permits

This letter is officially authorizing the following personnel to issue work permits according to Education Code § 49110:

Kris Nilsen

Title: Counselor

All personnel listed above have a working knowledge of California labor laws and regulations as they relate to minors. If there are any questions pertaining to the issuance of work permits, please call (661) 268-6386.

Sincerely,



Martha Spansel-Pellico, School Director

Work Experience Syllabus

INSTRUCTOR INFORMATION

Name:

Email:

Office Phone:

CONTACT INFORMATION

I am available by email or text from 8:00 AM to 6:00 PM. Please feel free to contact me if you have any questions regarding your assignments. Every effort will be made to reply to you immediately. I make a point to respond to emails within 24 hours on weekdays and 48 hours on weekends.

COURSE REQUIREMENTS

- General: All learners must have computer and internet access. Participants in online classes must be comfortable with the basic functions of word-processing software, including GOOGLE DOCS.
- This course is reserved for those 16 and older and/or juniors and senior. The learner must be eligible for a work permit and have the ability to maintain a job throughout the semester.
- The learner's employer must be willing to sign a formal work agreement, sign weekly work logs, and provide an in-depth evaluation at the end of the semester. The instructor will coordinate with the learner directly to obtain these documents.
- A learner may earn up to 10 credits per academic semester for completed work experience. This includes both the academic coursework and the in-field job experience. Credit is granted only when Work Experience Education is approved, programmed, coordinated, and supervised by school representatives and is satisfactorily performed by the student. This means students must meet the minimum attendance and classwork requirements for related instruction classes, the worksite training objectives, and the minimum hours/weeks of work at each worksite as explained below.
- Job placement must: pay at least minimum wage. May not be with the family business. Must be insured and in good standing with state regulatory agents.
- While employed, you must have a current work permit.

CREDITS:

To earn 2.5 course credits in a semester, you must:

- Option 1- Complete all coursework and a final portfolio (this option is for those JUST taking the course and not performing in the fieldwork)
- Option 2 - Instead of completing the coursework you can complete a minimum of 8 hours per week for 15 weeks or a total of 120 hours over the entire semester (without violating the terms of your work permit)

To earn 5 course credits in a semester, you must:

- Complete all required documentation (signed training agreement, signed work permit, signed work logs)
- Complete all coursework
- Work at minimum of 8 hours per week for 15 weeks or a total of 120 hours over the entire semester (without violating the terms of your work permit).

To earn 10 course credits in a semester, you must:

- Complete all required documentation (signed training agreement, signed work permit, signed work logs)
- -Complete all coursework
- Work at minimum of 16 hours per week for 15 weeks or a total of 240 hours over the entire semester (without violating the terms of your work permit).

COURSE GOALS

Learners will hone skills and competencies that a person must know in order to be effective in the workplace:

- **Resources:** allocating time, money, materials, space, and staff.
- **Interpersonal Skills:** working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds.
- **Information:** acquiring and evaluating data, organizing and maintaining files, interpreting and communicating, and using computers to process information.
- **Systems:** understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems.
- **Technology:** selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies.

Underlying these skills competencies are the skills foundation made up of the following components:

- **Basic skills:** reading, writing, arithmetic and mathematics, speaking and listening.
- **Thinking skills:** thinking creatively, making decisions, solving problems, seeing things in the mind's eye, knowing how to learn, and reasoning.
- **Personal Qualities:** individual responsibility, self-esteem, sociability, self-management, and integrity.

COURSE DESCRIPTION

General Work Experience Education is an instructional course, which has as its purpose the application of basic skills of reading, writing and computation. General WEE students will acquire general and specific occupational skills through a combination of a supervised paid employment in any occupational field and related classroom instruction in WEE.

REQUIRED TEXTS

All reading materials are available online, but will also be provided as links through the course website. Employers may require learners to read training manuals, memos, and other pertinent materials for training and ongoing development.

LEARNER EXPECTATIONS

The learner is expected to participate in the course weekly with the facilitator, by reading the assigned readings, submitting assignments and completing and submitting original work on top of maintaining good standing with the employer and completing work logs weekly.

GRADING

Each assignment is given a specific number of points. The number of points earned by the student is determined and a percentage is calculated. The raw score is recorded in the grade book. An overall grade is based on the following scale:

90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
BELOW 60%	F

SUBMITTING ASSIGNMENTS

All assignments for the week are due Friday unless otherwise stated. The weekly schedule offers suggested pacing. Work may be turned in late and/or learners can work according to an alternate pacing schedule. Work logs must be turned in weekly.

NON-HARASSMENT

Learners are expected to treat fellow students, and their facilitators, with respect. No form of a “hostile environment” or “harassment” will be tolerated by any learner or facilitator. For more information on good netiquette, please review [THIS RESOURCE](#)

HONESTY AND PLAGIARISM

Plagiarism of any sort is prohibited.

According to the Merriam-Webster online dictionary, to "plagiarize" means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

PRIVACY POLICY

All work submitted is the property of the author and is not available to anyone not in the class. If work is to be submitted or viewed outside of this website, I will obtain permission from the author. [FERPA Info](#)

COURSE OUTLINE:

Unit 1: Entering the Workforce

Essential Question: How do I align my skills, passions, and goals to find the perfect work placement?

Key Assignments:

- Week 1 Introduction, Work Agreement, Work Permit
- Week 2 Safety Discussion
- Week 3 What is Your Ikigai Discussion
- Week 3 Occupation Interest Handout
- Week 4 Interview Hot Seat
- Week 4 Resume and Cover Letter

Unit 2: Best Practices to Stay Employed

Essential Question: How do I demonstrate the 5 workplace competencies in my daily work routine?

- Week 5 Competencies Discussion
- Week 6 Privacy Discussion
- Week 7 Case Study Discussion

Unit 3: Promotions and Leadership

Essential Question: What does it mean to be a leader in the workplace?

- Week 8 Leadership Discussion
- Week 9 Career Map

Unit 4: Economics

Essential Question: How do I create and sustain positive financial habits?

- Week 10 Millennials in the Workforce Discussion
- Week 11 Tax Discussion
- Personal Budget

Final Assignments

- Portfolio
- Course Reflection
- Employer Evaluation

Work Experience Education (WEE) Training Agreement

<p>For Student to Complete:</p> <p>Student Name: _____ Home Address: _____ City: _____ Zip Code: _____ Phone: _____ Date of Birth: _____ Age: _____ Grade Level: _____</p> <p><input type="checkbox"/> General Work Experience Program Work Permit Issued: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 18+ yrs</p>	<p>As a student enrolled in the WEE program, I:</p> <p><input type="checkbox"/> will find a job that meets the class guidelines. <input type="checkbox"/> will obtain a work permit for each job held if under 18 years of age. <input type="checkbox"/> will use the course LMS for weekly coursework, submit weekly records of hours worked, provide pay stubs, complete assignments, and follow all the policies of this program. <input type="checkbox"/> will inform the WEE facilitator and seek advice BEFORE quitting my job.</p>
<p>For Parent/Guardian to Complete:</p> <p>Parent/Guardian Name: _____ Address: _____ City: _____ Zip Code: _____ Phone: _____</p>	<p>As a parent/guardian of a student enrolled in WEE, I:</p> <p><input type="checkbox"/> give permission for the student to be employed. <input type="checkbox"/> assume responsibility for the safety and conduct of the student while traveling to and from school, job, and home. <input type="checkbox"/> assume responsibility for the student's supervision while completing requirements for WEE <input type="checkbox"/> will assist my student in successful completion of this class.</p>
<p>For Employer to Complete:</p> <p>Employed by: _____ Address: _____ City: _____ Zip Code: _____ Phone: _____ Employer's Worker's Comp. _____ Student Job Title: _____ Job Duties: _____</p> <p>As the employment site, we will:</p> <p><input type="checkbox"/> not discriminate on the basis of race, color, national origin, sex, or disability, creed or religion. <input type="checkbox"/> ensuring working conditions do not endanger the health, safety, welfare, or morals of the student.</p>	<p><input type="checkbox"/> provide adequate equipment, materials, facilities, and accommodations to allow appropriate learning activities. <input type="checkbox"/> provided an itemized statement of deductions with every paycheck. <input type="checkbox"/> complete time sheets and provide student evaluations. <input type="checkbox"/> consult with the course facilitator regarding student's performance. <input type="checkbox"/> provide Worker's Compensation Insurance. <input type="checkbox"/> provides adequate adult supervision. <input type="checkbox"/> provide the probability of continuous employment. <input type="checkbox"/> notify the WEE facilitator immediately of any problems or concerns or if the student is terminated or quits.</p>
<p>For Work Experience Facilitator to Complete:</p> <p>Student's on-the-job objectives: (1) _____ (2) _____ (3) _____</p>	<p>Work Experience Education Facilitator Will:</p> <p><input type="checkbox"/> review and approve student job sites. <input type="checkbox"/> maintain all program/student records per Ed Code. <input type="checkbox"/> consult with employer, student, and parent/guardian regarding job performance, progress in class, grade, etc. as necessary.</p>
<p>Non-discriminatory Statement:</p> <p>"No person shall be excluded from participation in or denied the benefits of any local agency's program or activity on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability in any program or activity conducted by an educational institution or any other local agency, which is funded directly by, or that receives benefits from nay state financial assistance." (5 CCR, Ch. 5.3, SubCh. 1, Art. 1)</p>	
<p>Student Signature: _____ Date _____ Parent/Guardian Signature: _____ Date _____</p> <p>Employer Signature: _____ Date _____ WEE Facilitator Signature: _____ Date _____</p>	

JOB REQUIREMENTS

The student must find their own legally paying job, and must work an average/minimum of 5-10 hours per week. Additional requirements:

1. Students must show proof of employment during the first 3 weeks of the semester.
2. You cannot be self-employed, or employed as a babysitter, housekeeper, newspaper carrier, street vendor or door-to-door salesperson.
3. You cannot be self-employed or an independent contractor.
4. You cannot be employed by a business operated from a private residence.
5. The job must pay with payroll taxes deducted, and include a pay receipt which must be provided to the Work Experience Facilitator at least monthly.
6. Working conditions must be safe, legal, and moral.
7. The employer must have worker's compensation insurance.
8. The job must have the probability of lasting the entire semester.
9. You must be supervised on the job, and the supervisor must be available to meet with the Work Experience Coordinator or Teacher.
10. The employer must provide a learning situation of on-the-job-training.
11. The employer must keep a record of your attendance and complete the required evaluations each semester.
12. If you are under the age of 18 (eighteen), you cannot perform any job listed as 'HAZARDOUS OCCUPATION.'
13. You may have more than one job, but all jobs must meet the above criteria. A job not meeting this criteria will not count for class credit.

Work Experience Timesheet

Name: _____
Last Name
First Name
Middle Initial

Employer: _____ Supervisor: _____

All students are required to submit their Work Experience Education worksite hours in PowerSchool Weekly. This time sheet must be signed by the employer to verify work attendance.

	Date	Start Time	End Time	Start Time	End Time	Daily Total
Saturday	___/___					
Sunday	___/___					
Monday	___/___					
Tuesday	___/___					
Wednesday	___/___					
Thursday	___/___					
Friday	___/___					
Week Total						

I certify that the work hours indicated above are true, accurate, and were in fact worked in the period reflected.

Student Signature Date Supervisor Signature Date

Employer Work Experience Evaluation Form
Please return this directly to student or WEE Facilitator

Student's Name: _____ Employer: _____
 Supervisor's Name: _____ Supervisor's Title: _____

Please check the box that best describes your assessment of the student's performance in the various aspects of Work Experience.

Courtesy	<input type="checkbox"/>	Very Polite & Well Mannered	<input type="checkbox"/>	Reasonably Polite	<input type="checkbox"/>	Impolite
Punctuality	<input type="checkbox"/>	Arrives on time	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Always Late
Cooperation	<input type="checkbox"/>	Creates a pleasing impression	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Difficult to work with
Reaction to Criticism	<input type="checkbox"/>	Reacts positively	<input type="checkbox"/>	Doesn't seem to care	<input type="checkbox"/>	Dislikes criticism
Neatness in work and appearance	<input type="checkbox"/>	Careful with work and appearance	<input type="checkbox"/>	Usually Neat & Clean	<input type="checkbox"/>	Careless at work & untidy
Perseverance	<input type="checkbox"/>	Persistent	<input type="checkbox"/>	Acceptable	<input type="checkbox"/>	Give up easily
Work Attitude	<input type="checkbox"/>	Eager interest	<input type="checkbox"/>	Normal interest	<input type="checkbox"/>	Appears indifferent
Initiative	<input type="checkbox"/>	Seeks Additional work	<input type="checkbox"/>	Waits to be told what to do	<input type="checkbox"/>	Lacking
Ability to Communicate	<input type="checkbox"/>	Easily able to use language skills	<input type="checkbox"/>	Has some trouble articulating their thoughts	<input type="checkbox"/>	Lacking in their thoughts into words
Ability to Comprehend Instructions	<input type="checkbox"/>	Quick to understand	<input type="checkbox"/>	Reasonably good	<input type="checkbox"/>	Slow to comprehend
Capacity to develop	<input type="checkbox"/>	Promising	<input type="checkbox"/>	Average	<input type="checkbox"/>	Not very promising

Additional Comments if Applicable:

Supervisor's Name: _____

Supervisor's Signature: _____ Date: _____

Thank you for taking the time to complete this Evaluation Form.

SCVi Charter School



Comprehensive School Safety Plan

2024-2025

Signatory Page

SCVi Comprehensive School Safety Plan has been approved by:

Martha Spansel-Pellico, Director

Chad Powell, Director

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Approval and Implementation

This Comprehensive School Safety Plan addresses SCVI's planned response to extraordinary emergency situations associated with all hazards including natural disasters, technological emergencies and biological incidents. It is the principle guide for mitigating emergencies and incidents; ensuring protection of life, health, safety and property and aiding in the recovery operations to ensure that the school returns to pre-emergency operation. This plan is intended to facilitate coordination with local first responders and establish a framework for an effective system of comprehensive emergency management.

In order to execute this plan effectively and mobilize available resources, all school personnel must have knowledge of the procedures set forth in this plan and be trained in its use. Personnel having roles and responsibilities established by this plan are expected to be familiar with their roles based on the provisions of this plan.

Modifications to this plan may be made under the direction of the Directors of Santa Clarita Valley International Charter School.

This School CSSP is developed pursuant to National Incident Management System (NIMS) SB08-181 and SB11-173 and all applicable Homeland Security Presidential Directives.

This plan supersedes any previous versions.

I. Introduction

A. Purpose of the Plan

The purpose of the SCVi's Comprehensive School Safety Plan is to provide information on how to respond to emergency incidents by outlining the responsibilities and duties of SCVi and its employees. This plan has been customized to meet the specific and unique needs, capabilities and circumstances found at SCVi.

The school shall annually review and certify to the Department of Education that the plan is current and accurate. During the annual review, the School CSSP and all components of the Comprehensive Emergency Management Plan will be checked for compliance of Safe Schools Act CRS 22-32-109 .

This plan provides facilitators, staff, learners, parents and other members of the community with assurances that SCVi has established guidelines and procedures to respond to incidents/hazards in an effective way.

The Comprehensive School Safety Plan is one component of the Comprehensive Emergency Management Plan. The additional components to the Comprehensive Emergency Management Plan are:

1. Floor Plan(s) that are unique to the building;
2. A Site Plan that includes all building property and surrounding property; and An Emergency Contact Information Sheet specific to the school

B. Scope of the Plan

The School CSSP provides guidelines and procedures for dealing with existing and potential school incidents. The plan outlines the expectations of school staff and learners, as well as providing authority for personnel to enact the plan, in whole or in part, in the event of an emergency affecting the school community. The plan discusses internal and external communications; training and sustainability; authority and references as defined by local, state, and federal government mandates and actions the school will use to prepare for, mitigate, respond to and recover from school emergencies.

C. Plan Overview

The School CSSP consists of 5 sections:

1. Basic Plan
2. Functional Annexes
3. Hazard and Threat Specific Annexes
4. Mitigation and Recovery Information
5. Plan Administration

D. Plan Activation

In order to provide an effective response to an emergency or incident, this plan and its annexes may be activated in part or in whole, as necessary, by the Site Director.

E. Order of Succession

A pre-identified order of succession allows for continuity of leadership if the established senior leader is not available. This ensures the decision-making authority and operational control is clear so that critical emergency functions can be performed in the absence of the authorized school administrator.

In the absence of the School Director(s), the authority to activate the plan shall pass to:

First Alternate: High School Counselor

Second Alternate: Lead Facilitator

SITUATION OVERVIEW

B. Building Information

SCVi is located on a 2.5 acre lot which includes 3 buildings located on Hasley Canyon Road. In addition to traditional classes, our campus is also used for other events and gatherings such as after-school activities and community meetings. This school CSSP shall be applicable to all buildings and all events that occur on campus, regardless of the time or day of the week, if an incident or emergency occurs.

School Population

C. General Population

Current enrollment at SCVi is approximately **550 learners**. These learners are supported by a staff and faculty consisting of:

- Facilitators and Education Specialists
- Administrators
- Office/support staff
- Care Team (Instructional Assistants)
- Cafeteria staff
- Maintenance and custodial staff

D. Functional Needs Population

SCVi is committed to the safe evacuation and transport of learners and staff with functional needs. The functional needs population includes, but is not limited to, learners/staff with:

- Blindness or visual disabilities,
- Cognitive or emotional disabilities,
- Mobility/physical disabilities (permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

The School/Studio current enrollment of Learners/ Staff with special needs is approximately **128**. The list of learners and staff names with functional needs along with their schedules is available electronically in or in hard copy in the Safety Plan binder in the Front Reception area.

A list of staff members that have been trained and assigned to assist the functional needs population during drills, exercises, and incidents is available in hard copy in Safety Plan binder in Front Reception area.

