



# PINER-OLIVET UNION SCHOOL DISTRICT

## REGULAR MEETING - GOVERNING BOARD

**Wednesday, February 10, 2021**

**Meeting Opening 5:30 p.m.**

Closed Session 5:32 p.m.

**Public Session 6:00 p.m.**

Adjournment 9:00 p.m.

**This meeting will be held virtually via Zoom.  
The public may observe and address the meeting by  
going to:**

Join Zoom Meeting

<https://us02web.zoom.us/j/85711172300?pwd=T1qvaEVDczVGWVZzemdBTC9kR0JjZz09>

Meeting ID: 857 1117 2300

Passcode: HXB9iC

One tap mobile

+16699009128,,85711172300#,,,,\*369317# US (San Jose)

## A G E N D A

A copy of the agenda, complete with backup materials, may be reviewed in the District Office, 3450 Coffey Lane, Santa Rosa, beginning the Monday prior to the Wednesday Board Meeting. Office hours are from 8:00 a.m. to 4:00 p.m. Monday through Friday or as otherwise posted. Agendas are always posted at each school, the District Office, the Board and on our web site at [www.pousd.org](http://www.pousd.org).  
ADA Compliance: In compliance with Government Code § 54954.2(a), the Piner-Olivet Union School District, will, on request, make this agenda available in appropriate alternative formats to persons with a disability, as required by Section 202 of the American with Disabilities Acts of 1990 (42 U.S.C. § 12132), and the federal rules and regulations adopted in implementation thereof. Individuals who need this agenda in an alternative format or who need a disability-related modification or accommodation to participate in the meeting should contact Cathy Manno, Executive Secretary to the Superintendent, Piner-Olivet Union School District, 3450 Coffey Lane, Santa Rosa, CA 95403 (707) 522-3000 or send email to [cmanno@pousd.org](mailto:cmanno@pousd.org) at least two days before the meeting date.

[www.pousd.org](http://www.pousd.org)

- 1. CALL TO ORDER**
- 2. ROLL CALL**
- 3. PUBLIC COMMENT ON CLOSED SESSION AGENDA**
- 4. ADJOURNMENT TO CLOSED SESSION**
- 5. CLOSED SESSION**

Adjournment to Closed Session during this meeting to consider and/or take action upon any of the following items:

- 5.1 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957:
  - 5.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE  
(No additional information required)
  - 5.1.2 PUBLIC EMPLOYMENT EMPLOYMENT/APPOINTMENT  
Title: None
  - 5.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION  
Title: Superintendent
- 5.2 With respect to every item of business to be discussed in closed session pursuant to Gov. Code Section 54957.6:
  - 5.2.1 CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Dr. Steve Charbonneau  
Name of organization representing employees: Piner-Olivet Educators' Association, CTA Affiliate
  - 5.2.2 CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Dr. Steve Charbonneau  
Name of organization representing employees: Piner-Olivet Classified Association, CSEA Affiliate.
  - 5.2.3 CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Dr. Steve Charbonneau  
Name of organization representing employees: Confidential, Supervisory, Administrative Staff

- 6. RECONVENE TO PUBLIC MEETING
- 7. REPORT OF CLOSED SESSION ACTION, IF ANY
- 8. FLAG SALUTE *(Suspended during virtual meetings)*
- 9. AGENDA MODIFICATION
- 10. COMMUNICATIONS, PETITIONS AND DELEGATIONS

Persons addressing the Board without giving previous notice should realize that the action upon any request may be delayed. This is a time for members of the audience to address the Board regarding items not on the agenda. Individual speakers will be allowed three minutes to address the Board under this agenda item. The Board will not respond but may place the subject on a future Board Agenda. Anyone desiring an item to be placed on the prepared agenda shall notify the Secretary ten (10) working days prior to the meeting.

11. COMMENTS FROM THE GOVERNING BOARD

12. RECOGNITION OF EXCELLENCE  
None

13. SUPERINTENDENT’S REPORT  
13.1 Announcements – COVID Coordinator

14. ASSOCIATION REPORTS  
14.1 POEA  
14.2 POCA

15. BOARD POLICIES  
None

16. DISCUSSION/INFORMATION ITEMS  
16.1 Cost of Issuance – Piner-Olivet Union School District General Obligation Bonds, Election of 2010, Series 2021  
Dr. Charbonneau will present, the Cost of Issuance – Piner-Olivet Union School District General Obligation Bonds, Election of 2010, Series 2021 to the Board of Trustees. *(Attachment 1) (Pg. 4)*

17. ACTION ITEMS

17.1 Acknowledge Sunshining of 2020-2021 Contract Openers from the Piner-Olivet Classified Association (POCA)

The Board of Trustees will acknowledge the sunshining of the 2020-2021 contract openers from Piner-Olivet Classified Association (POCA). *(Action 1) (Pgs. 5-6)*

17.2 Approval of Comprehensive School Safety Plan for Jack London Elementary School

The Board of Trustees will review, discuss, and consider approval of the Comprehensive School Safety Plan for Jack London Elementary School. *(Action 2) (Pgs. 7-33)*

17.3 Approval of Comprehensive School Safety Plan for Piner-Olivet Charter School

The Board of Trustees will review, discuss, and consider approval of the Comprehensive School Safety Plan for Piner-Olivet Charter School. *(Action 3) (Pgs. 34-58)*

17.4 Approval of Comprehensive School Safety Plan for Olivet Elementary Charter School

The Board of Trustees will review, discuss, and consider approval of the Comprehensive School Safety Plan for Olivet Elementary Charter School. *(Action 4) (Pgs. 59-88)*

17.5 Approval of Comprehensive School Safety Plan for Schaefer Charter School

The Board of Trustees will review, discuss, and consider approval of the Comprehensive School Safety Plan for Schaefer Charter School. *(Action 5) (Pgs. 89-114)*

17.6 Approval of Comprehensive School Safety Plan for Northwest Prep Charter School

The Board of Trustees will review, discuss, and consider approval of the Comprehensive School Safety Plan for Northwest Prep Charter School. *(Action 6) (Pgs. 115-141)*

17.7 Public Hearing and Ratification of Closed Session Action Regarding 2020-2021 Contract Agreements Between the Piner-Olivet Union School District and the Piner-Olivet Educators’ Association (POEA)

The Board of Trustees will hold a public hearing, review, discuss and consider ratification of Closed Session action regarding 2020-2021 contract agreements between the District and POEA *(Action 7) (Pgs. 142-160)*

**18. CONSENT ITEMS**

All matters listed under "consent items" are considered by the Board to be routine and will be enacted upon in one motion. The public has a right to comment on any consent item. At the request of any member of the Board, during "agenda modifications" any item on the consent agenda shall be removed and given individual consideration for action as a regular agenda item. Members of the public may request the Board to place a "consent item" on the regular agenda during "agenda modifications."

**18.1 Approval of Minutes of Regular Board Meeting of January 13, 2021 (Consent 1) (Pgs. 161-163)**

**18.2 Approval of Minutes of Special Board Meeting of January 28, 2021 (Consent 2) (Pgs.164 - 165)**

**18.3 Approval of Vendor Warrants (Consent 3) (Pgs.166- 171)**

**18.4 Approval of Routine Budget Updates (Consent 4) (Pgs.172-174)**

**19. ROUND TABLE COMMENTS FROM THE GOVERNING BOARD**

**20. DATES AND FUTURE AGENDA ITEMS**

**20.1 Next Regular Board Meeting – March 10, 2021**

**21. PUBLIC COMMENT ON CLOSED SESSION AGENDA**

**22. RECESS TO CLOSED SESSION (If Necessary)**

**23. RECONVENE TO PUBLIC MEETING**

**24. REPORT OF CLOSED SESSION ACTION NOT ON THE ACTION AGENDA**

**25. ADJOURNMENT**

**COSTS OF ISSUANCE**

**\$5,998,988.30**

**PINER-OLIVET UNION SCHOOL DISTRICT  
(SONOMA COUNTY, CALIFORNIA)  
GENERAL OBLIGATION BONDS, ELECTION OF 2010, SERIES 2021**

<u>Type of Expense</u>	<u>Estimates of Costs of Issuance</u>	<u>Actual Costs of Issuance</u>
A) Underwriter's Discount	\$47,954.26	\$47,991.91
B) Credit Enhancement	N/A	0.00
C) Bond Counsel and Disbursements	35,000.00	35,000.00
D) Disclosure Counsel and Disbursements	25,000.00	25,000.00
E) Municipal Advisor and Disbursements	67,500.00	65,072.00
F) Rating Agency	15,000.00	15,000.00
G) Other Expenses**	7,500.00	3,576.67
<b>TOTAL</b>	<b>\$197,954.26</b>	<b>\$191,640.58</b>

**\*\*Other Expenses consist of the following:**

Isom Advisors, a Division of Urban Futures, Inc. (Reimbursement for California Municipal Statistics, Inc. assessed valuation tables for Official Statement)	\$1,500.00
AVIA Communications (Posting/printing of Official Statement)	826.67
The Bank of New York Mellon Trust Company, N.A. (Paying Agent and Cost of Issuance Custodian fees)	1,250.00

## Agenda Item Summary

Action Item: **17.1 Acknowledge Sunshining of 2020-2021 Contract Openers from the Piner-Olivet Classified Association (POCA)**

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Regular Meeting of: February 10, 2021	<b>Action Item</b>	Report Format: <b>Oral</b>
Attachment:	Reopeners	

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Presented by: Dr. Charbonneau, Superintendent

### **Background**

In order to begin the bargaining process, one or both of the parties need to sunshine contract openers.

### **Issue(s)**

### **Plan/Discussion/Detail**

Piner-Olivet Classified Association (POCA) is sunshining contract openers at this Board meeting.

### **Fiscal Impact**

### **Options**

### **Recommendation**

Acknowledge the POCA reopeners.

January 28, 2021

Dear Superintendent Charbonneau:

The California School Employees Association and its Chapter No.45 herein request to negotiate for 2020-21 with the District:

CSEA's initial proposal:

Title Page

Date change:

November 1, 2021 – October 31, 2024

Article 2 - Recognition

Update 2.2, list of bargaining unit positions: LVN (Licensed Vocational Nurse)

Payroll Technician

Technology Coordinator

Article 9 – Leaves

Update Parental Leave language

Article 25 Evaluation

Update language (Ed Code 45113)

25.2 Probationary unit members shall be formally evaluated at least twice during the probationary period of twelve (12) six (6) months of service. The first evaluation shall be not later than the end of the fourth (4th) three (3) month and the second not later than the end of the eleventh (11th) fifth (5) month of employment.

Article 30- Duration

Update dates for 30.1, 30.2.1, 30.2.2, and 30.2.3 30.1 November 1, 2018 through October 31, 2021

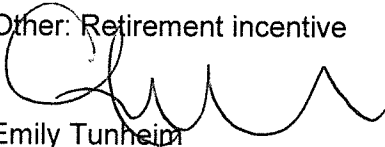
November 1, 2021 through October 31, 2024

30.2.1 2018-2019 2021-2022

30.2.2 2019-2020 2022-2023

30.2.3 2020-2021 2023-2024 and October 31, 2021 2024

Other: Retirement incentive



Emily Tunheim

## Agenda Item Summary

Action Item: **17.2** *Approval of Comprehensive School Safety Plan for Jack London Elementary School*

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Regular Meeting of: February 10, 2021

**Action Item**

Report Format:**Oral**

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Attachment : Correspondence

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**Presented by:** Dr. Charbonneau, Superintendent

**Background**

Each school must have a Comprehensive Safety Plan as required by law. The plans must be updated each year by March 1<sup>st</sup>. The Governing Board must review and approve the updated schools' comprehensive plans.

**Issue(s)**

None

**Plan/Discussion/Detail**

The submitted updates have been reviewed and approved by the Jack London School Site Council.

**Fiscal Impact**

None

**Options**

Approve the updates as submitted.  
Not approve the updates as submitted.

**Recommendation**




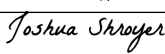
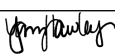


Approve the updates as submitted.

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Jack London Elementary School  
**CDS Code:** 49-70870-0101253  
**District:** Piner-Olivet Union School District  
**Address:** 2707 Francisco Avenue  
 Santa Rosa  
**Date of Adoption:** Spring 2021 1/28/2021

**Approved by:**

Name	Title	Signature	Date
Olga L Venegas	Principal		01 / 28 / 2021
Wendla Dyer	Teacher		01 / 29 / 2021
Erin Ortlinghaus	Teacher		01 / 31 / 2021
Joshua Shroyer	Teacher		01 / 31 / 2021
Jaime Hawley	Parent		01 / 29 / 2021
Krista Wehrer	Parent		01 / 29 / 2021
Allen Foster	Parent		01 / 29 / 2021
Jennifer Sanchez	Parent		



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## Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at Jack London's Office.

### Safety Plan Vision

POCS VISION STATEMENT:

Piner-Olivet Charter School serves a diverse student body in grades 7 and 8 with an academically challenging curriculum in a small, safe, and caring educational environment. At Piner-Olivet Charter School, staff works collaboratively to provide interactive lessons using up-to-date technology that focus on individual learning styles and differences. POCS is committed to helping students develop personal responsibility, confidence, self-esteem, and an understanding of their place in the world through community service with the support of their parents and the community.

JACK LONDON ELEMENTARY VISION STATEMENT:

We strive to develop healthy, confident students who are self-motivated to meet challenges, achieve, and live to their full potential as independent, productive citizens. We will create a safe, positive, accepting environment where respect for oneself and others, responsibility, and compassion are the norms.

We will foster an awareness and respect for the diversity of the world in which we live and the cultures that inhabit it. We will nurture critical thinking, creative expression, and individuality with the ultimate goal of lifelong learning and personal fulfillment.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Jack London Elementary School Safety Committee

Jack London Elementary

1. Olga Venegas
2. Jaime Hawley
3. Jennifer Sanchez
4. Allen Foster
5. Krista Wehrer
6. Erin Ortlinghaus
7. Josh Shroyer
8. Wendla Dyer

### Assessment of School Safety

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

2018-2019 & 2019-2020 School Accountability Report Card

2018-2020 & 2019-2020 Suspension and Expulsion rates and incident review on Dashboard

2018-2019 My Voice Survey – Student, Parent -NOT given in 2019-2020 due to school closures

Attendance collected in the Illuminate students information system 2019-2020 and Aeries Student Information System 2020-2021

Qualitative data and anecdotal evidence collected from Student Advisory, Jack London Families, POCS Parent Club, staff, English Language Advisory Committee, School Site Council, and POCS Executive Committee, and Jack London's Instructional Leadership Team

Conclusions from Data:

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

2019-20 School Accountability Report Card

2019-2020 Suspension and Expulsion rates and incident review on Dashboard

2018-2019 My Voice Survey – Student, Parent (not given during 2019-20 due to COVID school closures)

Attendance collected in the Illuminate (2019-20)/Aeries (2020-21) students information systems.

Qualitative data and anecdotal evidence collected from Student Advisory, Olivet Families, staff, English Language Advisory Committee, School Site Council, and Olivet's Instructional Leadership Team

Jack London is a school where most students feel safe and connected. The suspension rate has trended downward this year as we have developed systematic and progressive responses to student discipline that include Restorative Practice Conferences.

We have also improved our record-keeping so that all suspensions are accurately captured in Illuminate.

Conclusions from Parent & Teacher Input:

Overall, parents and teachers feel the environment is safe and secure. Trauma and Tier 3 Behaviors remains an area of concern. Parents need additional ways to participate and feel connected, and teachers need to feel recognized for their successes and strengths.

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

Areas of Pride and Strength (school programs & practices that promote a positive learning environment).

Jack London Elementary:

Continued implementation of the Toolbox program, with a Toolbox Lead Teacher

Morning Meetings/circles - routine in all classrooms

Training and implementation of Restorative Practices - all staff

Targeted social-emotional role-playing instruction with Principal, all grades

Social Thinking and Zones of Regulation groups with MFT

Social Groups with Speech Therapist

Paws of Excellence given for positive student behavior

Pawsitive Postcards sent home regularly

Principal Luncheon "Pizza with the Principal" for positive behavior

Class recognitions for attendance

Student Advisory Group

Learning Teams

Individual Teacher Meetings

Weekly meetings and check-ins with the counselor

Instructional Leadership Team

Areas of Pride and Strength (school programs & practices that promote a positive learning environment).

- Implementation of the Toolbox program and school-wide Behavior Intervention Program
- Paws are given for positive student behavior
- Spirit Days
- Library open to students during lunch as an alternative activity
- After school tutoring
- Girls on the Run Program
- Seeds of Awareness Counseling
- Afterschool Sports
- SIPPS training for PAs

GOALS FOR DESIRED CHANGE:

Jack London Elementary:

1. Develop consistent systems for addressing behavior issues through MTSS
2. Continued implementation of Toolbox and Restorative Practices
3. Additional training and materials for school climate improvements, such as PBIS (behavior expectation posters)
5. Parent workshops on social-emotional curriculum (Toolbox Parent Night)
6. Improved parent communication and opportunities for parents to participate

Maintaining a High Level of Safety

Monthly Drills

Yearly Review of Safety Roles and Safety Teams

Comprehensive School Safety Plan

6 of 26

1/28/21

Yearly Review of School Safety Plan with stakeholders

Yearly Update of Safety Supplies and Procedures

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

Teachers and staff are aware of their mandated reporter status. Principal and office manager collaborate to support staff new to the reporting form and accessing numbers to call and fax for CPS. POUUSD Board Policy is followed by staff.

To assure that school staff has adequate training and information, all staff must sign a statement certifying that they have read and know child abuse reporting procedures. School administrators, teachers, classroom assistants, and other classified school employees participate in annual, mandatory training and overview of procedures in child abuse identification.

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

**Disaster Plan (See Appendix C-F)**

A disaster necessitating the implementation of this “Emergency Response Plan” is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

**OBJECTIVES**

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well-being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

**PUPIL PROTECTION POLICY**

The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student’s emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states “Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety.

### **Public Agency Use of School Buildings for Emergency Shelters**

If a disaster occurs in Santa Rosa, our district will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Jack London Elementary and the Piner-Olivet Union School district will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. If school is not in session, our schools may be used by the American Red Cross to shelter community members. In some cases, there may be a need to open a small portion of the school to the American Red Cross to shelter community members while school is in session or while the school is sheltering students.

When an emergency situation occurs requiring students to stay overnight at school, Piner-Olivet Union School District plans to house, care for and supervise students until parents/guardians or pre-designated emergency contacts are able to pick up their children. If an overnight stay is required, an attempt will be made to move students to the nearest designated shelter school.

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

The school administration uses progressive discipline, Restorative Justice Practices and District Behavior Outcomes as well as following the California Education Code related to student discipline and suspensions.

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

#### **Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

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

As stated in the Administrative Regulation 5114.9.3 guidelines the District shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The District shall provide the information to these teachers based upon any written records that the district maintains or receives from a law enforcement agency regarding a student.

Teachers have the right to view suspension and discipline records in the student information system.

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

Information:

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

**Complaint Process:**

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

Sexual Harassment of any student or employee by another person is prohibited. Students are directed to report incidents of sexual harassment to an administrator or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include one or more of the following:

1. Documenting and investigating the complaint;
2. Parent notification
3. A report to police or Child Protective Services as appropriate to a particular incident;
4. Student disciplinary actions may include suspension, detention, behavioral contract or recommendation for expulsion;
5. Initial contact with the complainant's parent(s), a letter describing the incident and containing the Piner-Olivet Union School District Sexual Harassment Policy & Procedures packet and closure that assures that the incident has been handled per policy

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

The Jack London Elementary School guidelines for school dress are based on matters relating to health, safety, good school organization, and deportment.

Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn. Generally, we expect that children dress appropriately for school.

Open-toed sandals, slip-on shoes, half shirts, halter tops, hats, and short-short dresses are not encouraged.

During very hot weather, appropriate length shorts are allowed for all students. Staff discourages the use of make-up by students.

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

Jack London Elementary School and Piner-Olivet Charter School share a campus located at 2707 Francisco Avenue in a residential section of northwest Santa Rosa. Students walk to and from the campus, while some students ride bicycles or are dropped off and picked up by parents or guardians in cars. In addition, there is one school bus that drops a small number of students off in the morning and picks them up in the afternoon. Small special education buses also drop off and pick students who attend a Sonoma County Office of Education class located on the campus. Because of the ages of the students, Jack London students are not allowed to ride bikes to school while POCS students are allowed to ride bikes.

Because of limited school parking and very little on-street parking, there is some congestion in the morning and afternoon when parents/guardians drop off and pick up students. However, this congestion usually does not last very long. The congestion is most noticeable on Monday, Tuesday, Thursday and Friday afternoons because both schools end their days close to the same time. Mornings and Wednesday afternoons have much less congestion because the starting and ending times are further apart.

In both the morning and afternoon, there are staff members of both schools at the student loading zones that assist students exiting and entering cars and the bus. Staff members also acts as crossing guards on campus to help students cross the driveway to the walking path in the morning and afternoon. A crossing guard hired by the City of Santa Rosa and the school district helps students cross Francisco Avenue at the other end of the walking path.



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

**Component:**

People and Programs

**Element:**

Creating a caring and connected school climate: School safety and learning are enhanced for all students when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

By May 30, 2022, Jack London Elementary School will see a 10 % drop in the amount of referrals.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Implementation and training will be ongoing in the 2019-20 school years. Recognition assemblies are ongoing. MFT support is ongoing. Supervision staffing is ongoing for the 2019-2020 &amp; the 2020-2021 school years.</p>	<p>Action Steps: 1.0 a) Staff receive Restorative Practices training. b) Restorative Practices posters and question tools in classrooms and for each staff member. c) Resources that support Restorative Practices, including Morning Meeting, distributed.</p>	<p>(Included in salary) Toolbox program \$1700 (training provided by current staff at no added cost). Recognitions are funded through school office budget and Jack London Families Support. Additional staffing has been funded through JL General Fund and Title I.</p>	<p>5.0 a) Additional staffing during recesses and lunch, including presence of PE instructor to supervise designated games and activities. b) Alternative activities, like library program and TA options, available for students who thrive in alternative settings.</p>	<p>The monitoring will include principal walk-throughs, formal teacher and classified evaluations, teacher anecdotal evidence, input by classified employees and students, surveys, Schoolwise data.</p>
	<p>2.0 a) Teachers will continue to integrate Toolbox curriculum into their monthly lesson plans, with support from a Toolbox Lead Teacher. b) New teachers and classified staff will receive training and support implementing the program. c) Continue training and distribution of classroom materials to all teachers and classified, as appropriate.</p>	<p>The training and support materials to run the program have been provided by the POUUSD.  This program has been funded by POUUSD.  Included in teacher and classified salaries.</p>		
	<p>3.0 a) Staff members have programs in their individual classrooms to reinforce positive discipline and character development. b) Students earn rewards for making good decisions and making academic improvement. c) Teachers send home Paws-itive Postcards to recognize students for positive actions and progress.</p>			

Objectives	Action Steps	Resources	Lead Person	Evaluation
	4.0 a) Ongoing increased Social-Emotional support provided by MFT, including Zones of Regulation groups, Friendship Groups and other counseling support. b) 5th and 6th grade classes will receive instruction with MFT and principal to address positive culture, bullying and harassment. c) Implementation of Solution Teams for community building and problem-solving.			
	5.0 a) Additional staffing during recesses and lunch, including presence of PE instructor to supervise designated games and activities. b) Alternative activities, like library program and TA options, available for students who thrive in alternative settings.			

**Component:**

Jack London provides a safe, secure and genuinely enjoyable environment in which each student can learn and grow academically, socially and emotionally.

