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Bennett-Kew P-8 School Comprehensive School Safety Plan

SB 187 & SB 334 Compliance Document

2021-2022

Inglewood Unified School District
Inglewood, California

Committee Members

Sarah Appleton, Interim Principal

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Mario Sanchez, Community Liaison Specialist

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This document is to be maintained for public inspection during business hours

Comprehensive School Safety Plan

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Inglewood Unified School District
Section 1: General Information – School Safety
Part 1: District Commitment to School Safety

It is the policy of the Inglewood Unified School District Board of Education that all students enrolled in this district, and all employees employed by this district, have the right to attend campuses which are safe and secure. The Board believes that a beginning step toward safer schools is the development of a comprehensive plan for school safety by every school within the District. The Board intends that parents, students, teachers, administrators, counselors, classified personnel, and community agencies develop safe school plans, including local law enforcement, and approved by the Board. The school site committee will review these safe school plans on an annual basis and proposed changes will be submitted to the Board for approval.

School Site Overview

Bennett-Kew Elementary School

ABOUT OUR SCHOOL

Mission

Our mission is to ensure that all of our students are taught a rigorous standards-based curriculum, supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools, and effective partnerships with all segments of the community.

Vision

The vision of Bennett Kew is to provide a learning environment that empowers all students to acquire the academic and social skills needed to become productive citizens and lifelong learners in a global economy.

Our Goals and Objectives

Academic success is our objective at every level. This starts with making sure students' receive a strong foundation in literacy and math beginning in our transitional kindergarten classes which prepares them for kindergarten. Many of our kindergartners enter first grade reading.

Our goal is to become a community of learners and educators. Our academic program uses effective teaching strategies and standards-based curriculum supported by technology. Along with implementing a strong academic program our school is concerned with developing appropriate social skills. School-wide we have embraced the Positive Behavior Incentive System (PBIS). At the District and school-wide the model Positive Behavior Incentive Program (PBIS) is used to improve student behavior and school safety. Students receive positive incentives for following school rules.

In addition, teachers are dedicated to nurturing every child's unique learning style. Teachers have adopted and begun implementation of a blended model of instruction. Students receive small group instruction and rotate to learning centers that provide access to different forms of technology - listening centers, Ipads, Chromebooks, and computers.

We are committed to creating a learning environment which provides every student with the opportunity to access the common core standards as well as develop their skills in other curriculum areas such as performing arts, art appreciation, and music. Last year we started a school choir. We have a math and science competition team. Science concepts are taught school-wide. We celebrate diversity through the appreciation of cultures and their heritage.

Ready, formative assessments and district benchmarks are used to monitor student progress. School-wide teachers have made a commitment to improving student writing. Writing assessments are sent to the principal 3 times a year for review. Teachers receive professional development in the area of writing: the writing process and writing instruction.

Bennett-Kew is located on the south side of Imperial Highway. Bennett-Kew services low-income to low-middle income, Latino and African American populations. The current enrollment is approximately 468 students from transitional kindergarten to sixth grade. The diverse population consists of 57% Hispanic/Latino, 40% African American, and 3% other. Many of the children live within walking distance

from the school. This year there has been an increase in the number of parents who participate in our parent organizations and community activities, such as the English Learner Advisory Council, School Site Council, and Parent University. Bennett-Kew operates on a traditional school year calendar and receives school-wide Title I funds.

Bennett-Kew has a dedicated and qualified teaching staff ranging from 10-30 years of teaching experience. In addition, Bennett-Kew staffs a Resource Specialist, Academic Coach, Counselor, Psychologist, Speech and Language Pathologists, Occupational and Physical Therapists, and Special Day Teachers. A majority of the teachers hold Master's Degrees in Education. The staff also consists of 20 Classified Employees that have called Bennett-Kew home for the past 10 plus years. The Administrative Support Team consists of the office manager, bilingual program aides, three custodians, two cafeteria workers, a part-time nurse, and supervision assistants. The Leadership Team consists of teachers from each grade level that share concerns and give suggestions to improve the school.

Bennett-Kew provides a variety of student programs to meet the needs of students performing below grade level expectations, students with behavioral concerns, students not yet identified as English Proficient, those that need a challenge outside of the regular classroom setting, and programs that meet the needs of all students socially, physically and emotionally.

After-school tutoring is provided two to three days per week for At-Risk Students (students performing below Benchmark). In addition, teachers work with At-Risk students daily in small groups or one-on-one to ensure students make adequate academic progress towards Common Core standards. Students who continue to find the classroom curriculum a challenge participate in the Multi-Tiered System of Support/Student Success Team and are provided additional services by the Resource Specialist Program. To meet the needs of students with behavioral concerns, Starview Services, and provide weekly counseling sessions with both students and parents to address concerns. In addition, Bennett-Kew's school psychologist is trained to work with students experiencing difficult times, and a school counselor services students once a week.

The After-School Program (ASES - Expanded Learning) offers a safe, academically enriching environment, consisting of nutritious snacks, effective homework assistance, creative enrichment classes, and student-specific tutoring - at no cost to parents. Our mission is to create the most engaging experience for students and teach them how to make healthy decisions so they dream bigger, reach higher and go on to be confident, productive citizens.

English Language Learners are provided with an additional hour of instruction in English daily and participate in after-school tutoring. We have a school-wide ELD Program where students switch classes and they are grouped according to their language proficiency level. English speaking students received language arts instruction through collaborative groups, academic discourse, and SDAIE strategies. Accelerated Reader is used in grades 2nd through 5th grade. The teaching model of Blended Learning is utilized in many classrooms. Instruction is differentiated and students rotate to learning centers in small groups. Identified Gifted and Talented Students are challenged by teachers within the regular classroom. Referrals are made to the teacher or GATE coordinator to access students who may qualify for testing.

Our Physical Fitness Mission: To see every child across the United States develop skills through fun fitness routines with a safe structured environment while kids increase their higher level of thinking. Physical education and Lunch recess provides assistance with skill development in specific sports performance and core components of being an athlete - coordination, footwork, strength, speed and agility using state guidelines towards our goal to achieve success in the fifth and seventh grade fitness test and concepts.

Parent involvement plays a critical role in the success of the students at Bennett-Kew. Parents are encouraged to visit classrooms, volunteer in school-wide activities, and attend school-wide programs regularly. Parent workshops are instrumental components that help to foster parent-school relations. Bennett-Kew staff and parents work together to ensure a safe and nurturing environment that fosters academic achievement and positive social interactions enhancing each student's opportunity to learn. Bennett-Kew offers parents resources and training monthly through their Parent University. Teachers volunteer to provide parenting advice, hands-on activities, and resources to support children at home and at school. Our Parent Center supports parents' education and access to the campus through district protocol. Volunteers are encouraged to access the campus through District protocol, which can be found on the District website.

Bennett-Kew has created an educational setting that meets the needs of the whole child, which prepares them for the challenges of the 21st century.

Bennett-Kew events and educational activities:

Back-to-School Night

Kindergarten Round-Up

Hispanic Heritage Month Celebration

Title One Conference

Red Ribbon Week

Dr. Martin Luther King, Jr. Speech Contest and Art Contest

Monthly Student of the Month assemblies

District Spelling Bee

Open House

Winter Program

Black History Program Choir

Beautification Day Student Council

"We" Day Volunteer Activities Field Trips

Parent University

Cesar Chavez Celebration Costume Parade

Student Council Can Food Drive Student Council Toy Drive Basketball Team

Soccer Team, Football, Track, Cheerleading, Tennis, Computer Gaming, Basketball, Golf, Volleyball, Skating,

Moving On Ceremony for 5th and 8th grades

School Staff Roster & Master Schedule

2022-2023

2021-2022 ADMINISTRATIVE

Name	Title	Location	Extension
Sarah Appleton	Principal	Main Office	5401
Susan Ippongi	Principal	Main Office	5401
Linda Cruse- Allen	Office Manager	Main Office	8381
Clerk Typist II	Main Office		8382
Alejandro Galvan	Counselor	Room 23	5403
Mario Sanchez	Community Liaison Specialist	Room 13	8387
Deshaun Woullard	Lead Custodian	School-Wide	5406
Jason Johnson	Custodian	School-Wide	5406
Edwardo Martin	Custodian	School-Wide	5406
Dai'Re	Nurse	Main Office	8386
	Psychologist	1A	5407/8353
Sarah Nahrwold	Speech & Language	1A1	8351
Alethia Fung	Occupational Therapist	2	8351
Faer Morrison	Occupational Therapist	2	8351
Anna Maria Colocho	Physical Therapist	2	8302
Sharon Huey	Physical Therapist Assistant	2	8302
Ruth Charles	Student Supervision Assistant	School-Wide	N/A
Maria Franco	Student Supervision Assistant	School-Wide	N/A
Adrianna Martinez	Student Supervision Assistant	School-Wide	N/A
Cecil Thompson	Student Supervision Assistant	School-Wide	N/A

Teachers

Name	Grade/Title	Location	Extension
Kimberley Wang	TK & K	5	8305
Adriana Perez	K	7	8307
Francine Ohashi	1 st	10	8310
Jacquelyn Stewart	1 st	9	8309
Patrick Hodge	2 nd	11	8311
Mariza Felix	2 nd	12	8312
Karla Fernandez	3 rd	15	8315
Shannon Gibson	3 rd	14	8314
Dan Howard	4 th	17	8317
Joyce Nishikawa	4 th	16	8316
Rocio Sanchez	5 th	18	8318
Joy DeGuzman	5 th	20	8320
Lisa Velasquez	6 th	22	8322
Tadao Fowler	6 th	24	8324
Joson Johnson	7 th	27	8327
Lena Atutoa	7 th	25	8325
Sarah Appleton	8 th	26	8326

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Ghela Lingao-Lingao	Preschool/ SPED (AM)	38	8338
Jill Moilanen	Preschool/ SPED (PM)	38	8338
Nicole Miranda	Preschool/ SPED (PM)	37	8337
Maria Valdez	Preschool/ SPED (AM)	37	8337

Teachers Aides

Name	Grade/Title	Location	Extension
Iris Gutierrez	Instructional Assistant		N/A
Angela Harbor	SH Teacher Assistant		8338
Roger Walker	SH Teacher Assistant		N/A
Maria Palma	SH Teacher Assistant		8337
Anjiina Prasad	SH Teacher Assistant		8337
Shavonda Jackson	SPED Assistant		N/A
Lawanda McKinney	SPED Assistant		N/A
Media/Library			8356
Shanika Orange	Cafeteria		5405
Multipurpose Room			5404
Staff Lounge Room			8300
Occupational Room			8302
Speech Room			8351

2022-2023 Bell Schedule**BENNETT-KEW SCHOOL**

Effective August 24, 2021

DAILY SCHEDULE

Grades	Time
Preschool AM	8am – 11:30am
Preschool PM	11:30am – 2:50pm
K – 3 rd	8:15am – 2pm
4 th – 8 th	8:15am – 2:20pm

RECESS SCHEDULE

Grades	Time
K – 3 rd	9:30am – 9:50am
4 th and 5 th	10:30am-10:50am
6 th -8 th	9:55am-10:15am

LUNCH SCHEDULE

Grades	Time	Cafeteria Release
TK, K, and 1 st	11am – 11:45am	11:20am
2 nd - 3 rd	11:30am – 12:15pm	11:45am
4 th – 5 th	12noon – 12:45pm	12:15pm
6-8th	12:45pm-1:30pm	outside on Middle School campus

RAINY DAY SCHEDULE

Grades	Lunch Time	Cafeteria Release
TK – 1 st	11am – 11:30am	11:30am
2 nd – 3 rd	11:30 – 12noon	12noon
4 th – 5 th	12noon– 12:30pm	12:30pm
6-8th	12:30pm – 1pm	1pm

Drill Schedule

Fire Drill/Emergency Drill 2021-2022

Month	Date	Time	Drill
October	10/21/22	10:21 am	Fire/ Earthquake Drill
November	11/18/22	10:30 am	Fire/ Earthquake Drill
December	12/16/22	10:30am	Fire/ Earthquake Drill
January	1/27/22	1:30 pm	Fire/ Earthquake Drill
February	2/8/22	9:00 am	Fire/ Earthquake Drill
February	2/16/22	9:00 am	Fire/ Earthquake Drill
March	3/22/22	1:30 pm	Fire/ Earthquake Drill
April	4/5/22	10:00 am	Lockdown
April	4/21/22	9:00 am	Fire/ Earthquake Drill
May	5/13/22	9:00 am	Fire/ Earthquake Drill
May	5/20/22	9:00 am	Fire/ Earthquake Drill
June	6/3/22	9:00 am	Fire/ Earthquake Drill

School Master Schedule

Bennett-Kew Middle School Master Schedule 2021-2022

Nutrition: 9:55-10:15

Lunch: 12:45-1:30

SUBJECT/ Teacher	Period 1 8:15-9:05 (50) <small>(each teacher will take overflow of 8th graders)</small>	Period 2 9:05-9:55 (50)	Period 3 10:15-11:05 (50)	Period 4 11:05-11:55 (50)	Period 5 11:55-12:45 (50)	Period 6 1:30-2:20 (50) (Flex days)
6th Grade Velasquez	7.1 Elective	Math 6.1	Science 6.1	Math 6.2	Science 6.2	PE 7.2
6th Grade Fowler	7.2 Elective	ELA 6.2	Social Studies 6.2	ELA 6.1	Social Studies 6.2	PE 7.1
7th Grade Johnson	6.1 Elective	Science 7.1	Science 8.1	Science 7.2	Math 7.1	PE 6.2
7th Grade Atutoa	6.2 Elective	Social Studies 7.2	Social Studies 7.1	Social Studies 8.1	Math 7.2	PE 8.1
8th Grade Padilla/Appleton	Designated ELD Grade 6-8	ELA 8.1	ELA 7.2	ELA 7.1	Math 8.1	PE 6.1

Inglewood Unified School District
Section 1: General Information – School Safety
Part 2: Legislative Requirements

The California Education Code (sections 35294.10-35294.15) 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. **See Appendix A for CA Education Code sections 35294-35294.15**

This requirement was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause, which stated that this legislation would remain in effect only until January 1, 2000. **See Appendix B for Senate Bill 187 Text. Senate Bill 334 was approved and chaptered in 1999 and perpetuated this legislation under the requirement of the initial legislation. See Appendix C for Senate Bill 334 Text.**

Comprehensive School Safety Plans are required under SB 187/SB 334 to contain 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
- Sexual 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

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.