E. Planning Assumptions

The following list of standard planning assumptions allow for deviation from the plan if certain assumptions or conditions prove not to be true during operations.

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or learners. Rapid and appropriate response will reduce the number and severity of injuries.
- Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Since it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident.
- Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire and safety inspections, will prevent or reduce incident-related losses.
- Maintaining the School CSSP and providing frequent opportunities for stakeholders (staff, learners, parents, emergency responders, etc.) to exercise the plan through live drills and table-top exercises can improve the school's readiness to respond to incidents.

F. Planning Limitations

It is the policy of SCVi that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, SCVi will endeavor to make every reasonable effort to manage the situation with the resources and information available at the time.

G. Outside Dependencies

During or after an incident, many of the products and services used to meet the daily needs of SCVi may not be available. Alternate sources for products and services will be utilized. Included below are identified critical products and services and their alternate source.

Identify important outside dependencies and how their loss will be replaced or substituted.

- Electric
- Gas
- Water
- Food Service

II. Organizational Roles and Responsibilities

This section provides an overview of organizational functions as well as the roles and responsibilities of school faculty and staff, learners, parents, first responders and emergency management. It describes the expected actions of those impacted or responding to a school emergency.

In a major emergency or disaster, SCVi's building may be damaged or need to be evacuated, pCSSPle may be injured, and/or other incident management activities may need to be initiated. School personnel are usually first on the scene of an incident in a school setting. School officials and staff are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified, usually an emergency responder agency with legal authority to assume responsibility.

All activities necessary in managing an incident must be organized and coordinated to ensure the most efficient response. The staff of SCVi will use the following system to manage incidents; Crisis Response Team. Regardless of the type of system used, it should conform to the principles of the National Incident Management System and the Incident Command System.

Until non-school emergency responders arrive on-scene, the School Director is responsible for activating the School CSSP, including common and/or specialized procedures, as well as hazard-specific incident plans. The School Director may delegate the authority to direct all incident activities to a staff member. This position may be called the designated School Incident Commander and should be the person most qualified to manage the specific type of incident.

The School Director has designated the following primary and alternates as School Incident Commander:

First Alternate: High School Counselor
Second Alternate: Lead Facilitator

Contacting First Responders

The following methods will be used to contact first responders:

- Office phone
- Personal cell phone
- Fire alarm system within the building - automatic notification

A. Expected Actions of First Responders

When an incident occurs at SCVi, local police, fire, and EMS departments, as well as other requested agencies will respond to the emergency. With these various agencies operating together there are the following expectations:

- The appropriate responding agency will assume command of the incident.
- The local first responders will develop an effective response to mitigate the incident in a timely manner.
- The Incident Commander will activate Unified Command as appropriate.
- Other actions as identified by First Responders.

Once an emergency responder agency with legal authority to assume responsibility arrives on scene, the School Incident Commander will transition command to that Incident Commander and move to serving within the incident command structure.

B. Expected Actions of School Administrator, Faculty, Staff, Learners and Parents

Senior Administration/Leadership

- Senior administration/leadership is responsible for overseeing the entire incident and providing guidance on policy, helping resolve issues, and finding necessary resources for the School Incident Commander.

Responsibilities include:

- Provide guidance on school and Board Policies to School Incident Commander.
- Help resolve any issues or conflicts identified by the School Incident Commander.
- Identify and find necessary resources within the school that have been requested by the School Incident Commander.
- Participate in Unified Command if/when established.

School Director/Building Administrator/School Incident Commander

While the School Director retains the overall responsibility for the safety of learners and staff, he or she may delegate certain duties to manage the incident. This allows the school director to focus on policy-level activities and interface with other agencies and parents. The School Director shall coordinate this.

School Incident Commander

School Director may retain incident command or delegate it to a staff member.

Expectations include:

Assume overall direction of all incident management activities based on procedures outlined in the School CSSP.

- Take steps deemed necessary to ensure the safety of learners, staff and other individuals.
- Determine whether to implement incident management protocols established in the School CSSP (e.g., Evacuation, Reverse Evacuation, Shelter in Place, etc. as described more fully in the annexes).
- Arrange for transfer of learners, staff and other individuals when safety is threatened by a disaster.
- Ensure communication with emergency services personnel.
- Keep the senior administration, School Director and other officials informed of the situation.
- Transfer command when first responders arrive on scene.
- Participate in Unified Command.

Facilitators/Substitute Facilitators/Care Team (Instructional Assistants)

Expectations include:

- Supervise learners under their charge.
- Take steps to ensure the safety of learners, staff, and other individuals in the implementation of incident management protocols established in the CSSP.
- Direct learners to inside or outside assembly areas, in accordance with signals, warning, written notification or intercom orders according to procedures established in the School CSSP.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing learners to the Incident Commander
- Obtain first-aid services from the school nurse or person trained in first-aid. Arrange for first-aid for those unable to be moved.
- Render first-aid if necessary.

Office Staff

Expectations include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander.
- Provide assistance to the School Director.
- Monitor radio emergency broadcasts.
- Assist with health incidents as needed, acting as messengers, etc.
- Account for visitors, contractors and non-teaching staff.

Food Service/Cafeteria Workers

Expectations include:

- Use, prepare, and serve food and water on a rationed basis when the feeding of learners and staff becomes necessary during an incident.
- Execute assignments as directed by the Incident Commander.

Learners

Expectations include:

- Cooperate during emergency drills/exercises and during an incident.
- Learn to be responsible for themselves and others in an incident.
- Understand the importance of not being a bystander by reporting situations of concern.
- Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness and mitigation measures.
- Take an active part in school incident response/recovery activities, as age appropriate.

Parents/Guardians

Expectations include:

- Encourage and support school safety, violence prevention and incident preparedness programs within the school.
- Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- Read, understand and observe the school emergency guidance provided before, during and after an emergency.
- Understand their roles during a school emergency.

C. Facilities and Building Operations Personnel

Expectations include:

- Survey and report building damage to the Incident Commander.
- Control main shutoff valves for gas, water and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use and disbursement of supplies and equipment.
- Keep the Incident Commander informed of school conditions.

D. Public Information Officer

Expectations include:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Establish a media site and reception area away from the school and any established Incident Command Post.
- Develop materials for use in media briefings.
- Provide regular updates to the media and school community.
- Coordinate media communications.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor release of information and correct misinformation.
- Coordinate messages with the School Director/senior leadership.

E. Learner Transportation Personnel

Expectations include:

- Supervise the care of learners if disaster occurs while learners are on a bus for field trips.
- Transfer learners to a new location when directed.
- Execute assignments as directed by the Incident Commander.
- Transport individuals in need of medical attention.

III. Functional Content

The following functional content provides common protocol and procedures that are implemented and referenced within the hazard and threat specific annexes in this plan. Each functional content area has been customized to fit SCVI's needs, capabilities, and unique circumstances. To become familiar with these functional annexes staff and learners will participate in drills and, if necessary, additional training.

I. PURPOSE

Evacuation will take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill, etc.) and staff, learners and visitors can safely reach the evacuation location without danger (playground or off-site location in the community).

II. RESPONSIBILITIES

A. School Incident Commander/School Director

- Call or designate another to immediately call public safety (9-1-1) (police, fire and emergency responders) to give notice the school has been evacuated.
- Notify appropriate staff that an evacuation of the school has occurred.
- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm or by a public address system or bullhorn. Make the following announcement:

YOUR ATTENTION, PLEASE. WE NEED TO EVACUATE THE BUILDING. FACILITATORS ARE TO TAKE THEIR LEARNERS TO THEIR DESIGNATED ASSEMBLY AREA. FACILITATORS TAKE YOUR CLASS ROSTER, EMERGENCY SUPPLIES AND TAKE ROLL AT THE ASSEMBLY AREA.

- Determine evacuation routes based on location of the incident and type of emergency.
- Communicate changes in evacuation routes based on location and type of emergency.
- Designate staff with assigned radios and/or cell phones to assist in evacuation procedures. Monitor the situation and provide updates and additional instructions as needed.
- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

B. Facilitators/Staff

- Instruct learners to exit the building using the designated emergency exit routes or as directed by the School Incident Commander/School Director. Emergency exit routes should be diagrammed on the school floor plan drawing posted near the light switch inside each room.
- Use a secondary route if the primary route is blocked or hazardous. Exit routes and the location of the inside the building evacuation location will be selected and communicated by the School Incident Commander/School Director at the time of the emergency and the evacuation.
- Help those needing special assistance. - Learners and staff with functional needs that prohibit normal evacuation will be assisted out of the building, if possible, or will be taken to an area of refuge. Emergency Responders will be notified immediately of any individuals in an area of refuge.
- Do not lock classroom doors when leaving, close doors and turn off lights.
- Do not stop for learners or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you.
- Check the bathrooms, hallways and common areas for visitors, staff or learners while exiting.
- Go to the designated evacuation assembly area (minimum of 50 feet from building is required in fire evacuation and 300 feet from building for bomb threat, chemical spill inside building, or other directed evacuations).
- When outside the building or inside the building evacuation location, check for injuries.
- Account for all learners. Immediately report any missing or injured learners to the School Incident Commander/School Director.
- Wait for additional instructions.

C. Office Staff

- Take visitor log and learner sign out sheet to evacuation assembly area.
- Gather headcount information from facilitators and inform the School Incident Commander/School Director of any missing learners or staff.

D. Evacuation Locations

- In the event of an evacuation of the building, initially all persons will evacuate to the back **playground**. If the evacuation will be for a prolonged time, the school will assemble learners and staff at **Hasley Canyon Park**.

Lockdown

I. PURPOSE

Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics should the need arise.

II. RESPONSIBILITIES

A. School Incident Commander/School Director

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:

**YOUR ATTENTION PLEASE. WE ARE NOW UNDER LOCKDOWN.
REPEAT. WE ARE NOW UNDER LOCKDOWN.**

- Designate staff to call 9-1-1, identify the name and address of the school, describe the emergency, state the school is locking down, provide intruder description and weapon(s) if known, and identify the location of the school command post. Direct staff to stay on the phone to provide updates and additional information.
- Notify staff and classes outside to immediately move to the offsite assembly area(s), account for the learners and be prepared to move to a relocation site.
- Notify the transportation director or contractual bus service to stop all inbound buses and redirect them to designated relocation site(s).
- Notify Leadership Support (iCA).

B. Facilitators

- Lock the door to your learning area, making sure all are out of the restrooms and move everyone to an area as far away from classroom door.
- Move any large objects in front of the escape path to act as barricades for exit. All movable items such as chairs should be used as well.
- Take attendance and be prepared to move at a moment's notice. Email attendance to "absence@sci-k12.org", which goes to the admin office.
- Staff and learners may utilize methods to distract the shooter/intruder's ability to accurately shoot or cause harm, such as loud noises or aiming and throwing objects at the shooter/intruder's face or person.
- Allow no one outside of the classroom(s) until the Incident Commander gives the "All Clear" signal. If facilitators and learners determine that a life-threatening situation exists and a means to safe exit is available (through a window, door, or other safe passage), then they will be released from classrooms or designated evacuation area.

C. Office Staff

- Stay by the phones to wait for additional procedures from the Incident Commander.
- Remotely check status of classrooms via PA, telephone, computer, or other method.
- Assist the School Director or Incident Commander to establish the school command post. Depending on the circumstance, the school command post may be relocated to Hasley Canyon Park.

D. Custodians

- Close and lock all delivery doors.
- Direct any contractors, delivery drivers, vendors or repairmen located inside the building into a safe area and lock the door.

Shelter-In-Place

I. PURPOSE

The shelter-in-place procedure provides a refuge for learners, staff and the public inside the school building during an emergency. Shelters are located in areas of the building that maximize the safety of occupants. Shelter-in-place is used when evacuation would place pCSSPie at risk. Shelters may change depending on the emergency.

II. RESPONSIBILITIES

A. School Incident Command/Site Director

- Make the following announcement using the building public address system, 2-way radio, telephone, or megaphone:

YOUR ATTENTION, PLEASE. WE ARE EXPERIENCING AN EMERGENCY SITUATION AND NEED TO IMPLEMENT SHELTER-IN-PLACE PROCEDURES. LEARNERS AND STAFF ARE DIRECTED TO MOVE TO THE DESIGNATED SHELTER LOCATIONS AND SAFE AREAS. ALL STAFF AND LEARNERS OUTSIDE ARE TO IMMEDIATELY MOVE TO AN INSIDE ROOM.

- Order a REVERSE EVACUATION for learners and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather staff and learners inside.
- Direct staff to close all windows and doors.
- If warranted, order the shut-off of heating, ventilation and air conditioning systems to stop the inflow of outside air into the building.
- Notify Leadership Support (iCA) that the school is SHELTER-IN-PLACE.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions that caused the SHELTER-IN-PLACE.
- Contact and consult with public safety officials as appropriate.
- Be prepared to announce additional procedures due to changing conditions of the incident, such as DROP COVER AND HOLD or to announce an "All Clear."

B. Facilitators

- Move learners into designated safe areas such as inside rooms with no windows, bathrooms, utility closets or hallways without large windows or doors.
- Close classroom doors and windows when leaving.
- Have everyone kneel down and be ready to cover their heads to protect from debris, if appropriate.
- If outside, facilitators will direct learners into the nearest school building interior safe area or other appropriate shelter.
- For severe weather, if there is no time to get into a building or shelter, attempt to squat or lie low in the nearest ravine, open ditch or low spot away from trees and power poles.
- If movement into the building would expose persons to a hazardous chemical plume, facilitators should move to designated outdoor assembly areas upwind or crosswind from the spill.
- All persons must remain in the shelter until notified by the School Incident Commander Site Director or public safety official that it is safe to exit.
- Take attendance and be prepared to notify the Incident Commander of missing learners or additional learners, staff or guests sheltered in your classroom.

C. Custodians

- Shut off utilities as directed by School Incident Commander/ School Director of public safety officials.
- Turn off ventilation systems (heating, ventilation and air conditioning) as directed and if appropriate.
- Post Shelter-in-Place cards at the primary entrances to the building(s), if appropriate and safe to do so, depending on the type of incident that is occurring. For example, such cards should not be used with an ACTIVE SHOOTER, INTRUDER or during an incident involving a person intent on violence known to be in the school building and not yet contained.

Secure Perimeter (Soft Lockdown)

I. PURPOSE

Secure Perimeters should occur when conditions are safer inside the building than outside, generally when conditions involve severe weather, community emergencies, gang activity, or a hazardous material release outside of the school building. If safe, learners may move between buildings in order to maintain school daily operations.

II. RESPONSIBILITIES

A. School Incident Commander/Site Director

- Order a SECURE PERIMETER for learners and staff outside to move inside the building. Use the building public address system, megaphone, 2-way radio, telephones or runners to gather learners and staff inside.
- Notify Leadership Support (iCA) of the situation.
- Notify public safety by calling 9-1-1: police, fire and emergency services responders, as appropriate.
- Designate staff to monitor radio, Internet, and other media for information on incident conditions.
- Close and lock all exterior doors and windows.
- Maintain contact with public safety officials and consult on whether additional procedures should be activated due to changing conditions of the incident.

B. Facilitators/Staff

Immediately move learners back to classrooms or safe areas using the closest entry.
No learners or staff should be outside the building.

- Close and lock all exterior doors and windows.
- If movement into the building would present a danger, facilitators and staff outside will direct learners to designated assembly areas or off-site assembly areas.
- Facilitators will take attendance and account for all learners and report any missing learners to the School Incident Commander/School Director
- Wait for further instructions from the School Incident Commander/ School Director or from a public safety official.
- Monitor the main entries until the “All Clear” is given.

COMMUNICATION AND NOTIFICATION

I. PURPOSE

Communication is a critical part of incident management. This section outlines SCVi’s communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, learners, parents/guardians, emergency responders, the community and media.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Leadership Support Team and located electronically in Google Drive.

II. RESPONSIBILITIES

A. Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the incident evolve. The following practices will be utilized to disseminate information internally when appropriate:

- Telephone: Phone calls from school administration to staff and faculty may be used when direct communication is necessary.
- Social Media: School controlled social media will be used to circulate a public announcement to parents regarding the situation at the school.
- School Email and Parent Square: When mass communication of a standard message is necessary a mass email will be sent from an authorized account or user to all staff/faculty or parents/guardians as necessary.
- Bullhorns and megaphones: A battery-powered bullhorn to address learners and staff who are assembling outside the school. Procedures governing storage and use will help

ensure readiness for use.

- Two-way radio: Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area and the Leadership Support Team. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school.
- Fax machines: Possible uses include off-site access to receive and send critical information concerning learners and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- Alarm systems: Bells or buzzers are in place and sound in different ways to signal different types of incidents – for example, fire, lockdown, or special alert (with instructions to follow). All school staff, learners, and volunteers will be trained on what the sounds mean and how to respond to them.
- Whistles: Whistles should be provided to staff in order to signal a need for immediate attention or assistance.
- Public Address System: A PA system may be used to distribute information of a threat or hazard situation to a large crowd at a school.

B. External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents/guardians, media and the community at large will receive clear and concise messages from SCVi's media coordinator and/or our leadership team about the incident, what is being done and the safety of the children and staff.

C. Communication with Parents

Before an incident occurs, SCVi leadership and staff will:

- Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- Inform parents about the School's emergency procedures and protocols. Information should not be shared if it would impede the safe response to an incident.
- Information will be included at the Back to School event, in the Monday Messages, and the Family Guidebook. It is also shared on a yearly basis at iSupport meetings.
- Identify parents who are willing to volunteer in case of an incident and include them in preparation efforts and training.
- Be prepared with translation services for non-English-speaking families and learners with limited English proficiency.

In the event of an incident, SCVi leadership and staff will:

- Disseminate information via text messages, email to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents/guardians who arrive at school.
- Describe the school's current situation.
- Provide information regarding possible reactions of their children and ways to talk with them.
- Keep parents/guardians informed about when and where school will resume.