**Element:**

Creating a caring and connected school climate.: School safety is enhanced when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

Via Survey, students report a 10 % increased sense of belonging and safety while at school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Measurable Objectives:  * By September 1, 2020, Jack London will have a PBIS LunchTime Policy in place to support a safe and orderly playground, cooperative play and a sense of student ownership of school safety.  * By May 30, 2019, students will engage in campus beautification and maintenance with POCS and buddy classes, as evidenced by a cleaner and more orderly school environment.</p>	<ol style="list-style-type: none"> <li>1. Principal will research Junior Coaches programs and establish a plan for implementation.</li> <li>2. Principal and PE teacher will develop a schedule for training and ongoing supervision of Junior Coaches</li> <li>3. Staff and Student Advisors model safe and appropriate play. Both certificated staff and classified staff meet regularly to discuss safety issues and develop plans to respond to needs as they arise.</li> <li>4. Students will participate in campus maintenance activities, including weekly rotation for after-lunch pick up and collaboration with POCS when appropriate.</li> </ol>	<p>Included in principal's salary  Title I funds (SSC approved 2017)</p>	<p>Principal</p>	<p>September 2020 and ongoing</p>
<p>Measurable Objective:  By September 1, 2020, all traffic routes will be clearly marked and appropriate signage will be visible to support safe drop-off, pick-up and pedestrian student arrival.</p>	<p>Action steps:</p> <ol style="list-style-type: none"> <li>1. Identify areas where traffic flow is problematic.</li> <li>2. Gather community input on additional areas of concern.</li> <li>3. Develop sign content and work with District personnel to order and install signage.</li> <li>4. Repair and maintain all walkways and paths to ensure safety.</li> <li>5. Assess needs (ongoing)</li> <li>6. Report problems to the district for repairs and follow up on timelines.</li> <li>7. Continue to monitor and report unsafe conditions and maintenance needs.</li> </ol>	<p>Principal's discretionary spending  Title I funds  POUSD is incurring the costs of these specific actions to make these areas safe.  POUSD is incurring the costs of these specific actions to make this area safe.  Included in current salaries  Survey Tools costs covered by POUSD.</p>	<p>Principal and Teaching Staff</p>	<p>The principal will confer regularly with head of maintenance to insure that specific tasks are being completed and monitor staff ongoing implementation of safety procedures.  Teachers, parents, staff and students will be surveyed, formally and informally, to gather additional data.</p>

**Component:**

Jack London Elementary School will maintain the school grounds in a safe and secure manner for all students, their families, and staff members.

**Element:**

All students have a sense of high standards of behavior and respect for the physical environment of Jack London Elementary.

**Opportunity for Improvement:**

Measurable Objective:

Via visual inspection, a decreased amount of litter at school will be observed and be a measure of increased respect for the physical environment of the school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>A variety of procedures will be put in place, communicated and implemented to increase students feeling proud and ownership of the school. By May 29, 2022, 100% of the reported issues related to safety will be resolved; if not, the issues will be reported to district maintenance request form procedure.</p>	<ol style="list-style-type: none"> <li>1. Maintenance of the school fence, campus and classrooms. The school is well fenced on the back portion of the school, the campus is well lit and clean; the classrooms are comfortable and kept clean by the maintenance staff.</li> <li>2. A strong relationship with the Sonoma County Sheriff and Child Protective Services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with these agencies and others. We have monthly drills, and the emergency backpacks are in place.</li> <li>3. Any graffiti will be removed as soon as possible by the custodial crew. If it is gang related or severe graffiti, it will be photographed prior to removal. Photographs of the graffiti will be forwarded to the Sheriff if deemed appropriate by the principal.</li> <li>4. Through the use of yard and lunch area supervisors, kindergarten supervisors and parent volunteers, the school is a place where students can readily see identify important adults on the school grounds and on field trips. Visiting adults on campus must wear name tags and check in at the office.</li> </ol>	<p>Money for bright vests for easy identification of yard duty supervision will be provided by the school budget/ Garbage grabbers (long handled picker-uppers) have been replaced and purchased as needed.</p>	<p>Principal and All Staff</p>	<p>By viewing the yard the principal can see if adults are easily visible. Visual inspections of the cleanliness and safety of the campus will help provide evidence of progress on this goal. Vigilance over the list of maintenance requests and completion of requested items will also provide input for evaluation.</p>

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

### **Jack London Elementary School Student Conduct Code**

The staff and community of Jack London Elementary value a school where every student is free to learn and play in an environment that is safe, supportive, comfortable, and free from outside interference and harm. Our staff and the school discipline plan emphasize the development of courtesy, self-responsibility, and self-esteem. The school community works to reinforce and model positive and courteous behavior.

### **Conduct Code Procedures**

#### **POSITIVE REINFORCEMENT**

The following acknowledgments are used to recognize cooperative, positive behavior both in the classroom and on the playground:

- Verbal reinforcement
- Playground tickets (Paws)
- Assemblies and Awards
- Class meetings and discussions
- Classroom recognition activities such as:
  - special classroom activities
  - preferred activity time
  - classroom certificates

Positive behavior and self-esteem are also supported by such classroom strategies.

The following have been established by the staff to maintain our philosophy:

#### **FIVE BASIC SCHOOL RULES**

1. Behave in a way that promotes learning for all students in the classroom.
2. Treat children and adults with courtesy and respect.
3. Follow rules and instructions given by school adults.
4. Use common sense for what is safe and appropriate.
5. Treat all school and personal property with respect.

#### **POSSIBLE CONSEQUENCES**

- Time out from their class
- Refocus sheet filled out

#### **Warning Slip from PAs**

- Loss of recess
- Detention assigned
- Assigned school service
- Conference with principal
- Parent conference
- Suspension
- Expulsion

Note: By law school rules apply to all behavior related to school activity or school attendance, including but not limited to: (1) while on school grounds; (2) while going to or coming from school; (3) during, or while going from a school-sponsored activity.

#### **SUSPENSION**

Students may be sent to the office for a higher level of disciplinary actions, such as in-school or home suspension. Parents will be contacted by phone for the following reasons:

- Extreme first-time disruptive behavior.
- Behavior infractions of classroom rules when all efforts by the teacher have been exhausted using positive and negative responses and consequences listed under Classroom Rules.

A parent/principal conference will be requested by the school whenever suspension occurs.

#### SPECIAL PLAYGROUND RULES

1. Respect each other's play activities. Do not disrupt games, or hit or kick balls away from each other. Play games only in areas designated for those games.
2. Play in designated play areas only. Do not play in bathrooms, go-between buildings, into classrooms, or into the Multi-purpose room without an adult.
3. Running is only allowed on the field.
4. Follow game rules, as tough by Coach Sal
5. Keep rubber balls on the blacktop.
6. Balls may not be taken from a game.
7. Games may not be locked except for full games.
8. An orange flag will be waived to announce a 5-minute warning to us the restroom or get a drink of water.
9. Touchdown and listen when the whistle. Students on the field should go to the curb, then touchdown. When the whistle is blown, walk to the line and wait quietly for the teachers.

#### **(J) Hate Crime Reporting Procedures and Policies**

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent of designee, and law enforcement, as appropriate. Students demonstrating hate-motivate behavior shall be subject to discipline in accordance with Board policy and administrative regulation. In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

Evaluation and amendment procedures



## **Safety Plan Review, Evaluation and Amendment Procedures**

The principal of the school:

- monitors the plan and the safety of the school;
- monitors programs in place to create safe and connected environments for students.
- monitors the school grounds to ensure a safe and secure campus for students, staff, parents, and the community.
- works in conjunction with the staff and Safety Team to review the efficacy of the plan and make changes as needed.

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
American National Red Cross	American Red Cross	577-7600	
Other	Animal Regulation	565-7100	
City Services	CalTrans	1-800-427-7623	
Law Enforcement/Fire/Paramedic	Highway Patrol Info Line	588-1400	
City Services	Pacific Gas & Electric Company	1-800-743-5002	
Other	Redwood Empire Schools' Insurance Group ( RESIG)	836-0779	
Law Enforcement/Fire/Paramedic	Fire Department info line	528-5151	
Law Enforcement/Fire/Paramedic	Sheriff's Department	565-2121	
City Services	Sonoma County Dept. of Health Services (information)	565-4400	
City Services	Sonoma County Office of Education	524-2600	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Jack London and Piner-Olivet Principals meet to review and plan steps	August 2019	
Jack London and Piner-Olivet Principals meet to update the plan.	September 2019	
Jack London and Piner-Olivet Principals meet to update the plan.	October 2019	
Both Piner-Olivet Charter School and Jack London Elementary staffs review plan, procedures, and make recommendations.	January 8, 2020	
Jack London and Piner-Olivet Principals meet to review plan (major overhaul took place 20-19-2020)	January 28, 2021	
Jack London School Site Council Approves Safety Plan	January 28, 2021	

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

#### **FALLEN AIRCRAFT OR EXPLOSION**

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside school, teachers give the DROP command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedure.
3. Staff performs necessary rescue measures to help injured or trapped students, and calls police and fire departments.
4. Call police and Fire Department
5. Principal insures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

### **Animal Disturbance**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call 911 and provide the location of the animal and nature of the emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.

### **Bus Disaster**

Procedures are developed by West County Transportation are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school.

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

### **Disorderly Conduct**

Disorderly Conduct may involve a student, staff member and visitors exhibiting threatening or irrational behavior.

Procedure:

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions.
4. The School Administrator will call 911, and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

### **Earthquake**

1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought.
2. After the earthquake tremors subside, the teacher may order an evacuation of the classroom.

3. If buildings are evacuated - teachers line their classrooms up remain in place until directed, take roll, report missing students, and determine those in need of first aid.
4. Classes are resumed when the building is declared safe by the Principal or designee.

If outside the building students should:

1. Crouch or lie down as quickly as possible. Avoid building or other structures in the event of an earthquake.
2. Stay in a selected position until the order is given by the staff member in charge.

### **Explosion or Risk Of Explosion**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

Scenario 1 - Explosion on school property;

Scenario 2 – Risk of an explosion on school property;

Scenario 3 - Explosion or risk of explosion in a surrounding area

Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.] It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “BombThreats.”

### **Procedure**

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of the emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will notify the District Superintendent of the situation.
9. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
10. Any areas affected by the explosion will not be reopened until the appropriate agency provides clearance and the School Administrator gives the authorization to do so.

#### **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN- PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of the emergency.
5. Staff should attempt to suppress only small fires with extinguishers.
6. The School Administrator will notify the District Superintendent of the situation.
7. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

### SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. The School Administrator will notify "911" and will provide the exact location (e.g., building, area) and nature of the emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

### SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The School Administrator will notify "911" and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

### Fire in Surrounding Area

#### FIRE

1. Sound fire signals: five short bells or klaxon
2. Students and adults evacuate building to outside assembly areas (blacktop).
3. Teacher leaves room last, taking class records, emergency supply duffel bags and keys, and closing doors (not locked) and windows.
4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
5. Depending on the severity of the fire, students may be taken to an alternate location for protective supervision until parents can be notified for pickup.

### Fire on School Grounds

Every month, the POCS and Jack London students and staff engage in emergency drills. Each monthly drill contains a component where the school must be evacuated, as part of the requirements to have a fire drill. In addition, drills are combined to contain components practicing earthquakes (drop cover & hold), lockdowns (shelter in place), and alternate evacuation areas. Future goals entail practicing an evacuation and coordinating a Student Release practice with volunteer parents.

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

#### Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the District Superintendent of the loss of utility service.

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

#### Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the District Superintendent of the loss of utility service.

## **Flooding**

This procedure applies whenever stormwater or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems.

### **Procedure:**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify 911 and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

## **Loss or Failure Of Utilities**

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

### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the District Superintendent of the loss of utility service.

## **Motor Vehicle Crash**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call 911 and will provide the exact location (e.g., building, area) and nature of the emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The First Aid/Medical Team will check for injuries to provide appropriate first aid.

## **Psychological Trauma**

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or another natural disaster; a serious environmental problem; or ethnic and racial tensions.

Emergencies like those described above usually produce one or more of the following conditions: Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff.

Concentrated attention from the community and news media.



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

#### Procedure

1. The School Administrator will establish First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
5. The First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

#### **Suspected Contamination of Food or Water**

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

#### Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption and will restrict access to the area.
2. The School Administrator will notify 911 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

#### **Unlawful Demonstration or Walkout**

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

#### Procedure:

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify 911, the District Office to request assistance and will provide the exact location and nature of the emergency.
4. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing curtains in rooms so equipped.
5. The School Administrator should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.
6. The School Administrator will notify parents of the incident, as appropriate.

## Agenda Item Summary

Action Item: **17.3** *Approval of Comprehensive School Safety Plan for Piner-Olivet Charter School*

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Regular Meeting of: February 10, 2021

**Action Item**

Report Format:**Oral**

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Attachment : Correspondence

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**Presented by:** Dr. Charbonneau, Superintendent

**Background**

Each school must have a Comprehensive Safety Plan as required by law. The plans must be updated each year by March 1<sup>st</sup>. The Governing Board must review and approve the updated schools' comprehensive plans.

**Issue(s)**

None

**Plan/Discussion/Detail**

The submitted updates have been reviewed and approved by the Piner-Olivet Charter School Executive Committee.

**Fiscal Impact**

None

**Options**

Approve the updates as submitted.  
Not approve the updates as submitted.

**Recommendation**

Approve the updates as submitted.

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-2021 School Year

**School:** Piner-Olivet Charter School  
**CDS Code:** 49-70870-6113492  
**District:** Piner-Olivet Charter School - Piner-Olivet Union School District  
**Address:** 2707 Francisco Ave  
 Santa Rosa, CA 95403  
**Date of Adoption:** February 2, 2021

**Approved by:**

Name	Title	Signature	Date
Kirsten Sanft	Principal		
Jessica Brandenburg	Lead Teacher, Executive Committee Member		
Terry Cahill	Lead PA, Executive Committee Member		
Kelly Roberts	Parent & Executive Committee Member		
Melissa Holmes-Bradley	Parent & Executive Committee Member		
Weston Headley	Parent & Executive Committee Member		
Nancy Moran	Executive Committee Member		

Name	Title	Signature	Date
Andrea Correia	Parent & Executive Committee Member		
Darla Pimlott	Parent & Executive Committee Member		
Jules Strasser	POCS teacher		

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

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

### **Safety Plan Vision**

POCS VISION STATEMENT:

Piner-Olivet Charter School serves a diverse student body in grades 7 and 8 with an academically challenging curriculum in a small, safe, and caring educational environment. At Piner-Olivet Charter School, staff works collaboratively to provide interactive lessons using up-to-date technology that focus on individual learning styles and differences. POCS is committed to helping students develop personal responsibility, confidence, self-esteem, and an understanding of their place in the world through community service with the support of their families and the community.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Piner-Olivet Charter School Safety Committee

Piner-Olivet Charter School

1. Kirsten Sanft
2. Jessica Brandenburg
3. Terry Cahill
4. Kelly Roberts
5. Weston Headley
6. Melissa Holmes-Bradley
7. Andrea Correia
8. Darla Pimlott
9. Nancy Moran

### Assessment of School Safety

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

2018-2019 and 2019-2020 School Accountability Report Card

2018-2019 and 2019-2020 Suspension and Expulsion rates and incident review on Dashboard

2018-2019 My Voice Survey – Student, Parent

Attendance is collected in the Aeries students information system

Qualitative data and anecdotal evidence collected from Student Advisory, Jack London Families, POCS Parent Club, staff, English Language Advisory Committee, and POCS Executive Committee, and Jack London's Instructional Leadership Team

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

Monthly Drills (when students are on campus)

Yearly Review of Safety Roles and Safety Teams

Yearly Review of School Safety Plan with stakeholders

Yearly Update of Safety Supplies and Procedures

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

All school staff actively monitors the safety and welfare of all students. Staff understands its responsibility as child care custodians and immediately reports all cases of known and suspected child abuse

To assure that school staff has adequate training and information, all staff must sign a statement certifying that they have read and know child abuse reporting procedures. School administrators, teachers, classroom assistants, and other classified school employees participate in annual, mandatory training and overview of procedures in child abuse identification.

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

#### Disaster Plan (See Appendix C-F)

A disaster necessitating the implementation of this "Emergency Response Plan" is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

#### OBJECTIVES

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well-being of students and staff remaining at the school site following an emergency until released.

4. To provide for the safe and orderly release of students and staff as conditions permit.

#### PUPIL PROTECTION POLICY

The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety.

#### **Public Agency Use of School Buildings for Emergency Shelters**

If a disaster occurs in Santa Rosa, our district will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Jack London Elementary/Piner-Olivet Charter School and the Piner-Olivet Union School district will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. If school is not in session, our schools may be used by the American Red Cross to shelter community members. In some cases, there may be a need to open a small portion of the school to the American Red Cross to shelter community members while school is in session or while the school is sheltering students.

When an emergency situation occurs requiring students to stay overnight at school, Piner-Olivet Union School District plans to house, care for and supervise students until parents/guardians or pre-designated emergency contacts are able to pick up their children. If an overnight stay is required, an attempt will be made to move students to the nearest designated shelter school.

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

##### SUSPENSION AND EXPULSION/DUE PROCESS

The school administration uses progressive discipline, Restorative Practices, and positive community building workshops and programs, as well as following the California Education Code related to student discipline and suspensions.

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.



## Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

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

As stated in the Administrative Regulation 5114.9.3 guidelines the District shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The District shall provide the information to these teachers based upon any written records that the district maintains or receives from a law enforcement agency regarding a student.

Teachers have the right to view suspension and discipline records in the student information system.

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

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

#### Complaint Process:

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

Sexual Harassment of any student or employee by another person is prohibited. Students are directed to report incidents of sexual harassment to an administrator or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include one or more of the following:

1. Documenting and investigating the complaint:
2. Parent notification
3. A report to police or Child Protective Services as appropriate to a particular incident;
4. Student disciplinary actions may include suspension, detention, behavioral contract or recommendation for expulsion;
5. Initial contact with the complainant's parent(s), a letter describing the incident and containing the Piner-Olivet Union School District Sexual Harassment Policy & Procedures packet and closure that assures that the incident has been handled per policy

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

POCS guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn.

## STATUS OF GANG ACTIVITY ON CAMPUS

The status of gang activity is virtually non-existent this school year. There have been no gang related suspensions, nor graffiti, for over two calendar years.

## GANG PREVENTION & INTERVENTION GUIDELINES

The wearing of clothing; marking on one's skin (tattooing); writing on books, papers, and backpacks; and words or gestures not related to the curriculum which may be associated with these gangs are not allowed and may include, but are not limited to: Red or blue bandanas, red or blue shoe laces, red or blue belts, belt buckles with 13 or 14, three or four dots, hand signs indicating 13 or 14 or known gang signs; inflammatory gang related terms. The following are local gangs and some of the insignias and symbols they may use, but are not limited to:

## GANG INITIALS, SYMBOLS, ETC. GENERAL LOCATION OTHER

Asian Boyz ABZ, Abz, 1226 County wide  
Bennett Valley Surenos BVS Santa Rosa  
Brown Pride Norteno BPN County wide  
Brown Pride Sureno BPS County wide  
Cambodians With Attitude CWA Santa Rosa / SF  
Corby Block Nortenos CBN Santa Rosa  
Crips Crip, Crippin', Cuzz Santa Rosa  
Dec Lao Crip / Lao Crip DLC, LC, Crip County wide  
18th Street XVIII, XV3ST County wide  
La Familia LF, LFMA Santa Rosa  
Lennox 13 LNX 13 Santa Rosa  
Lokked Out Khmer LOK Santa Rosa Lokked Out Khmai  
Mara Salvatrucha MS County wide  
Norte NX4 Santa Rosa / Windsor  
Nortenos Norte, XIV, 14 County wide  
Pachuco Locos PL Santa Rosa  
Puro Sureno Cholos PSC Santa Rosa  
South Park PeeWees SPP Santa Rosa Subset of VSP  
Surenos SUR, XIII, 13, X3 County wide EME  
Tiny Rascal Gangster TRG, 7126 County wide  
Valley Oak Park VOP Santa Rosa  
Varrío Angelina Heights VAHTS, AHTS Santa Rosa  
Varrío Olive Street VOS Santa Rosa  
Varrío Santa Rosa Norte VSRN Santa Rosa  
Varrío South Park VSP Santa Rosa  
Varrío Sur Locos VSL Santa Rosa  
West 9th Clica W9th VSL Santa Rosa Subset of VSL

Every effort will be made to initially address gang related issues from an educational, counseling perspective and to communicate to parents about any concerns. Except in severe situations which involve aggression, serious threats, or disruption of school activities, suspension will be the consequence of last resort.

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

Jack London Elementary School and Piner-Olivet Charter School share a campus located at 2707 Francisco Avenue in a residential section of northwest Santa Rosa. Students walk to and from the campus, while some students ride bicycles or are dropped off and picked up by parent or guardians in cars. In addition, there is one school bus that drops a small number of students off in the morning and picks them up in the afternoon. Small special education buses also drop off and pick students who attend a Sonoma County Office of Education class located on the campus. Because of the ages of the students, Jack London students are not allowed to ride bikes to school while POCS students are allowed to ride bikes.

Because of limited school parking and very little on street parking, there is some congestion in the morning and afternoon when parents/guardians drop off and pick up students. However, this congestion usually does not last longer than 15 minutes. The congestion is most noticeable on Wednesday afternoons because both schools end their days close to the same time.

In both the morning and afternoon, there are staff members of both schools at the student loading zones that assist students exiting and entering cars and the bus. Staff members also act as crossing guards on campus to help students cross the driveway to the walking path in the morning and afternoon. A crossing guard hired by the City of Santa Rosa and school district helps students cross Francisco Avenue at the other end of the walking path

Staff will notify the office if they will be off campus during their regularly scheduled work day to minimize possibly confusion in case of evacuation.

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

**Component:**

People and Programs

**Element:**

Creating a caring and connected school climate: school safety is enhanced when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

By May 30, 2021, POCS will continue to have a very low number of referrals and suspensions related to intolerance.

Objectives	Action Steps	Resources	Lead Person	Evaluation
Increase student sense of belonging.	1.0 Beginning of the Year plan for community building activities is implemented in each homeroom during the first two weeks of school. a. Teachers review the plan for any revisions and additions b. Teachers implement the plan	Budget: Digital Literacy curriculum, Inclusivity and Equity Programming, and Suicide Prevention programming, Swim Party, Ropes course Continued campus pride work Digital Literacy and Safety Modules MFT .6 FTE Bilingual Community Liaison	Principal	Teachers report out and discuss activities in collaboration meetings Counselor tracks and reports on number and progress of 1:1 and small groups. Review referrals and suspension numbers in May.
Build community to increase student sense of belonging.	2.0 Continue with school-wide community building and student recognition activities a. First two weeks activities b. Swim Party c. Ropes Challenge Course d. Great Choices Luncheon e. Class Meetings f. Incentive Field trips and Academic Assemblies	LCAP Funding	Principal	California Healthy Kids Survey, Youth Truth survey, discipline data
Continue existing community-building activities and events.	3.0 Continue with equity and inclusivity instruction and activities a. Attend workshops as available through SCOE or other opportunities b. Include specific equity and inclusivity discussions in class meetings c. Complete discussions and activities related to the equity and inclusivity curriculum and activities.	LCAP Funding, SCOE	Principal	California Healthy Kids Survey Discipline and suspension data Informal site-based student surveys

**Component:**  
Place

**Element:**

Vision: Piner-Olivet Charter School will maintain school grounds in a safe and secure manner for students, staff, and community members.

**Opportunity for Improvement:**

The principal will confer regularly with head of maintenance to insure that specific tasks are being completed and monitor staff ongoing implementation of safety procedures.

Principal will visually inspect walkways and paths, signage, and project/mural progress.

Teachers, parents, staff and students will be surveyed, formally and informally, to gather additional data.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>Goal #1 The school site will be safe for students, staff, and community during the school day and after hours.</p>	<ol style="list-style-type: none"> <li>1. Identify areas where traffic flow is problematic.</li> <li>2. Gather community input on additional areas of concern.</li> <li>3. Develop sign content and work with District personnel to order and install signage.</li> <li>4. Walkways and paths will be repaired maintained to ensure safety.</li> <li>5. Assess needs (ongoing)</li> <li>6. Report problems to the district for repairs and follow up on timelines.</li> <li>7. Continue to monitor and report unsafe conditions and maintenance needs.</li> </ol>	<p>Included in current salaries Survey Tools costs covered by POUUSD.</p>	<p>Principal</p>	<p>By September 1, 2021, all traffic routes will be clearly marked and appropriate signage will be visible to support safe drop-off, pick-up and pedestrian student arrival.</p>
<p>Goal #2 Students will have a sense of pride and identity with the school and respect for the physical environment.</p>	<ol style="list-style-type: none"> <li>1. Students will continue to participate in the design and building of fencing and murals for garden area.</li> <li>2. Students will participate in campus maintenance activities, including weekly rotation for campus-wide clean up and collaboration with Jack London when appropriate.</li> <li>3. Parents and the school community are invited to participate</li> </ol>	<p>Built into Advisory and Enrichment curricula</p>	<p>Teachers</p>	<p>Ongoing. Students engage in campus beautification and maintenance with POCS and buddy classes, as evidenced by a cleaner and more orderly school environment.</p>

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

**Piner-Olivet Charter School Student Conduct Code**  
PINER-OLIVET CHARTER SCHOOL DISCIPLINE PLAN

The emphasis at POCS is on appropriate behavior that is responsible, respectful, and safe. Staff, families, and students believe that orderly learning activities; courteous treatment of others; and the adherence to school rules are necessary for a pleasant, productive learning environment. The school community works together to provide and maintain this environment. We are proud of our students and pleased with the generally excellent behavior that we have at POCS.