Assessment of the Current Status of School Crime

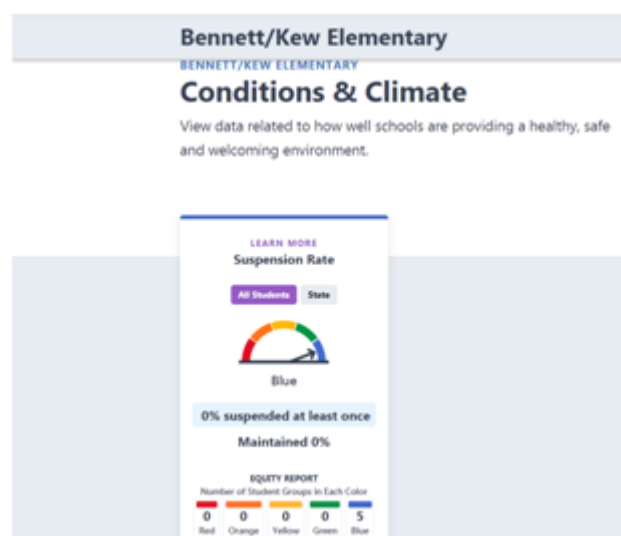
The School Safety Committee and the School Site Council utilized the existing results of the Comprehensive Needs Assessment Process used during the development of the 2022-2023 Single Plan for Student Achievement (SPSA) as a source to assess the current status of school crime. Goal 3 of the SPSA is geared specifically for Safe Schools. This goal is the foundation for creating a safe and positive environment for student learning and achievement.

The committee reviewed various data sources including the following: California Department of Education Dashboard, Student referrals, discipline, suspensions, and expulsions logs, Parent and Student concerns, DataQuest, Mental Health and Drug Referrals, Incident Reports, and Safety committee minutes.

California School Dashboard: Current data shows 0% school suspension rate with a student count of 468 for the 2021-2022 calendar year..

Student referrals, discipline, suspension, and expulsion Logs: The office referrals and administrative behavior logs show that about 100% of the students referred for restructure ultimately are returned to class. Suspensions and expulsion are only used as a last means of correction.

Mental Health and Drug Referral: The school refers students to current mental health providers such as the LA County Department of Mental Health. Services are rendered at the school site and in addition provide outside support for individual students and/or family needs. Students are also referred to the Counselor and/or Children's Institute.



Inglewood Unified School District
Section 1: General Information – School Safety
Part 3: Maintaining a Safe and Orderly Environment

The School and the Inglewood Unified School District are committed to providing a safe environment for students, staff and visitors. Several strategies will be utilized to maintain a high level of school safety. Strategies include, but are not limited to:

- Consultation with local public safety agencies
- Consultation with risk management specialists
- Continuing education and training of school staff
- Inspections and evaluations of school facilities
- Evaluation of safety-related policies and procedures
- Annual review and revision of Comprehensive School Safety Plan

Such strategies will promote a safe and orderly environment, conducive to learning. Such strategies will also promote compliance with existing laws related to school safety. This manual outlines several elements critical to maintaining a safe school environment.

Inglewood Unified School District
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Section 2: Child Abuse Reporting Procedures
Part 1: District Policy; Training; Definitions AR 5141.4

The Board recognizes that the district has a responsibility to protect students by facilitating the prompt reporting of known and suspected incidents of child abuse and neglect. The County Administrator or designee shall establish procedures for the identification and reporting of such incidents in accordance with law.

This policy applies to all employees who are mandated reporters, as defined by law and district administrative regulation. All are obligated to report all known or suspected incidents of child abuse and neglect. Mandated reporters shall not investigate any suspected incidents but rather shall cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect.

The County Administrator or designee shall provide training regarding the reporting duties of mandated reporters. (Penal Code [11165.7](#)) However, pursuant to Penal Code [11165.7](#), a lack of training does not excuse any mandated reporter from duty to report suspected child abuse and neglect.

In the event that training is not provided to mandated reporters, the County Administrator or designee shall report to the California Department of Education the reasons that such training is not provided. (Penal Code [11165.7](#))

Parents/guardians may contact the County Administrator or designee to obtain procedures for filing a complaint against a district employee or other person whom they suspect has engaged in abuse of a child at a school site.

The County Administrator or designee shall also notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he or she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code [11172](#))
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he or she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code [11166](#))
3. No employee shall be subject to any sanction by the district for making a report. (Penal Code [11166](#))

Training

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. (Penal Code [11165.7](#))

Definitions

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

1. A physical injury inflicted by other than accidental means on a child by another person.
2. Sexual abuse of a child as defined in Penal Code [11165.1](#).
3. Neglect as defined in Penal Code [11165.2](#).
4. Willful cruelty or unjustifiable punishment of a child as defined in Penal Code [11165.3](#).
5. Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code [11165.4](#).

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code [11165.6](#)).
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his or her employment. (Penal Code [11165.6](#))
3. The exercise by a teacher, vice principal, principal or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning. (Education Code [44807](#))

4. An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself or herself, or to obtain weapons or other dangerous objects within the control of the student. (Education Code [49001](#))

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student. (Education Code [49001](#))

Mandated reporters include but are not limited to teachers; instructional aides; teacher's aides or assistants; classified employees; certificated student personnel employees including school psychologists, school counselors, and speech pathologists; administrative officers or supervisors of child attendance; administrators and employees of a licensed day care facility; Head Start teachers; district police or security officers; and administrators, presenters or counselors of a child abuse prevention program. (Penal Code [11165.7](#))

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse or neglect. (Penal Code [11166](#))

Inglewood Unified School District
Section 2: Child Abuse Reporting Procedures
Part 2: Child Abuse Reporting Procedures

Any person shall notify a peace officer if he or she reasonably believes that he or she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury, where the victim is a child under age 14. (Penal Code [152.3](#), [288](#))

1. Initial Telephone Report

Immediately or as soon as practicably possible after knowing or observing suspected child abuse or neglect, a mandated reporter shall make a report by telephone to Child Protective Services or any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department. (Penal Code [11166](#))

Child Protective Services (CPS) **Child Abuse Hotline: 1-800-540-4000**

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

2. Written Report

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall

prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code [11166](#), [11168](#))

Mandated reporters may obtain copies of the above Suspected Child Abuse Report form from either the school site or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code [11167](#))

- a. The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location and, where applicable, school, grade and class.
- c. The names, addresses and telephone numbers of the child's parents/guardians.
- d. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.
- e. The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him or her. (Penal Code [11167](#))

Information relevant to the incident of child abuse or neglect may also be given to an investigator from an agency that is investigating the case. (Penal Code [11167](#))

3. Internal Reporting

Employees reporting child abuse or neglect to the appropriate agency are required to notify the principal or designee as soon as possible after the initial telephone report to an appropriate agency. When notified, the principal shall inform the County Administrator or designee. (Penal Code [11166](#))

The principal or designee so notified shall provide the mandated reporter with any assistance necessary to confirm that reporting procedures are carried out in accordance with law, Board of Education policy and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing these forms.

He or she may provide or mail a copy of the written report to the principal, County Administrator or designee without his or her signature or name.

Reporting the information to an employer, supervisor, school principal, school counselor, coworker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code [11166](#))

All staff should note that your duty is to report and not to investigate the child abuse. Investigation is the responsibility of law enforcement officials and/or the Department of Children's Services.

Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code [11174.3](#))

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform him or her, before the interview takes place, of the following requirements: (Penal Code [11174.3](#))

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable him or her to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code [11167.5](#).

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code [11174.3](#))

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the County Administrator or designee and/or principal shall not notify the parent/guardian as required in other instances of the removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code [48906](#))

Peace officers shall be asked to sign an appropriate release or acceptance of responsibility form.

Inglewood Unified School District
Section 2: Child Abuse Reporting
Part 3: Parent/Guardian Complaints AR 5141.4

Upon request, the County Administrator or designee shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code [48987](#))

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures."

If a parent/guardian makes a complaint to any district employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated pursuant to Penal Code [11166](#) to file a report himself or herself using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR [4650](#)(a)(viii)(C). The CDE does not investigate allegations of child abuse but may investigate conditions that may involve immediate physical danger or threaten the health, safety or welfare of the child and which may result in denial of free appropriate public education.

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM SS 8572

All Penal Code (PC) references are located in Article 2.5 of the PC. This article is known as the Child Abuse and Neglect Reporting Act, also known as CANRA. The Internet site is: <http://www.leginfo.ca.gov/calaw.html> (specify Penal Code and search for Sections 11164-11174.3). A mandated reporter must complete and submit the form SS 8572 even if some information is not known. (PC Section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

- Mandated child abuse reporters include all those individuals and entities as defined in PC Section 11165.7.

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

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

III. REPORTING RESPONSIBILITIES

- Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected instance of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof *within 36 hours* of receiving the information concerning the incident. (PC Section 11166(a).)
- No mandated reporter who reports a suspected instance of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by the CANRA. Any other person reporting a known or suspected instance of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by the CANRA unless it can be proven the report was false and the person knew it was false or make the report with reckless disregard of its truth or falsity. (PC Section 11172(a).)

IV. INSTRUCTIONS

- SECTION A - REPORTING PARTY:** Enter the mandated reporter's name, title, category (from PC Section 11165.7), business (agency) name and address, telephone number, a signature and today's date. Also check yes-no whether you (the mandated reporter) witnessed the incident. The signature area is for either the mandated report or the person taking as telephoned report.

IV. INSTRUCTIONS (Continued)

- SECTION B - REPORT NOTIFICATION:** Complete the name and address of the designated agency notified, date of the written report, date/time of the phone call and the name, title and telephone number of the official contacted.
- SECTION C - VICTIM** (One Report per Family, siblings must have same parents/guardians): Enter the victim's name, address, telephone number, birth date or approximate age, sex, ethnicity, present location, and where applicable enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes-no box for: developmentally disabled?, physically disabled? and specify the victim's other disability. To determine if the victim has a disability, ask the victim's parent or care giver. Also check the appropriate yes-no box for in foster care?, indicate type of care if the victim was in out-of-home care, indicate the type of abuse. List the victim's relationship to the suspect, check the appropriate yes-no box for photos taken?, indicate whether the incident resulted in this victim's death.
- SECTION D - INVOLVED PARTIES:** Enter the requested information for: Victim's Siblings, Victim's Parents/Guardians and the Suspect.
- SECTION E - INCIDENT INFORMATION:** If multiple victims, enter the number. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheets if needed.

V. DISTRIBUTION

- Reporting Party:** After completing Form SS 8572, retain the yellow copy for your records and submit the top three copies to the designated agency.
- Designated Agency:** *Within 36 hours* of receipt of Form SS 8572, send **white copy** to police or sheriff, **blue copy** to county welfare or probation, and **green copy** to district attorney.

ETHNICITY CODES

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

Inglewood Unified School District
Section 3: Disaster Procedures
Part 1: General Information

The School and the Inglewood Unified School District will take all necessary measures to keep students, staff and visitors safe in the event of a disaster. The following sections of this plan outline basic responsibilities for all staff for specific incidents.

The Inglewood Unified School District's Emergency Operations Plan is attached to this plan (**see Appendix F**) and outlines in more detail, specific responsibilities for Emergency Response Teams at this location.

The following are the types of emergencies and disasters and protective measures to be taken before, during and after:

****Red backpack emergency kit will be provided for each classroom, the front office, and the cafeteria**
 Contents to include: water, first aid kit, work gloves, granola bars, tissue, adhesive tape, toilet paper, blanket

Types of emergencies that can be anticipated in this area:	Response Procedures:
1. Fire on or off school grounds which endangers students and staff	Emergency Plan
2. Earthquake or other natural disasters	Duck, Cover, and Hold
3. Active Shooter	Lockdown/Hit the deck
4. Environmental hazards (i.e. Smog Alert)	Evacuate
5. Attack or disturbance, or threat of attack or disturbance, by an individual or group	Modified Shelter-In-Place/Lock-down
6. Bomb threat or actual detonation	Shelter in Place
	Shelter in Place

<p>7. Biological, radiological, chemical, and other activities, or heighten warning of such activities</p> <p>8. Medical emergencies and quarantines, such as a pandemic influenza outbreak</p> <p>9. Unknown substance airborne</p>	<p>911 / Los Angeles County Dept. of public Health</p> <p>Evacuate to shelter indoors/ 911</p>

When an emergency begins, the principal or designee will activate appropriate emergency procedures through the organizational system outlined in the previous two parts of these Guidelines. The Incident Commander, as the principal or designee is called at the point, will decide what to do, based on the situation. There are four basic safety procedures which can be utilized in responding to various emergencies:

Duck, Cover, and Hold (earthquake, explosion)

Evacuation (fire, explosion, hazardous materials release, post earthquake)

Shelter-in-Place (hazardous materials release, gunfire, sniper, storms)

Drop flat to the ground – **“hit the deck”** (gunfire)

There is no way of knowing in advance exactly how to respond to every emergency; however, the organizational system used here is designed to be applied to any emergency. It is based on the Incident Command System, a proven emergency management tool to organize emergency response. By conforming to the Standardized Emergency Management System (SEMS), the individual school sites and the school district will be linked to other responsible agencies in an integrated fashion. School sites will report to the school district. The school district will report to the City. The City will report to the Operational Area. The Operational Area will report to the Region. The Region will report to the State.

In general, the principal, site administrator, or his/her designee, will take the following steps in an emergency:

Direct immediate action to protect the students and staff.

Call 911 (if necessary).

Activate the plan. Activate functions as needed.

Call the school district.

When possible, send a letter home explaining the incident and other necessary information, such as school being open or closed, health instructions, etc.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 2: Bomb Threat Procedures

If you observe a suspicious object or potential bomb on property, DO NOT HANDLE THE OBJECT, IMMEDIATELY NOTIFY 9-1-1.

1. Receiving the Call

Make every attempt to keep the caller on the phone as long as possible to gain information. Try if possible, to determine the gender and age of the caller. Try, if possible, to get the caller to tell you the exact location of the bomb and the time of threatened detonation.