The following practices will be utilized to disseminate information externally when appropriate:

- Social Media: Social Media may be used to disseminate information of a hazard or threat situation to learners, parents/guardians, and the surrounding community.
- Computers: A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, the district, and leadership support. An assigned staff member(s) will post information such as school evacuation, closure or relocation on the homepage of the school.
- Fax machines: Possible uses include: off-site access to receive and send critical information concerning learners and staff members, their locations, and needed telephone numbers, including but not limited to, medical information, Release Forms and authorizations.
- School Email: When mass communication of a standard message is necessary a mass email will be sent from an authorized account or user to all staff/faculty or parents/guardians as necessary.

MEDICAL AND HEALTH

MEDICAL EMERGENCY

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to assist staff and learners in the event of a medical emergency.

II. RESPONSIBILITIES

A. School Staff

- Quickly assess the situation. Make sure the situation is safe for you to approach (i.e., live electric wires, gas leak, building damage, etc.).
- Immediately notify the School Incident Commander/School Director.
- Assess the seriousness of the injury or illness.
- Call or have someone call 9-1-1 immediately. Be prepared to provide the school name and address, exact location (floor, room number); describe illness or type of injury; and age of the victim(s).
- Protect yourself against contact with body fluids (blood borne pathogens).

- Administer appropriate first-aid according to your level of training until help arrives.
- Comfort and reassure the injured person. Do not move an injured person unless the scene is unsafe.
- If the injured person is not breathing or there is no pulse, ask someone to retrieve the Automated External Defibrillator (AED) and begin Cardiopulmonary Resuscitation (CPR) or Rescue Breathing until the AED is ready to use, or call staff trained in the use of the AED to respond to the scene and apply the device.

B. School Incident Commander/ School Director

- Direct staff to call 9-1-1, if necessary, and provide appropriate information to emergency responders.
- Send school staff with first responder/first-aid/AED training to the scene if this has not already occurred.
- Assign a staff member to meet emergency medical service responders and lead them to the injured person.
- Assign a staff member to remain with the injured person if they are transported to the hospital.
- If an injured person is a member of school personnel or a learner, notify parent/guardian, or other appropriate family member of the situation, include type of injury or illness, medical care given and location where the injured person has been transported.
- Ensure learner or staff medical information from administrative records is sent to the hospital.
- Notify the school counselor or crisis response team and provide a brief description of the incident.
- Advise faculty and staff of the situation, as appropriate.
- Develop and maintain written documentation of the incident.
- Follow-up with appropriate persons and determine if other procedures should be activated such as MENTAL HEALTH AND HEALING.

MENTAL HEALTH AND HEALING

I. PURPOSE

Mental health and healing procedures are developed to provide an emotional catharsis to learners and staff impacted by trauma at school or in the community. Following a traumatic event or incident, learners, staff, and their families need a healing process. As soon as the safety of all involved has been addressed, attention should be turned to the healing process.

Mental health professionals available in the school community such as nurses, professional counselors and social workers should participate in the development, implementation, and evaluation of the School CSSP as it relates to this annex. Additional advice may be sought from outside psychologists and mental health experts.

II. RESPONSIBILITIES

A. School Director or School Authority Should Implement the Following Actions.

- Staff will be trained to learn how to recognize signs of physical and/or mental stress due to trauma.
- Members of a crisis response team will undergo in-depth training to learn how to assist in managing stress due to trauma.
- Parents/Guardians will be offered tips on how to recognize signs of physical or mental stress due to trauma.
- Mental health experts will review and provide input into the plan.
- Ensure that a media or public information officer is available and trained to prepare announcements and media releases on the incident and actions taken.

Site Director/designated staff should do the following immediately after a serious injury or death and/or major incident:

- Make an initial announcement to the entire school and include minimum details and indicate that additional information will be provided.
- Issue prepared statements for media, parents and other community inquiries.
- Convene a staff meeting to discuss how the situation is being handled and what resources are available to staff, learners, and families.
- Set up crisis centers and designate private rooms for private counseling and include outside mental health professionals and clergy to assist with grief.
- Provide guidelines to and encourage facilitators to facilitate class discussions about the incident and allow learners to openly discuss feelings, fears and concerns shortly after the incident. Any learners who are excessively distraught should be referred for counseling.
- Restore regular school functions as efficiently and as quickly as possible.

Designate a place for staff, learners, and community members to leave well-wishes, messages, and items.

B. Facilitators and Staff

- Seek counseling services if experiencing difficulty coping with the incident.
- Provide stress management during class by allowing learners to talk about what they experienced and felt during the incident and how they feel now.
- Be prepared for outbursts and disruptive behaviors.
- Refer learners experiencing stress to counseling.
- Allow for changes in normal routine activities and test schedules.

▪ OTHER SPECIAL PROCEDURES

• Hospital/Funeral Arrangements

- Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all learners and staff should be excused from school.
- Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

C. Post-Incident Procedures

- Allow for changes in normal routines or schedules to address injury or death; however, recommend learners and staff return to their normal routine as soon as possible after the incident.
- Follow up with learners and staff who receive counseling and refer them to outside mental health professionals as needed.
- Discuss and approve memorials with the school board's consent.

SECURITY

I. PURPOSE

Daily security procedures and protocols are in place to ensure a safe and secure environment, prevent crime, and to deter persons from gaining unauthorized access to the building using the Raptor system.

II. PROCEDURES

SCVi encourages all staff, faculty and learners to be an active participant in building security and crime prevention measures in place. The following list of security measures are in place on a daily basis or at specified times to ensure the safety of the school community and prevent criminal activity or unauthorized access (e.g. badging system, cameras, tip-lines, etc.)

- School keys are provided only to staff.
- All staff receive background checks (BCI and FBI) before the first day in the building.
- Staff greet all learners and families outside at arrival and dismissal times.
- Parent volunteers will also receive a background check before working with learners.

III. RESPONSIBILITIES

A. Site Director

- Ensure that there is a security policy to prevent unauthorized building access at all times and that staff and faculty are familiar with the policy.
- Make requisitions and recommendations for necessary improvement or replacement of inadequate security features of the building.
- Ensure that there is adequate signage directing visitors to the building where they will sign in and out.

B. Facilitators /Staff

- Ensure that the learners are aware of the building security policy and do not permit unauthorized persons into the building.
- Report any unusual conditions or persons to the main office.
- Report to the main office any conditions, concerns or problems that were reported to them

C. Office Staff

- Ensure that all visitors report to the office to sign in when entering the building and sign out when leaving the building.
- Monitor security cameras at the main entrance to ensure only authorized and appropriate persons are allowed into the building.

D. Facilities/Maintenance

- Maintain all doors, windows, and other means of entrance into the building to ensure proper operation and that all locks or other means of securing them are functional.
- Report any deficiencies or failures of the building security to the school site Director in a timely manner.
- Landscaping is addressed to ensure a clear line of site into and from the building.

B. Learners

- Notify a staff or faculty member when an unauthorized or suspicious person is observed inside or around the building.
- Notify a staff or faculty member when doors are found unlocked or propped open.
- Report any security or safety concerns or unusual safety conditions to a staff or faculty member.
- Learners will not permit or allow unauthorized persons to enter the building by opening any locked doors.

C. General Responsibilities

- All entrances are locked during hours of operation.
- Learners and staff are trained not to provide unauthorized access to the building.

RAPID ASSESSMENT

I. PURPOSE

Procedures and protocols are in place to ensure that there is a method for evaluating and addressing developing threats and the courses of action the school will implement when it is notified or becomes aware of an occurring or impending emergency situation.

PROCEDURES

Assessment of Information/ Rapid Assessment

When information is received that indicates a threat, potential threat, or other hazard the school director along with other necessary persons or resources will make an assessment of the information and determine the proper actions to be taken. Actions could include, but are not limited to:

- Determination that the information is not a valid threat or hazard and continuation of normal operations.
- Continued observation of the threat or hazard.
- Determination that the information requires activation of the School CSSP or a portion of the School CSSP.

School officials will make use of all available resources when gathering information and making an assessment of all threats or potential threats. These information sources can include:

- Public media or news sources.
- National Weather Service or other reliable weather information source.
- Social media sources.
- Direct communication with local Emergency Medical Service (EMS) or public safety agencies.
- Information received by school facilitators, staff, learners or parents.

All information, assessment activities and decisions taken by school officials will be documented.

FAMILY REUNIFICATION

I. PURPOSE

The Family Reunification Protocol is used to ensure a safe and secure means of accounting for learners and reuniting parents/guardians with their children whenever the school facility or grounds is rendered unsafe and a remote site is needed.

II. RESPONSIBILITIES

A. School Incident Commander/School Director

- After consulting with an emergency Incident Commander (police, fire or other emergency official), if applicable, determine the appropriate pre-designated relocation site(s).
- Follow predetermined procedures for releasing learners.
- Notify a contact person at the relocation site(s) to prepare for arrival of learners.
- Designate a Reunification Site Commander.
- Request to send personnel/ volunteers to staff the reunification site(s).
- Follow predetermined parental notification procedures such as phone trees, local media channels, automated alert system, cell or text messaging, etc.

B. Reunification Site Lead

- Establish a command post.
- Organize public safety and mental health/crisis response staff who will be reporting to the site. Use them to calm waiting parents/guardians and explain that an orderly process is required for the safety of the learners.
- Check identification of all non-uniformed personnel who arrive to assist.
- Secure a holding area for arriving learners and staff away from waiting family members.
- Set up an adult report area for parents/guardians to sign-in and to check identification.
- Set up a learner release area where learners will be escorted to meet their parent/guardian and sign out.
- Set up a mental health area and direct staff to escort the parent/guardian of any injured, missing or deceased learner to the area for staff to provide notification in private away from other parents.
- Set up a media staging area and notify the school media liaison of the location.
- Keep evacuees on buses or in a holding area separate from parents/guardians until they can be signed out to waiting parents/guardians.
- Only release learners to authorized persons after checking proof of identity and signing a learner Release Form.
- Instruct parents/guardians to leave the site to make room for others once they have signed out their learner.

C. Facilitators

- Provide a list of evacuated learners to the reunification site staff upon arrival.
- Ensure special needs learners and staff are assisted. Request help if needed.
- Follow the instructions of the Reunification Site Commander or designated staff and/or assist in staffing the site.

D. First Responders

- Maintain crowd/traffic control
- Accept custody of unclaimed learners

III. OTHER PROCEDURES

- Outline procedures for releasing learners.
- Maintain current learner and staff emergency information that details special needs, such as medical or custody issues.
- Store information in a secure and readily accessible location.
- Outline parental notification methods.

REUNIFICATION LOCATIONS

- Reunification locations should be established prior to an event.
- The reunification location(s) should be provided to both parent and child to ensure proper meeting and pickup location.

Drop, Cover and Hold (earthquake)

I. PURPOSE

Drop, Cover and Hold procedures may be used when an incident occurs with little or no warning. This action is taken to protect learners and staff from flying or falling debris resulting from explosions, structural failures, severe weather or an earthquake.

II. RESPONSIBILITIES

Designated staff members, including facilitators and bus drivers, should participate in the development, implementation, and evaluation of this procedure.

III. PROCEDURES

A. Indoor Procedure

When indoors, learners/staff should:

- Drop to the floor.
- Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- Hold on to the table or desk until directed to stop.
- When directed by the Site Director/designee and/or when it is safe to do so, staff members will evacuate learners to pre-assigned locations.

B. Outdoor Procedure

When outdoors, learners/staff should:

- Move away from buildings, streetlights and utility wires.
- Drop to the ground.
- Cover their face and head with their arms.
- When directed by the Site Director/designee and/or when it is safe to do so, staff members will evacuate learners to pre-assigned locations.

C. Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

- Stop as quickly as safety permits.
- Instruct all learners/staff to stay in the vehicle.
- When it is safe to do so, proceed cautiously or evacuate the vehicle.

IV. Hazard-And-Threat Specific Annexes

The following hazard and threat specific annexes are included to provide unique procedures, expected actions that apply to specific hazards. These hazards have been identified as high-priority by school administration, local Emergency Management Agency officials or a hazard analysis of SCVi.

Procedures and information outlined in functional annexes will not be duplicated in the hazard and threat specific annexes. If a hazard specific annex references a functional annex, the functional annex should be referenced for that information and then applied to the hazard specific annex.

Active Shooter

I. PURPOSE

An active shooter or armed assailant on school property involves one or more individual's intent on causing physical harm and/or death to learners and staff. Such intruders may also possess a gun, a knife, a bomb or other harmful device. An Active Shooter will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. School Incident Commander/School Director

- An emergency can be reported by any school staff or learner. If there is an immediate threat or hazard, address the problem first by initiating a lockdown, evacuation, etc., then inform the School Incident Commander/School Director.
- Direct staff to call 9-1-1, give the name and exact location of the school, the nature of the emergency, number and description of intruders (if known), type of weapon(s), area of the school where last seen, actions taken by the school, and whether there are on-site security or law enforcement officers (e.g. School Resource Officer). Caller will remain on the line to provide updates.

- If able, secure the administration office as a command post and retrieve the critical information and data about the school's emergency systems, including communications, staff and learners locations, detailed floor plans, and important documents, items, and supplies that are prepared and readily available for use during the incident. If the incident is occurring at the administration office, designate an alternate command post.
- Direct office staff to maintain contact with facilitators reporting pertinent emergency information via text message and/or phones.
- Notify Leadership Support Team (iCA) and request activation of the communications plan for media and parent notification protocols.
- Determine appropriate procedure(s): LOCKDOWN; INTRUDER/HOSTAGE SITUATION; SECURE PERIMETER.
- Direct staff and learners outside the building to move immediately to predetermine assembly area(s) and be prepared to EVACUATE to an off-site relocation center.
- Direct support staff outside to stop pedestrians and vehicles from entering the school grounds until law enforcement arrives.
- Ensure that any buses en route to the school are redirected to a designated relocation site.

B. Facilitators and Staff

- If you are the first to note indication of an armed intruder, immediately CALL 9-1-1, then notify the School Incident Commander/ School Director and go to LOCKDOWN.
- Gather information about your classroom's immediate situation. Account for all learners or other individuals sheltered in your room.
- Assess your ability to EVACUATE the building.
- If there is no safe manner to EVACUATE the building, have learners remain in LOCKDOWN until personally given the "All Clear" by the Incident Commander or a law enforcement officer in uniform.
- If an active shooter or intruder enters the classroom use WHATEVER means necessary to keep your learners safe. This may include any and all forms of resistance to the threat.
- If an intruder enters and begins shooting, any and all actions to stop the shooter are justified. This includes moving about the room to lessen accuracy, throwing items (books, computers, phones, book bags), yelling to create confusion, exiting out windows, and confronting (assault, subdue, choke) to stop the intruder. Tell learners to get out anyway possible and move to another location.

III. OTHER PROCEDURES

- After the active shooter/intruder(s) has been subdued, the School Incident Commander/School Director in consultation with the law enforcement Incident Commander will announce an EVACUATION and relocation to an alternate site for FAMILY REUNIFICATION.
- If staff or learners are injured, emergency medical personnel will take control of the scene and direct services as appropriate.

- The School Incident Commander will notify officials at the relocation site of the EVACUATION and to activate FAMILY REUNIFICATION protocols.
- The School Incident Commander will request bus transportation or alternate transportation to the relocation site.
- The School Incident Commander will activate the communications plan to deal with media and parent notification protocols, and direct parents to go to the relocation site.
- Facilitators will EVACUATE the building using the designated exit routes and alternate routes to the assigned assembly areas, take attendance and move to the buses for transport.
- The School Incident Commander will activate the MENTAL HEALTH AND HEALING procedures and/or notify area mental health agencies to provide counseling and mental health services at the relocation site.
- The School Incident Commander will debrief appropriate school personnel. ▪ The Leadership Support Team (iCA) or designee, in consultation with law enforcement officials, will determine when the school can resume normal activities and communicate the information to parents/guardians and the public.

Hostage

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/learners and school property in the event of a hostage situation. It is critical that all staff know what to do in a hostage situation.

If the incident involving a hostage situation results in law enforcement being contacted and activated, it is critical to follow the instructions of, and CO OPERate with, the law enforcement official who will be the Incident Commander with jurisdiction at the scene.

II. RESPONSIBILITIES

A hostage situation involves one or more persons being held against their will by one or more individuals. The goal is to ensure safety of learners, staff and others at the school and prevent the hostage(s) from being moved away from the school. All staff should be aware of what to do in the event of a hostage situation.

- If hostage taker is unaware of your presence, do not intervene.
- Notify the site director/School Incident Commander, School Resource Officer, or call 9-1-1 if unable to reach school authorities.

If school personnel or learners are taken hostage:

- Follow instructions of the hostage taker.
- Try not to panic. Calm learners if they are present.
- Treat the hostage taker as normally as possible.
- Be respectful to hostage taker.
- Ask permission to speak and do not argue or make suggestions.

Site Director/School Incident Commander

- Call 9-1-1 immediately. Give dispatcher details of situation; description and number of intruders, exact location in the building and that the school is in LOCKDOWN or taking other action if appropriate (such as EVACUATION if hostage taker has a bomb). Ask for assistance from the hostage negotiation team.
- Announce LOCKDOWN or other procedure if conditions warrant.
- Ensure staff outside are notified of the situation and to move learners away from the building to the outside assembly areas.
- Isolate the area and try to determine if weapons are involved, if possible.
- Redirect any buses en route to the school to an alternate location.
- Notify Leadership Support Group and activate communications plan.
- Give control of the scene to the police and hostage negotiation team.
- Ensure detailed notes of events are taken.

Facilitators and Staff

- Facilitators and staff will implement LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- Everyone should remain in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.