To encourage positive atmosphere and cooperative behavior, our program emphasizes positive acknowledgement for appropriate behavior. Teachers have a range of recognition activities within their classrooms that include verbal praise (e.g. "Howls") and class and individual incentives (such as pizza parties).

On the school level, students are recognized through incentive field trips, luncheons, and award assemblies. In addition, students in good standing with academics and behavior have full privileges including field trips, dances, athletics, and school related extracurricular activities.

**INCENTIVE FIELD TRIP** – At the end of each Trimester, students with 3.5 GPA are invited on a field trip for their accomplishment. These generally include local activities such as bowling, CHOPS, or Scandia.

**Great Choices Luncheon** – Recognizes students who did not receive any academic or behavior referrals for the trimester. Students are treated to lunch by parents and staff.

**End of the Year Awards** - Outstanding Citizenship, Enrichment classes, Presidential Physical Fitness.

By law, students are under school jurisdiction and these expectations are in effect on the way to or from school, while on campus, or at any school activity.

**BE RESPECTFUL** - Respect all people, learning, and property.

**BE RESPONSIBLE** - Accept responsibility for your learning and actions.

**BE SAFE** - Behave safely and appropriately.

We expect students to follow all procedures, guidelines, rules, and school adults promptly and respectfully.

These expectations support the school and learning environment that students, families, and staff expect at Piner-Olivet Charter School. All other rules and guidelines fall within these three behavior expectations and are meant to clarify them.

#### CLASSROOM EXPECTATIONS

Each classroom has specific rules or expectations to clarify behavior expectations. These vary some from classroom to classroom. In general, students are expected to bring all materials to class, use class time appropriately, pay attention to instruction, respect each other and other's learning, and complete their assignments.

#### PLAYGROUND / SCHOOL RULES

The following playground / school rules clarify specifics for students. Most are for safety.

#### RESPECT, RESPONSIBILITY, SAFETY

No running or chasing on the blacktop.

No kicking or throwing balls - except in approved games.

Do not interfere with games or activities.

Keep hands and feet to yourself.

Remain in eating areas only when you have food.

Remain in authorized areas - visible, not between buildings.

Do not enter classrooms or other school rooms unless an adult is present.

Use play equipment correctly and follow Big-Toy Safety Guidelines.

The following items are not allowed:

glass containers,

permanent markers,

liquid white out.

#### COPYING/PLAGIARISM

Students learn from doing their own work. Copying and/or plagiarism is to steal or pass off others' words or ideas as your own. This includes copying homework, writing, projects, etc., from other students, books or other written material, or the Internet. Students will receive a grade of "F"/0 and detention for participating in copying/plagiarism, whether as the copier or the provider of the work being copied. If the copying /plagiarism continues or is severe, further disciplinary steps will be taken. This policy covers all school work, including final projects. A "0" on an assignment will affect the student's grade.

#### DISPLAYS OF AFFECTION

Students are to limit displays of affection to hand-holding only. Further displays of affection are not appropriate for a school learning environment.

#### DRESS CODE STANDARDS

Dress code requires students dress in a manner appropriate for the school environment. Clothing should not reveal the midriff, straps on shirts should be an inch or wider. Shorts and skirts should be no shorter than mid-thigh. Clothing should not indicate gang membership. Sandals must have a heel strap. All shoes must have a low enough heel that students can run in PE class. All dress code requirements apply equally to girls and boys.

We have appropriate clothing items in the office for students who choose to come to school in clothes that do not meet POCS's dress code.

Consequences for not following the Dress Code:

1st time – Warning & clothing item provided, call home to notify parent, restorative discussion with student.

2nd time – Clothing item provided, Behavior Report to notify parent, detention, restorative discussion.

3rd time – Clothing item provided, Behavior Report, detention, restorative discussion.

Student choice between suspension for defiance or a formal restorative conference if continues.

#### CELL PHONES AND ELECTRONIC DEVICES

Please see pages 4 and 8.

#### SEXUAL HARASSMENT

POCS will maintain an appropriate learning and working environment that is free from sexual harassment. All reports of sexual harassment are treated very seriously and will be attended to in a timely manner by the staff. All matters involving sexual harassment complaints shall remain confidential to the extent possible.

Any harassment/bullying should be reported to an adult ASAP. We want to help - but we can't if we don't know it's happening.



## MISBEHAVIOR and CONSEQUENCES

When a student violates an expectation or rule, it may be dealt with first by a warning, student conference, or minor consequence to help him or her understand the expectation and change behavior. For most students, this is enough. Parents are informed through written notices or personal contact so they can help students change behavior and remain in good standing. If misbehavior continues or a more serious infraction occurs, the school Discipline Plan is followed with appropriate increasing consequences and a Discipline Level system. The system is progressive, and the consequences become greater, including the loss of privileges, suspension, and in rare cases, expulsion.

Our overall approach to discipline is through a restorative lens of student learning and growth; however there are consequences, including the requirement for the offender to make amends to those harmed.

### BEHAVIOR REPORT

This notice documents behavior and consequences. It must be signed by the parent/guardian and returned the next day to the person who issued it. Students will receive consequences for not returning the reports with signatures the next day.

Parent / guardian should sign and return it even if there is disagreement or a concern about it. The signature indicates a parent/guardian saw the Behavior Report, not that they agree with it or the consequence.

If the Behavior Report isn't returned with a signature the following school day, a second Behavior Report with an after-school detention is issued.

If there is a concern or question about a Behavior Report, contact the teacher who issued it, or Ms. Sanft for yard / Instructional Assistant concerns.

If the consequence isn't served when assigned, it automatically doubles. If it still isn't served, the student may be suspended for defiance. This includes Behavior Reports that are disputed if they are found to be valid.

Violations of the Behavior Expectations include but are not limited to the following actions and general consequences:

#### MINOR MISBEHAVIOR examples – Warning/Detention

- Late arrival – less than 30 minutes
- Interfering with games
- Dress Code / inappropriate item
- Rough play
- Inappropriate language
- Electronic devices
- Entering unauthorized areas
- Littering, gum chewing, spitting on ground
- Inappropriate displays of affection

#### SERIOUS MISBEHAVIOR examples –Detention/Restorative Conference (formal or informal)/Suspension/Expulsion

- Comments or behaviors targeting protected classes (including but not limited to a person's color, race, national origin, gender, gender expression, sexual orientation, disability, religion, body size/shape, immigration status, or language fluency)
- Cutting class or school
- Roughhousing, tripping, pushing, etc.
- Inappropriate language (directed, flagrant)
- Throwing food or other objects
- Classroom disturbance
- Inappropriate consensual physical contact
- Copying, cheating, plagiarism, and forgery
- Disrespect/mistreatment of student (online or in person)

- Bullying
- Contributing to/bystander to any
- Threats/intimidation
- Disrespect/defiance of an adult
- Fighting or any threat or agreement to fight
- Sexual harassment or assault
- Non-consensual physical contact
- Name calling/teasing/harassment/cyber-harassment
- Vandalism
- Tobacco
- Stealing, extortion
- Weapons – possession of such an item fake guns or
- Dangerous items – firecrackers, poppers, etc.-
- Drugs/Alcohol – possession, providing, use,
- Under influence

Immediate Actions and Consequences include but are not limited to:

- Warning/Student Conference
- Parent Contact – telephone or conference
- School Service (usually cleanup)
- Time out/immediate removal from class/activity
- Morning or noon detention
- After school detention
- Loss of privileges
- Suspension; on campus or out of school

Not all minor misbehavior such as littering, rough play, or gum chewing is documented with a Behavior Report. However, if this kind of minor misbehavior continues or adds up, a Behavior Report and detention will be issued.

Behavior on the Yard:

Students are reminded that appropriate behavior is expected on the yard as well as in the classroom. Warnings/referrals are given at the discretion of the yard supervisors and are based on the following rules:

- Unsafe behavior
- Mistreating others
- Property misuse
- Rude/disrespectful
- Unauthorized area
- Disruptive
- Path/dugout rules
- Tardy from recess
- Food/backpack in unauthorized area
- Snack Shack rules
- Trash/littering
- Rough play
- Physical contact
- Foul language
- Table hopping
- Throwing food
- Other

Incremental Consequences:

1st Infraction: restorative questions, orange warning ticket

2nd infraction: pink referral to inform parents

3rd infraction: pink referral & sent to principal (possible detention, extra trash pick up, loss of recess)

4th infraction: pink referral & sent to principal, call home, additional consequences.

IMPORTANT - Multiple behavior violations, whether on the yard, in the classroom, or during a school activity within a trimester or the year also lead to additional steps to emphasize the need to improve behavior.

Severe behavior (such as defiance or racist comments/actions) will be treated as a 3rd or 4th infraction.

#### HELP STOP HARASSMENT

Students who are intimidated or harassed by another student should report the incident to a teacher, the principal, or a parent, as soon as possible. The principal and other staff will support and resolve the situation without acknowledging who/how it was reported. If students are reluctant to report incidents, parents should report it to the school office themselves.

#### Conduct Code Procedures

##### DISCIPLINE LEVELS

The following guidelines and discipline levels will affect only a very small number of students in our school. Our students as a whole are very respectful and responsible, easily meeting behavior expectations. However, some students need to know exactly what is expected, where the line is, and what will happen if they cross the line. Without those clear guidelines and consequences, misbehaviors seem to go on and on with little regard for others. Violations & infractions accumulate, leading to greater or additional consequences and the loss of privileges.

The number of infractions a student accumulates determines their discipline level. This discipline level determines a student's school privileges and eligibility for activities. Additional consequences or restrictions may occur at any level – based on the principal's discretion.

##### DISCIPLINE LEVEL INFRACTIONS PER TRIMESTER PRIVILEGE STATUS

Level 1

0-2 detentions  
or equivalent

Full privileges

Level 2

3-5 detentions or equivalent  
or 1-2 days suspension

Lose opportunity for Great Choices luncheon participation.

Level 3

6+ detentions or equivalent  
or 3 days suspension

Lose all extra-curricular  
privileges: Athletics,  
Drama Production,  
field trips, dances, events, etc.

Level 4

3+ days suspension  
Lose all privileges.  
Behavior contract.

#### GROUNDS FOR SUSPENSION OR EXPULSION

No student shall be suspended or expelled for any of the acts enumerated unless that act is related to school activity, school attendance, or school functioning. A student may be suspended or recommended for expulsion for acts that violate Education Code 48900 which are enumerated below related to school activity or attendance. California Education Code states that school discipline applies during school, a school activity, or while going to or from school or any school activity.

#### CA Ed Code Grounds for Suspension or Expulsion:

Cause or attempt to cause /threaten physical injury to another person

Fighting, intimidation or harassment

Possess, use, sell, furnish, or be under the influence of a controlled substance, alcoholic beverage or intoxicant or drug paraphernalia such as a pipe.

Possess, sell or furnish firearms, knives (including air or paint guns and pocket knives), weapons, explosives (including firecrackers, smoke bombs, poppers, etc. ) or dangerous objects.

Commit robbery or extortion.

Cause or attempt to cause damage to private or school property (including graffiti)

Steal or attempt to steal private or school property

Possess, provide or use tobacco.

Commit an obscene act or engage in habitual profanity / vulgarity.

Offer, arrange or negotiate to sell, or possess any drug paraphernalia.

Disrupt school activities/willfully defy school personnel in the performance of their duties.

Knowingly receive stolen school or private property.

Infraction of bus rules and regulations

Bullying/Sexual harassment / intimidation

Electronic bullying

Intimidation of a witness

17. Pulling the fire alarm or dialing 911 in a non-emergency.

18. Forgery of adult signature

#### **(J) Hate Crime Reporting Procedures and Policies**

Hate crime reporting procedures: (cf. 5145.9 - Hate-Motivated Behavior). In order to create a safe learning environment for all students, Piner-Olivet Charter School desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The school prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, gender identity, or gender expression, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The principal of the school:

- monitors the plan and the safety of the school;
- monitors programs in place to create safe and connected environments for students.
- monitors the school grounds to ensure a safe and secure campus for students, staff, parents, and the community.
- works in conjunction with the staff and Safety Team to review the efficacy of the plan and make changes as needed.

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
American National Red Cross	American Red Cross, (Sonoma County Chapter)	707-577-7600	
Other	Animal Regulation	707-565-7100	
City Services	CalTrans	800-427-7623	
Other	Highway Patrol Info Line	707-588-1400	
Public Utilities	Pacific Gas & Electric Company	800-743-5002	
Other	Redwood Empire Schools' Insurance Group	707-836-0779	
Law Enforcement/Fire/Paramedic	Fire Department info line	707-528-5151	
Law Enforcement/Fire/Paramedic	Sheriff's Department	707-565-2121	
Other	Sonoma County Dept. of Health Services	707-565-4400	
Other	Sonoma County Office of Education	707-524-2600	

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Jack London and Piner-Olivet Principals meet to review and plan steps.	August 2019	
Jack London and Piner-Olivet Principals meet to update plan	Septemeber 2019	
Jack London and Piner-Olivet Principals meet to update plan	October 2019	
Piner-Olivet Executive Committee Reviews Draft of Safety Plan and makes recommendations	Dec. 17, 2019	
Piner-Olivet School and Jack London School staff review plan and procedures, and make recommendations.	Jan. 8, 2020	
Piner-Olivet Executive Committee Approves Safety Plan	January 21, 2020	
Jack London and Piner-Olivet principals meet to review plan (major overhaul took place 2019-2020)	January 27, 2021	
Piner-Olivet Executive Committee Approves Safety Plan	February 2, 2021	



**PINER-OLIVET CHARTER SCHOOL**

**Tuesday, February 2, 2021**  
**EXECUTIVE COMMITTEE MEETING Minutes**

Piner-Olivet Charter School

Open Session: 4:30 PM (VIRTUAL)

Jack London School Staff Room

2707 Francisco Ave., Santa Rosa, CA 95403

<https://pousd-org.zoom.us/j/91081777550?pwd=NGh1Nkh6N3VvaFc0MnJXTy9zTWIDZz09>

- I. CALL TO ORDER 4:36**
- II. ROLL CALL - Melissa Holmes, Jessica Brandenburg, Weston Headley, Jules Strasser, Terry Cahill, Andrea Correia, Nancy Moran, and Kirsten Sanft**
- III. AGENDA MODIFICATIONS - NA**
- IV. COMMUNICATIONS, PETITIONS, AND DELEGATIONS Each communication will be limited to three minutes.** Persons addressing the Committee without giving previous notice should realize that the action upon any request may be delayed. This is a time for members of the audience to address the Committee regarding items not on the agenda. Anyone desiring an item to be placed on the prepared agenda shall notify the Secretary ten (10) working days prior to the meeting. - NA
- V. DISCUSSION ITEMS - NA**
- VI. ACTION ITEMS**
  - A. Approve minutes from November 2020 meeting** ACTION
    1. Jessica Brandenburg moves to approve the minutes, Terry Cahill seconds motion. November Minutes approved.
  - B. Approve minutes from January 2021 meeting** ACTION
    1. Motion to approve January minutes moved by Jessica Brandenburg, Weston Headley 2nds. Motion passes and January Minutes are approved.
  - C. Approve Piner-Olivet Charter Safety Plan**
    1. Notes:
      - One Objective-Try to increase a sense of student belonging and increase the sense of community
      - Goal #1 Traffic flow and keeping pick up and drop off safe- Campus improvement days
      - The direction of traffic flow will remain the same. It has been confirmed that the current direction is the safest by Santa Rosa city traffic engineers.
      - There is a possibility of putting in a stop sign at the end of the parking lot/driveway. A hedge will also be cut back to increase visibility in the

- front driveway as well.
- School discipline rules are remaining the same.
  - There won't be a situation in which a student will be suspended for dress code anymore, rather there will be a restorative discussion and restorative conference rather than suspension.
  - Hate crimes will need to be reported to the state.
  - Safety Plan Review, Evaluation, and Amendment Procedures stayed relatively the same, since there have been no students on campus this year.
  - Incident Command System- all info from public plan has been cut out for evacuation procedures, and will only be given to school staff.
  - Facilities and Safety- Jules asked if this will be updated with lighting that is out on campus. Kirsten is going to ask our custodian, Dawhitt, to check on campus wherever we need lightbulbs replaced, to improve safety.
  - Andrea moved to approve the safety plan. Nancy seconds motion. Motion passes to approve The Comprehensive Safety Plan.

#### **VII. PRINCIPAL'S REPORT**

**A. Enrollment** - Current enrollment is down a bit. But we also just got a couple of new students, now at 200 students. We have 80 students registered for 7th grade next year already. We are probably going to be in good shape for 104 students for 7th grade

**B. Staff** - No changes

**C. Curriculum and Instruction**- Continuing on the same.

**D. Facility** - No changes

**E. Activities and events**- Piner High came in. The POCS students were very engaged and it was successful.

**F. Parent Club**

**VIII. COMMENTS FROM EXECUTIVE COMMITTEE** - POUUSD Gov Board Report, events or activities attended, other observations or comments about POCS happenings.

#### **IX. FUTURE MEETING DATES AND AGENDA ITEMS**

A. Discuss providing time for teacher prep 2021-2022

B. Discuss to continue offering PE at POCS

C. Next regularly EC scheduled meeting March 16, 2021

D. Next POUUSD Board meetings: February 10, 2021 at 6:00 PM. Zoom link available on POUUSD website: <http://www.pousd.org/school-board.html>

**X. Meeting Adjourn** - Andrea Correia moves to adjourn the meeting. Nancy Moran seconds the motion. The motion passes. The meeting is adjourned at 5:28 PM

## Agenda Item Summary

Action Item: **17.4** *Approval of Comprehensive School Safety Plan for Olivet Elementary Charter School*

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Regular Meeting of: February 10, 2021      **Action Item**      Report Format:**Oral**

Attachment : Correspondence

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**Presented by:** Dr. Charbonneau, Superintendent

**Background**

Each school must have a Comprehensive Safety Plan as required by law. The plans must be updated each year by March 1<sup>st</sup>. The Governing Board must review and approve the updated school comprehensive plans.

**Issue(s)**

None

**Plan/Discussion/Detail**

The submitted updates has been reviewed and approved by the Olivet School Site Council.

**Fiscal Impact**

None

**Options**

Approve the updates as submitted.  
Not approve the updates as submitted.

**Recommendation**

Approve the updates as submitted.

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-21 School Year

**School:** Olivet Elementary Charter School  
**CDS Code:** 49-70870-6066344  
**District:** Olivet Charter School - Piner-Olivet Union School District  
**Address:** 1825 Willowside Road  
 Santa Rosa, CA 95401  
**Date of Adoption:** January 21st, 2021

**Approved by:**

Name	Title	Signature	Date
Anna Moore	Principal	<i>A Moore</i>	Jan. 31st, 2021
Greg Bickel	Teacher	<i>Greg Bickel</i>	Jan. 31st, 2021
Francis Sorrentino	SSC Leader/Teacher	<i>F. Sorrentino</i>	Jan. 31st, 2021
Eileen Barrow	Parent	<i>Eileen Barrow</i>	Feb. 1st, 2021
Carrie Forrest	Teacher	<i>Carrie Forrest</i>	Feb. 1st, 2021
Linda Galloway	Lead Program Advisor	<i>Linda Galloway</i>	Feb. 1st, 2021
Nicole Davis	Parent	<i>Nicole Davis</i>	Feb. 1st, 2021
Cathy Thorpe	Classified Employee	<i>Cathy Thorpe</i>	Feb. 1st, 2021

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

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

### **Safety Plan Vision**

Olivet Elementary Charter School is dedicated to providing a safe environment for children so they can focus on learning and growing. We are known as the "Small School, Big Heart" school, where student safety comes first.

At Olivet, we strive to develop healthy, confident students who are self-motivated to meet challenges, achieve, and live to their full potential as independent, productive citizens. We will create a safe, positive, accepting environment where respect for oneself and others, responsibility, and compassion are the norm. We will foster an awareness and respect of the diversity in the world in which we live, and the cultures that inhabit it. We will nurture critical thinking, kindness, mindfulness, creative expression, and individuality with the ultimate goal of lifelong learning and personal fulfillment.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Olivet Elementary Charter School Safety Committee

Anna Moore  
Greg Bickel  
Francis Sorrentino  
Eileen Barrow  
Nicole Davis  
Carrie Forrest  
Linda Galloway  
Cathy Thorp

### Assessment of School Safety

Conclusions from Data:

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

2019-2020 School Accountability Report Card

2019-2020 Suspension and Expulsion rates and incident review on Dashboard

2018-2019 My Voice Survey – Student, Parent (not given during 2019-20 due to COVID school closures)

Attendance collected in the Illuminate (2019-20)/Aeries (2020-21) student information systems.

Qualitative data and anecdotal evidence collected from Student Advisory, Olivet Families, staff, English Language Advisory Committee, School Site Council, and Olivet's Instructional Leadership Team.

Olivet Elementary Areas of Pride and Strength (school programs & practices that promote a positive learning environment):

\*Note: Some of this effort was suspended during Distance Teaching/COVID.

Continued implementation of Toolbox Program

Morning Meetings/Circles - routine in all classrooms

Training and implementation of Restorative Practices - all staff

Awesome Ospreys given for positive student behavior

Principal Luncheon "Pizza with the Principal" for positive behavior

Class recognitions for attendance

Monday Assemblies

Student Advisory Group

Learning Teams for Math program implementation and ELA Pilots

Individual Teacher Meetings/Check-ins

Monthly meetings and check-ins with a counselor

Instructional Leadership Team

Library Open at lunch and recess (2019-2020)

PE teacher providing organized activities at lunch and recess (2019-2020)

### GOALS

Olivet Elementary:

1. Develop consistent systems for addressing behavior issues through MTSS
2. Continued implementation of Toolbox, and Restorative Practices
3. Additional training and materials for school climate improvements, such as PBIS (behavior expectation posters), staff PBIS training, Mindfulness training, and Kindness Weeks
5. Parent workshops on social-emotional curriculum (Toolbox Parent Night)
6. Consistent parent communication and opportunities for parents to participate in school activities
7. Improved traffic safety, including signage and extra support staff



#### Conclusions from Data:

Olivet Elementary is a school where most students feel safe and connected. The suspension rate has decreased markedly in previous years as we have developed systematic and progressive responses to student discipline that including new Toolbox signs on the yard, and Restorative Practice Conferences.

#### Conclusions from Parent and Teacher Input:

Overall, parents and teachers feel the environment is safe and secure. Traffic and pedestrian safety are also a concern although prior to Distance Teaching/COVID, and new system was put into place where students were managed in front of the school, by grade level. This revision helped keep the students focused on identifying their parents in line for pick-up, and visa/versa. Ways for parents to participate and feel connected need to remain a focus; ways for teachers and employees need to feel recognized for their successes and strengths will remain a focus.

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

#### STRATEGIES:

Monthly Drills (suspended during Distance Teaching/COVID)

Yearly Review of Safety Roles and Safety Teams (suspended during Distance Teaching/COVID)

Yearly Review of School Safety Plan with stakeholders

Yearly Update of Safety Supplies and Procedures

RESIG Trainer to provide safety trainings (suspended during Distance Teaching/COVID)

Areas of Pride and Strength (school programs and practices that promote a positive learning environment):

\*Note: asteric denotes program suspended during Distance Teaching/COVID, however, we expect to resume these activities when we go back to full-time, in-person instruction.

- Implementation of the Toolbox program and school wide Behavior Intervention Program
- Awesome Ospreys are given for positive student behavior\*
- Spirit Days
- Kindness Weeks
- Art Enrichment\*
- After school tutoring\*
- After School Sports\*
- Girls on the Run Program\*
- Renewal work: Social Emotional and Math Cadres\*
- Schools of Hope tutoring\*
- Counseling
- Garden Sanctuary project
- Safety Vests for all staff on duty\*

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

Teachers and staff are aware of their mandated reporter status. Principal and office manager collaborate to support staff new to the reporting form and accessing numbers to call and fax for CPS. POUUSD Board Policy is followed by staff.

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

##### **Disaster Plan (See Appendix C-F)**

A disaster necessitating the implementation of this "Emergency Response Plan" is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life, widespread injuries, or substantial property damage.

#### OBJECTIVES

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well-being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

#### PUPIL PROTECTION POLICY

The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states, "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety."