2. Notification Procedures

School Site will communicate the above information to the following in this order:

- School site Principal/Administrator
- Assistant Principals or Deans
- Director of Counseling Services
- Director of Student Activities.

The Principal/Administrator will notify local law enforcement and the District County Administrator's office.

The District Office will communicate the above information to the County Administrator's Office. The County Administrator's office will notify local law enforcement.

Strictly follow the above notification procedures and do not discuss or notify others of the bomb threat since this may create an unwarranted panic response at the location.

3. Action Plan Procedures

If required to develop an action plan, the principal/administrator may consult with the following: other administrators, head counselor, and head custodian utilizing their expertise.

If the location of the bomb is not specifically designated, students will be kept in the classroom.

The principal will make the decision to evacuate the building. However, if possible, this decision should be made in conjunction with law enforcement authorities after they arrive at the site.

The decision to search the building will be made in conjunction with law enforcement authorities and performed by them.

The principal will authorize reoccupation of an evacuated building only after consulting with law enforcement authorities.

Gunfire

When gunfire is heard nearby, (the sound is very loud), teacher or staff member shouts to "hit the deck." This means to lie flat on the ground or floor. If outdoors, as soon as it appears safe for people to move, initiate Shelter-in-Place.

Smog Alert

First Stage Episode Actions:

Programs which require outdoor physical activities will be canceled.
Indoor activities will be curtailed.

If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.

Second Stage Episode Actions

If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.

Only district vehicles required for security and service for essential calls will be dispatched. Any other trips must be approved personally by the superintendent or his/her designee.

Notify the faculty and employees that the schools may be required to close in case of the third stage episode.

Bomb Threat

The person receiving the threat should keep the caller on the line as long as possible in order to obtain information that will help the police. This would include

- the exact time of the call
- voice characteristics of the caller
- approximate age: boy, girl, man, woman
- accent or peculiar voice inflections
- background noises: music, traffic, laughter, etc.
- where the bomb is located
- what time it is supposed to explode
- why the bomb has been placed in the school, etc.

Immediately after contact with the caller has ended, the person receiving the call should notify the school principal or designee, who will call 911, the Superintendent's Office, and the Assistant Superintendent of the assigned school.

Evacuate any section of the school deemed unsafe.

Wait for police to assist in a search.

School personnel should assist with searches since they would recognize unusual objects.

Return students to class only when it is deemed safe to do so.

Police reports are to be made on all bomb threats.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 3: Chemical or Hazardous Material Incident/ quarantines, such as a pandemic influenza outbreak

If a hazardous material incident occurs off site, stay indoors and close all doors and windows (referred to as taking "Shelter in Place").

Notify 9-1-1 of the Chemical or Hazardous Material Incident.

If possible, determine the location of the spill in relation to facility buildings and wind direction.

Do not evacuate buildings until you are sure you will not be evacuating into an area, which could be more hazardous.

Follow all instructions given by the Fire Department when they arrive at the facility.

WE ARE SHELTERING IN PLACE



DO NOT ENTER

Jet Fuel Exposure

IUSD recognizes the potential of Jet Fuel exposure to any of our schools due to the vicinity of the Los Angeles Airport. In the event Jet fuel is exposed, via air or ground, immediate shelter is to take place and follow the first-aid guidelines listed. Once secured 911 is to be called immediately.



MATERIAL SAFETY DATA SHEET Jet Fuel

MSDS: 341
REVISION: 07/09/2013

SECTION 1: PRODUCT AND COMPANY IDENTIFICATION

PRODUCT NAME: Jet Fuel

SYNONYMS: Jet Fuel, Kerosene, Jet A, Jet A-1, Jet A (DLA), JAA, JP-8, F-34, Petroleum Distillate Fuel

PRODUCT CODE: F-34 (212132) Jet A-1 (50) (212111) Jet A (DLA) (212113) Jet A w/FSII (212116)
Jet A (212110) Jet A-1 (212112) Jet A w/ SDA (212114) JP-8 (212130)
Kerosene 2-K (212115) JAA (212117)

This Material Safety Data Sheet applies to the listed products and synonym descriptions for Hazard Communication purposes only. Technical specifications vary greatly depending on the product and are not reflected in this document. Consult specification sheets for technical information. This product contains ingredients that are considered to be hazardous as defined by the OSHA Hazard Communication Standard (29 CFR 1910.1200).

IMPORTANT: Read this MSDS before handling or disposing of this product. Pass this information on to employees, customers and product users.

MANUFACTURER: U.S. Oil & Refining Co.
ADDRESS: 3001 Marshall Avenue
Tacoma, WA 98421

EMERGENCY: 253-383-1651
FAX: 253-272-2495
CHEMTREC: 800-424-8300
NATIONAL RESPONSE: 800-424-8802

CHEMICAL FAMILY: Hydrocarbon

PRODUCT USE: Jet Fuel is a complex blend of hydrocarbons derived from various refinery streams. This product is intended for use as a fuel or for use in an engineered process. Use in other applications may result in higher exposures and require additional controls, such as local exhaust ventilation and personal protective equipment.

PREPARED BY: U.S. Oil & Refining Co.
CAS #: 8008-20-6

SECTION 2: COMPOSITION/INFORMATION ON INGREDIENTS

NAME	CAS NUMBER	CONCENTRATION %
Kerosene/Hydrocarbon mixture	8008-20-6	90 - 100%
Cyclohexane	110-82-7	0 - 1%
1,2,4 Trimethylbenzene	95-63-6	0 - 2%
Benzene	71-43-2	0 - 0.2%
Toluene	108-88-3	0 - 0.5%
Xylene	1330-20-7	0 - 2%
Naphthalene	91-20-3	0 - 3%
Ethylbenzene	100-41-4	0 - 0.5%

SECTION 4: FIRST AID MEASURES

EYES: Flush eyes with plenty of water for a minimum of 15 minutes. Seek medical care if irritation persists.

SKIN: Flush skin with plenty of water for at least 15 minutes while removing contaminated clothing and shoes. Get medical attention if irritation or pain persists. Launder or dry-clean clothing prior to re-use. Discard contaminated leather goods.

INGESTION: WARNING! DO NOT INDUCE VOMITING. If aspirated into the lungs, may cause chemical pneumonitis. Seek medical attention promptly.

INHALATION: If inhaled, remove to fresh air. If breathing is difficult, give oxygen. If not breathing, give artificial respiration. Get immediate medical attention if breathing is difficult or stops.

NOTES TO PHYSICIANS OR FIRST AID PROVIDERS: Ingestion/inhalation of this product or subsequent vomiting may lead to aspiration, which may cause pneumonitis.

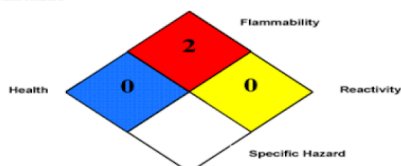
SECTION 16: OTHER INFORMATION

HAZARDOUS MATERIAL
INFORMATION SYSTEM
(USA):

HMIS III	
HEALTH	* 1
FLAMMABILITY	2
PHYSICAL HAZARD	0
PERSONAL PROTECTION	

*Chronic Health Hazard

NATIONAL FIRE
PROTECTION
ASSOCIATION (USA):



Quarantines, such as a pandemic influenza outbreak

The CDC, California Department of Public Health and LACDPH advise that everyone should be prepared for the possibility of an outbreak in the community.

Everyone has a role to play in getting ready and staying healthy. What does it mean to get prepared? · Schools can provide factual information on: Practices to prevent the spread of illness at work, school and home:

- ♣ Stay home when sick – fever, cough, difficulty breathing, intestinal problems, and in general when not feeling well.
- ♣ Wash hands frequently with soap and water for 20 seconds or use hand sanitizer.
- ♣ Have supplies for hand washing – soap and water, paper towels, hand sanitizer with at least 60% alcohol.
- ♣ Cover cough with tissue, throw tissue in trash and wash hands. Or cough in the elbow/sleeve.
- ♣ Get the COVID 19 and flu vaccine.

How individuals and families can prepare if there is a community spread outbreak. Being prepared is similar to being prepared for earthquakes, fire, etc. Preparedness includes:

- ♣ Having enough food and water available at home in the event you are sick.
- ♣ Having a communication plan.
- ♣ Identifying who your healthcare provider is and how to contact their office.
- ♣ In the event a person is sick and thinks they may have been exposed, they should not go to the emergency room, unless they are experiencing an actual emergency. But instead should call their healthcare provider first before going to the doctor.
- ♣ CDC Interim Guidance: <https://www.cdc.gov>

Preparedness for Schools – Basic Components of Pandemic Planning:

- Communicate with the district office on procedures and planning.
- Create an action plan with the school's custodial personnel for disinfection procedures.
- Have a continuity of learning plan for students in the event of a school dismissal or closure, as well as for students who are in quarantine or who have been advised to self-isolate.
- Review school system policies as needed to support students and staff, such as not requiring a doctor's clearance note for absences.
- Review and implement as needed your incident command system.
- Coordinate your plan with stakeholders. · Identify and implement (continue) your prevention and health education efforts.
- Monitor surveillance of illness, when indicated by Public Health.
- Review your communication plan.
- Have a Continuity of Operations Plan (COOP) – identify and plan for essential services that need to continue.
- CDC Interim Guidance for Administrators of US Childcare Programs and K-12 Schools <https://www.cdc.gov>

Dismissals or Closures – LA Public Health advises everyone should be prepared for school dismissals or closures in the event of a Pandemic.

- School Dismissal – School facilities are kept open for staff, while students stay home. This would allow teachers to develop and deliver lessons and materials, thus maintaining continuity of learning, and allow other staff members to continue to provide services and help with additional response efforts.
- School Closure – Closing a school and sending all students and staff members home.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 4: Earthquake Procedures

Indoors

DUCK, COVER, AND HOLD, get under a desk or table. Move away from windows and objects that could fall. Stay under a desk or table until shaking stops.

Outdoors

Move away from buildings, utility poles and vehicles. Avoid all down wires or electrical lines. Do not run.

In School Bus

Stop the vehicle in a safe location away from power lines, overpasses or large buildings. Stay in vehicle and establish radio contact with Transportation and/or District Emergency Operations Center (EOC).

General

Be prepared for immediate aftershocks and ground motion.

Evaluate immediate area for earthquake related hazards (fire, building collapse, gas leaks, broken electrical lines, wires, etc.)

Evaluate immediate area (classroom, bus, etc.) for injuries or medical aid situations.

Call 9-1-1, if you have an immediate emergency such as a fire or serious injury.

Assist injured with First Aid treatment.

Do not evacuate buildings or vehicles unless you have a hazard related reason to do so.

Conduct a headcount to account for all personnel and students.

Establish communications with your supervisor, principal or District EOC and follow emergency checklists and procedures.

Assist any police or fire units that respond to your location.

Use the DUCK, COVER, AND HOLD PROCEDURE when you feel an earthquake.

Teachers DUCK, COVER, AND HOLD along with all students.

When the shaking stops, have students check themselves and each other for injuries. If possible, give first aid.

One long and two short bells means Shelter-In-Place (stay inside the classroom).

A long repeated bell tells you to go outside.

Check with buddy teacher and determine if they need assistance. The two classes should evacuate together.

Leave the door unlocked

Take the class to the assembly area and take roll.

Turn in the Student Accounting Forms to the Command Center.

After student accounting is complete, one member of each buddy team watches two classes, the other reports to the Command Center for assignment.

Teams begin their jobs.



Inglewood Unified School District
Section 3: Disaster Procedures
Part 5: Explosion, Aircraft Crash or Similar Incident

1. If possible, Duck and Cover under a desk or table.
2. Notify 9-1-1 of the explosion or crash.
3. Assist any injury requiring first aid treatment.
4. If necessary because of fire, building damage etc., evacuate the building.
5. Assist any persons who would have physical problems evacuating the building.
6. Go to an outdoor evacuation/assembly area, which is hazard free and not affected by the explosion or crash.
7. Keep fire lanes, streets and walkways open for emergency responders.
8. Stay in the assembly area and account for all personnel and students.
9. Do not return to buildings until authorized by the fire department or principal.

Gunfire

When gunfire is heard nearby, (the sound is very loud), teacher or staff member shouts to "hit the deck." This means to lie flat on the ground or floor. If outdoors, as soon as it appears safe for people to move, initiate Shelter-in-Place.

Smog Alert

First Stage Episode Actions:

Programs which require outdoor physical activities will be canceled.

Indoor activities will be curtailed.

If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.

Second Stage Episode Actions

If the episode is predicted for the following day, the faculty and students will be requested to utilize car pools, bicycles, or public transportation.

Only district vehicles required for security and service for essential calls will be dispatched. Any other trips must be approved personally by the superintendent or his/her designee.

Notify the faculty and employees that the schools may be required to close in case of the third stage episode.

Bomb Threat

The person receiving the threat should keep the caller on the line as long as possible in order to obtain information that will help the police. This would include

the exact time of the call

voice characteristics of the caller

approximate age: boy, girl, man, woman

accent or peculiar voice inflections

background noises: music, traffic, laughter, etc.

where the bomb is located

what time it is supposed to explode

why the bomb has been placed in the school, etc.

Immediately after contact with the caller has ended, the person receiving the call should notify the school principal or designee, who will call 911, the Superintendent's Office, and the Assistant Superintendent of the assigned school.

Evacuate any section of the school deemed unsafe.

Wait for police to assist in a search.

School personnel should assist with searches since they would recognize unusual objects.

Return students to class only when it is deemed safe to do so.

Police reports are to be made on all bomb threats.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 6: Fire Procedures

1. Call 9-1-1 to report a fire, stay on line and give specific information (name, address of school or facility).
2. Utilize manual pull station to activate the building alarm system and evacuate buildings when you hear an alarm.
3. In the event of a small fire, notify 9-1-1 and then use the nearest fire extinguisher to control the fire if you have been trained in their use.
4. Do not attempt to fight large fires, call 9-1-1 and evacuate buildings.
5. Assist students in building evacuation and proceed to outdoor school evacuation areas.
6. When evacuating buildings walk, do not run.
7. Do not use elevators for building evacuation or in an emergency.
8. If heavy smoke is present, crawl or stay near the floor for breathable air.
9. Assist any individuals who would have physical problems evacuating the building.
10. Stay in the designated assembly area and account for all personnel and students.
11. Do not block fire lanes or areas used by the fire department.
12. Do not reenter the building until authorized by the fire department or the principal.
13. If the fire is off site, wait for instructions from the principal or District EOC.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 7: Flood Procedures

If a flood warning is received, notify the District County Administrator immediately.