OTHER PROCEDURES (that may be activated depending on conditions)

- Active Shooter.
- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Shelter-in-Place

Facilitators and Staff

- Facilitators and staff will implement LOCKDOWN or other directed procedures upon hearing the alert. If outside, move to designated assembly areas and wait for further instructions.
- Everyone should remain in their location until given the “All Clear” unless otherwise instructed to take other action by a law enforcement officer.

OTHER PROCEDURES (that may be activated depending on conditions)

- Active Shooter.
- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Shelter-in-Place.

Bomb Threat

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff, learners and school property in the event of a communicated threat regarding the presence of destructive devices on school property. This may include any explosive device of an incendiary, chemical, biological, or radioactive nature. A bomb threat will result in law enforcement and other safety and emergency services responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of, and cooperate with, the law enforcement officer who will be the Incident Commander with jurisdiction over the scene. The school is a crime scene and will require a thorough search and processing.

II. RESPONSIBILITIES

A. Staff Who Received a Message That a Bomb Has Been Placed in School

- Make a record of the exact wording of the threat.
- Ask in a clear and calm voice: where the bomb is located; what does it look like; what materials are in the bomb (type of bomb); how is it activated; when will the bomb explode; who is calling, name and address; did you place the bomb; why are you doing this.
- If the threat is made by phone, listen closely to the caller's voice and speech patterns and to noises in the background. Make a record of that information.
- Notify the School Incident Commander/ School Director or designee and/or call 9-1-1.

B. School Incident Commander/ School Director

- Notify law enforcement, fire and emergency services by calling 9-1-1 if not already notified.
- Assign staff to meet and brief emergency responder agencies.
- Notify staff through the public address system:

YOUR ATTENTION PLEASE. A BUILDING EMERGENCY IS IN EFFECT. ALL STAFF AND LEARNERS SHOULD REMAIN IN THEIR CLASSROOM SPACES UNTIL ADVISED OTHERWISE. TWO-WAY RADIOS AND CELL PHONES SHOULD BE TURNED OFF.

- If a suspicious item is located, determine if EVACUATION procedures should be activated, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM. Or, determine if further response should await arrival of law enforcement and other emergency services.
See subsection D below:
- If EVACUATION occurs, learners and staff must be evacuated to a safe distance outside of school building(s) MINIMUM 1000 Feet is the general rule.
- Arrange for the person who found a suspicious item to talk with law enforcement officials.
- Notify the Leadership Support Team (iCA).
- Active communications plan to inform parents/guardians, media, and community of incidents as determined in consultation with law enforcement.

C. Facilitators and staff

- Check learning spaces, offices and work areas for suspicious items and report any findings to the School Incident Commander/ School Director.
- If a suspicious item is found-DO NOT TOUCH IT. Secure the area where the item is located.
- Account for learners and be prepared to EVACUATE if ordered.
- EVACUATE using standard procedures and exit routes to the assembly area.
- Open classroom windows and leave classroom doors open when exiting. ▪ Take roll call after being EVACUATED. Be prepared to report the names of any missing persons to the School Incident Commander/Site Director.
- Keep learners together at the assembly area until given further instructions. Be prepared to go to off-site relocation if ordered.
- If given the "All Clear" signal, return to the building and resume normal operations.

D. Incident Commander/Law Enforcement, Fire & Emergency Agencies

Once emergency responders are on scene, decisions must be made to:

- EVACUATE immediately, if this has not already occurred and if warranted, selecting routes and assembly areas away from the suspicious item. DO NOT ACTIVATE THE FIRE ALARM.
- Speak to staff that received the threat and obtain information.
- Search the building.
- If a search is to be conducted, assemble and brief a search team at the interior command post. Assign search areas within the building, the emergency exit routes and the outside assembly areas.
- If a suspicious item is located, order an EVACUATION, if that has not already occurred.
- No one may re-enter the building(s) until fire or police personnel declare it is safe to do so.
- School Incident Commander/ School Director will determine if staff and learners should be relocated to an alternative safe site. (Leadership Support Team can assist)
- If danger is over, notify staff and learners of the termination of the emergency and to resume normal operations.

Terrorism threat level increase

I. Purpose

The purpose of this annex is to ensure that there are procedures in place to respond to an elevation in the National Terrorism Advisory System. School administrators will be notified of terrorist threats through either of the following means:

- A National Terrorism Advisory System (NTAS) alert from the US Department of Homeland Security.
- Directly by a law enforcement or Homeland Security official.

There are two terrorism threat levels in the United States: elevated and imminent. An “imminent threat” warns of a credible, specific, and impending terrorist threat against the United States. An “elevated threat” warns of a credible terrorist threat against the United States.

Terrorism threat examples include: chemical, biological, nuclear, radiological, and conventional weapon (explosives, small arms, etc.) attacks and hostage situations.

Schools should expect a heavy law enforcement involvement at the local, state and federal levels following a terrorist attack due to the incident’s criminal nature. Schools should also expect that extensive media coverage, strong public fear and international implications and consequences to continue for a prolonged period.

Schools will pre-determine designated officials who will coordinate with appropriate public safety/homeland security officials in the event of a terrorist threat.

In the event of an Imminent Threat, the Federal Bureau of Investigations (FBI), Local Police Department, Local Fire Department, and the Local County Sheriff’s Office will confer on the situation. Designated school officials will work with the Local Police Department and/or Sheriff’s Office and agree to open or close schools.

II. RESPONSIBILITIES

A. School Officials

When there is an imminent threat against the school or its immediate area, the following actions should be taken:

- If an alert is issued before or after school hours, normal school operations will cease, and will remain closed until advised by the designated school officials to rCSSPen. All school activities and events scheduled will be canceled until further notice.
- If an alert is issued during school hours, school buildings will be secured and remain open until regular dismissal time, unless otherwise advised by the designated school officials. learners will be sent home by normal transportation means or released to parents/guardians pursuant to CSA policy. All after-school activities will be canceled, unless otherwise advised by the designated school officials.
- The designated school officials will coordinate with appropriate public safety officials to determine what level of LOCKDOWN or other procedures are appropriate for the situation. FAMILY REUNIFICATION procedures will be followed in order to coordinate the release of learners.

Natural Hazards - flood

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/learners and school property in case of a flood. The Los Angeles County Emergency Management Agency, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the School Incident Commander/School Director will activate the School CSSP.

The school siren or public address system acts as a warning system to notify staff/faculty and learners in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation.
- Family Reunification.
- Medical and Mental Health.
- Reverse Evacuation.
- Secure Perimeter (if safe to do so and evacuation without external assistance is not possible).

II. RESPONSIBILITIES

School Incident Commander/School Director

- Review circumstances and conditions and determine appropriate procedures to be activated.
- Determine if EVACUATION is required and can be safely done.
- Call or instruct staff to call 9-1-1 to notify local law enforcement, fire and emergency services of intent to evacuate, the location of the relocation site, the route and means to be taken to that site.
- Delegate a search team to ensure that all learners have been located and/or evacuated.
- Activate internal and external communications plan.
- Designate staff to monitor radio, Internet, and media for flood information and report any developments.
- Update staff, administration, and emergency responders of any significant changes in operations or conditions.
- Issue transportation instruction if learners will be evacuated to a safer location by means of buses and/or cars.
- Notify the Leadership Support Team (iCA)/Policy Group of the status and action taken
- Notify relocation centers and determine an alternate relocation center, if needed, if primary centers would also be flooded.
- Activate FAMILY REUNIFICATION procedures.
- Implement additional procedures as instructed by the emergency Incident Commander with jurisdiction over the scene.
- Designate staff to take appropriate action to safeguard school property.
- Determine if school will be closed or remain open.
- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so.
- Document all actions taken.

Facilitators and Staff

- Execute evacuation procedures when instructed School Incident Commander/School Director.
- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident.
- Take attendance before leaving the classroom.
- Lead learners as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist learners with functional needs.
- Remain with learners throughout the evacuation process.
- Upon arrival at the assembly site, take attendance. Report any missing or injured learners to the Incident Commander.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

Bus Drivers

- If evacuation is by bus, do not drive through flooded streets and/or roads.
- Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- If caught in an unavoidable situation, seek higher ground immediately.
- If the bus stalls and water is rising abandon the bus and seek higher ground before the situation worsens.
- Use two-way radios to communicate with the School Incident Commander/School Director.
- Document all actions taken.

Natural Hazard - Severe Weather/Tornado

I. PURPOSE

The purpose of this annex is to have procedures in place when a Severe Weather/Tornado Watch or Warning has been issued for the school's location.

II. RESPONSIBILITIES

A. School Incident Commander/School Director

When a Severe Weather/Tornado Watch has been issued:

- Monitor NOAA Weather Stations (National Weather Service, Weather Channel, or television).
- Bring all persons inside the building(s).
- Be prepared to move learners from mobile classrooms into the building, Exploration of Flight.
- Close windows and blinds.
- Review severe weather drill procedures and location of safe areas. Severe weather safe areas are under desks, in hallways and interior rooms away from windows.
- Avoid gymnasiums and cafeterias with wide free-span roofs and large areas of glass windows.
- Review "DROP COVER and HOLD" procedures with learners.
- Assign support staff to monitor all entrances and weather conditions.

When Severe Weather/Tornado has been issued for the school's location or Severe Weather or a Tornado has been spotted near school.

- Announce SECURE PERIMETER - TORNADO alert signal.
- Direct learners and staff inside the building to immediately move to interior safe areas at Exploration of Flight, closing classroom doors after exiting.
- Ensure that learners are in “DROP, COVER and HOLD” positions until the danger passes.
- Direct learners and staff outside to ENTER into the Exploration of Flight building.
- If outside, learners and staff should move to the nearest interior safe area. If time does not permit, have learners get down in the nearest ravine or open ditch or low spot away from trees or power poles.
- Relocate learners and staff from any mobile classrooms into the building, Exploration of Flight.
- Remain in a safe area until warning expires or until emergency personnel have issued an “All-Clear”.

Technological hazard – Chemical accident

I. PURPOSE

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around a school. Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The purpose of this annex is to ensure that there are procedures in place to protect staff/learners and school property in case of a chemical or hazardous materials spill.

II. SPECIFIC SCHOOL INFORMATION

Currently, a variety of cleaning chemicals are used and stored on school grounds in the building services room attached to the Makerspace. The school’s maintenance team, custodian or designated staff inspects stored chemicals twice a month. The school siren acts as a warning system to notify staff/faculty and learners of a hazardous condition. Decontamination equipment and personal protective equipment are located in a storage unit in the building services room.

SCVi is aware of the following conditions in the surrounding community that could subject the school to a chemical or hazardous materials spill: active railroad tracks near school, trucks delivering chemicals or other hazardous materials on Airport Highway.

The School Incident Commander/School Director will determine if and when the following operational functions or procedures may be activated in the event of an **external** chemical or hazardous spill:

- Evacuation.
- Family Reunification.
- Medical Emergency, Mental Health and Healing.
- Secure Perimeter

Or, if there is an internal chemical spill, whether the following procedures may be activated:

- Evacuation.
- Family Reunification.
- Medical Emergency, Mental Health and Healing.

III. RESPONSIBILITIES

A. Procedures for an External Chemical or Hazardous Spill

The School Director will determine the need to activate the School CSSP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is external, the following steps will be taken by the school.

1. School Incident Commander/School Director

- Call 9-1-1 and notify local law enforcement and emergency responders.
- Determine what procedures should be activated, such as a SECURE PERIMETER.
- Notify maintenance/building, custodial, and grounds staff to shut off mechanical ventilating systems, if appropriate.
- Take appropriate action to safeguard school property.
- Notify appropriate school personnel (Leadership Support Team -ICA) of the status and actions taken and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Monitor radio, television, Internet, and/or other means of information and report any developments to the Incident Commander.
- If it is determined that conditions warrant an EVACUATION, issue instructions for relocating to a safer location by means of walking, buses and/or cars.
- Notify relocation centers and determine an alternate relocation center if necessary.
- Disseminate information about the incident and follow-up actions such as where learners/school has relocated and institute FAMILY REUNIFICATION procedures, if needed.
- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so and given the "All Clear" signal after the threat has passed.
- Determine whether school will be closed or remain open.
- Implement additional procedures as instructed by the School and/or emergency Incident Commander.
- Document all actions taken.

2. Facilitators and Staff

- Move learners away from the immediate vicinity of danger.
- Implement SECURE PERIMETER if learners are outside; observe wind direction by observing flags or leaves and move learners appropriately.
- Execute SECURE PERIMETER when instructed by the Incident Commander.
- Remain with learners throughout the incident.
- Report any missing or injured learners to the Incident Commander.
- Remain in a safe area until the “All Clear” signal has been issued.
- In the event of building damage, evacuate learners to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “All Clear” signal is issued.
- Document all actions taken.

B. Procedures for an Internal Chemical or Hazardous Spill

The School Director will determine the need to activate the School CSSP and designate a School Incident Commander until a qualified HazMat or other emergency Incident Commander arrives at the scene with jurisdiction over the incident. Once an emergency Incident Commander arrives, it is critical to follow the instructions of, and cooperate with, that Incident Commander.

If the chemical spill is internal, the following steps will be taken by the school.

1. Person Discovering the Spill

- Alert others in the immediate area and leave the area.
- Close windows and doors and restrict access to affected areas.
- Notify the School Director/facilitator/safety officer or call 9-1-1, if appropriate. ▪ Do not attempt to clean the spill.
- Seek first-aid if contact with spill occurs.

2. Incident Commander/Site Director -Actions

- Notify the local fire department and local/state departments of public health. o Provide the following information:
- School name and address, including nearest cross street(s).
- Location of the spill and/or materials released; name of substance, if known.
- Characteristics of spill (color, smell, visible gasses).
- Injuries, if any.
- Determine what procedures should be activated, such as EVACUATION. ▪ Notify local law enforcement of intent to evacuate.
- Avoid exposure to the chemicals or hazardous fumes or materials in any EVACUATION.
- Notify maintenance/building/custodial and grounds staff to shut off mechanical ventilating systems, as appropriate.
- Notify the school director/incident commander of the status and actions taken, and keep them updated of any significant changes.
- Activate internal and external communications plan.
- Issue instruction if learners will be evacuated to a safer location by means of walking, buses and/or cars.
- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal the threat has passed.
- Address cleanup needs and actions with appropriate fire, safety and/or emergency services personnel.
- Determine whether school will be closed or remain open.
- Document all actions taken.

3. Facilitators and Staff

- Move staff and learners away from the immediate danger zone and keep staff and learners from entering or congregating in the danger zone.
- Report location and type (if known) of the hazardous material to the Incident Commander.
- Execute EVACUATION and relocation procedures when instructed by the Incident Commander unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Incident Commander/School Director.
- Take class roster, first-aid kit and any other supplies or resources relevant to the incident.
- Check that all learners have left the building. Learners are not to be left unattended at any time during EVACUATION.
- Upon arrival at the evacuation site take attendance. Notify Incident Commander or designee of any missing or injured learners.
- Remain with learners throughout the incident.
- Do not return to the building until emergency response personnel have determined it is safe and issued an "All Clear" signal.
- Document all actions taken.

Technological hazard – Explosion

I. PURPOSE

An explosion can be the result of boiler explosion, gas leak, chemical or hazardous spill or some other man-made (bomb) or natural hazard. An explosion may require the activation of a several procedures, including:

- Evacuation.
- Family Reunification.
- Medical Emergency.
- Mental Health and Healing.

Any staff, learner or visitor discovering an explosion will activate the fire alarm, report the explosion to the School Director, and call 9-1-1 for emergency services if injuries are apparent. Once an emergency Incident Commander arrives (police and/or fire), it is critical to follow the instructions of, and cooperate with, the Incident Commander who has jurisdiction at the scene.

No one may re-enter building(s) until it is declared safe by the fire department.

RESPONSIBILITIES

A. School Incident Commander/School Director

- Call 9-1-1 to confirm the alarm, identify the school name and location, and provide the exact location of the explosion. If any staff or learners are injured and inform emergency services (police and fire) the building is being evacuated and identify the location of the school command post.
- Activate an EVACUATION.
- Ensure that staff, learners and visitors immediately evacuate the building using prescribed routes or alternate routes due to building debris to the assembly areas. Assembly areas may need to be relocated because of the building collapse or unsafe areas from the explosion or continued explosions.
- Notify the Leadership Support Team (iCA) and institute communications plan.
- Designate staff to take the visitor log, learner sign-out sheet and the critical incident response documents, information, items, supplies to the designated school command post.
- Designate staff to obtain a learner roster from facilitators and identify any missing learners.
- If safe and appropriate to do so, direct designated staff to shut off utilities.
- Notify and provide regular updates to staff and learners of the status of the emergency.
- Upon consultation with the fire department and law enforcement officials, and if necessary due to unsafe conditions, direct an off-site evacuation to a designated primary relocation center.
- If relocation occurs, activate FAMILY REUNIFICATION.
- If relocation is not necessary, provide information on a plan to return to the building and resumption of normal operations.
- Do not allow staff and learners to return to the building until proper authorities have determined that it is safe to do so and given the “All Clear” signal after the threat has passed.

B. Facilitators

- Take the class roster and first-aid kit and any other supplies or resources relevant to the incident and lead learners as quickly and quietly as possible out of the building to the designated assembly area(s).
- Use alternate escape routes if the regular route is blocked or there is a safety hazard.
- Assist or designate others to assist learners with functional needs.
- Close the classroom door and turn out the lights upon exiting and confirm all learners and personnel are out of the classroom.
- Take attendance at the assembly area. Report any missing learners or staff members and/or any injuries to the School Incident Commander/School Director.
- Keep class together and wait for further instructions.
- Remain in a safe area until the “All Clear” signal has been issued.
- Be prepared to move learners if an off-site relocation is ordered.
- No one may re-enter building(s) until it is declared safe by the fire department.