#### **Public Agency Use of School Buildings for Emergency Shelters**

If a disaster occurs in Santa Rosa, our district will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Northwest Prep and the Piner-Olivet Union School District will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the communities' needs. If school is not in session, our schools may be used by the American Red Cross to shelter community members. In some cases, there may be a need to open a small portion of the school to the American Red Cross to shelter community members while school is in session or while the school is sheltering students.

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

##### SUSPENSION AND EXPULSION/DUE PROCESS

The school administration uses progressive discipline, Restorative Justice Practices, and District Behavior Outcomes as well as following the California Education Code related to student discipline and suspensions.

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others. The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and administrative regulation.

Student Due Process:

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus: use of conferences between staff, parents/guardians and students, behavior intervention teams or other assessment-related teams, and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

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

As stated in the Administrative Regulation 5114.9.3 guidelines, the District shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The District shall provide the information to these teachers based upon any written records that the district maintains or receives from a law enforcement agency regarding a student. Teachers have the right to view suspension and discipline records in the student information system.

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

Information:

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence.
2. A clear message that students do not have to endure sexual harassment.
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained.
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made.
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

Complaint Process:

Any student who feels that he/she is being, or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation. Sexual Harassment of any student or employee by another person is prohibited. Students are directed to report incidents of sexual harassment to an administrator or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include one or more of the following:

1. Documenting and investigating the complaint
2. Parent notification
3. A report to police or Child Protective Services as appropriate to a particular incident
4. Student disciplinary actions may include suspension, detention, behavioral contract or recommendation for expulsion
5. Initial contact with the complainant's parent(s), a letter describing the incident and containing the Piner-Olivet Union School District Sexual Harassment Policy and Procedures packet, and closure that assures that the incident has been handled per policy.

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

The Olivet Elementary Charter School guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn. Generally, we expect that children dress appropriately for school. Open toed sandals, slip on shoes, half shirts, halter tops, hats, and short-short dresses, and long earrings, are discouraged. During very hot weather, appropriate length shorts are allowed for all students. Staff discourages the use of make-up by students.

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

Olivet Elementary School is located on rural Willowside Road outside of the city limits. It is sometimes a busy street with one lane of traffic for travel in each direction. Because of the limited parking area in front of the school there is congestion when students being dropped off and picked up from school. Olivet does not have any students who walk from neighborhood homes to school as there is no sidewalk or crosswalk. In addition to parent drop-off & pick-up, there is bussing. There is one bus that takes one route and serves approximately 64 students. No students bike to school. There are staff members at the front of the school each morning and afternoon who assist and escort students to and from the busses and cars, and make sure all students enter and exit the school safely.

After gathering information from California Highway Patrol, the local Fire Department, Sheriff Department officials at a meeting onsite November 2, 2012, we synthesized their guidance and resources regarding parking regulations and codes. On December 6, 2012 the principal held a traffic meeting for all parents to further polish the flow of traffic and procedures. Staff and the SSC & parent groups also had opportunities to provide input. In the Fall of 2013, new arrows, lanes, lines and directions were painted on the school’s parking lot to ease of the traffic flow, and to assist those new to the school. In December 2017, a traffic safety video was made by the principal and a teacher to address safe driving and routines in the parking lot before and after school. The following year, a student-made video was also produced.

Increased school signage was requested of the Office of Public Works by the principal and in the spring of 2013, additional signs were posted before and after the school on Willowside Road. Painting of the curbs and additional signage was added in 2018.

Leaving campus during work day: Staff are instructed to inform the office know if they leave campus during the work day. If there is an emergency, we need to know who is simply off-campus, and who might be trapped somewhere out of sight.

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

**Component:**

Component 1: People and Programs

**Element:**

Creating a caring and connected school climate: School safety and learning are enhanced for all students when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

Measurable Objective:

By May 30, 2022, Olivet Elementary Charter School will see a 10% drop in behavior forms being written, from the 2021-22 school year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By May 30, 2022, Olivet Elementary Charter School will see a 10% drop in behavior forms being written, from the 2019-20 school year.</p>	<p>Action Steps:            1.0            a. All Toolbox training materials will be distributed to and maintained by teachers and classified staff and the Toolbox program implemented at each grade level.            b. Videos will be made and shared, demonstrating the use of Toolbox strategies.</p>	<p>1. Included in principal's salary.            2. This program has been funded by the POUUSD.            3. Included in teacher and classified salaries.            4. The training and support materials to run the program have been provided by the district.</p>	<p>Anna Moore</p>	<p>The monitoring will include principal walk-throughs, formal teacher and classified evaluations, teacher anecdotal evidence, discipline data system, input by classified employees and students.</p>
	<p>2.0            a. Staff members have programs in their individual classroom to reinforce positive discipline.            b. Students earn rewards for making good decisions and make academic improvement.            c. Awesome Ospreys given to students who show good behavior and good decision-making.            d. Referral/Behavior Intervention recording and data collection process is in place using Aeries.            Students will be publicly recognized for their actions. Rewards and recognition may be included.</p>			

Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>3.0</p> <p>a. Monday morning assemblies students hear a brief review of the tools of the week, with the rules stated in the "positive". (We walk at school instead of don't run.)</p> <p>b. Students will be publicly recognized for their actions. Rewards and recognition may be included.</p>			
	<p>4.0</p> <p>a. The school will regularly recognizes students who exemplify positive values and citizenship.</p> <p>b. Staff members have programs in their individual classroom to reinforce positive discipline.</p> <p>c. Students can earn various rewards (i.e. Lunch with the Principal) or incentives for making good decisions and strides in their academic success through the Awesome Osprey rewards program.</p> <p>d. The use of Positive Behavior Intervention supports the recognition of "on task" and kind behavior.</p>			

**Component:**

Olivet Elementary Charter School provides a safe, secure and genuinely enjoyable environment in which each student can learn and grow academically, socially, and emotionally.

**Element:**

Creating a caring and connected school climate: School safety is enhanced when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

Measurable Objective:

Via survey, students will report an increased sense of belonging and safety while at school, over previous years.



Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By May 30, 2022 all 12 Tools will be taught and reinforced at the school via assemblies. A variety of activities will be planned and implemented to increase students' feeling of belonging and inclusion with other students, teachers and staff members.</p>	<p>1.0  a. Staff, parents &amp; especially students are trained in the TOOLBOX Project. There are special trainings for different types of groups.  b. School wide TOOLBOX Project tools are presented and reviewed at weekly assemblies (weather permitting &amp; when school is in session on Mondays) .  c. Toolbox Project Tools are taught regularly in the classrooms.  d. Adults in charge of Yard Duty will refer students to the TOOLBOX Project Tools. Students will be publicly recognized for their actions. Rewards and recognition may be included.</p>	<p>Funds for Toolbox materials for teachers will be provided to be support implementation of Toolbox lessons.</p>	<p>Principal</p>	<p>December Staff Meeting will include a survey of staff around Toolbox implementation. A portion of each staff meeting is spent on discussing Toolbox strategies and updates.</p>



Objectives	Action Steps	Resources	Lead Person	Evaluation
	<p>2.0</p> <p>a. Monday morning assemblies students will hear a brief review of the rules of the week, with the rules stated in the "positive". ("We walk at school," instead of, "Don't run.")</p> <p>b. Staff members have programs in their individual classroom to reinforce positive discipline. Students can earn various rewards or incentives for making good decisions and strides in their academic success through the Awesome Osprey awards. These AOs can be used at the school store or in trade for "Lunch with the Principal".</p> <p>c. A strong relationship with the Sonoma County Sheriff and Child Protection Services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with those agencies and others. We have monthly drills, and the emergency duffle bags are in place.</p> <p>d. Any graffiti will be removed as soon as possible by the custodial crew. If it is gang related or severe graffiti, it will be photographed prior to removal. Photographs of the graffiti will be forwarded to the Sheriff if deemed appropriate by the principal.</p>			

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>The school regularly sets high standards of behavior and believes all students are responsible for the well being of the school.</p> <p>Students have respect for the reliable adults on staff including recess and lunch supervisors, cafeteria supervisor, custodial staff, librarian, program assistants, and volunteers. All of these staff members have been a part of the site for many years and students can depend on those relationships being constant.</p>	<p>1.0 The Social Emotional Cadre will set specific guidelines for the school staff to follow in order to support students' SE growth.</p>	<p>All teachers have agreed to participate in the Cadre work. Teachers self select which cadre they will be part of.</p>	<p>Principal and teachers</p>	<p>3 times a year the Cadre Steering Committee will meet to evaluate progress on Cadre objectives and goals.</p>
	<p>2.0 The principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior</p>			
	<p>3.0 Through the use of yard and lunch area supervisors, kinder-care supervisors and parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips. Adults on campus have name tags and are required to check in at the office.</p>			

**Component:**

Olivet Elementary Charter School will maintain the school grounds in a safe and secure manner for all students, their families, and staff members.

**Element:**

All students have a sense of high standards of behavior and respect for the physical environment of Olivet Elementary Charter School.

**Opportunity for Improvement:**

Measurable Objective:

Via visual inspection, a decreased amount of litter at school will be observed and be a measure of increased respect for the physical environment of the school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>A variety of procedures will be put in place, communicated and implemented to increase students feeling proud and ownership of the school. By May 29, 2022, 100% of the reported issues related to safety will be resolved; if not, the issues will be reported to district personnel for repair via the district maintenance request form procedure.</p>	<p>1. Maintenance of the school fence, campus and classrooms. The school is well fenced on the back portion of the school, the campus is well lit and clean; the classrooms are comfortable and kept clean by the maintenance staff.</p>	<p>Money for bright vests for easy identification of yard duty supervisors will be provided by the school budget. Garbage grabbers (long handled picker-uppers) have been replaced and purchased as needed.</p>	<p>Principal, All Staff</p>	<p>By viewing the yard the principal can see if adults are easily visible. Visual inspections of the cleanliness and safety of the campus will help provide evidence of progress on this goal. Vigilance over the list of maintenance requests and completion of requested items will also provide input for evaluation.</p>
	<p>2. A strong relationship with the Sonoma County Sheriff and Child Protection Services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with those agencies and others. We will have monthly drills, and the emergency duffle bags are in place.</p>			
	<p>3. Any graffiti will be removed as soon as possible by the custodial crew. If it is gang related or severe graffiti, it will be photographed prior to removal. Photographs of the graffiti will be forwarded to the Sheriff if deemed appropriate by the principal.</p>			

	<p>4. Through the use of yard and lunch area supervisors, Kindercare supervisors and parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips. Visiting adults on campus must wear name tags and check in at the office.</p>			
	<p>5. The principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.</p>			

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

**Olivet Elementary Charter School Student Conduct Code**

The staff and community of Olivet Elementary Charter School value maintaining a school where every student is free to learn and play in an environment that is safe, supportive, comfortable, and free from outside interference and harm. Our staff and the school discipline plan emphasize the development of courtesy, self-responsibility, kindness, and self-esteem. The school community works together to consistently reinforce and model positive and courteous behavior.

**Conduct Code Procedures**

**POSITIVE REINFORCEMENT**

The following acknowledgments are used to recognize cooperative, positive behavior both in the classroom and on the playground:

- Verbal reinforcement
- Playground tickets/Awesome Ospreys
- Assemblies and Awards
- Class meetings and discussions
- Classroom recognition activities such as:
  - Awesome Ospreys
  - special classroom activities
  - preferred activity time
  - classroom certificates

Positive behavior and self esteem are also supported by such classroom strategies.

The following have been established by the staff to maintain our philosophy:

**FIVE BASIC SCHOOL RULES**

1. Behave in a way that promotes learning for all students in the classroom.
2. Treat children and adults with courtesy and respect.

3. Follow rules and instructions given by school adults.
4. Use common sense for what is safe and appropriate.
5. Treat all school and personal property with respect.

#### POSSIBLE CONSEQUENCES

- Time out from class
- Verbal apology
- Letter of apology
- Toolbox reflection sheet completed
- Behavior Intervention slip filled out and sent home
- Loss of recess
- Restorative Justice resolution activity
- Assigned school service
- Conference with principal
- Parent conference
- Suspension
- Expulsion

Note: By law school rules apply to all behavior related to school activity or school attendance, including but not limited to: (1) while on school grounds; (2) while going to or coming from school; (3) during, or while, going to and from a school sponsored activity.

#### SUSPENSION

Students may be sent to the office for a higher level of disciplinary actions, such as in-school or home suspension. Parents will be contacted by phone for the following reasons:

- Extreme first-time disruptive behavior.
- Behavior infractions of classroom rules when all efforts by the teacher have been exhausted including using positive and negative responses and consequences listed under Classroom Rules.
- A parent/principal conference will be requested by the school whenever suspension occurs.

#### SPECIAL PLAYGROUND RULES

1. Respect each other's play activities. Do not disrupt games, or hit or kick balls away from each other. Play games only in areas designated for those games.
2. Play in designated play areas only. Do not play in bathrooms, go between buildings, into classrooms, or into the Multi-purpose room without an adult.
3. Throw or kick balls only on the field unless playing an approved game such as basketball or an adult supervised activity.
4. Bounce balls on the handball wall and not on any other wall.
5. Keep rubber balls on the blacktop. Footballs, soccer balls, and softballs can be used only on the field. Bats can be used during recess only by the backstops and then only when the catcher is wearing a mask.
6. Balls may not be taken from a game.
7. Games may not be locked except for full games.
8. No grabbing, tackling, wrestling games, or other rough play.
9. Freeze, touch the ground, and listen when the bell rings. When the whistle is blown, walk to the class line and wait quietly for the teachers.

Olivet Staff have recently completed a comprehensive behavior plan - the outcome of Renewal Work initiated several years ago. All staff have access to the plan via Google Docs and a hard Staff Copy is in the staff room.

**(J) Hate Crime Reporting Procedures and Policies**

Hate crime reporting procedures: (cf. 5145.9 - Hate-Motivated Behavior). In order to create a safe learning environment for all students, Olivet Elementary Charter School endeavors to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The school prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, gender identity, or gender expression, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent of designee, and law enforcement, as appropriate. Students demonstrating hate-motivate behavior shall be subject to discipline in accordance with Board policy and administrative regulation. In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The Safety Plan is reviewed, evaluated, and amended each year by the School Site Council at their regularly held meetings (usually, once per month).



**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
American National Red Cross	American National Red Cross	577-7600	
City Services	Animal Regulation	565-7100	
Public Utilities	CalTrans	1-800-427-7623	
Law Enforcement/Fire/Paramedic	Highway Patrol Info Line	588-1400	
Public Utilities	Pacific Gas & Electric Company	1-800-743-5002	
Law Enforcement/Fire/Paramedic	Fire Department	528-5151	
Law Enforcement/Fire/Paramedic	Sonoma County Sheriff	565-2511	
Other	School and College Legal Services	524-2690	
School District	Piner-Olivet Union School District	522-3000	
School District	Sonoma County Office of Education	524-2600	

## Safety Plan Review, Evaluation and Amendment Procedures

Activity Description (i.e. review steps, meetings conducted, approvals, etc)	Date and Time	Attached Document (description and location)
<p>1. The principal will regularly confer with the head of maintenance to insure that specific tasks are being completed and monitor staff implementing regularly, safety procedures.</p> <p>2. School Site Council will review the plan, discuss progress toward goals, and vote and approve modifications as needed.</p> <p>3. Monthly Drills Yearly Review of Safety Roles and Safety Teams Yearly Review of School Safety Plan with stakeholders Yearly Update of Safety Supplies and Procedures</p>	<p>1. Monthly</p> <p>2. Monthly meetings; Safety Plan reviewed triannually.</p> <p>3. Monthly/Yearly, as noted.</p>	
SSC Review of Progress From the Previous Year	10.20.2020, 3:00 pm	
SSC Discussion of Safety Plan Commitments and Concerns	12.17.2020, 2:00 pm	
SSC Approval	1.21.2021, 2:00 pm	
School Board Approval	Feb. 10th, 2021, 6 pm	
Earthquake Drills (suspended during COVID)	Triannually	
Fire Drills (suspended during COVID)	Monthly, time varies	

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside school, teachers give the DROP command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedure.
3. Staff performs necessary rescue measures to help injured or trapped students.
4. Call police and fire departments.
5. Principal insures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

### **Animal Disturbance**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call 911 and provide the location of the animal and nature of the emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.

### **Bus Disaster**

BUS DISASTER procedures are developed by West County Transportation are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

### **Disorderly Conduct**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure:

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions.
4. The School Administrator will call 911, and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

### **Earthquake**

1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought.
2. After the earthquake tremors subside, teacher may order an evacuation of the classroom.
3. If buildings are evacuated - teachers line their classrooms up on the blacktop, take roll, report missing students, and determine those in need of first aid.
4. Classes are resumed when building is declared safe by the Principal or designee.

If outside the building students should:

1. Crouch or lie down as quickly as possible. Avoid building or other structures in event of an earthquake.
2. Stay in selected position until the order is given by the staff member in charge.

### **Explosion or Risk Of Explosion**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

Scenario 1 - Explosion on school property;

Scenario 2 – Risk of explosion on school property;

Scenario 3 - Explosion or risk of explosion in a surrounding area

Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.] It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “BombThreats.”

Procedure:

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will notify the District Superintendent of the situation.
9. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
10. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.

#### **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress only small fires with extinguishers.
6. The School Administrator will notify the District Superintendent of the situation.
7. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

#### **SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

#### **Fire in Surrounding Area**

##### FIRE

1. Sound fire signals: PA system.
2. Students and adults evacuate building to outside assembly areas.
3. Teacher leaves room last, taking class records, emergency supply duffel bags and keys, closes doors (not locked) and windows.
4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
5. If fire is serious, students are taken to an alternate location for protective supervision until parents can be notified for pickup.

#### **Fire on School Grounds**

Every month, the Olivet Elementary Charter School students and staff engage in a prescheduled and pre-advertised emergency drills. Each monthly drill contains a component where the school must be evacuated, as part of the requirements to have a fire drill for each month. In addition, drills are combined to contain components practicing earthquakes (drop cover & hold), lockdowns (shelter in place), and alternate evacuation areas (in the front of the school instead of the back grass area). Each month the SCOE preschool classes and SCOE K-1-2 grade class participates in the drills. Future goals entail practicing an evacuation and coordinating a Student Release practice with volunteer parents.

#### **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems.

##### Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify 911 and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

#### **Loss or Failure Of Utilities**

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

##### Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the District Superintendent of the loss of utility service.

## **Motor Vehicle Crash**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call 911 and will provide the exact location (e.g., building, area) and nature of the emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The First Aid/Medical Team will check for injuries to provide appropriate first aid.

## **Psychological Trauma**

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions: Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff. Concentrated attention from the community and news media.

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

### **Procedure**

1. The School Administrator will establish First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
5. The First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

## **Suspected Contamination of Food or Water**

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

### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify 911, if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

**Unlawful Demonstration or Walkout**

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

**Procedure:**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify 911, the District Office to request assistance and will provide the exact location and nature of emergency.
4. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing curtains in rooms so equipped.
5. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
6. The School Administrator will notify parents of the incident, as appropriate.



## Agenda Item Summary

Action Item: **17.5** *Approval of Comprehensive School Safety Plan for Schaefer Charter School*

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Regular Meeting of: February 10, 2021

**Action Item**

Report Format:**Oral**

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Attachment : Correspondence

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**Presented by:** Dr. Charbonneau, Superintendent

**Background**

Each school must have a Comprehensive Safety Plan as required by law. The plans must be updated each year by March 1<sup>st</sup>. The Governing Board must review and approve the updated school comprehensive plans.

**Issue(s)**

None

**Plan/Discussion/Detail**

The submitted updates have been reviewed and approved by the Schaefer School Site Council.

**Fiscal Impact**

None

**Options**

Approve the updates as submitted.

Not approve the updates as submitted.

**Recommendation**

Approve the updates as submitted.

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2020-21 School Year

**School:** Schaefer Charter School  
**CDS Code:** 49-70870-6109144  
**District:** Piner-Olivet Union School District  
**Address:** 1370 San Miguel Road  
 Santa Rosa  
**Date of Adoption:** Spring 2020

**Approved by:**

Name	Title	Signature	Date
Kathy Harris	Principal	<i>Kathy Harris</i>	2/2/21
Jecca Clark	PTO President	<i>Jecca Clark</i>	2/1/21
Kara Lemieux	School Site Chair	<i>Kara Lemieux</i>	2/3/21

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## **Senate Bill 187: Comprehensive School Safety Plan Purpose**

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 1370 San Miguel Ave., Santa Rosa, CA 95403.

### **Safety Plan Vision**

Schaefer Charter School serves a diverse student body in grades K-6 with an academically challenging curriculum in a small, safe, and nurturing educational environment. We strive to develop healthy, confident students who are self-motivated to meet challenges, achieve, and live to their full potential as independent, productive citizens. We will create a safe, positive, accepting environment where respect for oneself and others, responsibility, and compassion are the norm.

We will foster an awareness and respect of the diversity of the world in which we live and the cultures that inhabit it. We will nurture critical thinking, creative expression, and individuality with the ultimate goal of lifelong learning and personal fulfillment.

## Components of the Comprehensive School Safety Plan (EC 32281)

### Schaefer Charter School Safety Committee

1. Monica Gutting
2. Kathy Harris
3. Kara Lemieux
4. Greg Rankin
5. Michelle Rahmn
6. Steve Rahmn
7. Erica Rinkor
8. Lee Saddler
9. Dalia Velie

### Assessment of School Safety

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

2019-20 School Accountability Report Card

2019-20 Suspension and Expulsion rates and incident review on Dashboard

2018-2019 My Voice Survey – Student, Parent (My Voice Survey not given in 19-20 due to school closures/COVID)

Attendance collected in the Illuminate Student Information System 2019-2020 and Aeries Student Information System 2020-2021.

Qualitative data and anecdotal evidence collected from Student Leadership, Schaefer Families, staff, English Language Advisory Committee, School Site Council, and Schaefer Charter School's Instructional Leadership Team.

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

Areas of Pride and Strength (school programs & practices that promote a positive learning environment).

Continued implementation of Toolbox program

Morning Meetings/circles - routine in all classrooms

Schaefer discipline plan to elicit positive student behavior in coordination with District Behavior Outcomes and Restorative Justice Practices

STAR Student awards given for positive student behavior

Spirit Days/Fun Fridays

Class recognitions for attendance

Student Leadership made up of students in grades 3-6

Intervention Teams (MTSS)

Individual Teacher Meetings

Instructional Leadership Team

Areas we wish to Change:

- Continue with implementation of Toolbox
- Train teachers and Program Assistants in Restorative Justice Practices

\* Continue and expand implementation of Aeries, a full-service and user-friendly Student Information, Data, and Assessment System

- \* Explore and begin implementation of trauma informed practices

#### Maintaining a High Level of Safety:

- \* Monthly Drills
- \* Yearly Review of Safety Roles and Safety Teams
- \* Yearly Review of School Safety Plan with stakeholders
- \* Yearly Update of Safety Supplies and Procedures
- \* Collaboration with RESIG trainer to provide Safety trainings to staff

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

Teachers and staff are aware of their mandated reporter status. Principal and office manager collaborate to support all staff in using the reporting form and accessing numbers to call and fax for CPS. School administrators, teachers, classroom assistants, and other classified school employees participate in periodic mandatory training and yearly overview of procedures in child abuse identification. POUUSD Board Policy is followed by staff.

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

##### **Disaster Plan (See Appendix C-F)**

A disaster necessitating the implementation of this “Emergency Response Plan” is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

##### **OBJECTIVES**

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well-being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

##### **PUPIL PROTECTION POLICY**

The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student’s emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states “Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety.

### **Public Agency Use of School Buildings for Emergency Shelters**

In the case of an emergency or disaster, the Schaefer Charter School facility may be used by other Public Agencies to house people in need, either victims of disasters or disaster workers. If a disaster occurs in Santa Rosa, our district will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Schaefer Charter School and the Piner-Olivet Union School district will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. If school is not in session, our schools may be used by the American Red Cross to shelter community members. In some cases, there may be a need to open a small portion of the school to the American Red Cross to shelter community members while school is in session or while the school is sheltering students.

When an emergency situation occurs requiring students to stay overnight at school, Piner-Olivet Union School District plans to house, care for and supervise students until parents/guardians or pre-designated emergency contacts are able to pick up their children. If an overnight stay is required, an attempt will be made to move students to the nearest designated shelter school.

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

The school administration uses progressive discipline, Restorative Justice Practices and District Behavior Outcomes as well as following the California Education Code related to student discipline and suspensions. The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others. The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

#### **Student Due Process**

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

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

As stated in the Administrative Regulation 5114.9.3 guidelines, the District shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The District shall provide the information to these teachers based upon any written records that the district maintains or receives from a law enforcement agency regarding a student. Teachers have the right to view suspension and discipline records in the student information system.