If a major flood warning is received at the District Office, the District EOC should be activated.

Based upon the specific threat, the District EOC in conjunction with the Operational Area EOC and Standardized Emergency Management Systems (SEMS) system will develop an action plan to protect personnel, students and facilities.

Evacuation of specific schools, facilities or other areas will be directed by the District EOC in coordination with SEMS.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 8A: Riot/Lockdown (In-Out-Active Shooter) Procedures

Lock Down : Lock-In Procedures

Any threatening disturbance should be reported immediately to the Principal/Administrator. If the disturbance is affecting normal school or facility operations, the Principal/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by an announcement that this is a **Lock Down and Lock-In** procedures should be performed. Also, sound out a long single bell ring signaling to go inside the closest building. Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of the situation.
- All classroom activities can resume as normal.
- Both staff and students are to remain in the classroom and roll is to be taken.
- The Principal will notify you, via the PA system, that you cannot go outside the classroom.
- Never open the door or window to anyone.
- Based on updates from local law enforcement agencies, you may be authorized by the Principal to leave the classroom.

The Principal will inform you to the extent of outside activities allowed (i.e. bathroom breaks recess.

- You will be notified by the Principal when you can resume all normal school activities.
- The **Lock-In** status could also be escalated to **Lock-Out or Active Shooter** on Campus.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to their location.
- If shelter is not available, ensure students lie flat on the ground immediately and determine options for shelter or evacuation to a safe place.
- If evacuating, contact the school office letting them know where you are and who is with you.
- Children in restrooms should be instructed to stay there until the rescue team locates them or an all-clear signal is heard.

Principal and staff must follow all instructions given by responding law enforcement.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 8A: Riot/Lockdown (In-Out-Active Shooter) Procedures

Lock Down : Lock-Out Procedures

Any threatening disturbance should be reported immediately to the Principal/Administrator. If the disturbance is affecting normal school or facility operations, the Principal/Administrator should notify law enforcement authorities immediately.

As necessary, alert all site employees of the situation by an announcement that this is a **Lockdown and Lock-Out** procedure should be performed. Also, sound out a long single bell ring signaling to go inside the closest building. Site staff must follow the instructions below:

If you are inside:

- Close and lock all doors and windows immediately upon notification of the situation.
- Students, staff and all visitors should duck and cover as in an earthquake situation. The duck and cover position includes covering the head and neck.
- Keep all students inside and take roll.
- If feasible, move all students to a center point and keep low to the ground. Stay away from all doors and windows.
- Silence all cell phones and if necessary turn off all computer monitors.
- During Lock Down, communicate any suspicious activities or noises to the office if safe to do so.
- Never open the door or window to anyone.
- Remain in Lock Down status until further instructions or an announcement is made.
- The **Lock-Out** status could also be escalated to **Active Shooter** on Campus.

If you are outside:

- Immediately have students and staff seek shelter if it is safe to do so. Drill with students and staff to go to the nearest room to their location.
- If shelter is not available, ensure students lie flat on the ground immediately and determine options for shelter or evacuation to a safe place.
- If evacuating, contact the school office letting them know where you are and who is with you.
- Children in restrooms should be instructed to stay there until the rescue team locates them or an all-clear signal is heard.

Principal and staff must follow all instructions given by responding law enforcement.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 8A: Riot/Lockdown (In-Out-Active Shooter) Procedures

Lock Down : Active Shooter Procedures

When a Lock Down is escalated to an ***Active Shooter on Campus***, there are three words to remember. Run, Hide & Fight! The following tips can help you become a survivor. Remain calm, and try to keep your breathing even and exhale quietly to release adrenaline energy. Visualize enduring and surviving this event.

Teachers and Staff

When an announcement is made of an Active Shooter on Campus or you hear gunshots.

RUN! When an active shooter is **NOT** in your immediate vicinity:

1. If there is an escape path, attempt to evacuate away from the shooter or where shots have been fired.
2. Evacuate whether others agree to or not.
3. Leave your belongings behind – **JUST GET OUT.**
4. Help others escape if possible.
5. Prevent others from entering the danger area.
6. Call 9-1-1 when you are safe.

HIDE! If evacuation is not possible, find a place to **QUIETLY** hide:

1. Lock and blockade all doors with furniture as high and deep as possible (i.e. desks, chairs, bookcases).
2. Silence all cell phones and anything that might vibrate, ring, or emanate a tone.
3. Hide behind large objects.
 - a. Be out of the shooter's view.
 - b. Provide protection if shots are fired in your direction
 - c. Do restrict your options for movement.
4. Remain very quiet.

FIGHT! As a last resort, and only if your life is in danger:

1. Attempt to incapacitate the shooter.
2. Act with physical aggression.
3. Utilize any improvised weapons available, including, but not limited to, fire extinguishers.
4. Commit to your actions. Have the will to survive and protect your students.

Principal or Designee

1. Assess the situation.
2. Inform the school via PA that a shooter is on campus and the location if known.
3. Call 9-1-1 immediately or when safe to do so.
4. If your site has video surveillance equipment, monitor the shooter's movements and inform your staff via email.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 8A: Riot/Lockdown (In-Out-Active Shooter) Procedures

Riot/Lockdown Procedures

If the event is major, the County Administrator will activate the District EOC to develop an Action Plan to deal with the situation as well as the following:

- A. Telephone inquiries and rumor control
- B. Media relations and public information
- C. Employee/Student crisis counseling
- D. Facility damage assessment/control

Inglewood Unified School District
Section 3: Disaster Procedures
Part 8B: Demonstration/Walkout/Civil Unrest

Inglewood Unified School District supports our students' ability to exercise their First Amendment rights. While we cannot sponsor student protests, and neither encourage nor discourage student protests, we understand that student leaders may choose to organize a local school walkout in coordination with local or national events/issues.

In the event of a planned walkout or demonstration at any IUSD school, it's important to note that students are not obligated to participate, and teachers will remain in classrooms to teach students who choose to remain in class. In the event of a walkout teacher will notify administration immediately and take attendance to account for students.

Principals will work with student leaders in our schools to ensure safety. In alignment with that practice, staff will create safe venues for students while providing alternative forums for expression that avoid disrupting class time. The District asks that students remain on campus for the duration of any walkout. IUSD will involve IUSD Police and Inglewood Police Department, as well as additional campus supervision from district office in order to maintain a safe environment during such events.

Demonstration/Walkout/Civil Unrest an unlawful demonstration/walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

- Notify school administration immediately.
- Notify School Police.
- School administration will initiate appropriate response action, which may include a Shelter-in-place.
- Site administration will contact the district office, deploy a team to exit points.
- School administration may designate staff to accompany students going off campus to ensure safety.

Students not participating will remain in the classroom.

- Teachers will close and lock doors, and staff will close window coverings to protect from potential flying glass. School administration will notify parents of the incident as appropriate.

Inglewood Unified School District
Section 3: Disaster Procedures
Part 9: Severe Windstorm Procedures

If a severe wind warning is received at a school or site, notify the District County Administrator immediately.

If a severe wind warning is received at the District Office, the District EOC should be activated.

Based upon the specific threat, the District EOC, in conjunction with the Operational Area EOC or City EOC, will develop an action plan to protect personnel, students and facilities.

In general, if severe winds are affecting a school or facility, employees and students should be moved to the interior core area of the building (inside wall on the ground floor) away from outside windows and doors.

Close all windows and blinds and avoid auditoriums, gymnasiums and other building locations that have large roof areas or spans.

Avoid all areas that have large concentrations of electrical equipment or power cables.

Evacuation of specific schools, facilities or other areas will be directed by the District EOC in coordination with SEMS.

Inglewood Unified School District
Section 4: Notification of Dangerous Pupils
Part 1: Employee Security BP 4158

The Board of Education desires to provide a safe, orderly working environment for all employees. As part of the district's comprehensive school safety plan, the County Administrator or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

Any employee may use reasonable force necessary to protect himself/herself from attack, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects upon the person or within the control of a student. However, employees are prohibited from inflicting corporal punishment on students. All security equipment must be authorized and issued by the district. (Education Code [44807](#), [49001](#), [49331-49333](#))

The County Administrator or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

When any individual directs violence against an employee and the employee so notifies the County Administrator or designee, the County Administrator or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the County Administrator or designee of a threat of bodily harm, the district shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The County Administrator or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, and crisis resolution.

Employees may not carry or use weapons, including but not limited to, mace, pepper spray, handcuffs, or other devices reserved for police and/or security officers while on school property or at school activities. On a case-by-case basis, however, the County Administrator or designee may give written permission for the possession of a pepper spray weapon that meets the requirements of Penal Code [12403.7](#) when justified by unusual dangerous circumstances. Any employee who is negligent or careless in the possession or handling of pepper spray

Reporting of Injurious Objects

The Board requires school employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and act appropriately.

The information provided shall be from the previous school years.

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

If criminal or civil proceedings are brought against an employee alleging that the employee committed an assault in connection with his/her employment, such employee may request the Board of Education to furnish legal counsel to defend the employee in any civil action or proceeding brought against him/her within the limits set by law. (Government Code [995](#))

An employee whose person or property is injured or damaged by willful misconduct of a student may request the school district to pursue legal action against the student or the student's parent/guardian. (Education Code [48905](#))

Inglewood Unified School District
Section 4: Notification of Dangerous Pupils
Part 2: Employee Security – AR 4258

An employee may use reasonable and necessary force when necessary for self-defense, to protect another person or property, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects on or within the control of a student. (Education Code [44807](#), [49001](#)) When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of the persons involved, witnesses, location, and the circumstances of any seizure.

Employees shall promptly report to their principal or other immediate supervisor any attack, assault, or physical threat made against them by a student.

Both the employee and the principal or other immediate supervisor shall promptly report such instances to the appropriate local law enforcement agency. (Education Code [44014](#))

In addition, employees shall promptly report to their principal or supervisor, and may report to law enforcement, any attack, assault, or threat made against them on school grounds by any other individual.

Reports of attack, assault, or threat also shall be forwarded immediately to the County Administrator or designee.

An employee whose person or property is injured or damaged by willful misconduct of a student when the property is either (1) located on district property, (2) being transported to or from a district-sponsored event, (3) present at a district-sponsored event, or (4) injured or damaged in retaliation for conduct engaged in by the employee in the exercise of his/her duties, may ask the district to pursue legal action against the student or the student's parent or guardian. (Education Code [48905](#))

Notice Regarding Student Offenses Committed While Under School Jurisdiction

Each school site shall have a system in place that affords teachers and other appropriate staff the opportunity to review student records in the office. The County Administrator or designee shall inform the teacher and other appropriate staff of each student who has engaged in, or is reasonably suspected of, any act during the previous three school years which could constitute grounds for suspension or expulsion under Education Code [48900](#), with the exception of the possession or use of tobacco products, or Education Code [48900.2](#), [48900.3](#), [48900.4](#), or [48900.7](#). This information shall be based upon district records maintained in the ordinary course of business or records received from a law enforcement agency. (Education Code [49079](#)) Employees shall receive the information in confidence and shall not disseminate it further.

Upon receiving a transfer student's record regarding acts committed by the student that resulted in his/her suspension or expulsion, the County Administrator or designee shall inform any of the student's teacher(s) and other appropriate staff that the student was suspended from his/her former

district and of the act that resulted in the suspension or expulsion. (Education Code [48201](#))

Information received by the teacher(s) and other appropriate staff shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher. (Education Code [49079](#))

Notice Regarding Student Offenses Committed While Outside School Jurisdiction

When informed by the court that a minor student has been found by a court to have committed any felony or any misdemeanor involving curfew, gambling, alcohol, drugs, tobacco products, carrying of weapons, a sex offense listed in Penal Code [290](#), assault or battery, larceny, vandalism, or graffiti, the County Administrator or designee shall so inform the school principal, the teacher, and other appropriate staff. (Welfare and Institution Code 827)

Any court-initiated information that a teacher, counselor, or administrator receives shall be kept confidential and used only to rehabilitate the student and protect other students and staff. The information shall be further disseminated only when communication with the student, parent/guardian, law enforcement staff, and probation officer is necessary to rehabilitate the student or to protect students and staff. (Welfare and Institutions Code [827](#))

When a student is removed from school as a result of his/her offense, the County Administrator or designee shall hold the court's information in a separate confidential file until the student is returned to public school. If the student is returned to a different district, the County Administrator shall transmit the information provided by the student's parole or probation officer to the County Administrator of the new district of attendance. (Welfare and Institutions Code [827](#))

Any confidential file of court-initiated information shall be kept until the student becomes 18, graduates from high school, or is released from juvenile court jurisdiction, whichever occurs first; it shall then be destroyed. (Welfare and Institutions Code [827](#))

Inglewood Unified School District
Section 5: Suspension and Expulsion
Part 1: Discipline AR 5144

The Board of Education believes that one of the major functions of the public schools is the preparation of youth for responsible citizenship. The district shall foster a learning environment that reinforces the concepts of self-discipline and the acceptance of personal responsibility. Students are expected to progress from being adult-directed to self-directed with minimal application of disciplinary measures.

In order to maintain an environment conducive to attaining the highest quality of education in the district, there must exist certain disciplinary policies and regulations relating to student conduct which delineate acceptable behavior and provides the basis for sound disciplinary practices within each school in the district. These policies and regulations will be enforced fairly and uniformly and consistently without regard to race, creed, color, or sex.

The administration, teachers, and classified staff share the mutual responsibility for student conduct and safety and the enforcement of district policies and regulations. The Board shall give all reasonable support and assistance to all employees with respect to the student discipline.

The Board recognizes that not all students will adhere to district rules for appropriate behavior. Sufficient support services shall be provided so that continually disruptive students will not be returned to regular classes without some modification of behavior. Students may be assigned to other alternative programs or be subject to removal from school.

School-Adopted Rules

Each site is required to file a copy of its rules and procedures on school discipline with the County Administrator.