Biological Hazard/Bloodborne Pathogen

I. PURPOSE

Studio employees that may be exposed to human blood or other regulated body fluids shall receive annual training which includes the following:

- Epidemiology and symptoms of HIV and HBV.
- Modes of transmission of HIV and HBV.
- Importance of exposure precautions to reduce worker exposure.
- The availability, proper use and disposal of personal protective equipment (PPE) including the specific circumstances under which the PPE is to be worn.
- Follow-up procedures to implement if actual body contact occurs with blood or body fluids.
- An explanation of the labels and signs used.
- Proper cleanup of spills of blood or other regulated body fluids.
- Proper disposal of contaminated items.

II. CUSTODIAL (clean-up) SUPPLIES NEEDED

- Goggles
- Bucket/wringer
- Wet mop
- Red liner bag
- Paper towel
- Gloves
- Disinfectant/virucide/fungicide/deodorant cleaner used for blood cleanup

The use of disposable gloves is required for procedures when body fluids are handled. Especially if:

- The individual handling the material has cuts, abraded skin, chapped hands, dermatitis or similar conditions;
- When contacting abraded or non-intact skin of individuals with active bleeding or drainage;
- During all cleaning procedures.

Gloves shall be of appropriate material, intact latex or intact vinyl of appropriate quality for the procedures performed and of appropriate size for each wearer. Gloves shall not be washed or disinfected for reuse. Gloves are not a substitute for proper hand-washing. Hands are to be washed, using standard hand wash procedures, using warm water and liquid soap immediately after removing gloves.

No gloves shall be used if they are peeling, cracking or discolored or if they have punctures, tears or other evidence of deterioration.

III. SPILLS AND CLEANUP PROCEDURES

A. Preparation

- Determine the nature of the event. Vomit, urine, feces, etc. are not considered blood borne events if blood is not visible to the eye. Disposable gloves and Disinfectant/Virucide/Fungicide/Cleaner disinfectant cleaner are more than adequate for clean-up.
- If you are not sure, follow the blood borne guidelines below.

- Where possible, keep the bleeding person contained in one area. Do not allow them to travel through the building until the bleeding is stopped.

B. Personal Protection

- Before starting any clean up procedure, put on disposable gloves, at least, heavier duty gloves if available.
- If there is a large amount of blood, wear chemical splash goggles.

C. Small Area Clean-Up

- Spray area with Disinfectant/Deodorant Cleaner disinfectant and wipe with paper towel. Do not use a sponge or any other reusable item unless they can be laundered and dried through a dryer.
- Once the area is cleaned, re-spray with the Disinfectant/Deodorant Cleaner and allow it to sit for at least 10 minutes. If necessary, wipe any remaining chemical with a paper towel and place it in the red liner bag.
- Place excess waste into a red liner bag. Place a paper towel in the same bag. Once cleanup is completed, place disposable gloves in the red liner bag using proper procedure for removing gloves.

D. Large Area Clean-Up

- For a major blood event, begin cleaning up with Disinfectant/Virucide/Fungicide/Cleaner in a mop bucket or sprayer. The more dwell time the better (10 minutes minimum with Disinfectant/Deodorant Cleaner).
- Any disposable items, such as paper towels, should be placed in the red liner bag (needles or syringes must be placed in an approved (Sharps) container).
- Spray affected areas with Disinfectant Cleaner and allow it to remain at least 10 minutes to properly disinfect the area.
- Mops should be removed from the handle and placed in a regular liner bag until they can be laundered.
- Empty the mop bucket and spray wringer and bucket with Disinfectant/Deodorant Cleaner Name. Allow to remain for (a minimum of) 10 minutes and flush with clear water.

E. Contaminated Supplies and Labeling Infectious Waste

Soiled items must be placed in an impervious (biohazard) bag. The tags applied to waste receptacles containing contaminated articles must have the signal word "BIOHAZARD" or the biological hazard symbol. If tags are not used, then other equally effective means of identification shall be used. Red bags are available through our custodial supplier. Disposal of bags or other biohazard containers will be analyzed on a case by case basis consulting OSHA guidelines and our Waste Management Company to determine appropriate disposal.

F. Hand Washing

Thorough hand-washing is to be performed before and after removal of gloves and immediately after any inadvertent contact with blood or body fluids. Individuals are not to use bar soap or cloth towels for hand-washing. The studio will provide liquid soap, paper towels and waterless hand cleaner for hand-washing purposes.

Technological Hazard- Bus Accident

I. PURPOSE

School bus accidents may occur (field trips, interscholastic activities, etc.). While data continues to show that school buses are the single safest mode of travel between home and school, accidents can occur. The dynamics of traffic, exposure to weather conditions and limited adult supervision requires that drivers be well trained. Each bus should include a first-aid kit, fire extinguisher, flashlight, batteries and emergency warning devices (road flares and reflective devices, such as triangles, vests, etc.). The purposes of these procedures are to:

- Provide a standard approach in the management of school bus accidents.
- Provide emergency care, as appropriate for the incident, while making the most efficient use of available resources.

II. RESPONSIBILITIES

A. Bus Driver

- Call bus garage or appropriate school personnel by radio or other established means per policy and 9-1-1 emergency services (police, fire, ambulance), as required. Give the exact location of the accident, along with information about severity, injuries, and hazards, and resources needed.
- Set the parking brake, turn off the ignition switch, and activate hazard lights.
- Remain calm and reassure learners and/or other passengers.
- Be alert to the potential for, and check conditions that could cause a fire or other hazardous situation. Use or deploy warning devices as appropriate.
- Determine if evacuation of the bus is warranted. All passengers should remain in the bus unless fire or other hazardous conditions exist, requiring evacuation and/or relocation to a safer location. It is extremely important that injured persons are not moved unless a hazard exists that presents an imminent danger of further injury.
- Provide first-aid as needed.
- Regularly update school or emergency personnel on situation and conditions.
- If learners/passengers are transferred to another location (hospital, shelters, another bus) record and report information, including who was transported and location, to the bus garage or appropriate school personnel.
- Protect the passengers and vehicle from further accidents and injuries.
- Protect the scene from traffic and CSSP so that evidence is not destroyed. Under normal circumstances, the vehicle(s) involved should not be moved until law enforcement personnel advise the driver to do so.
- Cooperate with directions of emergency responders.
- Complete an incident report after the incident is resolved.

B. School Incident Commander/School Director

- Dispatch appropriate transportation or other staff to the accident location.
- Assess the level of support or resources needed and make it available.
- Obtain names of learners/passengers, conditions, locations if removed from the site and report to district or other designated staff for instituting parental notifications and information sharing with the media, as appropriate.
- Ensure that special health or medical information is provided to appropriate medical providers.
- Instruct designated staff to accompany injured learners to hospital, if needed.
- Determine if FAMILY REUNIFICATION procedures should be activated.
- Determine if MENTAL HEALTH AND HEALING procedures are needed.

III. OTHER PROCEDURES OF GENERAL OPERATIONS

- Emergency services agencies (police, fire, EMS), if called, will take charge of the accident scene upon their arrival. A school representative (the Leadership Support Team -iCA), School Director or designated person with decision-making authority) will be dispatched to the accident scene (distance and time permitting).
- Communication with parents/guardians and child care providers is critical since a late school bus always raises some anxiety. The Incident Commander in charge of the incident will decide when the school can begin individual parental notification.
- All injured and potentially injured persons (as determined by EMS personnel) will be transported to area hospitals.
- In the event that the School representative is, for any reason, unable to sign the Release Form or if there is greater potential for injury, all passengers will be transported to the closest appropriate hospital(s) for further evaluation. Anyone not requiring an ambulance will be transported in the following manner:
- A driver and school bus, which was not involved in the accident, will be dispatched to the scene on the request of the Incident Commander and School.
- EMS personnel, with at least one or more EMTs, will be placed on the bus with the passengers, and an ambulance will follow the bus to the hospital.
- In the event that a passenger's condition suddenly deteriorates, the bus will be stopped; the passenger will receive emergency care and will be placed in the ambulance for further care and transport to the hospital. The bus will then continue to the hospital with the remainder of the passengers.
- Additional ambulance(s) may be assigned to the bus based on need and available resources.

Fire-Evacuation Plan

1. The responsibility of all staff members
 - a. If a fire/smoke is seen
 - i. Evacuate learners from the area, follow the designated evacuation route.
 1. Once in the designated evacuation zone, account for all learners.
 2. Provide the team leader with an account of all learners
 3. Provide a list of any missing learners
 4. The team leader will notify the Command Post of any missing learners or staff
 - a. (see rescue team procedures)
 - ii. Locate and pull the closest fire alarm
 - iii. Advise the Command Post of the location of the fire/smoke
 - iv. Do not attempt to extinguish the fire
 - b. If you smell smoke or fire.
 - i. Notify the front office of the smell of smoke
 - ii. The front office will assign a team to investigate the smell
 - iii. If a fire is located, activate the closest fire alarm
 - iv. Evacuate the classrooms closest to the fire
 - v. Follow the above procedures

2. The Responsibility of the Front Office/Command Post
 - a. When a fire or smoke is reported
 - i. If fire is seen
 1. Notify the Local fire Department (Dial 911)
 2. Assure the fire alarm has been Activated
 3. Initiate Evacuation procedures
 4. Initiate the Command Post
 - a. Follow the Established Command Post Procedures
 - ii. If smoke is seen or the smell of smoke is reported
 1. Notify Maintenance or available personnel to investigate
 2. If smoke is located, determine the cause of the smoke.
 3. If smoke appears to be caused due to a fire, notify Fire Department
 4. Activate the fire Alarm
 5. Begin evacuation procedures
 6. Activate the Command Post
 - a. Follow the established Command Post procedures
 7. The Command Post will determine if the Learners will be released to family or if they will remain on campus once given the “all clear” by the fire Department.
 - b. If learners or staff are reported as missing
 - i. The Command Post will activate the Rescue/sweep team
 1. A check of the Command Post will be conducted to insure the the learner or staff member is not with them.
 2. The Command Post will Check their log to insure the learners were not checked out for the day.
 3. The Rescue/sweep team will conduct a search of the area for the missing.
 - a. Once an area is checked and cleared, the door will be marked to designate the area has been checked.
 - b. All Information will be relayed back to the Command Post
 2. If release of the Learners is issued by the Command Post
 - a. Standard check-out procedures will be followed.
 1. Families will be notified of the emergency and where to respond to pick up their learners
 - a. A pre Designated location will be established for pick-up
 2. The Command Post will Assign personnel to be responsible for the pickup process
 - a. The families will check in with Valid Id at the Designated location
 - b. The assigned Pick - up personnel will verify the individual is on the learners emergency contact and has approval to pick up
 - a. If the individual is not on emergency contact, a family member will be called to verify.
 - c. The individual who is approved to pick up will “sign the learner out”
 - d. The learner will be escorted to the pick up location and released to an approved party.

Emergency Response Team General Duties

Team Leader-School Commander	Chad Powell	<ul style="list-style-type: none"> -Evaluate incoming Information -Order Outside emergency Services -If needed, In-places Shelter, or Evacuate -Coordinate Relocation of Learners -Activate Emergency Plan and Team -Determine Location of Operation -Manage Emergency Plan -Request Additional services as needed -Prepare for Media Contacts -Make Personal visits when needed -Conduct Staff meetings -Debrief Emergency response teams -Evaluate Emergency Response -Assign coverage as needed
Communication-Liaison to Emergency Providers	Donna Wood	<ul style="list-style-type: none"> -Make Critical Call (911) -Use Intercom/ or paging system -Use of School Records systems -Manage Phones -Maintain Records of the Event
Medical-Medical Staff	Lorena Lemus	<ul style="list-style-type: none"> -Triage Multiple Victims -Administer immediate First Aid -Determine Need to additional medical staff -Identify on victims -Provide staff to Accompany victims
Security-Security Officers	Matt Wayne	<ul style="list-style-type: none"> -Secure Building & Monitor Exits -Coordinate Bldg. Searches -On site traffic Control -Interface with Emergency Service Agencies
Staff Liaison-Operations	Martha Spansel-Pellico	<ul style="list-style-type: none"> -Cover immediate Learning space needs -Keep Team Leader informed -Report to Staff Inquiries and Reports -Assist with Staff meeting
Parent Liaison-Operations		<ul style="list-style-type: none"> -Coordinate Learner Pick up -Make Parent and P.I.P Contact -Organize Parent meetings -Develop Parent mailings -Coordinate Volunteer Efforts -Handle gifts and offers of assistance

Parent Liaison-Operations	Kris Nilsen	<ul style="list-style-type: none"> -Coordinate Learner Pick up -Make Parent and P.I.P Contact -Organize Parent meetings -Develop Parent mailings -Coordinate Volunteer Efforts -Handle gifts and offers of assistance
Plan Monitor-Logistics	Martha Spansel-Pelico	<ul style="list-style-type: none"> -Monitor Plan Components -Assist Team Leader -Update Emergency Plan -Maintain Emergency Kits -Monitor Schedules
Counselors- Student Caregivers	Jenae Coleman	<ul style="list-style-type: none"> -Make arrangement for additional support -Assess Learners emotional needs -Establish location for Counseling -Active Learner debriefing Plan -Provide emotional support to staff as needed -Provide family support

Child Abuse Reporting Procedures

PENAL CODE SECTION 11164-11174.3 11164.

- (a) This article shall be known and may be cited as the Child Abuse and Neglect Reporting Act. The intent and purpose of this article is to protect children from abuse and neglect.
- (b) In any investigation of suspected child abuse or neglect, all persons participating in the investigation of the case shall consider the needs of the child victim and shall do whatever is necessary to prevent psychological harm to the child victim. 11165.
- (a) As used in this article "child" means a person under the age of 18 years.

What must be reported:

Any of the below acts involving anyone under the age of 18 years:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The Mandated report is only required to have Reasonable Suspicion that a child has been mistreated in any way; No evidence or proof is required prior to making a report. The case will be further investigated by Law Enforcement and/or Child Welfare services.

Within the School environment, A Mandated Reporter includes:

- Facilitator
- Care team member
- An aide
- Any Classified employee
- Any administrative personnel
- Counselor
- Nurse
- Any athletic coach

How to report Suspected Child Abuse By Phone; immediately, or as soon as possible, a call should be placed to Child protective services and the local Law enforcement Agency.

1. Child Protective Services Phone # (800)540-4000
2. Police Department phone # (888) 693-5680

In Writing; Within 36 hours, a written report must be sent, faxed, or submitted electronically. The written report shall be submitted on the state form 8572, which can be downloaded at: [Child Abuse Form](#)

Safeguards for Mandated Reporter

The Child Abuse and Neglect Reporting Act (CANRA) states that the name of the mandated reporter is strictly confidential, although it is provided to investigative parties working on the case. As long as a report is filed in good faith, a mandated reporter cannot be held liable in civil or criminal court.

Failure to report: Failure to report concerns of child abuse or neglect is considered a misdemeanor and is punishable in California by six months in jail and/or up to a \$1,000 fine.

For the complete law and a list of mandated reporters refer to California Penal Code 11164-11174.3. This document and Mandated Reporting information can be found at: [mandated reporter information](#)

Discrimination/Harassment

U.S. Department of Education Office for Civil Rights
Washington, D.C. 20202-1100
August 2010
Introduction

The Department of Education's (ED) Office for Civil Rights (OCR) enforces several statutes that protect the rights of beneficiaries in programs or activities that receive financial assistance from ED. These laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), disability (Section 504 of the Rehabilitation Act of 1973), and age (Age Discrimination Act of 1975). OCR also has enforcement responsibilities under Title II of the Americans with Disabilities Act, which prohibits state and local governments from discriminating on the basis of disability. In addition, OCR enforces the Boy Scouts of America Equal Access Act, which addresses equal access to meet on school premises or in school facilities for the Boy Scouts of America and other designated youth groups.

This fact sheet explains the requirements for schools, colleges, and state and local governments that receive federal funds to issue notices of non-discrimination, clarifies the information that they should include in their non-discrimination notices, and provides a sample notice of non-discrimination. This fact sheet is designed to assist education institutions in establishing a notice of non-discrimination that meets the requirements of the applicable regulations.

Notice of Non-discrimination Requirements

The regulations implementing Title VI, Title IX, Section 504, the Age Discrimination Act, and the Boy Scouts Act contain requirements for recipients to issue notices of non-discrimination. (See 34 C.F.R. Sections 100.6(d), 106.9, 104.8, 110.25, and 108.9, respectively.) The Title II regulation also contains a notice requirement that applies to all entities of state or local government, whether or not they receive federal financial assistance. (See 28 C.F.R. Section 35.106.)

These regulations require that recipients notify students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups. However, these regulations contain minor differences relating to the required content of recipient notices of non-discrimination and the methods used to publish them.

The Title VI regulation requires schools and colleges to notify students and others of the regulatory provisions in a manner that a responsible ED official would find necessary to tell students of their protections against discrimination under the statute and regulation.

The Boy Scouts Act regulation incorporates the Title VI regulatory provision concerning notice of non-discrimination. Public elementary and secondary schools and local and state educational agencies that receive funds made available through ED must make available information regarding the provisions of the Boy Scouts Act. This information must be made available in a manner that a responsible ED official would find necessary to inform people of the protections provided under the Boy Scouts Act and its regulation. Entities other than public elementary and secondary schools and local and state educational agencies that receive funds made available through ED need not provide this notice, as the Boy Scouts Act does not apply to them.

The Title IX and the Section 504 regulations both contain more detailed requirements that specify the information that must be included in a notice of non-discrimination. These regulations also require recipients to designate at least one employee to coordinate efforts to comply with and carry out responsibilities.

The Title IX regulation requires schools and colleges to implement specific and continuing steps to inform students and others of the protections against discrimination on the basis of sex. The notification must state that the requirement of non-discrimination in educational programs and activities extends to employment and admission. It also must say that questions about Title IX may be referred to the employee designated to coordinate Title IX compliance or to the assistant secretary for civil rights. Schools are required to include the name, address, and telephone number of the designated coordinator in their notifications.