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

#### **Information:**

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable.

#### **Complaint Process:**



Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

Sexual Harassment of any student or employee by another person is prohibited. Students are directed to report incidents of sexual harassment to an administrator or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include one or more of the following:

1. Documenting and investigating the complaint
2. Parent notification
3. A report to police or Child Protective Services as appropriate to a particular incident
4. Student disciplinary actions may include suspension, detention, behavioral contract or recommendation for expulsion
5. Initial contact with the complainant's parent(s), a letter describing the incident and containing the Piner-Olivet Union School District Sexual Harassment Policy & Procedures packet and closure that assures that the incident has been handled per policy.

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

The Schaefer Charter School guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn. Generally, we expect that children dress appropriately for school. Open toed sandals, slip on shoes, half shirts, halter tops, hats, and short-short dresses are not encouraged. During very hot weather, appropriate length shorts are allowed for all students. Staff discourages the use of make-up by students.

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

Schaefer Charter School is located on San Miguel Avenue. It is sometimes a busy street with two lanes of traffic. Because of limited parking area in front of the school there is congestion in the morning and afternoon with students being dropped off and picked up.

Students wait with adult supervision from 2:40-3:00 PM; some students walk home with parent permission. No students bike to school.

In both the morning and afternoon, there are staff members at the student loading zones that assist students exiting and entering cars and the bus. Staff members also acts as crossing guards on campus to help students cross the driveway from the parking lot to the school entrance in the morning and afternoon. A crossing guard hired by the City of Santa Rosa and school district helps students cross Coffey Lane and San Miguel Avenue at the intersection of said streets.

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

**Component:**

Component I: People and Programs

**Element:**

Creating a caring and connected school climate: School safety and learning are enhanced for all students when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

Measurable Objective:

By May 30, 2022, Schaefer Charter School will see a 10 % drop in the amount of referrals written over the course of the 2021-22 school year.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By May 30, 2022, Schaefer Charter School will see a 10% drop in the amount of referrals written over the course of the 2019-20 and 2020-21 school year.</p>	<p>Action Steps:</p> <p>1.0 a. All Toolbox training materials distributed to teachers and classified staff and Toolbox implemented in each classroom.</p> <p>2.0 a. Friendship groups and individual counseling for students via our counselor</p> <p>3.0 a. Staff members have programs in their individual classroom to reinforce positive discipline. b. Students earn rewards for making good decisions and make academic improvement. c. Schaefer progressive discipline program, Restorative Justice Practices and District Behavior Outcomes involve students, teachers, and parents to promot good decision-making and behavior. d. Referral recording and data collection process in place</p>	<p>Included in principal's salary. This program has been funded by the POUUSD. Included in teacher and classified salaries</p> <p>The training and support materials to run the program have been provided by the POUUSD.</p>	<p>Kathy Harris</p>	<p>The monitoring will include principal walk-throughs, formal teacher and classified evaluations, teacher anecdotal evidence, discipline data system, input by classified employees and students.</p>

**Component:**

Schaefer Charter School provides a safe, secure and genuinely enjoyable environment in which each student can learn and grow academically, socially and emotionally.

**Element:**

Creating a caring and connected school climate: School safety is enhanced when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

Via survey, students report an increased sense of belonging and safety while at school.

Objectives	Action Steps	Resources	Lead Person	Evaluation
<p>By May 30, 2022 all 12 Tools will have been taught to the school personnel, students and parents via professional development trainings, assemblies, parent education night &amp; classroom/play time implementation. A variety of activities will be planned and implemented to increase students' feeling of belonging and inclusion with other students, teachers and staff members: Specifically: Year Five Schoolwide implementation of the TOOLBOX Project.</p>	<p>a. Staff, parents &amp; especially students are trained in the TOOLBOX Project. There are special trainings for different types of groups.  b. School wide TOOLBOX Project tools are presented and reviewed at weekly assemblies (weather permitting &amp; when school is in session on Mondays) .  c. Toolbox Project Tools are taught regularly in the classrooms.  d. Adults in charge of Yard Duty will refer students to the TOOLBOX Project Tools.</p>	<p>Teachers need to be reminded &amp; feel supported in implementation of Toolbox lessons.</p>	<p>Principal</p>	<p>Principal discusses discipline plan and ToolBox strategies with staff and students regularly.</p>
<p>The school regularly recognizes students who exemplify positive values and citizenship.</p>	<p>Students will be publicly recognized for their actions. Rewards and recognition may be included. Positive reinforcement throughout the school is emphasized.</p> <p>Weekly assemblies including STAR Student awards (Principal), classroom recognition for social, emotional and academic growth (teachers)</p>	<p>STAR Student awards, classroom recognition systems (Lexia, attendance awards)</p>	<p>Principal</p>	<p>Recognition system in place in every classroom and at school assemblies.</p>

**Component:**

Schaefer Charter School will maintain the school grounds in a safe and secure manner for all students, their families and staff members.

**Element:**

All students have a sense of high standards of behavior and respect for the physical environment of Schaefer Charter School.

**Opportunity for Improvement:**

Fully implement Recology Waste 0 procedures to reduce waste at Schaefer by composting and recycling.



Objectives	Action Steps	Resources	Lead Person	Evaluation
A variety of procedures will be put in place, communicated and implemented to increase students feeling of pride and ownership of the school. By May 29, 2021, 100% of the reported issues related to safety will be re-reported to district personnel for repair via the district maintenance request form procedure.	We have a conscientious staff who is interested and actively reports concerns related to the safety of the school grounds to the principal. High standards of safe and orderly environment are maintained through communication.	Funding in site budget for safety vests for all adult staff and fanny packs for yard duty supervisors. Garbage grabbers (long handled picker-uppers) need to be replaced & purchased as needed. \$15 each.	Principal	By viewing the yard – principal can see if adults are easily visible. Visual inspections of the cleanliness and safety of the campus will help provide evidence of progress on this goal. Vigilance over the list of maintenance requests and completion of requested items will also provide input for evaluation.
	The school is well fenced on the back portion of the school, most of the campus is well lit and clean, the classrooms are comfortable and kept clean.	District budget for campus maintenance.	Chief Business Officer	Regular inspections
	A strong relationship with the Santa Rosa Police Department and Child Protection Services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with those agencies and others. We have monthly drills, and the emergency duffle bags, emergency plans & binders are in place. Emergency duffle bags have been updated and refreshed with supplies by District Nurse.	Principal salary	Principal	Timely reporting and follow up documentation to CPS and SRPD when needed
	Any graffiti will be removed as soon as possible by the custodial crew. If it is gang related or severe graffiti, it will be photographed prior to removal. Photographs of the graffiti will be forwarded to the Sherriff if deemed appropriate	District Maintenance budget	Principal	timely removal of graffiti

	by the principal.			
The school regularly sets high standards of behavior and believes all students are responsible for the well being of the school.	<p>Action Step 1: Students have respect for the reliable adults on staff including recess and lunch supervisors, cafeteria supervisor, custodial staff, librarian, aides, and volunteers. All of these staff members are valuable and respected members of our school community and students can depend on those relationships being supportive and positive.</p> <p>Action Step 2: Through the use of yard and lunch area supervisors &amp; parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips. Adults on campus have name tags and check in at the office.</p> <p>Action Step 3: The principal and staff will reinforce the importance of students confiding in adults about potentially dangerous or unsafe behavior.</p>	Principals salary, office supplies (safety vests)	Principal	yard supervisors and teachers on duty visible by safety vests, students tell adults they trust when they feel unsafe
Students and staff, supported by Schaefer's partnership with Recology, will learn composting and recycling procedures. Waste produced at lunchtime will be reduced by composting and recycling the majority of waste, with mainly plastics going into the garbage. Custodial staff are primary partners to this effort, as are fifth grade	Action Step 1: Establish and maintain an active community partnership with Recology, our local waste management company, to begin composting and recycling throughout the campus and especially at lunchtime. Recology supplies composting and recycling bins as well as training for students and staff.	Recology partnership	Principal	recycling and composting daily at snack and lunch using bins from Recology

<p>students who will be trained by Recology to monitor and supervise waste disposal at lunch time.</p>	<p>Action Step 2: Fifth grade students and teachers will be monitors and supervisors at lunchtime, rotating in groups of 4 or 5 students to make sure that compostable and recyclable waste is placed in the proper containers. Custodial staff will make sure that waste is placed in the proper bin for weekly pick up.</p> <p>Action Step 3: Teachers and staff will participate in and support the 0 waste effort by modeling composting and recycling in classrooms and common areas such as the office and staff room.</p>			
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**(I) School Discipline Rules and Consequences (EC 35291 and EC 35291.5)**

**Schaefer Charter School Student Conduct Code**

Schaefer Charter School will have a comprehensive Parent Guide available on the school's website at [schaefer@pousd.org](mailto:schaefer@pousd.org) that covers the rules and expectations designed to assure the safety and security of all students and staff. The Guide identifies behavioral expectations that promote safety, respect and responsibility. Consequences for violations include warnings, parent notifications, and/or suspension, depending on the nature of the conduct in question.

Please review the Schaefer Charter School Parent Guide to familiarize yourself with our expectations. Hard copies of the Parent Guide are available upon request Please remember that our goal is to provide a safe, secure learning environment.

**SCHAEFER CHARTER SCHOOL RULES**

**\*BE SAFE, BE RESPECTFUL, BE RESPONSIBLE\***

1. Respect all classroom, norms, and expectations.
2. Give your best effort.
3. Respect other people's property, bodies, and feelings.
4. Be courteous to others.
5. Use appropriate language.
6. Be responsible for yourself.
7. Follow directions.
8. Play safely.

**SCHAEFER CHARTER SCHOOL DISCIPLINE PROCEDURES**

**NEW STUDENTS:** The Principal meets with new students to cover school rules.

**BEGINNING OF SCHOOL YEAR:** The Principal reviews rules at the faculty meeting and first Schaefer Families Parent Teacher Organization meeting.

CLASSROOM REVIEW: Each year the classroom teacher reviews the school discipline rules and procedures with all students.

Consequences: Students may be assigned various types of detention, in-house suspension, or suspension.

TIME OUT: Any student can sit out of class if staff thinks behavior has gone beyond a warning.

SUSPENSION: A teacher may suspend any student from the class for the remainder of a class period, plus an additional or the next class period. A student may be suspended from school for up to five consecutive days at the discretion of the Principal.

A student may be suspended any time if:

- a) Causes, attempts to cause, or threatens to cause or threatens to cause physical injury to another person.
- b) Possesses a weapon or any dangerous object.
- c) Possesses, sells, provides, or unlawfully uses medications or controlled substances.
- d) Steals, vandalizes, or damages school or personal property.
- e) Defies the valid authority of school staff.

AS PER EDUCATIONAL CODE SECTION 48900

#### PLAYGROUND RULES

1. Respect each other's play activities. Do not disrupt games, or hit or kick balls away from each other. Play games only in areas designated for those games.
2. Play in designated play areas only. Do not play in bathrooms, go between buildings, into classrooms, or into the Multi-purpose room without an adult.
3. Throw or kick balls only on the field unless playing an approved game such as basketball or an adult supervised activity.
4. Bounce balls on the handball wall and not on any other wall.
5. Keep rubber balls on the blacktop. Footballs, soccer balls, and softballs can be used only on the field.
6. Balls may not be taken from a game.
7. Games may not be locked except for full games.
8. No grabbing, tackling, wrestling games, or other rough play.
9. Touchdown silently (squat or sit, with fingers touching blacktop), freeze and listen when the bell rings. Students on the field or big toy should move quickly to the edge of the blacktop, then touchdown silently. When the whistle is blown, walk to line and wait quietly for the teachers.

#### Conduct Code Procedures

##### POSITIVE REINFORCEMENT

The following acknowledgments are used to recognize cooperative, positive behavior both in the classroom and on the playground:

- Verbal reinforcement
- Playground tickets
- Assemblies and Awards
- Class meetings and discussions
- Classroom recognition activities such as:
  - STAR Student awards
  - special classroom activities
  - preferred activity time
  - classroom certificates

Positive behavior and self esteem are also supported by such classroom strategies.

The following have been established by the staff to maintain our philosophy:

##### POSSIBLE CONSEQUENCES

1. Warnings, student/teacher discussion using Restorative Questions, Toolbox, Behavior Outcomes.



2. Various recess detentions (walk laps, bench)
3. Time out from class
4. Parent/teacher conference (phone or in person).
5. Behavior Intervention "referral" or "pink slip" filled out, parent signature required
6. Referred to the Principal.
7. Behavior support plan.
8. Suspension
9. Expulsion

Note: By law school rules apply to all behavior related to school activity or school attendance, including but not limited to: (1) while on school grounds; (2) while going to or coming from school; (3) during , or while going from a school sponsored activity.

#### **(J) Hate Crime Reporting Procedures and Policies**

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Any student who feels that he/she is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures. Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent of designee, and law enforcement, as appropriate. Students demonstrating hate-motivate behavior shall be subject to discipline in accordance with Board policy and administrative regulation. In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

## **Safety Plan Review, Evaluation and Amendment Procedures**

The principal of the school:

- monitors the plan and the safety of the school;
- monitors programs in place to create safe and connected environments for students.
- monitors the school grounds to ensure a safe and secure campus for students, staff, parents, and the community.
- works in conjunction with the staff and Safety Team to review the efficacy of the plan and make changes as needed.

**Safety Plan Appendices**

## Emergency Contact Numbers

### Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Emergency Services	EMERGENCY: Fire, Medical Aid	911	
School District	SCHOOL DISTRICT OFFICE	522-3000	
Law Enforcement/Fire/Paramedic	LOCAL FIRE DEPARTMENT	528-5151	
Law Enforcement/Fire/Paramedic	LOCAL POLICE DEPARTMENT	528-5222	
Law Enforcement/Fire/Paramedic	SHERIFF'S OFFICE	565-2121	
Other	SONOMA COUNTY OFFICE OF EDUCATION	524-2600	
American National Red Cross	AMERICAN RED CROSS (SONOMA COUNTY CHAPTER)	577-7600	
Emergency Services	ANIMAL REGULATION (SONOMA COUNTY)	565-7100	
Emergency Services	SONOMA COUNTY DEPARTMENT OF EMERGENCY SERVICES	565-1152	
Local Hospitals	KAISER PERMANENTE	393-4000	SUTTER HOSPITAL 576-4000; MEMORIAL HOSPITAL 525-5300

**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Present Safety Plan to School Site Council for review and approval.	January 28, 2021 at 3:30	
Review Incident Command with RESIG (Christine Dektor) at all staff meeting (Certificated and Classified)	December 11, 2019 at 1:30	
Student Release simulation with Christine Dektor (RESIG)	to be scheduled early in 2020	postponed due to school closure (COVID) to be rescheduled
School Site Council Safety Committee meeting with Christine Dektor (RESIG)	August 29, 2019	

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside school, teachers give the DROP command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedure.
3. Staff performs necessary rescue measures to help injured or trapped students.
4. Call police and fire departments.
5. Principal ensures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

### **Animal Disturbance**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.

### **Bus Disaster**

Bus disaster procedures are developed by West County Transportation are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

### **Disorderly Conduct**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. Procedure:

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions.
4. The School Administrator will call 911, and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

### **Earthquake**

1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought.
2. After the earthquake tremors subside, teacher may order an evacuation of the classroom.
3. If buildings are evacuated - teachers line their classrooms up on the blacktop, take roll, report missing students, and determine those in need of first aid.

If outside the building students should:

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1. Crouch or lie down as quickly as possible. Avoid building or other structures in event of an earthquake.
2. Stay in selected position until the order is given by the staff member in charge.

### **Explosion or Risk Of Explosion**

This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

Scenario 1 - Explosion on school property;

Scenario 2 – Risk of explosion on school property;

Scenario 3 - Explosion or risk of explosion in a surrounding area

Scenario 4 – Nuclear blast or explosion involving radioactive materials. [A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.] It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “BombThreats.”

#### Procedure

##### SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will notify the District Superintendent of the situation.
9. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
10. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.

##### SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress only small fires with extinguishers.
6. The School Administrator will notify the District Superintendent of the situation.
7. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.

##### SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

##### SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS

1. The School Administrator will initiate the SHELTER-IN-PLACE response action.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.

### **Fire in Surrounding Area**

#### **FIRE**

1. Sound fire signals: fire alarm.
2. Students and adults evacuate building to outside assembly areas.
3. Teacher leaves room last, taking class records, emergency supply duffel bags and keys, closes doors (not locked) and windows.
4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
5. If fire is serious, students are taken to an alternate location for protective supervision until parents can be notified for pickup.

### **Fire on School Grounds**

Every month, the Schaefer Charter School students and staff engage in emergency drills. Each monthly drill contains a component where the school must be evacuated, as part of the requirements to have a fire drill. In addition, drills are combined to contain components practicing earthquakes (drop cover & hold), lockdowns (shelter in place), and alternate evacuation areas (in the front of the school instead of the back grass area). Future goals entail practicing an evacuation and coordinating a Student Release practice with volunteer parents.

### **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems.

#### **Procedure:**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify “911” and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

### **Loss or Failure Of Utilities**

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

#### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the District Superintendent of the loss of utility service.

### **Motor Vehicle Crash**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property.



## Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The First Aid/Medical Team will check for injuries to provide appropriate first aid.

## Psychological Trauma

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions: Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff. Concentrated attention from the community and news media.

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

## Procedure

1. The School Administrator will establish First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
5. The First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

## Suspected Contamination of Food or Water

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

## Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident as appropriate.
7. The School Administrator will notify parents of the incident, as appropriate.

## **Unlawful Demonstration or Walkout**

### Unlawful Demonstration or Walkout

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

#### Procedure:

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify 911, the District Office to request assistance and will provide the exact location and nature of emergency.
4. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing curtains in rooms so equipped.
5. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
6. The School Administrator will notify parents of the incident, as appropriate.

## Agenda Item Summary

Action Item: **17.6** *Approval of Comprehensive School Safety Plan for Northwest Prep Charter School*

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Regular Meeting of: February 10, 2021      **Action Item**      Report Format:**Oral**

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Attachment : Plan

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**Presented by:** Dr. Charbonneau, Superintendent

**Background**

Each school must have a Comprehensive Safety Plan as required by law. The plans must be updated each year by March 1<sup>st</sup>. The Governing Board must review and approve the updated schools' comprehensive plans.

**Issue(s)**

None

**Plan/Discussion/Detail**

The submitted updates have been reviewed and approved by the Northwest Prep Leadership Team.

**Fiscal Impact**

None

**Options**

Approve the updates as submitted.  
Not approve the updates as submitted.

**Recommendation**

Approve the updates as submitted.

# Comprehensive School Safety Plan SB 187 Compliance Document

## 2021-2022 School Year

**School:** Northwest Prep Charter School  
**CDS Code:** 49-70870-0106344  
**District:** Northwest Prep-Piner-Olivet Union School District  
**Address:** 2590 Piner Rd  
 Santa Rosa  
**Date of Adoption:** Spring 2021

**Approved by:**

Name	Title	Signature	Date
Adam Napoleon	School Principal	Adam Napoleon	2/1/2021
Kathleen O'Brien	NWP Leadership Team Rep	Kathleen O'Brien	02/01/2021
Norman Eisley	PTSO President	Norman Eisley	02/01/2021
Brad Edmondson	Lead Teacher	Bradley Edmondson	02/01/2021
Alyssa Dossat	Teacher	Alyssa Dossat	2/01/2021
Sharon Eisley	Parent	Sharon Eisley	2/01/2021
Leo Bergstrom	Lead PA	Leo Bergstrom	2/1/2021
Everett Brown	Student Leadership Chair	Everett Brown	2/2/2021

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## Senate Bill 187: Comprehensive School Safety Plan Purpose

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

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

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

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

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

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

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

A copy of the Comprehensive School Safety Plan is available for review at 2590 Piner Rd, Santa Rosa, CA 95401.

### Safety Plan Vision

Northwest Prep Charter School serves a diverse student body in grades 7-12 with an academically challenging curriculum in a small, safe, and caring educational environment. Based on current educational research and best practices, and on a commitment from participating stakeholders to meet the varied needs of our school's population as the school increases learning opportunities for all its students, Northwest Prep Charter School's mission is to:

- Provide a cooperative learning community dedicated to the intellectual, emotional, physical, cultural, and social growth of all students and staff
- Prepare its students to be purposeful, responsible, and contributing citizens and to function effectively in the world of work
- Create a caring and safe student-centered environment
- Guarantee that its students develop the literacy and skills as well as the positive attitudes needed to effectively pursue professional careers of their choosing

Areas of Pride and Strength (school programs & practices that promote a positive learning environment):

- Northwest Prep Charter School has high expectations for student behavior and utilizes a progressive discipline plan.
- Counselor available two days per week.
- The first two weeks of school include specific activities familiarize students with norms, procedures, and leadership skills; and to build student relationships between themselves and with the teachers.



- Specific elements have been included to build community among students and between students and staff: frequent PBL projects and exhibitions, schoolwide Inquiry Team time 3x weekly, Crossroads classes
- Regular schoolwide circle time and meetings follow a consistent format and provide a way to acknowledge positive behavior and give students a voice for concerns and difficulties in getting along with others.
- Student-led assemblies and meetings.
- Student council and Parent-Student-Teacher Organization (PTSO) fostering student leadership.
- Parent Square communication system allows clear and easy communications with parents

Areas we wish to improve:

- Continue to work on consistency in addressing behavior issues
- Provide more opportunities for student acknowledgment and Leadership

## Components of the Comprehensive School Safety Plan (EC 32281)

### Northwest Prep Charter School Safety Committee

#### NWP SAFETY COMMITTEE

1. Adam Napoleon
2. Brad Edmondson
3. Alyssa Dossat
4. Kathleen O'brein
5. Stephanie Boone
6. Saloni Jhaveri
7. Sharon Eisley
8. Everett Brown
9. Leo Bergstrom
10. Jordan Zavala
11. Jessica Zepeda

#### NWP COMMITTEE MEMBERS:

At Northwest Prep Charter School, a Leadership Team and other interested participants will meet periodically to decide the direction and policies of the school. The Leadership Team is comprised of volunteer members including NWP parents, NWP students, NWP teachers, the school's Office Manager, and the school's Principal. Meetings are posted in advance and are open to all parties interested in attending. The main purpose and mission of the NWP Leadership Team is to provide input on major plans, expenditures, document revisions, and future direction of the school.

### Assessment of School Safety

Northwest Prep School is remarkably free of serious discipline issues, crime, and vandalism. In 2013, there was some burglary and vandalization after hours and some school equipment was stolen. We have no current school property safety issues. School safety data sources included:

- Suspension and expulsion data
- Student information system data
- Staff, student, and community surveys

The Principal of the school monitors the plan and the safety of the school. The Principal of the school monitors programs in place to create safe and connected environments for students. All goals were met. The Principal of the school monitors the school grounds to ensure a safe and secure campus for students, staff, parents, and the community. Lights were repaired and replaced. Locks and fixtures were installed as needed. Procedures were put in place regarding visitors and others on campus.

#### ASSESSMENT OF SCHOOL SAFETY:

List Data Sources Reviewed and How the Data Determined the Goals: surveys, focus groups, discipline, and attendance.

2020-2021 School Accountability Report Card

2020-2021 Suspension and Expulsion rates and incident review on Dashboard

2020-2021 Youth Truth Survey– Student, Parent, Staff

Attendance is collected in the Aeries students information system

Qualitative data and anecdotal evidence collected from the NWP Parent-Student-Teacher Organization, Student Advisory, School Site Council, the NWP Executive Committee, and Northwest Prep's Instructional Leadership Team

Areas of Pride and Strength (school programs & practices that promote a positive learning environment).

Northwest Prep Charter School:

Continued implementation of mindfulness and self awareness program

Morning Advisory and Meetings/circles - routine in all classrooms and with full school

Training and implementation of Restorative Practices - all staff  
Targeted social-emotional role-playing instruction with Principal, all grades  
Social Thinking and Zones of Regulation groups with MFT  
Acknowledgments given for positive student behavior  
Positive Postcards and teacher emails sent home regularly  
Student Government  
Learning Teams  
Individual Teacher Meetings  
Monthly meetings and check-ins with a counselor  
Instructional Leadership Team

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

School administration sets a positive tone for the school, guides the staff and works closely with them on curriculum and school safety issues. The school site's organizational structure is open and flexible contributing to sensitivity concerning school safety issues and promoting a safe, orderly school environment conducive to learning. A contingency plan for emergencies is contained in a handbook available to each staff member. The District's Emergency Response Plan - ERP Plan is listed at the last section of this plan. The plan is reviewed at the beginning of each school year. This plan also contains available district and outside agency resources, emergency disaster procedures and information on Standardized Emergency Management System (SEMS).