In order to ensure that school site rules for student discipline are enforced fairly and uniformly and consistently, the County Administrator shall establish procedures for the development of such rules. All school site rules shall be strictly based on district policy, regulation, and existing law.

All avenues provided in policy, regulation and law for the discipline of students might be utilized in developing site level rules. These include, but are not limited to, positive reinforcement for appropriate behavior; advising and counseling students, conferencing with parents/guardians, detention during and after school hours, alternative educational environments and, if necessary, suspension and expulsion.

Districts are specifically authorized to adopt reasonable regulations to restrict recess time for disciplinary purposes. (Education Code [44807.5](#))

Each school shall solicit the participation, views and advice of the school community, including administrators, teachers, school security personnel, parents/guardians, and students, grades K-12, in developing the site level rules when appropriate.

The adoption of each school's rules on student discipline is the responsibility of the school principal or designee and a representative selected by the classroom teachers employed at the school.

All adopted school site rules shall be subject to Board review and approval at an open meeting prior to implementation.

School site rules shall be revised periodically as required by any changes in district policy, regulation or law, and shall undergo the site level rule review and adoption process at least every four years.

Each new school in the district shall operate under a district model discipline plan until such time that the discipline committee at the new site has developed its own plan. The new school shall follow the procedures outlined in this policy in developing its plan, but shall not be required to submit its official site discipline plan for Board review until December of the year following the school's opening.

Notice to Parents/guardians and Students

The principal of each school shall ensure that every student and his or her parent/guardian is notified in writing of all Board policies, administrative regulations, and individual school rules related to discipline at the beginning of each school year and that transfer students and their parents/guardians are advised at the time of enrollment in school.

The notice shall include the fact that these rules and regulations are available upon request at the principal's office in all district schools.

Corporal Punishment

Corporal punishment shall not be used as a disciplinary measure against any student. School administrators and teachers shall employ other means of disciplining students who violate school rules, district regulations, or district policies.

The use of reasonable and necessary force by an employee to protect oneself or students or to prevent damage to district property shall not be considered corporal punishment for purposes of this policy. (Education Code [49001](#))

Inglewood Unified School District
Section 5: Suspension and Expulsion
Part 2: Expulsion BP 5144.1

Expulsion

The Board of Education recognizes that maintaining an environment that promotes learning and protects the health, safety, and welfare of all students may require the suspension or expulsion of a student from regular classroom instruction. District policies and school site rules shall clearly identify district behavior standards.

Except in cases 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. (Education Code [48900.5](#))

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 is usually 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 other students. (Education Code [48915](#))

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

Each principal shall annually inform all students and parents/guardians of the school's discipline rules and procedures and of the availability of all district policies and regulations dealing with student discipline, suspension and expulsion. (Education Code [35291](#), [35291.5](#))

Alternatives to suspension or expulsion will be used with students who are truant, tardy, or otherwise absent from assigned school activities. (Education Code [48900](#))

Suspended or expelled students shall be excluded from all school-related extracurricular activities during the suspension or expulsion.

Inglewood Unified School District
Section 5: Suspension and Expulsion
Part 3: Student Due Process; Required Parental Attendance AR 5144

Student Due Process

The Board shall provide for the fair treatment of students facing suspension and expulsion by affording them their due process rights under the law. The administration and staff shall comply with procedures for notices and appeals as specified in regulation. Procedures governing student due process shall conform in all aspects to provisions in law. (Education Codes 48911, 48915 and 48915.5)

Whenever a student is suspended, school officials may (but are not required to) meet with the parent/guardian to discuss the causes and duration of the suspension, the school policy involved, and any other pertinent matters. (Education Code [48914](#)).

Required Parental Attendance

The Board believes that parental involvement plays an important role in the resolution of classroom behavior problems. The Board expects that teachers will communicate with parents/guardians when behavior problems arise. The Board recognizes, however, that initial efforts sometimes fail to bring about improvement, and that current law enables parents/guardians to be absent from work without endangering their employment status in order to attend a portion of their child's school day at a teacher's request. Besides furthering improved classroom behavior, such attendance can promote positive parent-child interactions. When appropriate, the school may inform parents/guardians of available school and community resources and counseling which may assist them in developing more effective parenting skills.

Whenever a student is suspended from a class because he or she committed an obscene act, engaged in habitual profanity or vulgarity, disrupted school activities or otherwise willfully defied valid staff authority, the teacher of the class from which the student was suspended may require the student's parent/guardian to attend a portion of a school day in that class. After completing the classroom visit and before leaving school premises, the parent/guardian also shall meet with the principal or designee. (Education Code [48900.1](#))

The Board encourages teachers, before requiring parental attendance, to make reasonable efforts to have the parent/guardian visit the class voluntarily. The teacher also may consider informing the parent/guardian about available resources that may provide help in the development of parenting skills. Teachers should reserve the option of required parental attendance for cases in which they have determined that it is the best strategy to promote positive interaction between the student and the parent/guardian and to improve classroom behavior.

Parental attendance may be required on the day the student returns to class or within one week thereafter. The principal or designee shall contact any parents/guardians who do not respond to the request to attend school. The Board recognizes that parental compliance with this policy may be delayed, modified or prevented by serious illness/injury/disability, absence from town, or inability to get certain release time from work.

District regulations and school site rules for student discipline shall include procedures for implementing parental attendance requirements.

This policy shall apply only to a parent/guardian who actually lives with the student. (Education Code [48900.1](#))

Parents/guardians shall be notified of this policy before it is implemented and at the beginning of each subsequent school year. (Education Codes 48900.1, 35291, 48980)

Please refer to Appendix D – Sequential Discipline Standards for both Elementary and Secondary for school year 2018– 2019

Inglewood Unified School District
Section 5: Suspension and Expulsion
Part 4: Suspension and Expulsion/Due Process (Students with Disabilities)
AR 5144.2

A student identified as an individual with disabilities pursuant to the Individuals with Disabilities Education Act (IDEA) is subject to the same grounds for suspension and expulsion, which apply to students without disabilities. All the procedural safeguards established by district policies and regulations shall be observed in considering the suspension of special education students, including the requirement that, depending on the nature of the conduct, some form of in-school intervention be used prior to suspension to show that suspension was imposed only when other means of correction fail to bring about proper conduct. (Education Code [48900.5](#)) However, a student may be suspended upon a first offense, as indicated in AR 5144.1.

For students who are in need or who are believed to be in need of special education or related services the Individualized Education Program (IEP) team shall convene when the student accumulates 10 days of suspension during the school year. The team shall meet as soon as possible after the tenth day of suspension to review the appropriateness of the student's placement, the need for any additional services, and the relationship, if any, between the identified disability and the misconduct.

The County Administrator or designee may suspend a special education student for up to five school days for a total of not more than 10 days for any one occurrence.

Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the district's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the district had knowledge that the student was disabled before the behavior occurred. (20 USC [1415\(k\)\(8\)](#))

The district shall be deemed to have knowledge that the student had a disability if one of the following conditions exists: (20 USC [1415\(k\)\(8\)](#); 34 CFR 300.527)

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, that the student is in need of special education or related services.
2. The behavior or performance of the student demonstrates the need for such services, in accordance with 34 CFR [300.7](#).
3. The parent/guardian has requested an evaluation of the student for special education pursuant to 34 CFR [300.530-300.536](#).

4. The teacher of the student or other district personnel has expressed concern about the behavior or performance of the student to the district's director of special education or to other personnel in accordance with the district's established child find or special education referral system.

The district would be deemed to not have knowledge as specified in items 1 through 4 above if, as a result of receiving such information, the district either conducted an evaluation and determined that the student was not a student with a disability or determined that an evaluation was not necessary and provided notice to the parent/guardian of its determination. (34 CFR 300.527)

If it is determined that the district did not have knowledge that the student was disabled prior to taking disciplinary action against the student, then the student shall be disciplined in accordance with procedures established for students without disabilities. (20 USC [1415\(k\)\(8\)](#))

If a request is made for an evaluation of a student during the time period in which the student is subject to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities. (34 CFR 300.527)

Suspension

The County Administrator or designee may suspend a student with a disability for up to 10 consecutive school days for a single incident of misconduct, and for up to 20 school days in a school year, as long as the suspension(s) do not constitute a change in placement pursuant to 34 CFR [300.519](#). (Education Code [48903](#); 34 CFR [300.520](#))

The principal or designee shall monitor the number of days, including portions of days that students with valid individualized education programs (IEP) have been suspended during the school year.

Services During Suspension

Students suspended for more than 10 school days in a school year shall continue to receive services during the term of suspension, to the extent necessary to provide the student a free and appropriate public education. (20 USC [1412\(a\)\(1\)\(A\)](#); 34 CFR [300.520](#))

If a student with disabilities is excluded from school bus transportation, the student is entitled to be provided with an alternative form of transportation at no cost to the student or parent/guardian, provided that transportation is specified in the student's IEP. (Education Code [48915.5](#))

Interim Alternative Placement Due to Dangerous Behavior

A student with a disability may be placed in an appropriate interim alternative educational setting for up to 45 days when he or she commits one of the following acts: (20 USC [1415\(k\)\(1\)](#); 34 CFR [300.520](#))

1. Carries a weapon, as defined in 18 USC 930, to school or to a school function.
2. Knowingly possesses or uses illegal drugs while at school or a school function.
3. Sells or solicits the sale of a controlled substance while at school or a school activity as identified in 21 USC 812(c), Schedules I-V.

The student's IEP team shall determine the student's alternative educational setting. (20 USC [1415\(k\)\(2\)](#))

A hearing officer may order a change in placement of a student with a disability to an appropriate interim educational setting if the hearing officer: (20 USC [1415\(k\)\(2\)](#); 34 CFR 300.521, 300.522)

1. Determines that the district has established by substantial evidence, meaning beyond a preponderance of the evidence that maintaining the current placement of the student is substantially likely to result in injury to the student or others.

2. Consider the appropriateness of the student's current placement.

3. Considers whether the district has made reasonable efforts to minimize the risk of harm in the student's current placement, including the use of supplementary aids and services.

4. Determines that the interim alternative educational setting proposed by school personnel who have met with the student's special education teacher allows the student to:

- a. Progress in the general curriculum and continue to receive those services and modifications, including those described in his or her IEP, to enable the student to meet the goals of the IEP.

- b. Receive services and modifications designed to address the behavior and ensure that the behavior does not recur.

The student may be placed in the interim alternative educational setting for up to 45 days, or until the conclusion of any due process hearing proceedings requested by the parent/guardian. (20 USC [1415\(k\)\(2\)](#))

Behavioral Assessment and Intervention Plan

Not later than 10 business days after a student has been suspended for more than 10 school days or placed in an alternative educational setting, the district shall convene an IEP team meeting to conduct a functional behavior assessment and implement a behavioral intervention plan. If the student already has a behavioral intervention plan, the IEP team shall review the plan and modify it as necessary to address the behavior. (20 USC [1415\(k\)\(1\)](#); 34 CFR [300.520](#))

As soon as practicable after developing a behavioral intervention plan and completing the required assessments, the IEP team shall meet to develop appropriate behavioral interventions to address the behavior and shall implement those interventions. (34 CFR [300.520](#))

Procedural Safeguards/Manifestation Determination

The following procedural safeguards shall apply when a student is suspended for more than 10 consecutive school days, when disciplinary action is contemplated for a dangerous behavior as described above, or when a change of placement is contemplated: (20 USC [1415\(k\)\(4\)](#); 34 CFR 300.523)

1. The parents/guardians of the student shall be immediately notified of the decision and provided the procedural safeguards notice pursuant to 34 CFR [300.504](#) on the day the decision to take action is made.

2. Immediately if possible, but in no case later than 10 school days after the date of the decision, a manifestation determination review shall be made of the relationship between the student's disability and the behavior subject to disciplinary action.

At this review, the IEP team and other qualified personnel shall consider, in terms of the behavior subject to disciplinary action, all relevant information, including: (20 USC [1415](#)(k)(4); 34 CFR 300.523)

- a. Evaluation and diagnostic results, including the results or other relevant information supplied by the student's parents/guardians.
- b. Observations of the student.
- c. The student's IEP and placement

In relationship to the behavior subject to disciplinary action, the team shall then determine whether the IEP and placement were appropriate and whether supplementary aids, services, and behavioral intervention strategies were provided consistent with the student's IEP and placement. The team shall also determine that the student's disability did not impair the ability of the student to understand the impact and consequences of the behavior, nor did it impair his or her ability to control the behavior subject to disciplinary action. (20 USC [1415](#)(k)(4); 34 CFR 300.523)

If the team determines that the student's behavior was not a manifestation of his or her disability, then the student may be disciplined in accordance with the procedures for students without disabilities, as long as the student continues to receive services to the extent necessary to provide that student a free and appropriate public education. (20 USC [1415](#)(k)(4); 34 CFR 300.524)

If the team determines that the student's behavior was a manifestation of his or her disability, then the student's placement may be changed only via the IEP process. (20 USC [1415](#)(k)(4))

Due Process Appeals

If the parent/guardian disagrees with a decision that the behavior was not a manifestation of the student's disability or with any decision regarding placement, he or she has a right to appeal the decision. (20 USC [1415](#)(k)(6); 34 CFR 300.525)

If the student's parent/guardian initiates a due process hearing to challenge the interim alternative educational setting or the manifestation determination, the student shall remain in the interim alternative setting pending the decision of the hearing officer or the expiration of the 45-day time period, whichever occurs first, unless the parent/guardian and district agree otherwise. (34 CFR 300.526)

If school personnel maintain that it is dangerous for the student to be placed in the current placement (placement prior to removal to the interim alternative education setting), during the pendency of the due process proceedings, the County Administrator or designee may request an expedited due process hearing. (34 CFR 300.526)

Expulsion

The Board of Education may expel a student who is in need or believed to be in need of special education or related services only if the individualized education program team has determined that

(1) the misconduct was not caused by, or a direct manifestation of, the student's identified handicap; and (2) the student was appropriately placed at the time the misconduct occurred. (Education Code [48915.5](#))

If a student is in need or believed to be in need of special education or related services at the time the recommendation for expulsion is made, the procedures and timelines governing expulsion shall be the same as those for other students recommended for expulsion specified in AR 5144.1, except that an Individualized Education Program (IEP) team meeting shall be held under conditions and with possible consequences as follows: (Education Code [48915.5](#))

1. The IEP meeting shall be held within four school days after recommendation for expulsion by the site administrator, unless the County Administrator or designee extends the suspension to 10 days. In the event of an extension, the IEP meeting shall be held within 10 days after the recommendation for expulsion by the site administrator.
2. The parent/guardian shall be notified of his or her right to participate in the meeting at least 48 hours before the meeting.
3. Unless a parent/guardian has requested a postponement, the meeting may be conducted without the parents/guardians' participation.
4. A parents/guardians' request that the meeting be postponed shall be granted for up to three additional school days. The district shall extend any suspension of the student for the period of postponement.
5. The IEP team shall determine if the misconduct was caused by, or a direct manifestation of, the student's identified handicap. The IEP team shall also determine if the student had been appropriately placed at the time the misconduct occurred.
6. In reaching its decision, the team shall base its decision on the results of a comprehensive evaluation. (34 Code of Federal Regulations 104.35) In addition, it may base its decision on relevant information that has been acquired within three years of the date of the alleged misconduct.