The Section 504 regulation requires that schools and colleges employing 15 or more persons implement appropriate, continuing steps to notify students and others that the school does not discriminate on the basis of disability in violation of the statute and regulation. The notification must state, where appropriate, that the school or college does not discriminate in admission, treatment, or access to its programs or activities. The notification also must state that the school or college does not discriminate in employment in its programs or activities. The employee designated to coordinate compliance with the Section 504 regulation must be identified in the notification.

The Title II regulation requires that a public entity generally make information regarding the provisions of Title II available to applicants, participants and other interested persons in such a

manner as the head of the entity finds necessary to apprise such persons of the protections against discrimination under the Americans with Disabilities Act. The regulation implementing the Age Discrimination Act requires a school or college to notify its students and applicants, in a continuing manner, of information regarding the provisions of the act and these regulations. The notice must identify the compliance coordinator by name or title, address, and telephone number.

Methods of Notification:

In accordance with the Title IX and Section 504 regulations, notification may include posting information notices, publishing in local newspapers, publishing in newspapers and magazines operated by the school or its students, publishing in alumnae or alumni newspapers or magazines, or distributing memoranda or other written communications to students and employees. In addition, recipients are required to include a statement of nondiscriminatory policy in any bulletins, announcements, publications, catalogs, application forms, or other recruitment materials that are made available to participants, students, applicants, or employees. As noted in the pertinent Section 504 regulatory provision, schools may meet this requirement either by including appropriate inserts in existing materials and publications or by revising and reprinting the materials and publications.

Neither the Title VI regulation, the Boy Scouts Act regulation, the Age Discrimination Act regulation, nor the Title II regulation specifies the methods to be used by recipients in publishing notices of non-discrimination.

Combined Requirements:

OCR recognizes the variations among the regulations governing notice requirements and understands that schools and colleges may wish to use one statement to comply with all requirements of the regulations implementing Title VI, Title IX, Section 504, the Age Discrimination Act, and, if applicable, the Boy Scouts Act. Public institutions also may wish to include Title II of the Americans with Disabilities Act in their statement. OCR encourages one combined notice for the regulations.

A combined non-discrimination notice should contain two basic elements: (1) a statement of non-discrimination that specifies the basis for non-discrimination; and (2) identification by name or title, address, and telephone number of the employee or employees responsible for coordinating the compliance efforts.

The regulations do not require that a recipient identify the pertinent regulations by title. Please see the sample notice at the end of this pamphlet.

The Title IX regulation requires a recipient to provide the name of the person responsible for its compliance effort in addition to the address and telephone number where that person may be

contacted. However, because OCR recognizes that the inclusion of a person's name in a non-discrimination notice may result in an overly burdensome requirement to republish the notice if a person leaves the coordinator position, it is acceptable for a recipient to identify its coordinator only through a position title.

The Section 504 regulation does not require a recipient to include the address or telephone number of the responsible employee assigned to coordinate its compliance efforts. However, OCR considers that identifying the responsible employee without information on how to contact that person does not constitute an effective notice. An acceptable non-discrimination notice should provide information on how to contact the responsible employee.

Compliance with the notification requirements of Section 504 will also generally satisfy the notification requirements of Title II for state and local governments.

Although the Section 504 and Title IX regulations state that schools and colleges, where appropriate, shall specify non-discrimination in the areas of admission and employment, a general statement indicating non-discrimination in all programs is acceptable.

The Title IX regulation indicates that inquiries concerning the application of the Title IX regulation may be referred to the coordinator or to the assistant secretary for civil rights. An acceptable notice may include the names and titles of either one or both individuals.

However, since the Section 504 regulation requires identification of a coordinator, a combined non-discrimination notice should include the name and/or title of the responsible employee. If a recipient designates two different people to coordinate compliance with Section 504 and Title IX, both names or titles should be included in the notice.

Sample Notice of Non-discrimination

The following sample notice of non-discrimination meets the minimum requirements of the regulations enforced by OCR:

The (Name of Recipient) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Rick Crunelle

29477 The Old Rd. Castaic CA 91384 rick.crunelle@ileadschools.org

For further information on notice of non-discrimination, visit

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Appendix A

School/Studio Emergency Operation Plan

School/Studio Site Special Assignments:

A: Assembly Area Supervisors:

Name: Area of Supervision:

1:

2:

3:

B: Command Post Team:

1:

2:

3:

C: Media Relations

1:

D: First Aid Team

1:

2:

3:

4:

E: Sweep Team

1:

2:

3:

4:

Appendix B

Bomb Threat Checklist

To be completed by person receiving the call

CALL RECEIVED BY: _____ Date: _____ Time: _____

REMAIN CALM!

Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. What time is the bomb set for? _____
2. Where has it been placed? _____
3. What does it look like? _____
4. Why are you doing this? _____
5. Who are you? _____

List words used by caller _____

Description of the caller: Male Female

Estimated age of caller: _____

Voice characteristics: Loud Soft Deep High Pitched Raspy Pleasant Intoxicated
 Nasal Other: _____

Manner: Calm Coherent Emotional Accent: Local Angry Irrational Incoherent Deliberate Righteous Laughing Excited Crying Foreign Other: _____

Background Noises: Airplane Animals Industrial Machines Static Motors Office Machines Quiet Music Party Scene Street Traffic Trains PA System TV Voices
 Other: _____

Appendix C

Emergency Phone Numbers

In the Case of any emergency, always call 911

Local Police/Sheriff's Department	(661) 255-1121
Local Fire Department	(661)257-3020
Local Hospital/Medical Center	(661)200-2000
Southern California Edison (Electricity)	(800)655-4555
Southern California Gas Company	(800)427-2200
Water Company	(661)294-0828
Department Of Child and Family Services	(800)540-4000
Poison Control	(800)222-1222
Local Red Cross	(310)445-9900
FEMA	(800) 621-3362

Site Emergency Contact List

Name	Phone #	Email	Position
Chad Powell	(661) 644-5227	chad.powell@scvi-k12.org	School Director
Martha Spansel	(661) 510-2008	martha.spanselpellico@scvi-k12.org	School Director
Donna Wood	(661) 714-3011	donna.wood@scvi-k12.org	Business Manager
April Cauthron	(818) 631-1095	april.cauthron@ileadcalifornia.org	Director of Operations
Amanda Fischer	(661) 904-2481	amanda.fischer@ileadcalifornia.org	CEO

APPENDIX D

Sample Emergency Letter

BUILDING EVACUATION DUE TO BOMB THREAT

Dear iLEAD Families

iLEAD Schools is dedicated to maintaining a strong partnership with our families, in our effort to provide the very best education for learners. Key to that partnership is open communication. For this reason, I want to make you aware of the facts surrounding the building evacuation that occurred today.

We received a bomb threat today, and always take any threat to the safety of the Learners and Staff seriously. We involved law enforcement immediately and put our evacuation procedures in motion. We evacuated all students and accounted for each and every one safely..

Once the building had been carefully checked and cleared, we re-entered and resumed our school day. We practice safety procedures regularly, and we are very pleased with how smoothly we were able to evacuate and with our ability to account quickly for the safety of everyone in our charge.

Our Learners behaved admirably, which made it possible for us to do our jobs efficiently, for us to re-enter the building calmly, and for us to resume the teaching and learning for which we are here. Please commend your child for his/her excellent behavior during the exercise, and if you have any further questions, do not hesitate to give us a call.

Sincerely,

Sample Emergency Letters

FIRE AT SCHOOL/STUDIO

Dear iLEAD Families,

At iLEAD Schools, emphasis is placed on safety in every area of school/studio. That includes communicating accurate information to you which may involve issues of safety. We want to inform you of an incident that occurred today.

Today (date and time) a fire was started in the (location) and was quickly and safely extinguished. I am proud to report that our Learners and Facilitators knew exactly how to respond by following our Emergency Fire Procedures. Thanks to your Learners cooperation and the quick response by our staff, there were no injuries, and no damage was done to our facilities.

I'd like to take this opportunity to ask for your assistance in stressing fire safety. Please remind your Learners of the dangers of fire and review home safety precautions. We will continue to do the same at school.

We want you to be aware as we partner with you for the safety of your child. Thank you for entrusting your child to our care. Please contact me should you have questions.

Sincerely,

Sample Emergency Letters

LOCKDOWN

Dear iLEAD Families

iLEAD Schools is dedicated to maintaining a strong partnership with our families, in our effort to provide the very best education for learners. Key to that partnership is open communication. For this reason, I want to make you aware of the facts surrounding the lockdown which occurred today.

Today (date and time) we received notification from the local Law Enforcement agency of an emergency surrounding the site. As always we take any threat to the safety of the Learners and Staff seriously. Due to the nature of the emergency, and after advisement from Law enforcement officials, we determined it would be in the best interest of the Learners and Staff to initiate our lockdown procedures. All Learners were safely locked down in a secure and supervised space. We had assigned personnel along with Law Enforcement to monitor the perimeter of the campus and ensure our campus remained secure.

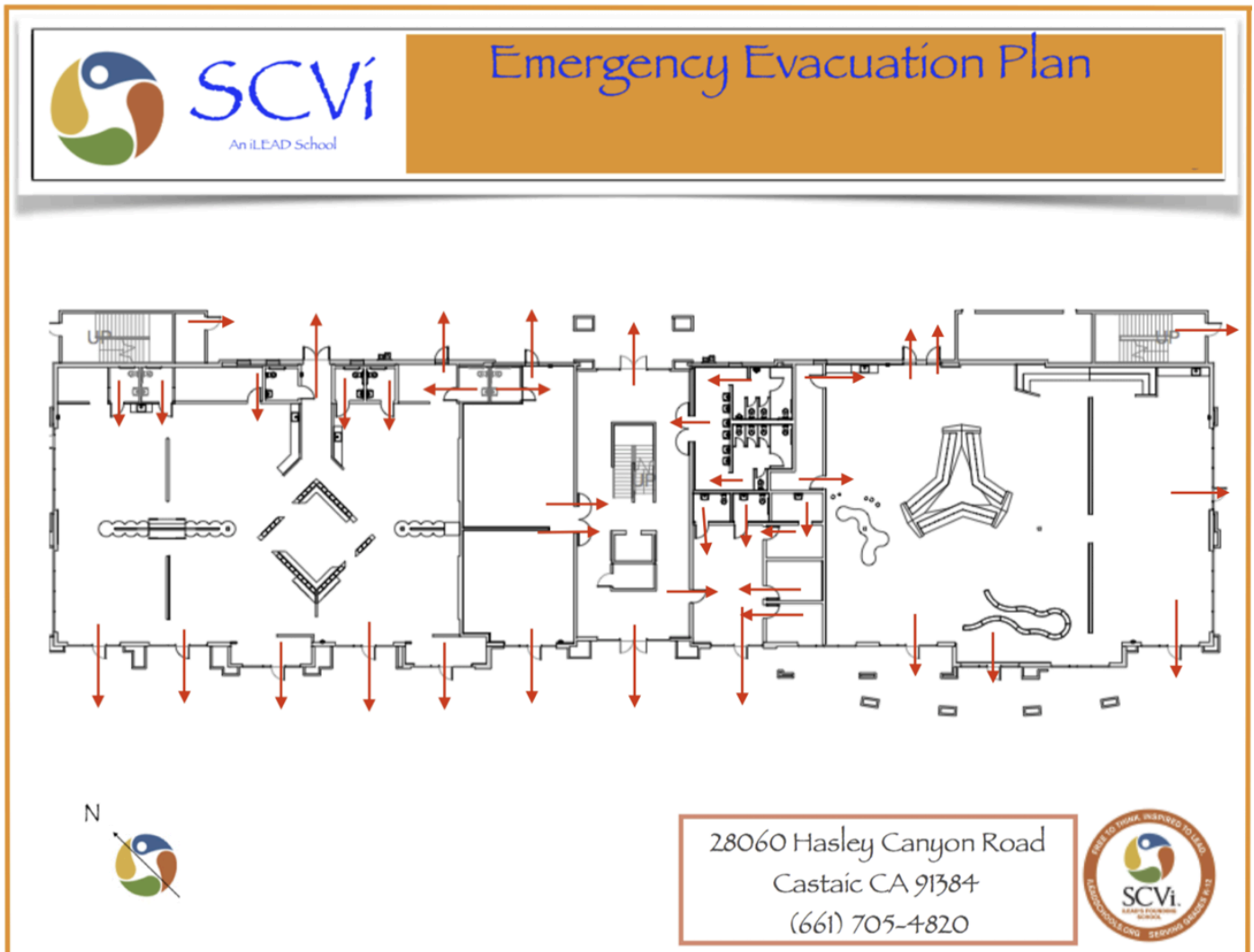
At (time) Law Enforcement informed us it was safe to continue our normal operations. We advised our staff to return to normal duties and the surrounding area was reported as all clear. We continued to have staff monitor the perimeter of the site and report any suspicious behavior or concerns they observed. The remainder of the day continued without any concerns.

Our Learners behaved admirably, which made it possible for us to do our jobs efficiently, and for us to resume the teaching and learning for which we are here. Please commend your child for his/her excellent behavior during the exercise, and if you have any further questions, do not hesitate to give us a call.

Sincerely,

APPENDIX E: Evacuation Map

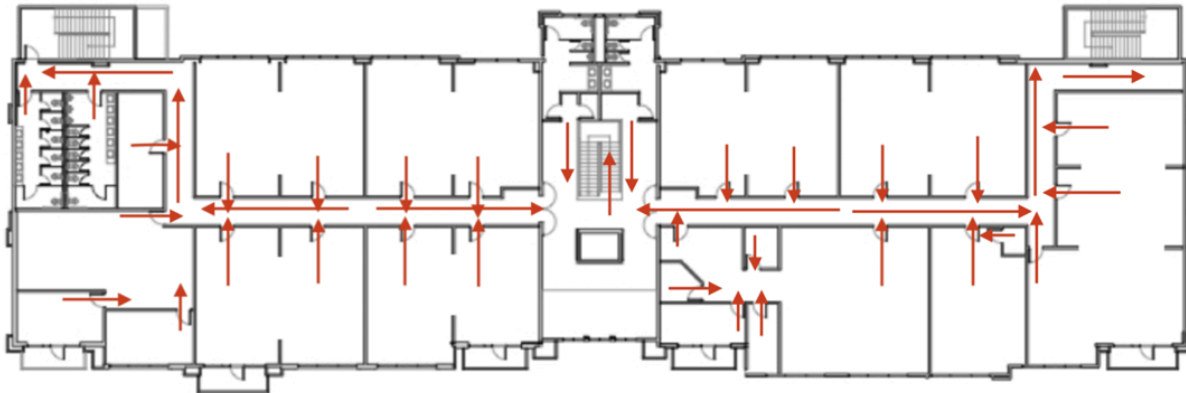
Lower School First Floor



Lower School Second Floor



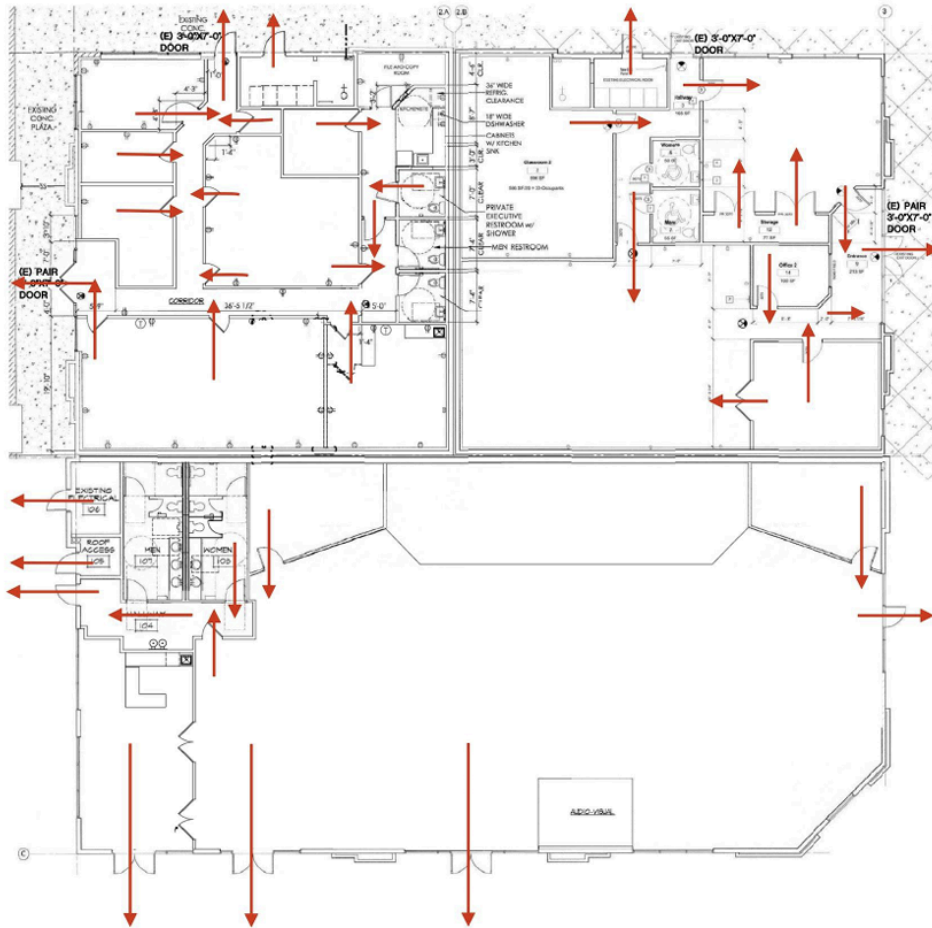
Emergency Evacuation Plan



28060 Hasley Canyon Road
Castaic CA 91384
(661) 705-4820



SCVi Upper School Evacuation Plan



Child Abuse and Neglect Reporting

SCVI is committed to protecting all learners in its care. All employees are considered mandated reporters, required by law to report cases of child abuse and neglect whenever there is reasonable suspicion abuse or neglect has occurred. School employees may not investigate to confirm a suspicion. All complaints must be filed through a formal report, over the telephone, in person, or in writing, with an appropriate local law enforcement agency (i.e., Police or Sheriff's Department, County Probation Department, or County Welfare Department/County Child Protective Services). Both the name of the person filing the complaint and the report itself are confidential and cannot be disclosed except to authorized agencies.