Safe Schools are orderly and purposeful places where students and staff are free to learn and teach without the threat of physical and psychological harm. NWP recognizes there are comprehensive, broad factors directly related to a safe school environment such as the school facility, school programs, staff, parents and the community. NWP further recognizes that safe school practices make major contributions to academic and school improvement efforts. Although keeping children safe requires a community-wide effort, schools are an important piece of the undertaking to keep children safe. NWP's efforts are illustrated below which broaden the safety planning and incorporate an expansive range of strategies and programs in the school safety plan.

#### **SCHOOL SAFETY STRATEGY #1:**

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

#### **Preventing and Intervening: Pupil Aggressive Behavior**

Creating a safe school requires having in place many preventive measures for children's mental and emotional problems. Schools can reduce the risk of violence by teaching children appropriate strategies for dealing with feelings, expressing anger in appropriate ways and resolving conflicts. Staff members at NWP use a comprehensive approach to school violence prevention. Pupils are identified using measures shown to be highly effective in identifying students with antisocial and aggressive tendencies. These measures include: (a) number of disciplinary referrals to office, (b) observed aggressive behavior, and (c) teacher observation.

#### **SCHOOL SAFETY STRATEGY #2:**

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

#### Nondiscrimination and Fair Treatment of Pupils

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

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

Treated with dignity, respect and fairness;

Encouraged to maintain high expectations;

Role models that show an appreciation for socio-economic, cultural, ethnic, gender and religious diversity and

Contributors to an environment of mutual respect, caring, and cooperation.

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

#### STRATEGIES:

Monthly Drills

Yearly Review of Safety Roles and Safety Teams

Yearly Review of School Safety Plan with stakeholders

Yearly Update of Safety Supplies and Procedures

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

All school staff actively monitors the safety and welfare of all students. Staff understands its responsibility as child care custodians and immediately reports all cases of known and suspected child abuse.

To assure that school staff has adequate training and information, all staff must sign a statement certifying that they have read and know child abuse reporting procedures. School administrators, teachers, classroom assistants, and other classified school employees participate in periodic training and yearly overview of procedures in child abuse identification.

Teachers and staff are aware of their mandated reporter status. Principal and office manager collaborate to support staff new to the reporting form and accessing numbers to call and fax for CPS. POUUSD Board Policy is followed by staff.

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

##### **Disaster Plan (See Appendix C-F)**

A disaster necessitating the implementation of this "Emergency Response Plan" is defined as an earthquake, explosion, fire, or any other occurrence that causes or may be expected to cause loss of life or widespread injuries or substantial property damage.

## OBJECTIVES

This plan has the following objectives in an emergency:

1. To provide for effective action to minimize injuries and the loss of life among students and school personnel in case of an emergency during school hours.
2. To provide for the maximum utilization of school personnel and facilities to care for victims in an emergency.
3. To provide for the safety and well-being of students and staff remaining at the school site following an emergency until released.
4. To provide for the safe and orderly release of students and staff as conditions permit.

## PUPIL PROTECTION POLICY

The policy of the Board of Education for pupil protection is as follows:

1. The safety and security of students and school staff is of paramount importance. All actions taken shall bear in mind the safety and well-being of both students and district employees.
2. Under no circumstances shall any child be released from the custody of school personnel unless and until such can be done with safety.
3. Any adult calling for a pupil at a school site will be required to identify himself/herself to an assigned staff member, be identified on the student's emergency card as an adult approved by the parent/guardian before being permitted to take a pupil from the school premises.
4. All visitors to the campus, including regular volunteers, must check into the office, and wear a visitor or volunteer badge. All volunteers must also sign-in on our volunteer log. Visitors from SCOE and related agencies must sign in and they also wear SCOE or other agency badges.
5. Student discipline and a positive school climate are important contributors to a safe and secure environment. All students are held accountable for their behavior and are aware of safety and security procedures (please see student discipline). All staff upholds the student discipline policy.
6. AB 2855 states "Each teacher will ascertain which students have disabilities which could cause these students to experience difficulties complying with emergency procedures. A plan for each student will be developed to ensure their safety.

[Link in Emergency Operations Plan](#)

## **Public Agency Use of School Buildings for Emergency Shelters**

If a disaster occurs in Santa Rosa, our district will grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. Northwest Prep and the Piner-Olivet Union School district will cooperate with such agencies in furnishing and maintaining whatever services they deem necessary to meet the community's needs. If school is not in session, our schools may be used by the American Red Cross to shelter community members. In some cases, there may be a need to open a small portion of the school to the American Red Cross to shelter community members while school is in session or while the school is sheltering students.

When an emergency situation occurs requiring students to stay overnight at school, Piner-Olivet Union School District plans to house, care for and supervise students until parents/guardians or pre-designated emergency contacts are able to pick up their children. If an overnight stay is required, an attempt will be made to move students to the nearest designated shelter school.

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

### SUSPENSION AND EXPULSION/DUE PROCESS

The Governing Board has established policies and standards of behavior in order to promote learning and protect the safety and well-being of all students. When these policies and standards are violated, it may be necessary to suspend or expel a student from regular classroom instruction. Suspended or expelled students may be denied the privilege of participation in all extracurricular activities during the period of suspension or expulsion. Except where suspension for a first offense is warranted in accordance with law, suspension shall be imposed only when other means of correction fail to bring about proper conduct.

Expulsion is an action taken by the Board for severe or prolonged breaches of discipline by a student. Except for single acts of a grave nature, expulsion shall be used only when there is a history of misconduct, when other forms of discipline, including suspension, have failed to bring about proper conduct, or when the student's presence causes a continuing danger to self or others.

The grounds for suspension and expulsion and the procedures for considering, recommending and/or implementing suspension and expulsion shall be those specified in law and/or administrative regulation.

#### Student Due Process

The Board shall provide for the fair and equitable treatment of students facing suspension and expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices and appeals as specified in administrative regulation and/or law. The Superintendent or designee shall examine alternatives to off-campus suspension and may establish a suspension program which involves progressive discipline during the school day on campus; use of conferences between staff, parents/guardians and students; detention; student study teams or other assessment-related teams; and/or referral to school support services staff. The use of such alternatives does not preclude off-campus suspensions.

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

As stated in the Administrative Regulation 5114.9.3 guidelines the District shall inform teachers of students who have attempted to cause bodily injury to another person in violation of Section 243 of the Penal Code. The District shall provide the information to these teachers based upon any written records that the district maintains or receives from a law enforcement agency regarding a student. Teachers have the right to view suspension and discipline records in the student information system.

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

##### Information:

The Superintendent or designee shall ensure that all district students receive age-appropriate instruction and information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment
3. Encouragement to report observed instances of sexual harassment, even where the victim of the harassment has not complained
4. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
5. Information about the rights of students and parents/guardians to file a criminal complaint, as applicable

##### Complaint Process:

Any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity (e.g., by a visiting athlete or coach) shall immediately contact his/her teacher or any other employee. An employee who receives such a complaint shall report it in accordance with administrative regulation.

Sexual Harassment of any student or employee by another person is prohibited. Students are directed to report incidents of sexual harassment to an administrator or teacher and are advised of their rights, both as a complainant or an accused. All incidents are investigated in a timely manner. An appropriate course of action is implemented for each complaint, which may include one or more of the following:

1. Documenting and investigating the complaint;
2. Parent notification;
3. A report to police or Child Protective Services as appropriate to a particular incident;
4. Student disciplinary actions may include suspension, detention, behavioral contract or recommendation for expulsion;
5. Initial contact with the complainant's parent(s), a letter describing the incident and containing the Piner-Olivet Union School District Sexual Harassment Policy & Procedures packet and closure that assures that the incident has been handled per policy.

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

The Northwest Prep guidelines for school dress are based on matters relating to health, safety, good school organization and deportment. Safety and cleanliness are important. Items disruptive of the school's learning environment should not be worn.

## STATUS OF GANG ACTIVITY ON CAMPUS

The status of gang activity is non-existent this school year. So far this year, there have been no gang related suspensions, nor graffiti.

## GANG PREVENTION & INTERVENTION GUIDELINES

The wearing of clothing; marking on one's skin (tattooing); writing on books, papers, and backpacks; and words or gestures not related to the curriculum which may be associated with these gangs are not allowed and may include, but are not limited to: Red or blue bandanas, red or blue shoe laces, red or blue belts, belt buckles with 13 or 14, three or four dots, hand signs indicating 13 or 14 or known gang signs; inflammatory gang related terms. The following are local gangs and some of the insignias and symbols they may use, but are not limited to:

## GANG INITIALS, SYMBOLS, ETC. GENERAL LOCATION OTHER:

Asian Boyz ABZ, Abz, 1226 County wide  
Bennett Valley Surenos BVS Santa Rosa  
Brown Pride Norteno BPN County wide  
Brown Pride Sureno BPS County wide  
Cambodians With Attitude CWA Santa Rosa / SF  
Corby Block Nortenos CBN Santa Rosa  
Crips Crip, Crippin', Cuzz Santa Rosa  
Dec Lao Crip / Lao Crip DLC, LC, Crip County wide  
18th Street XVIII, XV3ST County wide  
La Familia LF, LFMA Santa Rosa  
Lennox 13 LNX 13 Santa Rosa  
Lokked Out Khmer LOK Santa Rosa Lokked Out Khmai  
Mara Salvatrucha MS County wide  
Norte NX4 Santa Rosa / Windsor  
Nortenos Norte, XIV, 14 County wide  
Pachuco Locos PL Santa Rosa  
Puro Sureno Cholos PSC Santa Rosa  
South Park PeeWees SPP Santa Rosa Subset of VSP  
Surenos SUR, XIII, 13, X3 County wide EME  
Tiny Rascal Gangster TRG, 7126 County wide  
Valley Oak Park VOP Santa Rosa  
Varrío Angelina Heights VAHTS, AHTS Santa Rosa  
Varrío Olive Street VOS Santa Rosa  
Varrío Santa Rosa Norte VSRN Santa Rosa  
Varrío South Park VSP Santa Rosa  
Varrío Sur Locos VSL Santa Rosa  
West 9th Clica W9th VSL Santa Rosa Subset of VSL

Although many of the above may not be specifically attributable to the Northwest Prep attendance boundaries, specific gang activity is not localized. Additionally, students attend Northwest Prep from all over Santa Rosa. The intent of these restrictions is to limit the influence and fear that often goes with gang activity on the school campus and to insure that students coming to school and going home are not at risk. Every effort will be made to initially address gang related issues from an educational, counseling perspective and to communicate to parents about any concerns. Except in severe situations which involve aggression, serious threats, or disruption of school activities, suspension will be the consequence of last resort.

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

Northwest Prep Charter School is located at 2590 Piner Road (just off of Fulton Road) in a lightly residential section of northwest Santa Rosa. Some students walk to and from the campus, while other students ride bicycles or are dropped off and picked up by parent/guardians in cars. Small special education buses also drop off and pick students who attend a Sonoma County Office of Education classes located on the campus. In the morning and afternoon, there are staff members/parent volunteers at the student loading zones to monitor students exiting and entering cars, as needed. A crossing guard hired by the City of Santa Rosa and the school district helps students cross the busy Fulton Road intersection. There are clear entrance and exit signs creating a safe and orderly flow of traffic through student pick up zones and parking lots.

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

**Component:**

People and Programs

**Element:**

Vision: Northwest Prep Public Charter School provides a safe, secure and genuinely enjoyable environment in which each student can learn and grow academically, socially, and emotionally.

Goal: Creating a caring and connected school climate: School safety is enhanced when all children have a sense of belonging and inclusion in the school.

**Opportunity for Improvement:**

By May 30, 2022, NWP will see a 10% increase in students reporting that they feel that they have a caring adult they can connect to/with at school.

By May 30, 2022, NWP will see a 10% increase in students reporting that they feel that school has an inclusive school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
	Activity 1: NWP is a project-based school. All students participate every day in cooperative, collaborative group work. Student's strengths and talents are both recognized and utilized on a daily basis.			
A variety of activities will be planned and implemented to increase students feeling of belonging and inclusion with other students, teachers and staff members, and recognizes students who exemplify positive values and citizenship.	Activity 2: Students will be publicly recognized for their actions. Rewards and recognition may be included. Positive reinforcement throughout the school is emphasized during monthly Community Meetings. and following Academic Exhibitions.			
	Activity 3: NWP regularly takes whole school hikes around the outlying areas of the school, and conducts whole-school physical activities, both serve as community building activities.			



**Component:**

Environment

**Element:**

Vision: Northwest Prep Public Charter School will maintain the school grounds in a safe and secure manner for all students, their families and staff members.

Goal: All students have a sense of high standards and respect for the physical environment of Northwest Prep Charter School.

**Opportunity for Improvement:**

By May 30, 2022, NWP will see a 10% increase in students reporting that feel responsible for the care and well-being of the school.

By May 30, 2022, NWP will see a 10% decrease in student referrals for damage or disruption to the school environment.

Objectives	Action Steps	Resources	Lead Person	Evaluation
The school regularly sets high standards of behavior and believes all students are responsible for the well-being of the school.	Activity 1: We have a conscientious staff who are interested and actively reports concerns related to the safety of the school grounds to the Principal. High standards of safe and orderly environment are maintained through communication. Students help with the cleanup and basic maintenance of the campus during Advisory and Crossroads periods.	Based on the Comprehensive School Plan, site and categorical funds and donations will be allocated which support assemblies, field trips, instructional materials, books, and student recognition.		
	Activity 2: The school is well fenced on the back portion of the school. Most of the campus is well lit and clean; classrooms are comfortable and kept clean.			
	Activity 3: A strong relationship with the Sonoma County Sheriff and Child Protection Services is maintained and mandated reporting requirements are upheld. Staff members make an effort to reach out and collaborate with those agencies and others. We have monthly drills, and the emergency duffel bags are in place.			
	Activity 4: Any graffiti will be removed as soon as possible by the custodial crew. If it is gang related or severe graffiti, it will be photographed prior to removal. Photographs of the graffiti will be forwarded to the Sheriff if deemed appropriate by the Principal.			
	Activity 5: Students have trust and respect for the reliable adults on staff			

Objectives	Action Steps	Resources	Lead Person	Evaluation
	including the lunch supervisor, cafeteria supervisor, custodial staff, and volunteers. Many of these staff members have been a part of the site for some time and students know they can depend on those relationships.			
	Activity 6: Through the use of staff, lunch area supervisors, parent volunteers, the school is a place where students can readily see and identify important adults on the school grounds and on field trips.			
	Activity 7: The Principal and staff will reinforce the importance of students taking responsibility to confide in adults about potentially dangerous or unsafe behavior.			

**Component:**

**Element:**

**Opportunity for Improvement:**

Objectives	Action Steps	Resources	Lead Person	Evaluation

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

**Northwest Prep Charter School Student Conduct Code**

Northwest Prep Charter School has a comprehensive Parent Guide available on the school’s website at northwestprep.org that covers the rules and expectations designed to assure the safety and security of all students and staff. The Guide identifies behavioral expectations that promote safety, respect and responsibility. Consequences for violations include warnings, parent notifications, and/or suspension, depending on the nature of the conduct in question. Hard copies of the Parent Guide are available upon request. Our goal is to provide a safe and secure learning environment.

**Conduct Code Procedures**

**NORTHWEST PREP SCHOOL RULES**

**\*BE SAFE, BE RESPECTFUL, BE RESPONSIBLE**

1. Respect all classroom norms and expectations.
2. Give your best effort.
3. Respect other people's property, bodies, and feelings.
4. Be courteous to others.
5. Use appropriate language.
6. Be responsible for yourself.
7. Follow directions.
8. Play safely.

**CONSEQUENCES**

1. Warnings - student/teacher discussion.
2. Various recess/break detentions.
3. Parent/teacher conference.
4. Referred to the Director
5. Behavior support plan.
6. Suspension

**NORTHWEST PREP DISCIPLINE PROCEDURES**

**NEW STUDENTS:** The Principal meets with new students to cover all school rules and regulations.

**BEGINNING OF SCHOOL YEAR:** The Principal reviews rules at the Community Meeting.

**CLASSROOM REVIEW:** Each year the classroom teacher reviews the school discipline rules and procedures with all students.

**School Wide Reminders:** Areas of concern are discussed at the Community Meeting.

**Consequences:** Students may be assigned various types of detention, in-house suspension, or suspension.

**TIME OUT:** Any student can sit out of class if staff thinks behavior has gone beyond a warning.

**SUSPENSION:** A teacher may suspend any student from the class for the remainder of a class period, plus an additional or the next class period. A student may be suspended from school for up to five consecutive days at the discretion of the Principal.

A student may be suspended any time if:

- a) Causes, attempts to cause, or threatens to cause or threatens to cause physical injury to another person.
- b) Possesses a weapon or any dangerous object.
- c) Possesses, sells, provides, or unlawfully uses medications or controlled substances.
- d) Steals, vandalizes, or damages school or personal property.
- e) Defies the valid authority of school staff.

(AS PER EDUCATIONAL CODE SECTION 48900)

**(J) Hate Crime Reporting Procedures and Policies**

**HATE CRIME REPORTING PROCEDURES**

The Board affirms the right of every student to be protected from hate-motivated behavior. It is the intent of the Board to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs or practices shall not be tolerated. Any student who feels that he/she/they is a victim of hate-motivated behavior shall immediately contact the principal or designee. If the student believes that the situation has not been remedied by the principal or designee, he/she may file a complaint in accordance with district complaint procedures.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the principal, Superintendent of designee, and law enforcement, as appropriate. Students demonstrating hate-motivated behavior shall be subject to discipline in accordance with Board policy and administrative regulation. In addition, the district shall provide counseling and appropriate sensitivity training and diversity education for students exhibiting hate-motivated behavior. The district shall also provide counseling, guidance and support, as necessary, to those students who are the victims of hate-motivated behavior. The Superintendent or designee shall ensure that staff receives appropriate training to recognize hate-motivated behavior and methods for handling such behavior in appropriate ways. The district shall provide age-appropriate instruction to help promote understanding of and respect for human rights.

## **Safety Plan Review, Evaluation and Amendment Procedures**

How was the previous plan monitored?

The Principal of the school monitors the plan and the safety of the school.

What progress was made on Component 1 (People and Programs)?

The Principal of the school monitored programs in place to create safe and connected environments for students. Due to current COVID-19 issues and Distance Learning in place, progress is unknown at this time.

What progress was made on Component 2? (Place/Physical Environment)

The Principal of the school monitored the school grounds to ensure a safe and secure campus for students, staff, parents, and the community. Lights were repaired and replaced. Locks and fixtures were installed as needed. Procedures were put in place regarding visitors and others on campus. Current bond funds are slated to be used in 2021-2022 to improve lighting, paint the school, add a marquee, and complete a fire abatement overhaul. Due to current COVID-19 issues and Distance Learning in place, progress regarding student feedback is unknown at this time. Work on this component continues.

To be completed: minor final lighting, lock, alarm, and security camera upgrades.

## Safety Plan Appendices

**Emergency Contact Numbers**

**Utilities, Responders and Communication Resources**

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic		911	
American National Red Cross	Sonoma Chapter	577-7600	
Other	Animal Regulation (Sonoma County)	565-7100	
Other	CalTrans	800-427-7623	
Public Utilities	PG &E	800-743-5002	
Other	RESIG	836-0779	
Other	School and College Legal Services	524-2690	
Emergency Services	Sonoma Cty Dept of Emergency Services	565-1152	
Other	SCOE	524-2600	
Law Enforcement/Fire/Paramedic	Sonoma Cty Sheriff's Dept	565-2121	



**Safety Plan Review, Evaluation and Amendment Procedures**

<b>Activity Description</b> (i.e. review steps, meetings conducted, approvals, etc)	<b>Date and Time</b>	<b>Attached Document</b> (description and location)
Review of Progress for Last Year	November-December 2020	Adam Napoleon/Safety Committee
Method for Communicating Plan and Notifying Public - Ed Code 32288	February 9, 2021	Site of Public Hearing - PTSO/Leadership Team Zoom meeting
Law Enforcement Review	December 4, 2019	Officer Jeneane Kucker
Leadership Team Approval	February 9, 2021	NWP Leadership team
School Board Approval	February 11, 2021	POUSD Board Mtg

## **Types of Emergencies & Specific Procedures**

### **Aircraft Crash**

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside school, teachers give the DROP command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedure.
3. Staff performs necessary rescue measures to help injured or trapped students.
4. Call police and fire departments.
5. Director insures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

### **Animal Disturbance**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call 911 and provide the location of the animal and nature of the emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.

### **Bus Disaster**

BUS DISASTER procedures are developed by West County Transportation and are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

### **Disorderly Conduct**

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior.

Procedure:

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions.
4. The School Administrator will call 911, and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

### **Earthquake**

1. Teachers order students to drop to the floor, using desks and chairs to protect themselves from falling objects. Because building walls tend to fall outward, protection of inner walls, hallways, and doorways should be sought, if possible.
2. After the earthquake tremors subside, teachers may order an evacuation of the classroom.

3. If buildings are evacuated - teachers line their classrooms up on the blacktop, take roll, report missing students, and determine those in need of first aid.
  4. Classes are resumed when building is declared safe by the Principal (or designee).
- If outside the building students should:
1. Crouch or lie down as quickly as possible. Avoid building or other structures in event of an earthquake.
  2. Stay in selected position until the order is given by the staff member in charge.

### **Explosion or Risk Of Explosion**

#### **FALLEN AIRCRAFT OR EXPLOSION**

1. If aircraft crashes on or near school buildings, or if an explosion erupts inside school, teachers give the DROP command to protect children against blast and falling objects.
2. Teachers take immediate action to remove children to assembly areas and follow evacuation procedure.
3. Staff performs necessary rescue measures to help injured or trapped students, and calls police and fire departments.
4. Principal insures that students and staff are kept at a safe distance from aircraft in danger of possible explosion.

#### **WARNING OR THREAT OF WAR: ATTACK OR TAKE COVER SIGNAL**

1. A warning of an attack will be a 3-5 minute warbling sound or series of short blasts on public warning devices.
2. Principal orders teachers to prepare students for DROP command closing classroom windows and doors and closing blinds to reduce fire hazards from heat rays.
3. Turn on radio to an Emergency Broadcast System station (KSRO 1350 AM) to monitor emergency information and instructions.

#### **SURPRISE NUCLEAR DETONATION**

Detonation of a weapon may be accompanied by an extremely intense light flash and heat waves (there may only be a few seconds before it goes from brilliant light to searing heat). Everyone must DROP immediately. Do not look at the light! Staff and students need to IMMEDIATELY get under or behind something that will block the light – ideally, something that will provide shelter from the blast wave that follows. The flash is followed by extremely heavy shock waves. Once the blast has passed, there will be a few minutes before fallout (radioactive dust from a nuclear explosion) falls back to earth from the sky and begins to settle. Radiation exposure is dangerous. It is important that students and staff remain inside during (and after) this fallout period. They should not be (or go) outside. Get as much mass and distance between people and the radioactive dust as possible. Fallout radiation decays fairly quickly - according to the Rule of 7:10 - seven hours after the explosion, the radiation drops to a tenth of its original level. After seven times seven hours (two days), it's a tenth of that (or 1/100th of the original). Seven times two days (two weeks) and its down to 1/1000th of the original level. After sheltering in place, NWP staff will follow the directives of community and public officials.

### **Fire in Surrounding Area**

#### **FIRE**

1. Sound fire signals: PA system.
2. Students and adults evacuate building to outside assembly areas.
3. Teacher leaves room last, taking class records, emergency supply duffel bags and keys, closes doors (not locked) and windows.
4. In outside assembly areas, teachers take roll, report missing students, and administer first aid to any injured person.
5. If fire is serious, students are taken to an alternate location for protective supervision until parents can be notified for pickup.

### **Fire on School Grounds**

Every month, Northwest Prep Charter School students and staff engage in emergency drills. Each monthly drill contains a component where the school must be evacuated, as part of the requirements to have a fire drill. In addition, drills are combined to contain components practicing earthquakes (drop cover & hold), lockdowns (shelter in place), and alternate evacuation areas (in the front of the school instead of the back grass area). Future goals entail practicing an evacuation and coordinating a Student Release practice with volunteer parents.