Relevant information shall include all of the following:

- a. A review of the student's school progress and behavior, if available, including, but not limited to, a review of the student's individualized education program, teacher progress reports and comments, school health records, and school discipline records.
 - b. A review of the ability of the student to conform his or her behavior to the prescribed standards, and a determination of the relationship, if any, between the student's behavior and his or her handicapping condition.
7. If the IEP team determines that the alleged misconduct was not caused by, or a direct manifestation of, the student's handicapping condition, and if it is determined that the student was appropriately placed, the student shall be subject to the applicable disciplinary actions and procedures prescribed for suspension and expulsions of all students.
 8. The parent/guardian of each student with previously identified exceptional needs has a right to a due process hearing conducted pursuant to Section 1415 of Title 20 of the United States Code if the parent/guardian disagrees with the decision of the IEP team.

9. If the state's special education due process hearing is initiated by the parent/guardian due to a disagreement with the IEP team recommendations, the district shall cooperate with the State Department of Education towards achieving an expeditious resolution to the disagreement.

10. If a parent/guardian demands a due process hearing concerning the IEP determination, the student shall remain in his then current placement pending resolution of the due process proceeding unless:

- a. He or she has been suspended. Such suspension may not exceed five consecutive school days for a single incident of misconduct, unless extended by five additional days when the student poses an immediate threat to the safety of others. (Education Code [48911](#), Honig v. Doe
- b. The student and his or her parents/guardians agree to a change in placement. (Education Code [56505](#))
- c. A court order has been obtained permitting such a change in placement.
- d. The change is a "minor" change in program or services rather than a "significant" change in placement. (Doe v. Maher)

11. Parental consent is not required as a condition for expulsion proceedings or the decision to expel. (Education Code [48915.5](#))

12. If a student with a disability possesses at school or at a school activity a weapon as defined in the 18 USC [921](#), he or she shall be immediately suspended and may be placed in an alternative educational setting for not more than 45 calendar days, or until the conclusion of any due process proceedings requested by the parent/guardian. The student's alternative educational setting shall be determined by the student's IEP team or school site committee. (Education Code [48915](#); 20 USC [1415](#))

Services During Expulsion

Expelled students shall continue to receive services during the term of the expulsion to the extent necessary to provide the student a free and appropriate public education. Any alternative program must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP. (20 USC [1412\(a\)\(1\)\(A\)](#); 34 CFR [300.121](#), [300.520](#))

Readmission

Readmission procedures for students with disabilities shall be the same as those used for all students. Upon readmission, an IEP team meeting shall be convened.

Suspension of Expulsion

The Board's criteria for suspending the enforcement of an expulsion order shall be applied to students with disabilities in the same manner as they are applied to all other students.

Notification to Law Enforcement Authorities

Prior to the suspension or expulsion of any student, the principal or designee shall notify appropriate city or county law enforcement authorities of any student acts of assault which may have violated Penal Code [245](#). (Education Code [48902](#))

The principal or designee also shall notify appropriate city or county law enforcement authorities of any student acts which may involve the possession or sale of narcotics or of a controlled substance or possession of weapons or firearms in violation of Penal Code [626.9](#) and [626.10](#). (Education Code [48902](#))

Within one school day after a student's suspension or expulsion, the principal or designee shall notify appropriate city or county law enforcement authorities, by telephone or other appropriate means, of any student acts which may violate Education Code [48900](#)(c) or (d), relating to the possession, use, offering or sale of controlled substances, alcohol or intoxicants of any kind. (Education Code [48902](#))

Inglewood Unified School District
Section 5: Suspension and Expulsion
Part 5: Students Expelled From Other Districts BP 5119

The Board of Education realizes that students expelled from school for serious offenses represent a possible danger to the students or staff at other schools in which they may seek to enroll. The Board of Education, therefore, shall request expulsion information from the sending District whenever it receives a request to enroll someone who has been expelled.

Students expelled for infractions of the following Education Code [48915](#), [48915.1](#), and [48915.2](#), will be referred to Charter School Community Learning Center:

1. Causing serious physical injury to another person, except in self-defense.
2. Possessing any knife; possession or furnishing a firearm, explosive or other dangerous object of no reasonable use to the student; brandishing a knife at another person.
3. Unlawfully possessing or selling any controlled substance, as listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
4. Robbery or extortion.

Pursuant to Education Code [46601](#), students who are under consideration for expulsion or who have been expelled pursuant to Education Code [48915](#) and [48918](#) may not appeal inter-district attendance denials or rescissions while expulsion proceedings are pending or during the term of the expulsion.

Inglewood Unified School District
Section 5: Suspension and Expulsion
Part 6: Students Expelled From Other Districts AR 5119

No student shall be enrolled until after the term of his or her expulsion if the expulsion was for any of the following acts: (Education Code [48915](#), [48915](#) (c), 48915.2)

1. Possessing or selling or otherwise furnishing a firearm, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandishing a knife.
3. Unlawfully selling a controlled substance as listed in Health and Safety Code [11053-11058](#).
4. Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code [48900](#)(n).
5. Causing serious physical injury to another person, except in self-defense.
6. Possessing any knife, explosive or other dangerous object of no reasonable use to the student.
7. Unlawfully possessing any controlled substance, as listed in the Health and Safety Code, except for the first offense for possessing not more than one ounce of marijuana, other than concentrated cannabis. (Health and Safety Code [11053-11058](#))
8. Robbery or extortion.
9. Assault or battery upon a school employee as defined in Penal Code [240](#) and [242](#).

Students expelled for acts other than those specified above may be admitted or conditionally admitted during the term of expulsion when the Board of Education determines, after a re-entry hearing, that the student does not pose a potential danger to District students or employees. If the student is found to pose a potential danger, the Board of Education may deny enrollment for the remainder of the expulsion period. (Education Code [48915.1](#)) Students are to be referred to Charter School Community Learning Center for the remainder of the expulsion.

If the parent/guardian or student, upon seeking enrollment, did not inform the district as required by law, of the student's status with his or her previous District, this lack of compliance shall be recorded and discussed during the re-entry hearing at the end of the expulsion term. (Education Code [48915.1](#))

Students who are under consideration for expulsion or who have been expelled pursuant to Education Code [48915](#) and [48918](#) may not appeal inter-district attendance denials or decisions while expulsion proceedings are pending, or during the term of the expulsion. (Education Code [4660](#))

Inglewood Unified School District
Section 6: Sexual Harassment Policy
Part 1: Student Sexual Harassment BP 5145.7

The Board of Education is committed to maintaining a learning environment that is free of harassment. The Board prohibits the unlawful sexual harassment of any student by any employee, student, or other person at school or any school-related activity.

The principal or designee shall ensure that students receive age-appropriate information related to sexual harassment. Students shall be assured that they need not endure any form of sexual behavior or communication, including harassment because of sexual orientation. They shall be assured that they need not endure, for any reason, any harassment that impairs the educational environment or a student's emotional or physical well being at school or any school-related activity.

Any student who engages in the sexual harassment of anyone at school or a school-related activity shall be subject to disciplinary action. For students in grades K-3, this disciplinary action shall depend on the maturity of the students and the circumstances involved. For students in grades 4 through 12, the disciplinary action may include suspension and/or expulsion.

Any employee, who engages in, permits or fails to report sexual harassment shall be subject to disciplinary action up to and including dismissal. In addition, criminal or civil charges may be brought against the alleged harasser; sexual harassment also may be considered a violation of the laws relating to child abuse.

Students shall be informed that they should immediately contact a staff member if they feel they are being harassed. Within 24 hours, staff shall report complaints of sexual harassment to the principal or designee or to the Director, Certificated Employee Services, who is also the District's Title IX Coordinator. Staff shall similarly report any such incidents they may observe, even if the harassed student has not complained. The principal or designee shall immediately investigate any report of sexual harassment of a student. Upon verifying that sexual harassment has occurred, he or she shall ensure that appropriate action is taken to end the harassment, address its effects on the person subjected to the harassment, and prevent any further instances of the harassment. If a situation involving sexual harassment is not promptly remedied by the principal or designee, a complaint of sexual harassment can be filed in accordance with AR 1312.3 - Uniform Complaint Procedures.

The district prohibits retaliatory behavior against any complainant or participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned. Information related to a complaint of sexual harassment shall be confidential to the extent possible, and individuals involved in the investigation of such a complaint shall not discuss related information outside the investigation process.

Inglewood Unified School District
Section 6: Sexual Harassment Policy
Part 2: Student Sexual Harassment AR 5145.7

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature made by someone from or in the educational setting when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's academic status or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic decisions affecting the individual.
3. The conduct has the purpose or effect of having a negative impact on an individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.
4. Submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits, services, honors, programs, or activities available at or through the school.

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include, but are not limited to:

1. Unwelcome leering, sexual flirtations, or propositions.
 2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments, or sexually degrading descriptions.
 3. Graphic verbal comments about an individual's body or overly personal conversation.
 4. Sexual jokes, notes, stories, drawings, pictures, or gestures.
 5. Spreading sexual rumors.
 6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
 7. Touching an individual's body or clothes in a sexual way.
 8. Purposefully cornering or blocking normal movements or limiting a student's access to educational tools.
 9. Displaying sexually suggestive objects in the educational environment.
 10. Any act of retaliation against an individual who reports a violation of the district's harassment policy, or who participates in the investigation of a sexual harassment complaint.
- Each principal has the responsibility for maintaining an educational environment free of sexual harassment. This responsibility includes discussing and implementing the district's sexual harassment policy with

students and assuring them that they are not required to endure sexually insulting, degrading, or exploitative treatment, or any other form of sexual harassment.

Notifications

A copy of the district's sexual harassment policy and regulation shall:

1. Be displayed in a prominent location in the administrative offices of the district.
2. Be displayed in a prominent location near each school principal's office.
3. Be provided to each employee and employee organization at the beginning of each school year or each time a new employee is hired.
4. Be provided to each new student at the time the student is enrolled in the school and as part of any orientation program for new students at the beginning of each quarter, semester, or summer session.
5. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct.
6. Be included in the notifications sent out to parents/guardians at the beginning of each school year.
7. Include the name, office address, and telephone number of the Director of Categorical Programs:

Lourdes Hale, Director
310-680-2737
401 S. Inglewood Ave.
Inglewood, CA 90301

1. The principal or designee shall promptly and fully investigate any complaint of harassment made by or about a District student. In so doing, the principal or designee shall speak individually with the following:
 - a. The student making the complaint.
 - b. The person accused of harassment.
 - c. Anyone who saw or heard the harassment take place.
 - d. Anyone mentioned as having related information.
2. The student who complained shall have an opportunity to describe the incident, present witnesses, and other evidence of the harassment, and put his or her complaint in writing.
3. The principal or designee shall discuss the complaint only with the people described above. Where necessary to carry out the investigation or for other good reasons that apply to the particular situation, the principal or designee may also discuss the complaint with the following persons:
 - a. The parents/guardians of the student who complained.

- b. The parents/guardians of the person accused of harassing someone.
- c. Teacher(s) or staff member(s) who have knowledge of the student(s) involved and may be of assistance in determining who is telling the truth about what might have occurred.
- d. The district's Title IX coordinator (the Title IX coordinator may contact legal counsel, where appropriate).
- e. Appropriate child protective services and law enforcement authorities.

4. When the student who complained and the person accused of harassment agree, the principal or designee may arrange for them to resolve the complaint informally with the help of a counselor, teacher, administrator, or trained mediator. The student who complained shall never be asked to work out the problem directly with the accused person unless such help is provided.

5. The principal or designee shall tell the student who complained that he or she has the right to file a formal complaint at any time in accordance with the district's uniform complaint procedures. If the student wishes to file a formal complaint, the principal or designee shall assist the student in doing this.

6. In reaching a decision about the complaint, the principal or designee may take into account:

- a. How the misconduct affected one or more students' education.
- b. The type, frequency and duration of the misconduct.
- c. The number of persons involved.
- d. The age and sex of the person accused of harassment.
- e. The subject(s) of harassment.
- f. The place and situation where the incident(s) occurred.
- g. Other incidents at the school, including incidents or harassment that were not related to sex.

8. The principal or designee shall write a report of his or her findings, decision, and the reasons for the decision and shall present this report to the student who complained and the person accused. In the absence of good cause for delay, this report shall be due within 30 days of the inception of the investigation.

9. The principal or designee shall give the County Administrator or designee a written report of the complaint and investigation. If he or she verifies that sexual harassment occurred, this report shall describe the actions he or she took to end the harassment, address the effects of the harassment on the person harassed, and prevent retaliation or further harassment.

Within two weeks after receiving the complaint, the principal or designee shall determine whether the student who complained has been harassed further. The principal or designee shall keep a record of this information.

The principal or designee shall keep a record of the report, materials gathered in the course of his or her investigation, and student complaint(s). These materials shall be kept in strict confidence.

10. Disciplinary action, up to and including expulsion, will be taken if appropriate according to the uniform discipline procedures stated in the student handbook. Documents will be forwarded to the CWA office as necessary. Due Process timelines will be followed.