If, within your professional capacity or within the scope of your employment, you observe or gain possession of knowledge that a child has been a victim of child abuse or sexual abuse or neglect, or you reasonably suspect it, California Penal Code section 11166 requires you to immediately report this information or suspicion to a child protective agency or the police. An employee who knows or reasonably suspects a child has been the victim of child abuse or neglect shall report the instance to the Los Angeles County Department of Children and Family Services (800) 540-4000 <http://dcfs.co.la.ca.us/contactus/childabuse.html>. If the circumstance falls under a different county, please call (800) 540-4000 and request contact information for the appropriate county. The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. The reporter should not contact the child's parents. iLEAD employees are required to report instances of child abuse or neglect when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. 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 the person's training and experience, to suspect child abuse or neglect. It does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, an iLEAD Director, an iLEAD counselor, coworker or other person shall not be a substitute for making a mandated report to The Los Angeles County Department of Children and Family Services. In addition, employees must also complete annual training as required by law. Employees who have any questions about these reporting requirements should contact Employee Services.

Emergency Procedures

Emergency drills, such as earthquake and fire drills are conducted during the school year. Drills are serious practice so that everyone will be prepared should an emergency occur. Procedures are reviewed with all staff who teach them to learners. If an emergency occurs during regular school hours, learners will be directed by their facilitator to follow emergency procedures for the specific event. If an emergency occurs when the learners are not on-site, learners will be directed to the supervising aid, parent volunteer or other school staff member. These supervisors will call SCVI to provide an update and next steps.

Actual Emergency

If an emergency extends beyond the end of the school day, learners will not be released until it has been determined that it is safe to do so. In the case of an emergency, parents or an emergency contact are expected to sign learners out, regardless of grade.

If damage is extensive, we ask that you park your car away from the valet areas and walk to the designated location to pick up your child. It is important to keep any lanes open for emergency vehicles only. When you arrive at the school, an emergency response team (made up of public servants, staff and volunteers) will direct you to the appropriate check out area to sign out your child. If the school building is not considered safe, learners will be congregated in the parking lot away from all buildings. A phone message will be sent to your primary phone number with directions on where to pick up your child. Please do not leave the school.

School Safety Plan

A Comprehensive School Site Safety Plan has been adopted at SCVI. This plan is available upon request from the school office.

Emergency plans for disabled Pupils

All learners and facilitators with disabilities and Access and Functional Needs (AFN) must have their individual needs integrated into the iLEAD Education Comprehensive School Safety Plan . Developing a “buddy system” for assistance evacuating or concealing themselves to avoid an attacker is key, think creatively about how to use personal assistive devices.

When communicating with individuals with a disability or AFN during a disaster, it is important to always ask the person how you can best assist. Asking the individual before assisting maintains their safety, independence, and health, as they are the expert when it comes to their individual needs.

Facilitators and learners will work together to make a plan for response to emergencies, including how to evacuate, lockdown, take cover during an earthquake. This information is located in our School Safety Plan and is updated annually or as needed.

Suspension/Expulsion Policies

SUSPENSION

Rules of suspension and expulsion must follow due process mandates as stated below.

- The school administrator or administrative designee can suspend a child.
- No suspension shall exceed five (5) school days.
- The administrator must directly contact the parent/guardian regarding the learner suspension and reasons why.
- The learner must be given the right to appear at a conference before the administrator. At the conference, the learner shall be informed of the reason for the disciplinary action and the evidence against them and shall be given the opportunity to present their version and evidence in their defense.

- A written notice of suspension must be sent or given within one school day to the parent/guardian of the learner. The notice must contain the reasons for the suspension and the right of the learner to appeal the suspension.
- A parent/guardian has the right to appeal the suspension, which must be submitted, in writing, to the administrator within fourteen (14) calendar days of the written notice of suspension. The administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD as the Board of Director's designee.

Note: A learner under suspension shall have the right to make up all academic work missed.

From the day the learner returns to school, the number of days given to accomplish this make-up work shall equal the number of suspension days.

- Suspension and parental/guardian supervision: The child would not be allowed to attend school. This would include extra-curricular activities during the suspended time period.

Expulsion

- Only the school director can recommend expulsion. [EDN 48900]
- The school director may grant an extension of time. If granted, the administrator must notify all parties, in writing, of the new time and place for the meeting.
- The written notice is to include reasons for the recommended expulsion.
- The learner and parent/guardian must have an opportunity to appear, on request, before the school administrator to challenge the recommendation for expulsion, or to otherwise explain the learner's actions that led to the intended expulsion.
- The parent/guardian may be given the opportunity to withdraw the learner before a decision to expel takes place. It should be noted, however, that when such a learner is withdrawn, the expulsion process must continue to be followed to its conclusion.

Only the governing board may make the decision to expel a learner. Following that decision:

- o The letter of expulsion is sent.
- o Within one (1) school day, the administrator shall notify the Registrar in writing of the decision to expel.
- o The parent/guardian has the right to appeal the expulsion, which must be submitted, in writing, to the school administrator within fourteen (14) calendar days of the written letter of expulsion. The administrator shall immediately forward this written appeal to the appeals officer assigned by iLEAD Education as the Board of Director's designee.

Emergency Removal

The school Administrator may perform an emergency removal of a learner from curricular or extracurricular activities or from the grounds if a learner's presence poses a threat and/ or danger to any person or property, or if the learner's presence poses an on-going disruption to the educational process. This removal may be done without immediate notice or hearing.

If the removal leads to a suspension any learner so removed shall be given written notice and provided with a hearing within three (3) school days after removal as defined in the Suspension section of this Handbook. If it is probable that the learner is going to be recommended for expulsion, the expulsion process shall be conducted in accordance within the Expulsion section of this Guidebook. Student Search

The school director or administrative designee may search the personal property of a learner, the learner, or the backpack or purse if there is a reasonable suspicion to believe the learner may have a concealed weapon, narcotics, stolen property, or contraband. [U.S. Supreme Court Case: New Jersey v. T.L.O. (1985) 469 U.S. 325]

Procedures to notify facilitators of dangerous pupils

Notification of Dangerous Pupils to Facilitators (Pursuant to Education Code 49079) The Board Directors shall inform the facilitators annually of learners who were engaged in, or reasonably suspected to have engaged in, for the previous three school years, any of the acts described in:

- Education Code 48900 subdivision [except subdivision (h)]
- Education Code 48900.2 (sexual harassment)
- Education Code 48900.3 (hate violence)
- Education Code 48900.4 (harassment of school/district personnel or pupil; threats/intimidation)
- Education Code 48900.7 (terrorist threat)

Non-Discrimination

SCVI is committed to providing a safe school environment where all individuals in education are afforded equal access and opportunities. The school's academic and other educational support programs, services and activities shall be free from discrimination, harassment, intimidation, and bullying of any individual based on the person's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental/guardian status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Specifically, state law prohibits discrimination on the basis of gender in enrollment, counseling, and the availability of physical education, athletic activities, and sports. Transgender students shall be permitted to participate in gender-segregated school programs and activities (e.g., athletic teams, sports competitions, and field studies) and to use facilities consistent with their gender identity. The school assures that lack of English language skills will not be a barrier to admission or participation in School Name programs. Complaints of unlawful discrimination, harassment, intimidation, or bullying are investigated through the Uniform Complaint Process. The Uniform Complaint Procedures (UCP) complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or non-compliance. The person who receives the complaint shall respond to the parent/guardian in writing within 60 days. The parent/guardian may appeal to CDE within 15 days if not in agreement with the final report. As laws change, this Guidebook will be updated. Please contact the Site Director at martha.spanselpellico@scvi-k12.org or chad.powell@scvi-k12.org if. If you would like more information on how to file a complaint with the school, prior to appealing to the CDE.

Visit the CDE website for more information: <https://www.cde.ca.gov/re/cp/uc/ucpmonitoring.asp>

BULLYING POLICIES

SCVI is committed to the prohibition of discrimination, harassment, intimidation, and bullying. Annual training will be provided to all staff who work with learners, to prevent bullying and cyberbullying. You may find a list of education web pages describing the staff training at: <https://www.cde.ca.gov/ls/ss/se/bullyres.asp>. If you or your child should experience any bullying on campus, at school events, or on the way to or from school, please contact martha.spanselpellico@scvi-k12.org or chad.powell@scvi-k12.org if to assist you in identifying and stopping this behavior.

All persons are to be treated with dignity and respect; therefore, the iLEAD Education, schools, learners, parents/guardians and community have an obligation to promote mutual respect and safe, harmonious relations that support dignity and equality. To that end, the iLEAD Education has in place policies, procedures, and practices that are designed to reduce and eliminate bullying and harassment as well as processes and procedures to address incidents of bullying and harassment when they occur. These policies and procedures must be disseminated annually to staff, students, and parents/guardians. iLEAD Education will not tolerate bullying or any behavior that infringes on the safety or well-being of learners, staff, or any other persons within the iLEAD Education jurisdiction whether directed at an individual or group. This includes but is not limited to bullying or harassment based on race, color, creed, national origin, ethnicity, gender, gender identity, gender expression, language, perceived or actual sexual orientation, physical or mental disability, political or religious ideology, physical appearance, or economic status, or association with a person or group with one or more of these actual or perceived characteristics. This policy applies to all acts while on school grounds, at a school sponsored activity, while traveling to and from school, on a school bus, during any activity related to school attendance.

Cyberbullying

SCVI provides learners with instruction, in the classroom or other educational settings, that promotes communication, social skills, and assertiveness skills and educates learners about appropriate online behavior and strategies to prevent and respond to bullying and cyberbullying. School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians, learners, and community members also may be provided with similar information.

Any learner who engages in cyberbullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline in accordance with school policy. If the learner is using a social networking site or service that has terms of use that prohibit posting of harmful material, the School Director or designee may also file a complaint with the Internet site or service to have the material removed.

Sexual Harassment

SCVI is committed to maintaining a learning and working environment that is free from sexual harassment. Any learner who engages in sexual harassment of anyone in or from the school may be subject to disciplinary action up to and including expulsion.

The school strongly encourages any learner who feels that they are being or have been sexually harassed at a school-sponsored or school-related activity by another learner or adult to immediately contact their facilitator, the director, or any school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the director. Once notified, the director or designee shall take the steps to investigate and address the allegation.

Any employee who permits, engages in, or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. For a copy of the school's sexual harassment policy or to report incidences of sexual harassment, please contact the school office at (661)-705-4820.

Attire

Distracting clothing is discouraged and although we do not wish to limit our learners' freedoms by imposing guidelines we will contact the parents to inform them about the inappropriate choice of clothing when necessary.

Drop Off And Valet Procedures

SCVI offers a convenient valet drop off system. This is the safest and most efficient way to drop off your learner(s). We strongly encourage all families, regardless of the learner's grade level, to use the valet system. For the safety of all learners and to alleviate traffic in front of school, please drop off at the specified valet only. If you would like your child to enter at the front entrance. Please park in the designated parking stalls and walk them in or have the use the designated sidewalk and crossing guard. In order to keep the learners and families safe before and after school, we ask that you follow these parking lot procedures when driving your child to the SCVI Campus

Drive slowly and watch for families and children walking through the parking lot;

- Do not use your cell phone while driving in parking lot;
- Give your attention to driving and exiting safely;
- Primary grade children should be accompanied through the parking lot by a parent or older sibling.

Please help us keep the valet line safe and efficient by following these guidelines:

- Have your child seated so that they can exit quickly.
- Be prepared- have your child ready to exit with backpack/school work/ lunch in hand.
- Please pull forward and wait for a valet attendant before exiting the vehicle.
- Make sure your child has exited safely and all volunteers are at a safe distance away from your vehicle before you drive away from the valet drop off area.
- If you need to get something out of your trunk, please park in the parking lot

Safe Place to Learn Act

SCVI is committed to maintaining a learning environment that is free from discrimination, harassment, violence, intimidation, and bullying based on actual or perceived characteristics set forth in Section 422.55 of the Penal Code and EC 220, and disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. All school personnel who witness an act of discrimination, harassment, intimidation, or bullying must take immediate steps to intervene when safe to do so. Any student who engages in acts of discrimination, harassment, violence, intimidation, or bullying related to school activities or attendance may be subject to disciplinary action up to and including expulsion. To report an incident and/or to receive a copy of the school's anti-discrimination, anti-harassment, anti-intimidation, and anti-bullying policies, please contact the school office at (661)705-4820.

Protocol for Responding to Opioid Overdose (Ages 7-12):

1. Assess the Situation:

- Quickly assess the learner condition and the environment for any immediate dangers.
- Check for responsiveness by gently shaking the learner and asking loudly if they are okay.

2. Call for Help:

- Immediately call emergency services (911 or local emergency number) for medical assistance.
- Clearly communicate the learner's age, symptoms, and location to the dispatcher.

3. Administer Naloxone (if available):

- If naloxone (Narcan) is accessible and the learner is showing signs of opioid overdose (unresponsive, shallow breathing, blue lips or fingertips), trained staff administer it according to the provided instructions.

4. Perform Rescue Breathing:

- If the learner is not breathing or their breathing is irregular, begin rescue breathing.
- Place the learner on their back on a flat surface.
- Tilt their head back gently and lift their chin to open the airway.
- Pinch the learner's nose closed and cover their mouth with yours, creating a seal.
- Give two slow breaths into the learner's mouth, each lasting about one second, while watching for their chest to rise.
- Continue rescue breathing at a rate of one breath every five seconds until medical help arrives or the learner starts breathing on their own.

5. Monitor Vital Signs:

- Continuously monitor the learner's vital signs, including pulse and breathing, while waiting for emergency services to arrive.
- Stay with the learner and provide reassurance and comfort.

6. Follow-Up Care:

- After emergency services arrive and take over care, provide them with any relevant information about the learner's condition and the events leading up to the overdose.
- Follow any instructions provided by medical professionals regarding further treatment or follow-up care.

7. Prevent Future Overdoses:

- Educate the learner and their caregivers about the dangers of opioid misuse and overdose.
- Secure any medications in the household, especially opioids, to prevent accidental ingestion by learners.
- Encourage open communication about substance use and provide resources for support and treatment if needed.

Adaptations for learner with Disabilities in an Emergency:

1. Individualized Emergency Plans:

- Develop individualized emergency plans for learners with disabilities in collaboration with their parents or guardians, facilitators, and support staff.
- Consider the unique needs and abilities of each learner when creating these plans.
- Currently for the 2023-24 school year, we have 128 learners who have a one-on-one instructional aid, who have been trained on all IEP accommodations/needs for each of those learners.

2. Accessibility Considerations:

- Ensure that emergency procedures and evacuation routes are accessible to learners with disabilities.
- Provide assistive devices, such as wheelchairs, walkers, or hearing aids, as needed during emergency situations.

3. Communication Support:

- Provide communication support for learner with speech or language disabilities, such as communication boards, picture schedules, or sign language interpreters.
- Ensure that emergency notifications and instructions are communicated in accessible formats, such as large print, braille, or audio recordings.

4. Personal Support:

- Assign designated staff members to provide personal assistance to learners with disabilities during emergencies, including helping them evacuate safely or providing emotional support.
- Train staff members on how to assist learners with disabilities effectively and respectfully during emergency situations.

5. Sensory Considerations:

- Consider sensory sensitivities when planning for emergencies, such as providing quiet spaces or noise-canceling headphones for learners with sensory processing disorders.
- Use visual cues or tactile prompts to communicate emergency instructions to learners with visual impairments or cognitive disabilities.

6. Practice and Rehearsals:

- Conduct regular emergency drills and rehearsals that include learners with disabilities.
- Provide additional time and support for learners who may require extra assistance during drills to ensure they understand and can follow emergency procedures.

7. Evacuation Assistance:
 - Establish protocols for safely evacuating learners with mobility impairments or other physical disabilities from the building, including assigning trained staff members to assist them if necessary.
 - Ensure that evacuation routes are clear of obstacles and that designated evacuation areas are accessible to all learners.
8. Medical Support:
 - Ensure that learners with medical conditions or disabilities requiring specialized equipment or medications have access to their necessary supplies during emergencies.
 - Train staff members on how to administer emergency medications or provide medical assistance to learners with disabilities if needed.
9. Continuous Evaluation and Improvement:
 - Regularly review and update emergency plans and procedures to address the changing needs of learners with disabilities.
 - Solicit feedback from learner, parents, and staff members to identify areas for improvement and make necessary adjustments to enhance emergency preparedness and response.

Procedures to Assess and Respond to Reports of Dangerous, Violent, or Unlawful Activity at School or School-Sponsored Activities:

1. **Immediate Assessment:**

- Upon receiving a report of dangerous, violent, or unlawful activity, the designated school authorities or security personnel should immediately assess the situation.
- Gather as much information as possible about the nature of the activity, its location, and any individuals involved.

2. **Contact Emergency Services:**

- If the situation presents an immediate threat to the safety of learners, staff, or others, immediately contact emergency services (911 or local law enforcement).
- Provide detailed information about the situation, including the nature of the activity, location, and any potential risks.

3. **Secure the Area:**

- If it is safe to do so, secure the area where the activity is taking place to prevent further harm.
- Follow established lockdown procedures if necessary to ensure the safety of learner and staff.

4. **Notify School Administration:**

- Inform school administration immediately about the reported activity.
- Provide them with all available information and updates on the situation.