### **Flooding**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems.

Procedure:

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFFSITE EVACUATION.
2. The School Administrator will notify 911 and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System.

### **Loss or Failure Of Utilities**

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

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING.
3. The School Administrator will notify the District Superintendent of the loss of utility service.

### **Motor Vehicle Crash**

This procedure addresses situations involving a Motor Vehicle Crash on or immediately adjacent to school property.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call 911 and will provide the exact location (e.g., building, area) and nature of the emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The First Aid/Medical Team will check for injuries to provide appropriate first aid.

### **Psychological Trauma**

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions: Temporary disruption of regular school functions and routines. Significant interference with the ability of students and staff to focus on learning. Physical and/or psychological injury to students and staff. Concentrated attention from the community and news media.

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

Procedure

1. The School Administrator will establish First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
5. The First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

**Suspected Contamination of Food or Water**

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

**Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify 911, if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

**Unlawful Demonstration or Walkout**

**Unlawful Demonstration or Walkout**

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

**Procedure:**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE.
3. The School Administrator will notify 911, the District Office to request assistance and will provide the exact location and nature of emergency.
4. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing curtains in rooms so equipped.
5. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
6. The School Administrator will notify parents of the incident, as appropriate.

## Agenda Item Summary

Action Item: **17.7 Public Hearing and Ratification of Closed Session Action Regarding 2020-2021 Contract Agreements Between the District and the Piner-Olivet Educators Association (POEA)**

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Regular Meeting of: February 10, 2021      **Action Item**      Report Format: **Oral**

Attachment:      AB1200 Disclosure, MOU, and District Proposal

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**Presented by:** Felicia Koha, CBO

### **Background**

The District and POEA negotiating team met and tentatively agreed to the District proposal for 2020-21. POEA members have ratified these agreements. An AB 1200 Disclosure document was completed, posted, and sent to the Sonoma County Office of Education for comment.

### **Issue(s)**

To take effect, the Governing Board must approve the agreement in Closed Session and then ratify that action in Open Session.

### **Plan/Discussion/Detail**

The AB 1200 disclosure documentation includes a district paid long-term disability insurance through the 2021-22 year and a one-time early retirement incentive offered in 2020-21 and is based on 1<sup>st</sup> Interim information. The long-term disability insurance will cost approximately \$25,000 in year 2021-22 and will contribute to deficit spending. The one-time retirement incentive in year 2020-21 will cost approximately \$240,000 in the General Fund, contributing to deficit spending but will reduce salaries and benefit costs in the two subsequent years by approximately \$346,000 each year. This incentive will cost approximately \$40,000 in Fund 03, contributing to deficit spending but will reduce salaries and benefits costs in the two subsequent years by approximately \$61,000 each year.

The one-time retirement incentive in the AB 1200 is based on the maximum number of participants (7) as this number is currently an unknown factor. The AB 1200 disclosure is certified by the Superintendent and CBO due to the overall positive impact to the budget.

### **Recommendation**

Ratify Closed Session action.

**Sonoma County Office of Education**

**PUBLIC DISCLOSURE OF COLLECTIVE BARGAINING AGREEMENT**  
**in accordance with AB 1200 (Chapter 1213/1991), GC 3547.5, and CCR, Title V, Section 15449**

Name of School District:	Piner-Olivet Union School District
Name of Bargaining Unit:	Piner-Olivet Educators Association (POEA)
Certificated, Classified, Other:	Certificated

The proposed agreement covers the period beginning: July 1, 2020 and ending: June 30, 2021  
 (date) (date)

The Governing Board will act upon this agreement on: February 10, 2021  
 (date)

**Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.**

**A. Proposed Change in Compensation**

Compensation	Annual Cost Prior to Proposed Agreement FY 2020 - 21	Fiscal Impact of Proposed Agreement		
		Year 1 Increase/(Decrease)	Year 2 Increase/(Decrease)	Year 3 Increase/(Decrease)
		FY 2020 - 21	FY 2021 - 22	FY 2022 - 23
1 <b>Salary Schedule</b> (This is to include Step and Column, which is also reported separately in Item 6.)	\$ 5,414,313			
		0.00%	0.00%	0.00%
2 <b>Other Compensation -</b> Disability Insurance provided by the District, through 2021-22.	\$ 25,000		\$ 25,000	
		0.00%	100.00%	0.00%
<b>Description of other compensation-</b> One-time early retirement incentive for eligible staff of \$40,000/FTE, maximum of 7		280,000		
3 <b>Statutory Benefits -</b> STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 1,403,390			
		0.000%	0.00%	0.00%
4 <b>Health/Welfare Plans</b>	\$ 715,123			
		0.00%	0.00%	0.00%
5 <b>Total Compensation -</b> Add Items 1 through 4 to equal 5	\$ 7,557,826	\$ 280,000	\$ 25,000	\$ -
		3.705%	0.32%	0.00%
6 <b>Step and Column -</b> Due to movement plus any changes due to settlement. This is a subset of Item No. 1.	\$ -	\$ -	\$ -	\$ -
7 <b>Total Number of Represented Employees</b> (Use FTEs if appropriate)	60.70			
8 <b>Total Compensation Average Cost per Employee</b>	\$ 124,511	\$ 4,613	\$ 412	\$ -
		3.705%	0.32%	0.00%

## Piner-Olivet Union School District

9. What was the negotiated percentage increase approved? For example, if the increase in "Year 1" was for less than a full year, what is the annualized percentage of that increase for "Year 1"?

NA

10. Were any additional steps, columns, or ranges added to the schedules? (If yes, please explain.)

NA

11. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

District paid long-term disability insurance will be provided to certificated bargaining unit members through the 2021-2022 year at a cost of approximately \$25,000. A one-time early retirement incentive will be offered to eligible certificated bargaining unit members. This incentive requires a minimum of 4 participants with a maximum of 7 participants. This AB 1200 form incorporates the maximum amount of participants as this is unknown at this point in time.

12. Does this bargaining unit have a negotiated cap for Health and Welfare benefits? Yes  No

If yes, please describe the cap amount.

NA

- B. Proposed negotiated changes in noncompensation items** (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

None

- C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement?** Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

There will not be impacts on instructional and support programs as a result of this agreement.



## Piner-Olivet Union School District

**D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?**

There is no contingency language within this agreement.

**E. Will this agreement create or increase deficit financing in the current or subsequent year(s)?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If yes, explain the amounts and justification for doing so.

This agreement will reduce deficit spending with the exception of Fund 09. There would be an approximate increase to deficit spending in year 2. The district is working with NWP to balance the budget and reduce deficit spending in subsequent years.

**F. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.**

none

**G. Source of Funding for Proposed Agreement:**

## 1. Current Year

General Fund.

## 2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e., what will allow the district to afford this contract)?

NA

## 3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The long-term disability insurance benefit will be paid for with the General Fund. There will be a cost savings realized from four or more retirees participating in the retirement incentive.

## Piner-Olivet Union School District

## H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit: Combined General Fund  
Certificated

	Column 1	Column 2a	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 12/15/20 )	Adjustments as a Result of Settlement - Certificated	Other Revisions	Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ 11,065,446	\$ -	\$ -	\$ 11,065,446
Remaining Revenues (8100-8799)	\$ 3,120,872	\$ -	\$ -	\$ 3,120,872
<b>TOTAL REVENUES</b>	\$ 14,186,318	\$ -	\$ -	\$ 14,186,318
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 5,339,542	\$ -	\$ -	\$ 5,339,542
Classified Salaries (2000-2999)	\$ 1,946,272	\$ -	\$ -	\$ 1,946,272
Employee Benefits (3000-3999)	\$ 2,951,940	\$ 240,000	\$ -	\$ 3,191,940
Books and Supplies (4000-4999)	\$ 706,462	\$ -	\$ -	\$ 706,462
Services, Other Operating Expenses (5000-5999)	\$ 3,044,051	\$ -	\$ -	\$ 3,044,051
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 13,988,267	\$ 240,000	\$ -	\$ 14,228,267
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 198,051	\$ (240,000)	\$ -	\$ (41,949)
Transfer In and Other Sources (8910-8979)	\$ 675,000	\$ -	\$ -	\$ 675,000
Transfers Out and Other Uses (7610-7699)	\$ 785,167	\$ -	\$ -	\$ 785,167
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 87,884	\$ (240,000)	\$ -	\$ (152,116)
<b>BEGINNING BALANCE</b>	\$ 4,877,110			\$ 4,877,110
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 4,964,994	\$ (240,000)	\$ -	\$ 4,724,994
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$ 86,694	\$ -	\$ -	\$ 86,694
Reserved for Economic Uncertainties (9770)	\$ 590,937	\$ 10,000	\$ -	\$ 600,937
Designated Amounts (9775-9780)	\$ 4,287,363	\$ (250,000)	\$ -	\$ 4,037,363
Unappropriated Amount - Unrestricted (9790)	\$ -	\$ -	\$ -	\$ -
Unappropriated Amount - Restricted (9790)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties Percentage	4.00%			4.00%

## Piner-Olivet Union School District

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET****Combined Fund 09 - Northwest Prep**

Bargaining Unit:

Certificated

	Column 1 Latest Board- Approved Budget Before Settlement (As of 12/15/20 )	Column 2a Adjustments as a Result of Settlement - Certificated	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ 998,221	\$ -	\$ -	\$ 998,221
Remaining Revenues (8100-8799)	\$ 126,989	\$ -	\$ -	\$ 126,989
<b>TOTAL REVENUES</b>	\$ 1,125,210	\$ -	\$ -	\$ 1,125,210
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 501,880	\$ -	\$ -	\$ 501,880
Classified Salaries (2000-2999)	\$ 95,454	\$ -	\$ -	\$ 95,454
Employee Benefits (3000-3999)	\$ 249,169	\$ -	\$ -	\$ 249,169
Books and Supplies (4000-4999)	\$ 53,059	\$ -	\$ -	\$ 53,059
Services, Other Operating Expenses (5000-5999)	\$ 242,341	\$ -	\$ -	\$ 242,341
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 1,141,903	\$ -	\$ -	\$ 1,141,903
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (16,693)	\$ -	\$ -	\$ (16,693)
Transfer In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ 10,000	\$ -	\$ -	\$ 10,000
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (26,693)	\$ -	\$ -	\$ (26,693)
<b>BEGINNING BALANCE</b>	\$ 347,269			\$ 347,269
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 320,576	\$ -	\$ -	\$ 320,576
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$ 3,000	\$ -	\$ -	\$ 3,000
Reserved for Economic Uncertainties (9770)	\$ -	\$ -	\$ -	\$ -
Designated Amounts (9775-9780)	\$ 171,685	\$ -	\$ -	\$ 171,685
Unappropriated Amount - Unrestricted (9790)	\$ 145,891	\$ -	\$ -	\$ 145,891
Unappropriated Amount - Restricted (9790)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties Percentage	12.67%			12.67%

## Piner-Olivet Union School District

**H. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET****Combined Fund 03 - POCS**

Bargaining Unit:

Certificated

	Column 1 Latest Board- Approved Budget Before Settlement (As of 12/15/20 )	Column 2a Adjustments as a Result of Settlement - Certificated	Column 3 Other Revisions	Column 4 Total Current Budget (Columns 1+2+3)
<b>REVENUES</b>				
Revenue Limit Sources (8010-8099)	\$ 1,746,278	\$ -	\$ -	\$ 1,746,278
Remaining Revenues (8100-8799)	\$ 319,654	\$ -	\$ -	\$ 319,654
<b>TOTAL REVENUES</b>	\$ 2,065,932	\$ -	\$ -	\$ 2,065,932
<b>EXPENDITURES</b>				
Certificated Salaries (1000-1999)	\$ 899,529	\$ -	\$ -	\$ 899,529
Classified Salaries (2000-2999)	\$ 218,507	\$ -	\$ -	\$ 218,507
Employee Benefits (3000-3999)	\$ 472,699	\$ 40,000	\$ -	\$ 512,699
Books and Supplies (4000-4999)	\$ 97,820	\$ -	\$ -	\$ 97,820
Services, Other Operating Expenses (5000-5999)	\$ 369,244	\$ -	\$ -	\$ 369,244
Capital Outlay (6000-6599)	\$ -	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -	\$ -
Other Adjustments				
<b>TOTAL EXPENDITURES</b>	\$ 2,057,799	\$ 40,000	\$ -	\$ 2,097,799
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ 8,133	\$ (40,000)	\$ -	\$ (31,867)
Transfer In and Other Sources (8910-8979)	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -	\$ -
Contributions (8980-8999)	\$ -	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ 8,133	\$ (40,000)	\$ -	\$ (31,867)
<b>BEGINNING BALANCE</b>	\$ 445,197			\$ 445,197
Prior-Year Adjustments/Restatements (9793/9795)	\$ -			\$ -
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 453,330	\$ (40,000)	\$ -	\$ 413,330
<b>COMPONENTS OF ENDING BALANCE:</b>				
Reserved Amounts (9711-9740)	\$ 3,000	\$ -	\$ -	\$ 3,000
Reserved for Economic Uncertainties (9770)	\$ -	\$ -	\$ -	\$ -
Designated Amounts (9775-9780)	\$ 268,053	\$ -	\$ -	\$ 268,053
Unappropriated Amount - Unrestricted (9790)	\$ 182,277	\$ (40,000)	\$ -	\$ 142,277
Unappropriated Amount - Restricted (9790)	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties Percentage	8.86%			6.78%

## Piner-Olivet Union School District

## I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

## Combined General Fund

Bargaining Unit:

Certificated

	Current Year	Year 2	Year 3
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Revenue Limit Sources (8010-8099)	\$ 11,065,446	\$ 10,848,716	\$ 10,590,511
Remaining Revenues (8100-8799)	\$ 3,120,872	\$ 2,308,610	\$ 2,300,390
<b>TOTAL REVENUES</b>	\$ 14,186,318	\$ 13,157,326	\$ 12,890,901
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 5,339,542	\$ 5,058,191	\$ 5,158,417
Classified Salaries (2000-2999)	\$ 1,946,272	\$ 1,907,056	\$ 1,926,218
Employee Benefits (3000-3999)	\$ 3,191,940	\$ 2,946,850	\$ 3,154,854
Books and Supplies (4000-4999)	\$ 706,462	\$ 322,423	\$ 355,873
Services, Other Operating Expenses (5000-5999)	\$ 3,044,051	\$ 2,907,856	\$ 2,907,710
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 14,228,267	\$ 13,142,376	\$ 13,503,072
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (41,949)	\$ 14,950	\$ (612,171)
Transfers In and Other Sources (8910-8979)	\$ 675,000	\$ 675,000	\$ 675,000
Transfers Out and Other Uses (7610-7699)	\$ 785,167	\$ 739,667	\$ 739,667
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (152,116)	\$ (49,717)	\$ (676,838)
<b>BEGINNING BALANCE</b>	\$ 4,877,110	\$ 4,724,994	\$ 4,675,277
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 4,724,994	\$ 4,675,277	\$ 3,998,439
<b>COMPONENTS OF ENDING BALANCE:</b>			
Reserved Amounts (9711-9740)	\$ 86,694	\$ 3,000	\$ 3,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ 600,937	\$ 555,282	\$ 569,710
Reserved for Economic Uncertainties - Restricted (9770)	\$ -	\$ -	\$ -
Board Designated Amounts - Unrestricted (9775-9780)	\$ 4,037,363	\$ 4,116,995	\$ 3,425,729
Board Designated Amounts - Restricted (9775-9780)	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	0	\$ -	\$ -
Unappropriated Amounts - Restricted (9790)	\$ -	\$ -	\$ -

## Piner-Olivet Union School District

## I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

## Combined Fund 09 - Northwest Prep

Bargaining Unit:

Certificated

	Current Year	Year 2	Year 3
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Revenue Limit Sources (8010-8099)	\$ 998,221	\$ 915,957	\$ 906,445
Remaining Revenues (8100-8799)	\$ 126,989	\$ 92,643	\$ 92,672
<b>TOTAL REVENUES</b>	\$ 1,125,210	\$ 1,008,600	\$ 999,117
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 501,880	\$ 528,676	\$ 538,555
Classified Salaries (2000-2999)	\$ 95,454	\$ 103,647	\$ 106,528
Employee Benefits (3000-3999)	\$ 249,169	\$ 267,815	\$ 283,596
Books and Supplies (4000-4999)	\$ 53,059	\$ 27,269	\$ 27,835
Services, Other Operating Expenses (5000-5999)	\$ 242,341	\$ 244,879	\$ 244,656
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 1,141,903	\$ 1,172,286	\$ 1,201,170
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (16,693)	\$ (163,686)	\$ (202,053)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ 10,000	\$ 10,000	\$ 10,000
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (26,693)	\$ (173,686)	\$ (212,053)
<b>BEGINNING BALANCE</b>	\$ 347,269	\$ 320,576	\$ 146,890
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 320,576	\$ 146,890	\$ (65,163)
<b>COMPONENTS OF ENDING BALANCE:</b>			
Reserved Amounts (9711-9740)	\$ 3,000	\$ 3,000	\$ 3,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties - Restricted (9770)	\$ 171,685	\$ 143,890	\$ -
Board Designated Amounts - Unrestricted (9775-9780)	\$ -	\$ -	\$ -
Board Designated Amounts - Restricted (9775-9780)	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	\$ 145,891	\$ -	\$ (68,163)
Unappropriated Amounts - Restricted (9790)	\$ -	\$ -	\$ -

## Piner-Olivet Union School District

## I. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

## Combined Fund 03 - POCS

Bargaining Unit:

Certificated

	Current Year	Year 2	Year 3
	Total Current Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
<b>REVENUES</b>			
Revenue Limit Sources (8010-8099)	\$ 1,746,278	\$ 1,667,066	\$ 1,657,216
Remaining Revenues (8100-8799)	\$ 319,654	\$ 182,281	\$ 182,281
<b>TOTAL REVENUES</b>	\$ 2,065,932	\$ 1,849,347	\$ 1,839,497
<b>EXPENDITURES</b>			
Certificated Salaries (1000-1999)	\$ 899,529	\$ 905,990	\$ 904,921
Classified Salaries (2000-2999)	\$ 218,507	\$ 185,955	\$ 186,416
Employee Benefits (3000-3999)	\$ 512,699	\$ 464,849	\$ 492,524
Books and Supplies (4000-4999)	\$ 97,820	\$ 52,614	\$ 62,614
Services, Other Operating Expenses (5000-5999)	\$ 369,244	\$ 321,296	\$ 321,296
Capital Outlay (6000-6999)	\$ -	\$ -	\$ -
Other Outgo (7100-7299) (7400-7499)	\$ -	\$ -	\$ -
Direct Support/Indirect Cost (7300-7399)	\$ -	\$ -	\$ -
Other Adjustments		\$ -	\$ -
<b>TOTAL EXPENDITURES</b>	\$ 2,097,799	\$ 1,930,704	\$ 1,967,771
<b>OPERATING SURPLUS (DEFICIT)</b>	\$ (31,867)	\$ (81,357)	\$ (128,274)
Transfers In and Other Sources (8910-8979)	\$ -	\$ -	\$ -
Transfers Out and Other Uses (7610-7699)	\$ -	\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	\$ (31,867)	\$ (81,357)	\$ (128,274)
<b>BEGINNING BALANCE</b>	\$ 445,197	\$ 413,330	\$ 331,973
<b>CURRENT-YEAR ENDING BALANCE</b>	\$ 413,330	\$ 331,973	\$ 203,699
<b>COMPONENTS OF ENDING BALANCE:</b>			
Reserved Amounts (9711-9740)	\$ 3,000	\$ 3,000	\$ 3,000
Reserved for Economic Uncertainties - Unrestricted (9770)	\$ -	\$ -	\$ -
Reserved for Economic Uncertainties - Restricted (9770)	\$ 268,053	\$ 260,610	\$ 121,047
Board Designated Amounts - Unrestricted (9775-9780)	\$ -	\$ -	\$ -
Board Designated Amounts - Restricted (9775-9780)	\$ -	\$ -	\$ -
Unappropriated Amounts - Unrestricted (9790)	\$ 142,277	\$ 68,363	\$ 79,652
Unappropriated Amounts - Restricted (9790)	\$ -	\$ -	\$ -

**J. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**

1. State Reserve Standard

		Current Year	Year 2	Year 3
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 15,013,434	\$ 13,882,043	\$ 14,242,739
b.	State Standard Minimum Reserve Percentage for this District Enter percentage:	4.00%	4.00%	4.00%
c.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b. or \$50,000)	\$ 600,537	\$ 555,282	\$ 569,710

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9770)	\$ 600,937	\$ 555,282	\$ 569,710
b.	General Fund Budgeted Unrestricted Unappropriated Amount (9790)	\$ 0	\$ -	\$ -
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9770)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 600,937	\$ 555,282	\$ 569,710
f.	Reserve for Economic Uncertainties Percentage	4.00%	4.00%	4.00%

3. Do unrestricted reserves meet the state minimum reserve amount?

Current Year	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 2	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
Year 3	Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>

4. If no, how do you plan to restore your reserves?



5. If the total amount of the adjustment in Column 2 on Page 4 does not agree with the amount of the Total Compensation Increase in Section A, Line 5 on Page 1 (i.e., increase was partially budgeted), explain the variance below:

Page 1 includes totals from all sites, the General Fund 01 and Fund 09 in District 43 and Fund 03 in District 44. Page 4 is broken out to reflect Fund 01, Fund 09, and Fund 03 separately.

6. Please include any additional comments and explanations of Page 4 as necessary:

Piner-Olivet Union School District

**L. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT**

This disclosure document is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. This certification page should be signed by the Superintendent and Chief Business Official at the time of public disclosure. The absence of one or both of the signatures should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Section 3547.5, the Superintendent and Chief Business Official of the Piner-Olivet Union School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2020 to June 30, 2021.

**Board Actions**

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

	<b>Budget Adjustment Increase/(Decrease)</b>
\$	-
\$	280,000
\$	(280,000)

Subsequent Years

**Budget Adjustment Categories:**

Revenues/Other Financing Sources  
Expenditures/Other Financing Uses  
Ending Balance(s) Increase (Decrease)

	<b>Budget Adjustment Increase/(Decrease)</b>
\$	-
	(\$789,000)
	\$789,000

**Budget Revisions**


If the district does not adopt all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

**Assumptions**

See attached page for a list of the assumptions upon which this certification is based.

**Certifications**

I hereby certify       I am unable to certify

  
\_\_\_\_\_  
District Superintendent  
(Signature)

2/2/2021  
\_\_\_\_\_  
Date

I hereby certify       I am unable to certify

  
\_\_\_\_\_  
Chief Business Official  
(Signature)

2.2.21  
\_\_\_\_\_  
Date

**Special Note:** The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.

**Assumptions**

The assumptions upon which this certification is made are as follows:

The cost of offering an early retirement incentive to be paid during the 2020-2021 fiscal year would result in a reduction to subsequent years budget of approximately \$407,000. This expense would be funded with our basic aid supplement revenue in the general fund.

The long-term disability insurance provided by the district would be funded by the general fund and would offset the savings realized from early retirements.

Concerns regarding affordability of agreement in subsequent years (if any):

**M. CERTIFICATION NO. 2**

The disclosure document must be signed by the district Superintendent or designee at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Section 3547.5.

\_\_\_\_\_  
**District Superintendent (or Designee)**  
**(Signature)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Contact Person**

\_\_\_\_\_  
**Phone**

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on \_\_\_\_\_, took action to approve the proposed Agreement with the \_\_\_\_\_ Bargaining Unit.

\_\_\_\_\_  
**President (or Clerk), Governing Board**  
**(Signature)**

\_\_\_\_\_  
**Date**

**Special Note: The Sonoma County Office of Education may request additional information, as necessary, to review the district's compliance with requirements.**

MEMORANDUM OF UNDERSTANDING  
BETWEEN  
PINER-OLIVET UNION SCHOOL DISTRICT  
AND  
PINER-OLIVET EDUCATORS' ASSOCIATION FOR RETIREMENT INCENTIVE 2020-2021

This Memorandum of Understanding (MOU) is entered into, by and between the Piner-Olivet Union School District (District) and Piner-Olivet Educators' Association (POEA), on January 25, 2021 regarding participation in a one-time voluntary financial incentive to retire/resign from employment by the District.