The principal or designee shall take appropriate actions to enforce the district's sexual harassment policy. As needed, these actions may include the following:

1. Removing vulgar or offending graffiti.
2. Providing staff in-service and student instruction or counseling.
3. Notifying parents/guardians.
4. Notifying child protective services.
5. Taking appropriate disciplinary action. In addition the principal or designee may take disciplinary action against any person who is found to have made a complaint of sexual harassment, which he or she knew, was not true.

Inglewood Unified School District
Section 7: School Dress and Grooming
Part 1: Policy, Gang Related Apparel & Uniforms

Board of Education policy based on State Education Code states that all students shall be required to dress and groom for school with attention and emphasis on the following: a) neatness; b) cleanliness; c) safety; and d) modesty. Regulations regarding student dress shall be imposed whenever the mode of dress in question is unsafe for the student or those around the student, or is disruptive or distracting to school operations and the education process in general.

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board of Education expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The Principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board of Education for approval. The Board of Education shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

Uniforms

In order to promote student safety and discourage theft, peer rivalry and/or gang activity, the Principal, staff and parents/guardians at a school may establish a reasonable dress code requiring students to wear uniforms. Such a dress code may be included as part of the school safety plan and must be presented to the Board of Education for approval. The Board of Education shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

If a school's plan to require uniforms is adopted, the County Administrator or designee shall establish procedures whereby parents/guardians may choose to have their children exempted from the school uniform policy. Students shall not be penalized academically, otherwise discriminated against or denied attendance to school if their parents/guardians so decide. (Education Code [35183](#))

The County Administrator or designee shall ensure that resources are identified to assist economically disadvantaged students in obtaining uniforms.

Inglewood Unified School District
Section 7: School Dress and Grooming
Part 2: Policy, Gang Related Apparel & Uniforms AR 5123

Students are expected to attend school in clean, neat clothing. It is the mission of the District not only to provide academic education but also to provide education in morals, manners, dress, and grooming because these are elements of good citizenship. Research has shown that student dress and appearance affect student attitudes and conduct. These guidelines are intended to define "appropriate student attire" and personal grooming. Their purpose is to prevent disruption of classroom atmosphere, enhance classroom decorum, eliminate disturbances among other students in attendance, and minimize distraction of other students so as not to interfere with the educational process. It is also intended to help protect the health and welfare of the individual student. Final decision as to whether student dress or grooming is, in fact, disruptive or distracting shall be made by the Principal or designee.

Gang-Related Apparel

The Principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board of Education for approval. The Board of Education shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

At individual schools that have a dress code prohibiting gang-related apparel at school or school activities, the Principal, staff and parents/guardians participating in the development of the school safety plan shall define "gang-related apparel" and shall limit this definition to apparel that reasonably could be determined to threaten the health and safety of the school environment if it were worn or displayed on a school campus. (Education Code [32282](#))

Because gang-related symbols are constantly changing, definitions of gang-related apparel shall be reviewed at least once each semester and updated whenever related information is received.

All students shall abide by the following:

1. Hair and physical appearance shall be clean and neatly groomed. Aerosol cans of any kind are not permitted at school, i.e., hair color, hair spray. No excessive makeup is allowed.
2. Shoes must be worn at all times. For safety purposes, sandals must be held in place with heel strap. Steel-toed shoes, skate shoes and slippers are not permitted. Cleats are not permitted except as required for athletic/sports purposes.
3. Lettering or printing will be allowed on shirts, sweatshirts, jewelry, personal items (backpacks, fanny packs, gym bags, water bottles, etc.) and other apparel as long as it is acceptable for school attire. Crude or vulgar printing or pictures depicting tobacco, drugs, alcoholic beverages, gang-related names or symbols, or those that are sexually suggestive are not allowed. Site administration reserves the right to declare

unacceptable any item of clothing, printing, or accessory depicting any logo that has been identified to be gang related (including sport team jerseys), per site policy.

4. Pant size must be appropriate. The fullness must not interfere with the normal school activities. If the student removes the belt, pants must not fall more than two inches below the hipbone. The crotch should not drop lower than the fingertips of the extended hand. The length of the pants should not extend past the heel of the shoe. When side seams are pulled out straight and then are crossed to the front, the edge of the pants should not cross the midpoint of the leg.

5. All clothing shall be within the bounds of decency and good taste as appropriate for school. Garments shall be sufficient to conceal undergarments at all times. Night clothing (pajamas) and slippers are not to be worn to school.

6. Dresses, skirts and shorts shorter than mid-thigh are prohibited.

7. No garment may be worn that is cut-off, ragged or torn.

8. No "see through" or "fishnet" type of blouse or shirt may be worn. Students must wear shirts at all times. No muscle shirts, undershirts, tank tops, halter-tops, off-the-shoulder or low-cut tops; or bare midriffs are permitted.

9. No gang-related apparel (as determined by site guidelines).

Coaches and teachers may impose more stringent dress requirements to accommodate the special needs of certain sports and/or classes.

No grade of a student participating in a physical education class shall be adversely affected if the student does not wear standardized physical education apparel because of circumstances beyond the student's control. (Education Code [49066](#))

The Principal, staff, students and parents/guardians at each school may establish reasonable dress and grooming regulations for times when students are engaged in extracurricular or other special school activities.

At least six months before a school uniform policy is implemented, the principal or designee shall notify parents/guardians of this policy. (Education Code [35183](#))

Parents/guardians shall also be informed of their right to have their child exempted.

Wearing of Shorts

Students may be allowed to wear Bermuda shorts, walking shorts, or shorts of this type within the following guidelines:

1. Shorts must be hemmed and straight legged.

2. The length of the shorts must be within the bounds of decency and in good taste as appropriate for school.

3. The shorts length should not be shorter than the end of the extended fingertips.
4. Short shorts are not to be worn at school.

Shorts that do not meet these criteria are not allowed. Tops worn with shorts must adhere to the guidelines previously stated.

Colors

Students shall not wear clothing or apparel identified by school personnel as "colors." The term "colors" is defined as a display by the wearing or placement of apparel by a group of students, or an individual student, which would signify the membership or intent of membership in a student group known to advocate or participate in disruptive or illegal behavior.

Students violating any part of this dress code will be issued one warning and sent home to change into appropriate clothing if necessary. The second violation of the same nature will result in the student being referred to the principal for discipline.

Inglewood Unified School District
Section 8: Safe Ingress and Egress / Visitor Protocol
Part 1: Safe Ingress and Egress / Visitor Protocol

Safe Ingress and Egress

The School's Office will promote safe ingress and egress to and from the school for pupils, parents, and school employees. Safe ingress and egress will be maintained by periodic reviews of the procedures for ingress and egress. The school will establish that all passageways to and from school buildings, corridors within school buildings and emergency exits remain clear of all obstructions to allow flow of pedestrian traffic. The school will also confirm that potential obstructions and hazards are removed from such areas. To assist school staff in conducting evaluations, the school may utilize consultants to conduct periodic inspections of the school.

Supervision of Students, as students arrive on campus each morning, campus safety assistants and administrators are strategically placed on campus to monitor student behavior. When students are dismissed at the end of the day, campus safety officers and administrators ensure students either travel to after school activities or leave campus in a safe and orderly manner.

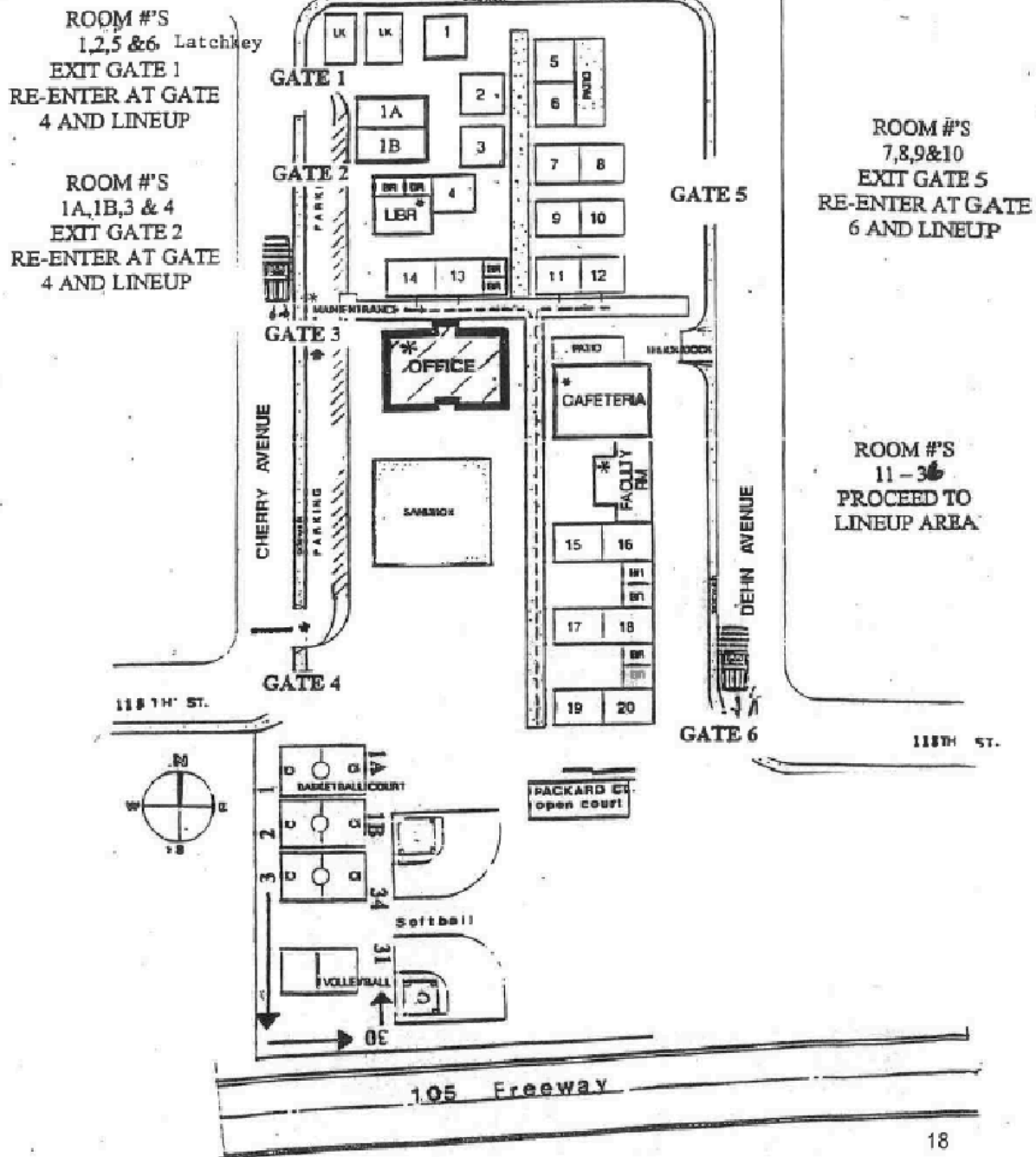
Visitor Protocol

Many individuals visit the campus as volunteers or to participate in school events. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

EVACUATION MAP

Evacuation Map

All classrooms will meet on the
Basketball Court Area.



Inglewood Unified School District
Section 9: Weapons and Dangerous Instruments
Part 1: Weapons and Dangerous Instruments AR 5131.7

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Weapons

The Board of Education desires students and staff to be free from the danger presented by firearms and other weapons and recognizes that they have the right to a safe and secure campus free from psychological and physical harm.

Possession of Weapons

The Board of Education prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at school-related or school-sponsored activities away from school, or while going to or coming from school.

Unless he/she has obtained prior written permission as specified below, any student who is determined to have brought a firearm to school or possessed a firearm at school, as verified by a school employee, shall be expelled for not less than one year, except that the Board of Education may set an earlier date for readmission on a case-by-case basis, in accordance with Board of Education policy and administrative regulation. (Education Code [48915](#); 20 USC [7151](#))

Students possessing or threatening others with any weapon, dangerous instrument, or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board of Education policy and administrative regulations.

Under the power granted to the Board of Education to maintain order and discipline in the schools and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The Principal or designee shall notify law enforcement authorities when any student possesses a weapon without permission or commits any act of assault with a firearm or other weapon. (20 USC [7151](#); Education Code [48902](#); Penal Code [245](#), [626.9](#), [626.10](#))

Advanced Permission for Possession of a Firearm for Educational Use

A student who desires to possess or transport a firearm or imitation firearm on school grounds for an educational purpose shall request prior permission from the Principal at least five school days in advance of the planned possession. The student's parent/guardian shall provide written permission explaining the planned use of the weapon and the duration. The student shall also submit a written explanation from the staff person responsible for the school-sponsored activity or class.

On a case-by-case basis, the Principal shall determine whether to grant permission for such possession when necessary for a school-sponsored activity or class or as part of the educational program. Factors that shall be considered include, but are not limited to, the planned use of the weapon, the duration and location of the planned use, whether an audience is expected, and any perceived adverse effects to the safety and well being of students or staff. If the Principal grants such permission, he/she shall provide the student and staff person with a written explanation regarding any limitations and the permissible duration of the student's possession.

The Principal and/or a staff member with knowledge of firearm safety shall inspect the weapon to ensure that necessary safety precautions have been taken, including inspection to ensure that no live ammunition is present. The firearm shall be stored in a locked vehicle or in an appropriate, locked container before and after the educational activity.

A student granted permission to possess a firearm may be suspended and/or expelled if he/she possesses or uses the weapon inappropriately.

Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

Reporting of Dangerous Objects

The Board of Education encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

The County Administrator or designee shall develop strategies designed to facilitate student reporting of the presence of injurious objects on school grounds, such as tip hotlines, electronic transmissions, or other methods that preserve the student's anonymity. Incident reports and records shall not identify the student who reported the possession. The strategy shall also provide a method of informing staff, students and parents/guardians that students who report the presence of injurious objects on school campuses are to be protected and their identity shielded.

Inglewood Unified School District
Section 9: Weapons and Dangerous Instruments
Part 2: Weapons and Dangerous Instruments

Students shall not possess weapons, look-alikes, or dangerous instruments of any kind on school grounds or buildings, nor on school buses, nor on any school-related or school-sponsored activities away from school facilities unless written permission has been obtained from the principal.