5. **Implement Safety Protocols:**

- Follow established safety protocols and procedures to ensure the safety of learner, staff, and visitors.
- If necessary, evacuate learners and staff to a safe location following evacuation procedures.

6. **Coordinate with Law Enforcement:**

- Upon arrival, cooperate fully with law enforcement officers and provide them with any requested information or assistance.
- Allow law enforcement to take the lead in managing the situation and follow their instructions.

7. Communicate with Stakeholders:

- Keep parents, guardians, and other stakeholders informed about the situation through appropriate communication channels.
- Provide regular updates on the status of the situation and any actions being taken to address it.

8. Conduct Follow-Up Investigations:

- After the immediate threat has been addressed, conduct a thorough investigation into the incident.
- Gather evidence, interview witnesses, and work with law enforcement as necessary to determine the cause of the activity and prevent future occurrences.

9. Provide Support and Counseling:

- Offer support and counseling services to learners, staff, and others affected by the incident.
- Ensure that appropriate resources are available to address any emotional or psychological needs that may arise.

10. Review and Update Policies:

- After the incident has been resolved, conduct a review of existing policies and procedures to identify any areas for improvement.
- Make any necessary updates to ensure that the school is better prepared to respond to similar situations in the future.

Emergency Procedures: High School CIF Athletes

Cardiac Arrest:

1. Immediate Response:

- Activate the emergency response system (e.g., pull alarm, call 911).
- Begin CPR immediately, following current guidelines.
- **Designated Emergency Personnel:** Apply the AED as soon as it becomes available.

2. Defibrillation:

- Follow the AED's prompts to administer a shock.
- Continue CPR until emergency medical services (EMS) arrives.

3. EMS Arrival:

- Provide a detailed report of the incident to EMS personnel.

Concussion:

1. Assessment:

- Remove the athlete from the game and conduct a thorough evaluation.
- Monitor for signs and symptoms of concussion, such as headache, dizziness, confusion, or memory problems.

2. Management:

- Restrict the athlete from further activity until cleared by a healthcare professional.
- Refer the athlete to a healthcare provider for further evaluation and management.

3. Follow-Up:

- Ensure that the athlete follows the recommended return to play protocol.

Heat Illness:

1. **Recognition:**
 - Be aware of the signs and symptoms of heat illness, including heat cramps, heat exhaustion, and heatstroke.
2. **Immediate Action:**
 - Move the athlete to a cool, shaded area.
 - Remove excess clothing.
 - Provide fluids (water or sports drink) if the athlete is alert.
 - Monitor for signs of severe heat illness (e.g., altered mental status, seizures).
3. **Emergency Response:**
 - If the athlete's condition deteriorates, activate the emergency response system and seek immediate medical attention.

Practice and Drills

- **Regular drills:** Conduct regular drills to practice emergency procedures and ensure that all personnel are familiar with their roles and responsibilities.
- **AED training:** Provide regular training on the use of the AED for all staff members.
- **Concussion awareness:** Educate coaches, athletes, and parents about the signs and symptoms of concussions and the importance of proper management.
- **Heat illness prevention:** Implement strategies to prevent heat illness, such as acclimatization, hydration, and appropriate clothing.

If any of these incidents result in a 911 call, complete the [Phyl Incident Report Form](#) within 24hrs and return to April.cauthron@ileadcalifornia.org & nurse@ileadcalifornia.org .

Appendix F

EDUCATION CODE SECTION 32280-32289

California Code, Education Code - EDC § 32280

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, classified employees, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. It is also the intent of the Legislature that all school staff be trained on the comprehensive school safety plan. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.

California Code, Education Code - EDC § 32281

(a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.

(b)(1) Except as provided in subdivision (d) with regard to a small school district, the schoolsite council established pursuant to former Section 52012, as it existed before July 1, 2005, or Section 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.

(2) The schoolsite council may delegate this responsibility to a school safety planning committee made up of the following members:

(A) The principal or the principal's designee.

(B) One teacher who is a representative of the recognized certificated employee organization.

(C) One parent whose child attends the school.

(D) One classified employee who is a representative of the recognized classified employee organization.

(E) Other members, if desired.

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

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

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

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

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

(e)(1) When a principal or his or her designee verifies through local law enforcement officials that a report has been filed of the occurrence of a violent crime on the schoolsite of an elementary or secondary school at which he or she is the principal, the principal or the principal's designee may send to each pupil's parent or legal guardian and each school employee a written notice of

the occurrence and general nature of the crime. If the principal or his or her designee chooses to send the written notice, the Legislature encourages the notice be sent no later than the end of business on the second regular workday after the verification. If, at the time of verification, local law enforcement officials determine that notification of the violent crime would hinder an ongoing investigation, the notification authorized by this subdivision shall be made within a reasonable period of time, to be determined by the local law enforcement agency and the school district. For purposes of this section, an act considered a "violent crime" shall meet the definition of Section 67381 and be an act for which a pupil could or would be expelled pursuant to Section 48915.

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

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

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

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

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

California Code, Education Code - EDC § 32282

(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Chapter 2 of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the federal Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more pupils or more than one classroom. A school district or county office of education may work with the Office of Emergency Services and the Alfred E. Alquist Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff. The department shall provide general direction to school districts and county offices of education on what to include in the school building disaster plan.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(C) Policies pursuant to subdivision (d) of Section 48915 for pupils who committed an act listed in subdivision (c) of Section 48915 and other school-designated serious acts that would lead to suspension, expulsion, or mandatory expulsion recommendations pursuant to Article 1 (commencing with Section 48900) of Chapter 6 of Part 27 of Division 4 of Title 2.

(D) Procedures to notify teachers of dangerous pupils pursuant to Section 49079.

(E) A discrimination and harassment policy consistent with the prohibition against discrimination contained in Chapter 2 (commencing with Section 200) of Part 1.

(F) The provisions of any school wide dress code, pursuant to Section 35183, that prohibits pupils from wearing "gang-related apparel," if the school has adopted that type of a dress code. For those purposes, the comprehensive school safety plan shall define "gang-related apparel." The definition shall be limited to apparel that, if worn or displayed on a school campus, reasonably could be determined to threaten the health and safety of the school environment. A schoolwide dress code established pursuant to this section and Section 35183 shall be enforced on the school campus and at any school-sponsored activity by the principal of the school or the person designated by the principal. For purposes of this paragraph, "gang-related apparel" shall not be considered a protected form of speech pursuant to Section 48950.

(G) Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.

(H) A safe and orderly environment conducive to learning at the school.

(I) The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.

(J) Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions. The procedures to prepare for active shooters or other armed assailants shall be based on the specific needs and context of each school and community.

(b) It is the intent of the Legislature that schools develop comprehensive school safety plans using existing resources, including the materials and services of the partnership, pursuant to this chapter. It is also the intent of the Legislature that schools use the handbook developed and distributed by the School/Law Enforcement Partnership Program entitled "Safe Schools: A Planning Guide for Action" in conjunction with developing their plan for school safety.

(c) Each school site council or school safety planning committee, in developing and updating a comprehensive school safety plan, shall, where practical, consult, cooperate, and coordinate with other school site councils or school safety planning committees.

(d) The comprehensive school safety plan may be evaluated and amended, as needed, by the school safety planning committee, but shall be evaluated at least once a year, to ensure that the comprehensive school safety plan is properly implemented. An updated file of all safety-related plans and materials shall be readily available for inspection by the public.

(e) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.

(f) The comprehensive school safety plan, as written and updated by the school site council or school safety planning committee, shall be submitted for approval pursuant to subdivision (a) of Section 32288.

(g) The department shall maintain and conspicuously post on its Internet Web site a compliance checklist for developing a comprehensive school safety plan, and shall update the checklist when necessary.

California Code, Education Code - EDC § 32282.1

(a) As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community

intervention professionals, school counselors, school resource officers, and police officers on school campuses, if the school district uses these CSSP.

(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:

(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions and support.

(2) Consistent with paragraph (2) of subdivision (a) of Section 32282, protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:

(A) While on school grounds.

(B) While going to or coming from school.

(C) During a lunch period whether on or off campus.

(D) During, or while going to or coming from, a school-sponsored activity.

California Code, Education Code - EDC § 32282.5

(a) The department shall electronically distribute disaster preparedness educational materials and lesson plans that are currently available to school districts and county offices of education.

(b) The department shall ensure that the disaster preparedness materials are available in at least the three most dominant primary languages spoken by English learners in California, according to the language census.

(c) The department shall coordinate with the Office of Emergency Services to make sure that all materials are reviewed and updated annually.

California Code, Education Code - EDC § 32283

The Department of Justice and the State Department of Education, in accordance with Section 32262, shall contract with one or more professional trainers to coordinate statewide workshops for school districts, county offices of education, and schoolsite personnel, and in particular school principals, to assist them in the development of their respective school safety and crisis response plans, and provide training in the prevention of bullying as defined in subdivision (r) of Section 48900. The Department of Justice and the State Department of Education shall work in cooperation with regard to the workshops coordinated and presented pursuant to the contracts. Implementation of this section shall be contingent upon the availability of funds in the annual Budget Act.

California Code, Education Code - EDC § 32283.5

(a) The department shall develop and post on its internet website an online training module to assist all school staff, school administrators, parents, pupils, and community members in increasing their knowledge of the dynamics of bullying and cyberbullying. The online training module shall include, but is not limited to, identifying an act of bullying or cyberbullying and implementing strategies to address bullying and cyberbullying.

(b) The department shall post on its internet website and annually update a list of available online training modules relating to bullying or bullying prevention.

(c) A school operated by a school district or a county office of education and a charter school shall annually make available the online training module developed by the department pursuant to subdivision (a) to certificated schoolsite employees and all other school site employees who have regular interaction with pupils.

California Code, Education Code - EDC § 32284

The comprehensive school safety plan may also include, at local discretion of the governing board of the school district and using local funds, procedures for responding to the release of a pesticide or other toxic substance from properties located within one-quarter mile of a school. No funds received from the state may be used for this purpose.

California Code, Education Code - EDC § 32286

(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.

(b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

California Code, Education Code - EDC § 32287

If the Superintendent of Public Instruction determines that there has been a willful failure to make any report required by this article, the superintendent shall do both of the following:

(a) Notify the school district or the county office of education in which the willful failure has occurred.

(b) Make an assessment of not more than two thousand dollars (\$2,000) against that school district or county office of education. This may be accomplished by deducting an amount equal to the amount of the assessment from the school district's or county office of education's future apportionment.

California Code, Education Code - EDC § 32288

(a)(1) In order to ensure compliance with this article, each school shall forward its comprehensive school safety plan to the school district or county office of education for approval.

(2) The department shall develop and post on its Internet Web site best practices for reviewing and approving school safety plans.

(b)(1) Before adopting its comprehensive school safety plan, the school site council or school safety planning committee shall hold a public meeting at the school site in order to allow members of the public the opportunity to express an opinion about the school safety plan.

(2) The school site council or school safety planning committee shall notify, in writing, the following persons and entities, if available, of the public meeting:

(A) The local mayor.

(B) A representative of the local school employee organization.

(C) A representative of each parent organization at the schoolsite, including the parent teacher association and parent teacher clubs.

(D) A representative of each teacher organization at the schoolsite.

(E) A representative of the student body government.

(F) All persons who have indicated they want to be notified.

(3) The school site council or school safety planning committee is encouraged to notify, in writing, the following persons and entities, if available, of the public meeting:

(A) A representative of the local churches.

(B) Local civic leaders.

(C) Local business organizations.

(c) In order to ensure compliance with this article, each school district or county office of education shall annually notify the department by October 15 of any schools that have not complied with Section 32281.

California Code, Education Code - EDC § 32289

A complaint of noncompliance with the school safety planning requirements of Title IV of the federal No Child Left Behind Act of 2001 (20 U.S.C. Sec. 7114 (d)(7)) may be filed with the department under the Uniform Complaint Procedures as set forth in Chapter 5.1 (commencing with Section 4600) of Title 5 of the California Code of Regulations.



Alternative Pathways To A Diploma For Students With Disabilities Policy

Board Approved: xxxxxx

The Governing Board recognizes that learners with disabilities are entitled to a course of study that provides them with a free appropriate public education (FAPE) and that modifications to the school's regular course may be needed on an individualized basis to provide FAPE. In accordance with law, each learner's individualized education program (IEP) team shall determine the appropriate goals, as well as any appropriate individual accommodations necessary for measuring the academic achievement and functional performance of the learner on state and charter-wide assessments.

Exemption from Charter-Established Graduation Requirements

Charter learners shall complete all course requirements for high school graduation as specified in Board Policy - Graduation Policy. However, a learner with a disability who entered the ninth grade in the 2022-23 school year and later may be exempted from all coursework and other requirements adopted by the Board that are in addition to the statewide course requirements for high school graduation if the learner's IEP provides for both of the following requirements: (Education Code 51225.31).

1. That the learner is eligible to take the alternate assessment as described in Education Code 60640
2. That the learner complete state standards aligned coursework to meet the statewide coursework specified in Education Code 51225.3

Any such exempted learner shall receive a diploma and be eligible to participate in any graduation ceremony and school activity related to graduation in which a learner of similar age without a disability would be eligible to participate. (Education Code 51225.31)

The charter's responsibility to provide FAPE shall not terminate when a learner with a disability who is exempted from charter-adopted graduation requirements participates in graduation activities unless the learner's IEP team, which includes the parent/guardian and learner, has determined that the learner has completed the high school experience. (Education code 51225.31)

Certificate of Educational Achievement or Completion

Instead of a high school diploma, a learner with a disability may be awarded a certificate or document of educational achievement or completion if the learner has met one of the following

requirements: (Education Code 56390)

1. Satisfactorily completed a prescribed alternative course of study approved by the board of the charter in which the student attended school or the charter with jurisdiction over the learner as identified in the learner's IEP
2. Satisfactorily met the learner's IEP goals and objectives during high school as determined by the IEP team
3. Satisfactorily attended high school, participated in the instruction as prescribed in the learner's IEP, and met the objectives of the statement of transition services

A learner with a disability who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating learner of similar age without disabilities would be eligible to participate. (Education Code 56391)

Graduation Requirements



Course Recommendations for Certificate of Completion (Modified Curriculum)

Courses may be repeated from year to year using the same course title. The goal is to attempt to teach the basic state subject requirements while modifying them according to the learner's IEP goals. Report card grades for Certificate of Completion:

CR grants "5" credits
NC grants "0" credits

There is no credit maximum for graduation. Learners must enroll in at least four (4) courses per semester to maintain full-time status at the school.

Course Title	Credits
Math	20
General Math A/B or General Algebraic Concepts A/B	20
English	30
General English A/B	30
Science	10
General Science	10
Social Studies	30
General World History A/B	10
General US History A/B	10
General Civics	5
General Economics	5
Electives	60
According to the learner's interests	10
Visual and Performing Arts A/B	10
CTE 2-3 year Pathway (recommended)	20
Life Skills Classes as available	20
Physical Education	10
PE 1 A/B	10
Total Credits To Diploma	160

Sample Graduation Course Plan

*Sample can be modified to meet IEP goals
*Must take a minimum of 4 classes per semester

Sample 9th Grade	Sample 10th Grade
Gen English A/B	Gen English A/B
Gen Math A/B	Gen Math A/B
Gen Life Science A/B	Gen World History A/B
Elective	Elective
PE 1 A/B	PE 2 A/B
Sample 11th Grade	Sample 12th Grade
Gen English A/B	Gen Earth Science A/B
Algebraic Concepts A/B	Algebraic Concepts A/B
Gen US History A/B	Elective or Gen English A/B
Elective	Gen Economics/Gen Civics
Elective	Elective

Graduation Requirements



Alternative Pathway to Diploma

An individual with exceptional needs, who entered ninth grade in the 2022–23 school year or later, and who qualifies per the California Education Code shall be eligible for the award of an Alternative Diploma and participation in the school's graduation ceremonies. Eligibility will be determined by the IEP team based on a variety of factors. Individuals must meet the course requirements below and will be graded with the traditional A-F grading system per the school's grading policy.

There is no credit maximum for graduation. Learners must enroll in at least four (4) courses per semester to maintain full-time status at the school.

Course Title	Credits
Math	20 Credits Must Complete Algebra I
Two years of Math (may include Fundamental Math, Fundamental Algebra 1, and/or Fundamental Algebraic Concepts)	20
English	30 Credits
Fundamental English 9 A/B	10
Fundamental English 10 A/B	10
Fundamental English 11 A/B	10
Fundamental English 12 A/B (optional)	
Science	20 Credits
Fundamental Life Science A/B or Fundamental Integrated Science I	10
Fundamental Physical Science A/B or Fundamental Integrated Science II	10
Social Studies	30 Credits
Fundamental World History A/B	10
Fundamental US History A/B	10
Fundamental Civics	5
Fundamental Economics	5
Visual and Performing Arts or World Language or Career-Technical Education Pathway	20 Credits
Two years (1 CTE Pathway or 2 World Language/VAPA courses)	20
Electives	40 Credits
According to the learner's interests	30
Life Skills Classes as available	10
Physical Education	20 Credits
PE 1 A/B	10
PE 2 A/B	10
Total Credits To Diploma	180

*Sample can be modified to meet IEP goals and learner interestes

Sample 9th Grade	Sample 10th Grade
Fund English A/B	Fund English A/B
Fund Math A/B	Fund Math A/B
Fund Earth Science A/B	Fund World History A/B
General Elective	Elective
Advisory	Advisory
PE 1 A/B	PE 2 A/B
Sample 11th Grade	Sample 12th Grade
Fund English A/B	Fund English A/B or Elective
Algebraic Concepts A/B	Algebraic Concepts C/D
Fund Life Science A/B	Elective
Fund US History A/B	Fund Economics/Fund Civics
Fund World Language, VAPA, or CTE	CTE or Elective
Advisory	Advisory