The parties agree as follows:

1. POEA is the exclusive representative for non-management, certificated employees of the District.
2. This MOU is a one-time incentive and is in lieu of and in place of all other retirement incentives described in Article XIV of the Master Contract between the District and POEA. Retiree benefits described in Article XIII, paragraph II still remains in effect with this MOU for retiring unit members.
  - a. Bargaining unit members may concurrently submit for retirement incentives described in Article XIV, which will only be available if the minimum number of potential incentive program participants is not met (see 4 c).
  - b. Bargaining unit members aged 55 to 59, who are not eligible for this one-time retirement incentive, may submit for retirement incentives described in Article XIV.
3. This MOU is subject to approval by the District's Governing Board and ratification by POEA.
4. From the date this MOU is executed by representatives of both parties and continuing through March 1, 2021, the District shall offer to those unit members designated below a one-time financial incentive to voluntarily terminate employment with the District.
  - a. Window period: Eligible unit members must apply for participation, which shall require submittal of an irrevocable written notice of resignation/retirement to be effective no later than June 30, 2021. The written notice or resignation/retirement must be received in the Superintendent's Office no later than 4:00 p.m. March 1, 2021. The notice of resignation/retirement shall be contingent upon the number of incentive program participants meeting the minimum number of potential retirees under this program (see 4 c).

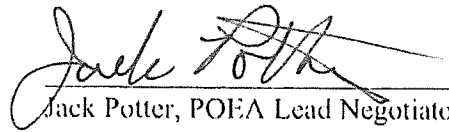
- b. Eligible unit members: To be eligible for the financial incentive set forth below, unit members must have at least ten (10) years of service with the District preceding their resignation/retirement, and must be at least 60 years of age by June 30, 2021.
- c. Participation requirements: This program is contingent upon a minimum of four (4) qualified unit members and maximum of seven (7) qualified unit members to retire and commit to retiring by the end of the 2020-2021 school year. In the event there are less than four (4) qualified applicants, the incentive program shall not go forward. In the event there are more than seven (7) applicants, participation in the incentive program shall be determined by District seniority.
- d. Financial incentive: For eligible unit members, a cash payment incentive shall be provided. If there are at least four (4) unit members indicating they will retire by the notification deadline of March 1, 2021 the incentive will be \$40,000 for each unit member. If less than four (4) unit members indicate they will retire/resign, the District will not be required to offer this financial incentive.
  - i. For this cash payment incentive, the employee will be provided the cash payout in accordance with the following:
    - 1. The incentive above will be prorated for less than full time employees.
    - 2. The \$40,000 incentive will be paid out in one lump sum on or about thirty (30) calendar days following the effective date of the resignation/retirement. It is understood that the District will withhold from the incentive offered, those amounts required by State and Federal law.
  - ii. Participating unit members will execute a Release Agreement acknowledging the voluntariness of their participation in the retirement incentive program.

5. This MOU is a one-time incentive and shall apply to the 2020-2021 school year only, and shall not be cited by either party as a precedent in any future negotiations, grievances, or arbitrations.

FOR DISTRICT:

FOR POEA:

  
\_\_\_\_\_  
Dr. Steve Charbonneau, Superintendent

  
\_\_\_\_\_  
Jack Potter, POEA Lead Negotiator

1/28/2021  
Date

1/27/2021  
Date

Proposal of the Piner-Olivet Union School District  
January 25, 2021

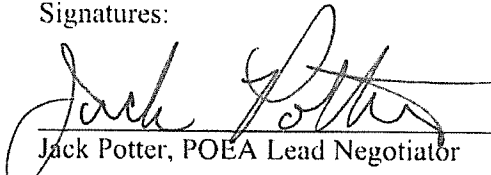
The Piner-Olivet Union School District (District) presents the following proposal to the Piner-Olivet Educators' Association (POEA).

**Benefits:**

The District will provide bargaining unit members with "The Standard" long-term disability benefits extended through the 2021-2022 year. When Article XIII -- Benefits is open for negotiations for the 2022-2023 year, the District would like to negotiate making "The Standard" long-term disability an on-going benefit.

**MOU – Retirement Incentive 2020-2021**

Signatures:

  
\_\_\_\_\_  
Jack Potter, POEA Lead Negotiator

  
\_\_\_\_\_  
Dr. Steve Charbonneau, Superintendent

1/27/2021  
\_\_\_\_\_  
Date

1/29/2021  
\_\_\_\_\_  
Date



**PINER-OLIVET UNION SCHOOL DISTRICT**  
**3450 COFFEY LANE**  
**SANTA ROSA, CA 95403**  
**REGULAR MEETING – GOVERNING BOARD MINUTES**  
**January 13, 2021**

**1. CALL TO ORDER**

The regular meeting of the Governing Board of the Piner-Olivet Union School District was called to order at 5:30 p.m., Wednesday, January 13, 2021, conducted remotely as a Zoom meeting ID 89407822748. President, Cindy Pryor, presided.

**2. ROLL CALL**

*Governing Board*

Cindy Pryor, President PRESENT  
Mindy Mor, Vice-President PRESENT  
Janae Franicevic, Clerk PRESENT  
Mardi Hinton, Member PRESENT  
Tony Roehrick, Member PRESENT

*Staff*

Dr. Steve Charbonneau, Superintendent and  
Secretary to the Board  
Felica Koha, Chief Business Official  
Cathy Manno, Executive Secretary

**3. PUBLIC COMMENT ON CLOSED SESSION AGENDA**

Ms. Pryor announced that items to be discussed in Closed Session were issues regarding personnel and collective bargaining. There were no comments.

**4. ADJOURNMENT TO CLOSED SESSION**

The meeting adjourned to Closed Session at 5:32 p.m.

**5. CLOSED SESSION**

5.1 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957:

5.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE  
(No additional information required)

5.1.2 PUBLIC EMPLOYMENT-EMPLOYMENT/APPOINTMENT  
Title: PAII

5.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION  
Title: Superintendent

5.2 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957.6:

5.2.1 CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Dr. Steve Charbonneau  
Name of organization representing employees: Piner-Olivet Educators' Association, CTA Affiliate

5.2.2 CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Dr. Steve Charbonneau  
Name of organization representing employees: Piner-Olivet Classified Association, CSEA Affiliate

5.2.3 CONFERENCE WITH LABOR NEGOTIATOR  
Name of Agency Negotiator: Dr. Steve Charbonneau  
Name of organization unrepresented employees: Confidential, Supervisory, Administrative Staff

**6. RECONVENE TO PUBLIC MEETING**

The meeting reconvened to Open Session at 6:27p.m.

**7. REPORT OF CLOSED SESSION ACTION, IF ANY**

Ms. Pryor reported that direction was given to the negotiating team.

**8. FLAG SALUTE (Suspended during virtual meetings)**

**9. AGENDA MODIFICATIONS**

There were none.

**10. COMMUNICATIONS, PETITIONS AND DELEGATIONS**

There were none.

**11. COMMENTS FROM THE GOVERNING BOARD**

Ms. Hinton commented "welcome to 2021"! She thanked the staff for their hard work and for all that they do.

**12. RECOGNITION OF EXCELLENCE**

There was none.

**13. SUPERINTENDENT’S REPORT**

13.1 Announcements

Dr. Charbonneau announced that CSBA has designated the month of January as School Board Recognition month and that SCOE is having an event on February 1<sup>st</sup> to recognize all School Boards and Trustees. He commented as a new superintendent he is grateful for all the support he receives from the Board and wanted to take this opportunity to thank them.

Dr. Charbonneau commented that there is a lot of COVID-related news in the press (Governor’s reopening proposal, timings for vaccinations, ect.) with no hard details attached. Therefore, the information has not been very helpful. He commented that POUUSD is working on a reopening plan when it is safe to reopen and that careful planning will continue. Both POCA and POEA have been fantastic partners in that endeavor.

**14. ASSOCIATION REPORTS**

14.1 POEA

Ms. Zavala commented on upcoming negotiations.

14.2 POCA

There were none.

**15. BOARD POLICIES**

There were none.

**16. DISCUSSION/INFORMATION ITEMS**

There were none.

**17. ACTION ITEMS**

17.1 Approval of Resolution # 545 of the Governing Board of Education of the Piner-Olivet Union School District to Establish Fund 07-In District 43

Resolution # 545 of the Governing Board of Education of the Piner-Olivet Union School District to Establish Fund 07-In District 43 was approved as presented on the motion of Ms. Hinton, seconded by, Ms. Franicevic, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton-aye, Ms. Mohr – aye, Ms. Pryor- aye, Mr. Roehrick-aye

**18. CONSENT ITEMS**

The following consent items were approved on the motion of Ms. Hinton, seconded by Ms. Franicevic, all aye.

Roll call vote: Ms. Franicevic- aye, Ms. Hinton-aye, Ms. Mohr – aye, Ms. Pryor- aye, Mr. Roehrick-aye

18.1 The minutes of the regular Board meeting held December 15, 2020,

18.2 The Personnel Action Report,

18.3 The vendor warrants,

18.4 The routine budget updates and

18.5 The approval of Williams Settlement Quarterly Uniform Complaint Report Summary Report period from October 1, 2020 – December 31, 2020.

**19. ROUND TABLE COMMENTS FROM THE GOVERNING BOARD**

There were none.

**20. DATES AND FUTURE AGENDA ITEMS**

20.1 Special Governing Board Meeting – January 28, 2021

20.2 The next regular board meeting was scheduled February 10, 2021.

**21. PUBLIC COMMENT ON CLOSED SESSION**

There was no Closed Session.

**22. RECESS TO CLOSED SESSION**

**23. RECONVENE TO PUBLIC MEETING**

**24. REPORT OF CLOSED SESSION ACTION NOT ON THE ACTION AGENDA**

**25. ADJOURNMENT**

The meeting adjourned at 6:39 p.m.

Respectfully submitted,

Dr. Steve Charbonneau  
Secretary to the Board

APPROVED:

---

Janae Franicevic, Clerk of the Board

**PINER-OLIVET UNION SCHOOL DISTRICT**  
**3450 COFFEY LANE**  
**SANTA ROSA, CA 95403**  
**SPECIAL MEETING – GOVERNING BOARD MINUTES**  
**January 28, 2021**

**1. CALL TO ORDER**

The special meeting of the Governing Board of the Piner-Olivet Union School District was called to order at 12:09 p.m., January 28, 2021, conducted remotely as a Zoom meeting ID 914 0039 4762. President, Cindy Pryor, presided.

**2. ROLL CALL**

*Governing Board*

Cindy Pryor, President PRESENT  
Mindy Mohr, Vice-President PRESENT  
Janae Franicevic, Clerk PRESENT  
Mardi Hinton, Member PRESENT  
Tony Roehrick, Member PRESENT

*Staff*

Dr. Steve Charbonneau, Superintendent and  
and Secretary to the Board

**3. PUBLIC COMMENT ON CLOSED SESSION AGENDA**

There were none.

**4. ADENDA MODIFICATION**

There were none.

**5. COMMUNICATIONS, PETITIONS AND DELEGATIONS**

There were none.

**6. Board Retreat – Effective Governance Study Session**

The Board reviewed and discussed the Governance Handbook.

**7. ADJOURNMENT TO CLOSED SESSION**

The meeting adjourned to Closed Session at 3:45 p.m.

**8. CLOSED SESSION**

8.1 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957:

8.1.1 PUBLIC EMPLOYMENT DISCIPLINE/DISMISSAL/RELEASE

(No additional information required)

8.1.2 PUBLIC EMPLOYMENT-EMPLOYMENT/APPOINTMENT

Title:

8.1.3 PUBLIC EMPLOYEE PERFORMANCE EVALUATION

Title: Superintendent

8.2 With respect to every item of business discussed in closed session pursuant to Gov. Code Section 54957.6:

8.2.1 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Educators' Association, CTA Affiliate

8.2.2 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization representing employees: Piner-Olivet Classified Association, CSEA Affiliate

8.2.3 CONFERENCE WITH LABOR NEGOTIATOR

Name of Agency Negotiator: Dr. Steve Charbonneau

Name of organization unrepresented employees: Confidential, Supervisory, Administrative Staff

**6. RECONVENE TO PUBLIC MEETING**

The meeting reconvened to Open Session at 3:53p.m.

**7. REPORT OF CLOSED SESSION ACTION, IF ANY**

Ms. Pryor reported that no action was taken.

**8. ADJOURNMENT**

The meeting adjourned at 3:57 pm.

Respectfully submitted,

Dr. Steve Charbonneau  
Secretary to the Board

APPROVED:

---

Janae Franicevic, Clerk of the Board

# VENDOR WARRANTS

Checks Dated 01/01/2021 through 01/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1817136	01/07/2021	Janae Franicevic	01-5880	Governing Board Member notary of documents		30.00
1817137	01/07/2021	Rostel, Drue E	05-5202	Seesaw & Zoom Training		150.00
1817138	01/07/2021	Apple Inc.	01-4310	MacBooks and iPads for district	43,012.83	
			04-4310	MacBooks and iPads for district	58,141.67	
			05-4310	MacBooks and iPads for district	43,800.59	
			09-4310	MacBooks and iPads for district	2,667.62	147,622.71
1817139	01/07/2021	AT&T Mobility	01-5900	Mobile Phone for Maint Supervisor		84.13
1817140	01/07/2021	City Of Santa Rosa	05-5530	City Water Acct# 026852 2020/21 SCH		370.46
1817141	01/07/2021	Conklin Bros Inc	01-6200	DO Carpet		3,024.00
1817142	01/07/2021	Fagen Friedman & Fulfroost LLP	01-5823	2020/21 Legal Services		17,463.50
1817143	01/07/2021	Hitmen Termite & Pest Control	01-5630	Rodent & Yellow Jacket Control @ JL		120.00
1817144	01/07/2021	Kenwood Lumber & Hardware	01-4380	2020/21 Open PO all sites		40.31
1817145	01/07/2021	KYOCERA Document Solutions Northern California, Inc	01-5632	Copier Maintenance Contract-JL/POCS Office	92.61	
			09-5632	Copier Maintenance Contract-NWP Office & Workroom	98.52	191.13
1817146	01/07/2021	Office Depot	04-4310	Open PO for Classroom Supplies Olivet 2020-21		174.54
1817147	01/07/2021	Pacific Gas & Electric	01-5510	Acct #0532988800-1 Olivet/NWP/VC/DO/SCH	1,632.38	
			01-5520	Acct #0532988800-1 Olivet/NWP/VC/DO/SCH	337.93	
			04-5510	Acct #0532988800-1 Olivet/NWP/VC/DO/SCH	618.41	
			04-5520	Acct #0532988800-1 Olivet/NWP/VC/DO/SCH	1,923.01	
			05-5520	Acct #0532988800-1 Olivet/NWP/VC/DO/SCH	832.02	
			09-5510	Acct #0532988800-1 Olivet/NWP/VC/DO/SCH	38.19	
			09-5520	Acct #0532988800-1 Olivet/NWP/VC/DO/SCH	29.74	5,411.68
1817148	01/07/2021	Jan Radke	01-5830	School Counseling Services 2020-2021		4,468.75
1817149	01/07/2021	Shell Wex Bank	01-4362	Fuel for trucks 2020/21		448.98
1817150	01/07/2021	Sonoma Co Office Of Education	01-5202	Admin Training	593.75	
			04-5202	Admin Training	118.75	
			05-5202	Admin Training	118.75	
			09-5202	Admin Training	118.75	950.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

Checks Dated 01/01/2021 through 01/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1818153	01/14/2021	Gregorio, Amy E	05-4310	COVID-MOU		250.69
1818154	01/14/2021	Rinkor, Megan	05-4310	COVID-MOU		135.78
1818155	01/14/2021	Alpha Analytical Labs, Inc.	01-5830	Well Water Testing - 2020/21 Olivet		680.00
1818156	01/14/2021	AT&T	01-5900	Calnet3 Billing / AT&T		156.34
1818157	01/14/2021	Becoming Independent	01-5880	Shredding Services 20/21		50.00
1818158	01/14/2021	California's Valued Trust	01-9574	Coverage for January 2021	9,154.88	
			01-9575	Coverage for January 2021	2,693.76	11,848.64
1818159	01/14/2021	City Of Santa Rosa	01-5530	City Water Acct# 023537 2020/21 - NWP	334.10	
			09-5530	City Water Acct# 023537 2020/21 - NWP	179.90	514.00
1818160	01/14/2021	Heinemann	05-4110	K-6 ELA Curriculum		517.00
1818161	01/14/2021	Interiors Incorporated	01-4400	Ergo workstations	351.55	
			04-4400	Ergo workstations	424.29	
			05-4400	Ergo workstations	436.41	1,212.25
1818162	01/14/2021	John Deere Financial	01-5630	Mower repairs		2,382.12
1818163	01/14/2021	The Standard Insurance Co.	01-9576	December 2020	224.11	
				January 2021	227.59	451.70
1818164	01/14/2021	Weeks Drilling & Pump Co Inc	01-5630	Olivet Water System Service		350.00
1820072	01/28/2021	Aeries Software, Inc. dba Eagle Software	01-5202	2020 Fall Virtual Conference		300.00
1820073	01/28/2021	Alpha Analytical Labs, Inc.	01-5830	Well Water Testing - 2020/21 Olivet		82.00
1820074	01/28/2021	AT&T	01-5900	Calnet3 Billing / AT&T		1,242.16
1820075	01/28/2021	Business Card	01-4390	Exc. Sec. Credit Card 2020-2021	535.81	
			01-5630	Exc. Sec. Credit Card 2020-2021	66.75	
			01-5890	Exc. Sec. Credit Card 2020-2021	39.33	641.89
1820076	01/28/2021	California's Valued Trust	01-9574	Coverage for February 2021	9,154.88	
			01-9575	Coverage for February 2021	2,693.76	11,848.64
1820077	01/28/2021	CDW Government Inc	01-4310	Chromebook order for district	1,508.00	
			04-4310	Chromebook order for district	1,820.00	
			05-4310	Chromebook order for district	1,872.00	
				Webcams for Virtual Learning	140.73-	5,059.27
1820078	01/28/2021	Dept Of Justice Accounting Office	01-5860	Open PO for Personnel Fingerprinting 2020/21		32.00
1820079	01/28/2021	First Alarm Burglary Systems	01-5630	Service Calls at NWP		174.60
1820080	01/28/2021	Glacier Springs	09-4390	Water Delivery on regular basis 2020/21		48.00
1820081	01/28/2021	Hitmen Termite & Pest Control	01-5630	Rodent & Yellow Jacket Control @ SCH		60.00
1820082	01/28/2021	Interiors Incorporated	01-4400	Ergo workstations	614.71	
			04-4400	Ergo workstations	741.90	
			05-4400	Ergo workstations	763.10	2,119.71
1820083	01/28/2021	Kelly Moore Paint Co	01-4400	Paint & Paint Supplies for 20/21		61.98

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE



Checks Dated 01/01/2021 through 01/31/2021

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1820084	01/28/2021	KONE Inc.	01-5630	Maintenance Service 1/1/2021 - 6/30/2021	132.83	
			09-5630	Maintenance Service 1/1/2021 - 6/30/2021	71.53	204.36
1820085	01/28/2021	KYOCERA Document Solutions Northern California, Inc	05-4311	Supplies for Risograph - Schaefer	329.80	
			05-4400	Riso SF5130 with stand - Schaefer	1,629.55	
			09-5632	Copier Maintenance Contract-NWP Office & Workroom	77.36	2,036.71
1820086	01/28/2021	Mead Clark	01-4380	Maint Supplies for all sites 2020/21		219.54
1820087	01/28/2021	NCS Pearson, Inc.	01-4310	Payment on P20-00189		152.00
1820088	01/28/2021	Northwest Prep Cash Revolving	09-5890	Banking Clearing to Imprest		137.00
1820089	01/28/2021	Office Depot	01-4311	Open PO for Classroom Supplies JL 2020-21	97.90	
			01-4350	Open PO for District Office Supplies - 2020-21	490.49	
				Open PO for Office Supplies-JL 2020-21	72.61	
			05-4311	Open PO for Classroom Supplies Schaefer 2020-21	162.81	823.81
1820090	01/28/2021	Pacific Gas & Electric	01-5510	Acct #8210388297-1 - Jack London 80% & POCS 20%	1,131.44	
			01-5520	Acct #8210388297-1 - Jack London 80% & POCS 20%	22.09	1,153.53
1820091	01/28/2021	Piner-Oliver USD	01-5890	Banking Clearing to Imprest	643.80	
			01-9555	Banking Clearing to Imprest	907.48	1,551.28
1820092	01/28/2021	PresenceLearning, Inc.	01-5830	SLP Services & Assessments Contracted 2020-21		2,329.00
1820093	01/28/2021	Recology Sonoma Marin	01-5560	Waste Bin Monthly Charges 20/21 all site	607.77	
			04-5560	Waste Bin Monthly Charges 20/21 all site	451.20	
			05-5560	Waste Bin Monthly Charges 20/21 all site	406.08	
			09-5560	Waste Bin Monthly Charges 20/21 all site	157.20	1,622.25
1820094	01/28/2021	Shell Wex Bank	01-4362	Fuel for trucks 2020/21		169.98
1820095	01/28/2021	Specialized Edu of Cali. Inc.	01-5810	SPED/ NPS 2020/21 - MC		3,217.39
1820096	01/28/2021	Sonoma Co Office Of Education	01-5830	NCSOE Induction Program 2020/2021	17,500.00	
			04-5830	NCSOE Induction Program 2020/2021	3,500.00	21,000.00
1820097	01/28/2021	Staples Inc.	01-4310	Hot Spots - COVID	544.95	
				Hotspots_COVID	544.95	
			04-4310	Hot Spots - COVID	544.95	
				Hotspots_COVID	356.94	
			05-4310	Hot Spots - COVID	544.95	
				Hotspots_COVID	544.95	3,081.69

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

**Checks Dated 01/01/2021 through 01/31/2021**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1820098	01/28/2021	The Standard Insurance Co.	01-9540	August 2020	815.95	
				December 2020	792.98	
				November 2020	815.95	
				October 2020	815.95	
				September 2020	815.95	4,056.78
1820099	01/28/2021	Weeks Drilling & Pump Co Inc	01-5630	NWP Water System Service	242.78	
			01-6100	Olivet Elementary - Install Casing	12,228.15	
			09-5630	NWP Water System Service	130.73	12,601.66
<b>Total Number of Checks</b>					<b>55</b>	<b>275,125.94</b>

**Fund Summary**

Fund	Description	Check Count	Expensed Amount
01	General Fund	46	149,831.53
04	Olivet Charter School	10	68,815.66
05	Schaefer Charter School	15	52,724.21
09	Charter School Fund	11	3,754.54
Total Number of Checks		<b>55</b>	275,125.94
Less Unpaid Sales Tax Liability			.00
<b>Net (Check Amount)</b>			<b>275,125.94</b>

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ESCAPE ONLINE

**Checks Dated 01/01/2021 through 01/31/2021**

Check Number	Check Date	Pay to the Order of	Fund-Object	Comment	Expensed Amount	Check Amount
1817151	01/07/2021	Hitmen Termite & Pest Control	03-5630	Yellow Jacket, Rodent & Roach Abatement Services		80.00
1817152	01/07/2021	KYOCERA Document Solutions	03-5632	Copier/Riso Maint-Instr Program		61.74
1817153	01/07/2021	Jan Radke	03-5830	Contract - Counseling Services 2020-2021		4,046.25
1820100	01/28/2021	Brandenburg, Jessica A	03-4310	COVID-MOU		155.93
1820101	01/28/2021	CDW-G	03-4310	Docking stations, doc cameras, ipad cases	4,826.08	
				Large chromebook order	3,700.00	8,526.08
1820102	01/28/2021	Legacy Center Positive Images	03-5830	four one-hour presentations for POCS students		600.00
1820103	01/28/2021	Pacific Gas & Electric	03-5510	8775983334-3 & 20% of 88297-1 Gas & Electric Chgs	292.23	
			03-5520	8775983334-3 & 20% of 88297-1 Gas & Electric Chgs	790.66	1,082.89
1820104	01/28/2021	Piner Olivet Charter School	03-5890	Bank Clearing to Imprest		355.61
1820105	01/28/2021	Recology Sonoma Marin	03-5560	POCS Portion of Waste 20/21		180.48
<b>Total Number of Checks</b>					<b>9</b>	<b>15,088.98</b>

**Fund Summary**

Fund	Description	Check Count	Expensed Amount
03	General Fund/charter School	9	15,088.98
	Total Number of Checks	9	15,088.98
	Less Unpaid Sales Tax Liability		.00
	<b>Net (Check Amount)</b>		<b>15,088.98</b>

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

ESCAPE ONLINE

# BUDGET UPDATES

Effective				Fiscal Year	
Account	Description	From	To		
JE #	JE Trans Date	JE Posted	Comment		

Total for Org

Effective				Fiscal Year	
Account	Description	From	To		
JE #	JE Trans Date	JE Posted	Comment		

Total for Org