Weapons and dangerous instruments include, but are not necessarily limited to:

1. Firearms: pistols, revolvers, shotguns, rifles, "zip guns," "stun guns," tasers, and any device capable of chemically propelling a projectile.

For school purposes, this includes air-guns, CO2 guns, paint guns, BB guns, pellet guns and dart or spring action guns and non-operating devices made to look like a firearm, which might be used for intimidation.

2. Cutting and puncturing devices: Dirks, daggers, legal knives, illegal knives (blades longer than three and one-half inches, folding knives with a blade that locks into place), razors with an unguarded blade, Kirpans, and any other device capable of cutting or puncturing.

3. Explosive and/or incendiary devices: pipe bombs, time bombs, tear gas and tear gas weapons, firecrackers, cap guns, caps, containers of inflammable fluids, and other hazardous devices.

4. Any other dangerous device, instrument or weapon, especially those defined in Penal Code [12020](#), including a blackjack, slingshot, billy club, nunchakus, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon.

5. Other: any other objects that could be used to inflict harm.

Possession of or bringing such weapons or devices on school grounds may also be a violation of the Penal Code, and therefore any violation of this regulation shall be reported to the local law enforcement agency. Students who violate this regulation will be subject to immediate suspension and possible expulsion by the Board of Education.

Any school employee may confiscate any of the above devices and any other dangerous device, instrument or weapon, especially those defined in Penal Code [12020](#), including a blackjack, slingshot, billy club, nunchucks, sand club, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon. Objects may not be returned.

Every employee seizing any weapon or dangerous instrument under the provision of this regulation shall report the incident to the building Principal immediately, and deliver the seized device to the Principal, together with the name(s) of persons involved, witnesses, location and circumstances of the seizure.

If it is known that a student has possession of such a device but the device has not been seized, the employee should report the matter to the Principal immediately, and the Principal shall take such action as is

appropriate. This Principal shall report all student violations of this regulation to the County Administrator or designee.

If an employee knows that a student possesses a weapon or dangerous device that has not been confiscated, the employee shall report the matter to the Principal immediately, and the Principal shall take appropriate action.

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

In accordance with law, the Principal or designee shall notify law enforcement authorities of any acts of assault by a student with a firearm or any other deadly weapon or instrument, and of any possession or seizure of a firearm or any cutting or puncturing device identified in Item 2 above. (Education Code [48902](#), Penal Code [245](#), [626.9](#), [626.10](#))

The Principal or designee may notify law enforcement authorities regarding the seizure or possession of other dangerous devices. The Principal shall take disciplinary action which he or she determines proper in accordance with Board of Education policies and regulations.

The Principal shall report any possession of a weapon or dangerous instrument, including replicas, to the student's parents/guardians by telephone or in person, and followed by written notification.

Gangs

The Board of Education desires to keep District schools free from the threats or harmful influence of any groups or gangs which exhibit drug use, violence or disruptive behavior. The Board of Education therefore prohibits the presence of any apparel, jewelry, accessories, notebook or manner of grooming which, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in such a group. This policy shall be applied at the Principal's discretion as the need for it arises at individual school sites. The County Administrator or designee shall take steps to deter gang intimidation of students and staff and confrontations between members of different gangs. He/she shall exchange information and establish mutually supportive efforts with local law enforcement authorities.

The County Administrator or designee shall provide in-service training, which helps staff to identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff shall be informed about conflict management techniques and alerted to intervention measures and community resources.

The Board of Education realizes that students become involved in gangs for many reasons, such as peer pressure, the need for a sense of belonging, and lack of refusal skills. Age-appropriate gang violence prevention education shall start with students in the early elementary grades and may start in kindergarten. To further discourage the influence of gangs, the County Administrator or designee shall ensure that school rules of conduct and any school dress code prohibiting gang-related apparel are enforced consistently. If a student exhibits signs of gang affiliation, staff shall inform the parent/guardian.

Drugs and Alcohol

The Board of Education believes that the use of alcohol or other drugs adversely affects a student's ability to achieve academic success, is physically and emotionally harmful, and has serious social and legal consequences. The Board of Education desires to keep District schools free of alcohol and other drugs in order to help prevent violence, promote school safety and create a well-disciplined environment conducive to learning.

The County Administrator or designee shall develop, implement and evaluate a science-based/research-based comprehensive prevention and intervention program designed to prevent or reduce alcohol or other drug use. It shall include primary prevention activities such as decision-making skills and conflict management, instruction, referral to a rehabilitation program, enforcement/discipline, activities that promote the involvement of parents/guardians and coordination with appropriate community agencies and organizations.

The Board of Education and County Administrator shall agree upon measures that will be used to monitor and determine the effectiveness of the District's program in reducing drug and alcohol use. The County Administrator or designee shall develop and implement an evaluation process that includes ongoing assessment and analysis of objective data regarding the incidence of drug and alcohol use among District students, including discipline problems, and the prevalence of risk factors.

The County Administrator or designee shall consult with Principals, teachers, counselors, other school personnel, students and parents/guardians when developing the District's program.

The County Administrator or designee shall clearly communicate to all students, staff and parents/guardians the District's policies, regulations and school rules related to the use of alcohol and other drugs on school campuses or at school activities. Information about program needs and goals shall be widely distributed in the community.

Staff should encourage students to participate as responsible partners in efforts to maintain a safe, constructive school climate.

The District's Title IV Coordinator or designee shall collaborate with the Riverside County Office of Education (RCOE) in the establishment of planning and implementing Alcohol and Drug Prevention programs by networking with other Title IV coordinators throughout the county.

Instruction

The District shall provide science-based/research-based preventative instruction, which has been proven effective in helping students avoid the use of alcohol and other drugs.

All instruction and related materials shall consistently state that unlawful use of alcohol or other drugs is wrong and harmful. Instruction shall not include the concept of responsible use of drugs or alcohol when such use is illegal. (20 USC [7114](#), [7162](#); Health and Safety Code [11999.2](#))

The District shall offer staff development activities for staff to include Student Assistance Program (SAP) counselors who implement the comprehensive drug and alcohol prevention and intervention program.

Intervention, Referral and Recovering Student Support

The Board of Education believes that effective interventions should be available to assist students who use alcohol and other drugs. School staff, students and parents/guardians shall be informed about early warning signs which may indicate alcohol and other drug use and about appropriate agencies offering intervention programs, counseling referral and other student assistance programs. The District shall help recovering students to avoid re-involvement with alcohol and other drugs by providing school and/or community service activities designed to increase students' sense of community.

The Board of Education strongly encourages any student who is using alcohol or drugs to discuss the matter with his or her parent/guardian or with any staff member. Students who disclose their use of alcohol or other drugs when seeking help from an intervention or recovery program shall not be disciplined for such use.

Enforcement/Discipline

The County Administrator or designee shall take appropriate action to eliminate possession, use or sale of alcohol and other drugs and related paraphernalia on school grounds or at school-sponsored activities.

Students possessing, using or selling alcohol or other drugs or related paraphernalia shall be subject to disciplinary procedures including suspension or expulsion and/or referral to law enforcement in accordance with law, Board of Education policy and administrative regulation. In addition, such students may be referred to an appropriate counseling program, transferred to an alternative placement, and/or be restricted from extracurricular activities, including athletics.

Inglewood Unified School District
Section 10: Bullying Policy
Part 1: Bully AB1156

In compliance with AB 1156 Inglewood Unified School District has implemented policies, programs, training and activities in the prevention of physical, psychological and emotional harm to students, which interfere with the pupil's ability to learn and participate in school activities.

According to AB 1156, it defines "Bullying" as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act and including one or more acts committed by a pupil or group or pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation directed toward one or more pupils that has or can be reasonably predicted to have the effect or one or more of the following:

- a. Placing a reasonable pupil or pupils in fear of harm to that pupils' person or property;
- b. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health
- c. Causing a reasonable pupil to experience substantial interference with his or her academic performance; or
- d. Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities or privileges provided by a school.

For the complete text of AB 1156, effective July 1, 2012 please refer to Appendix E.

The District shall be free from discrimination, including harassment, with respect to the actual or perceived ethnic group, religion, gender, color, race, ancestry, national origin and physical or mental disability, age or sexual orientation.

It is intended that harmonious relationships be promoted that enable students to gain a true understanding of 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.



The school will observe a zero tolerance policy on bullying, as defined: **Bullying** is a form of *violence*. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be *physical* (hitting, kicking, spitting, pushing), *verbal* (taunting, malicious teasing, name calling, threatening), or *emotional* (spreading rumors, manipulating social relationships, extorting, or intimidating). Bullying can occur face-to-face or in the online world as cyberbullying.

- **Goal One:** The school will not tolerate behavior that infringes on the safety of any student. Our goal is to ensure that bullying or cyberbullying does not occur on our campus, while continuing to promote mutual respect, tolerance, and acceptance
- **Goal Two:** Maintain and Direct an Active Parental Involvement towards Inter-agency collaboration.

Inglewood Unified School District
Section 11: Threat Assessment
Threat Assessment

The primary purpose of a threat assessment is to prevent targeted violence. The threat assessment process is centered upon analysis of the facts and evidence of behavior in a given situation. The appraisal of risk in a threat assessment focuses on actions, communications, and specific circumstances that might suggest that an individual intends to mount an attack and is engaged in planning or preparing for that event.

In a situation that becomes the focus of a threat assessment inquiry or investigation, appropriate authorities gather information, evaluate facts, and make a determination as to whether a given student poses a threat of violence to a target. If an inquiry indicates that there is a risk of violence in a specific situation, authorities conducting the threat assessment collaborate with others to develop and implement a plan to manage or reduce the threat posed by the student in that situation.

Six principles form the foundation of the threat assessment process. These principles are:

- Targeted violence is the end result of an understandable, and oftentimes discernible, process of thinking and behavior.
- Targeted violence stems from an interaction among the individual, the situation, the setting, and the target.
- An investigative, skeptical, inquisitive mindset is critical to successful threat assessment.
- Effective threat assessment is based upon facts, rather than on characteristics or "traits."
- An "integrated systems approach" should guide threat assessment inquiries and investigations.
- The central question in a threat assessment inquiry or investigation is whether a student poses a threat, not whether the student has made a threat.

Inglewood Unified School District
Section 12: Immigration FAQ's
Immigration FAQ's

What do I tell my students who are worried about deportation?

You are in a key position to reinforce that schools are safe spaces and that all students have a right to an education. It is also okay to also acknowledge the uncertainty that students are feeling.

What do you tell parents who are concerned for the well-being of their children if they (the parents) are deported?

It is important that parents update school forms noting the persons approved for picking their children up from school and any student medical records and waivers are up to date. It is advisable to gather all of the child's important documents in one safe place (i.e. passport, social security card, medical records, etc).

In addition, for longer term planning around their child's custody in the event of a detention or deportation, parents should contact local immigrant support organizations (sometimes available through churches, workers' rights centers and legal defense organizations) to find appropriate family law services. Where possible, families may want to designate alternate/temporary guardians.

What can schools and teachers do when the parents of our students are picked up by ICE?

Administrators can work with PAU site staff and community groups to set up rapid response teams. The team can triage immediate needs for students and ensure that trusted individuals are ready to be responsive at a very traumatic time. Building relationships with parents and community organizations now is an important place to start.

Immigration Tips for Students and Parents

IF YOU ARE TAKEN INTO IMMIGRATION (OR "ICE") CUSTODY

- You have the right to a lawyer, but the government does not have to provide one for you.
- If you do not have a lawyer, ask for a list of free or low-cost legal services.
- You have the right to contact your consulate or have an officer inform the consulate of your arrest.
- Tell the ICE agent you wish to remain silent.
- Do not discuss your immigration status with anyone but your lawyer.
- Do not sign anything, such as a voluntary departure or stipulated removal, without talking to a lawyer.
- If you sign, you may be giving up your opportunity to try to stay in the U.S.
- Remember your immigration number ("A" number) and give it to your family. It will help family members locate you.

- Keep a copy of your immigration documents with someone you trust.

IF YOU FEEL YOUR RIGHTS HAVE BEEN VIOLATED

- Remember: police misconduct cannot be challenged on the street.
- Don't physically resist officers or threaten to file a complaint.
- Write down everything you remember, including officers' badge and patrol car numbers, which agency the officers were from, and any other details.
- Get contact information from witnesses.
- If you are injured, take photographs of your injuries (but seek medical attention first).
- File a written complaint with the agency's internal affairs division or civilian complaint board.
- In most cases, you can file a complaint anonymously if you wish.
- Contact the ACLU of Southern California at 213.977.9500 or www.aclu-sc.org

WHAT TO DO IF YOU'RE STOPPED BY POLICE, IMMIGRATION AGENTS OR THE FBI

- You have the right to remain silent. If you wish to exercise that right, say so out loud.
- You have the right to refuse to consent to a search of yourself, your car or your home.
- If you are not under arrest, you have the right to calmly leave.
- You have the right to a lawyer if you are arrested. Ask for one immediately.
- Regardless of your immigration or citizenship status, you have constitutional rights.

YOUR RESPONSIBILITIES

- Stay calm and be polite
- Do not interfere with or obstruct the police
- Do not lie or give false documents.
- Do prepare yourself and your family in case you are arrested
- Do remember the details of the encounter
- Do file a written complaint or call your local ACLU if you feel your rights have been violated

IF YOU ARE STOPPED FOR QUESTIONING

- Stay calm
- Don't run
- Don't argue, resist or obstruct the police, even if you are innocent or police are violating your rights
- Keep your hands where police can see them
- Ask if you are free to leave. If the officer says yes, calmly and silently walk away
- If you are under arrest, you have a right to know why.
- You have the right to remain silent and cannot be punished for refusing to answer questions
- If you wish to remain silent, tell the officer out loud
- In some states, you must give your name if asked to identify yourself
- You do not have to consent to a search of yourself or your belongings, but police may "pat down" your clothing if they suspect a weapon
- You should not physically resist, but you have the right to refuse consent for any further search. If you do consent, it can affect you later in court

IF YOU ARE STOPPED IN YOUR CAR

- Stop the car in a safe place as quickly as possible

- Turn off the car, turn on the internal light, open the window part way and place your hands on the wheel
- Upon request, show police your driver's license, registration and proof of insurance
- If an officer or immigration agent asks to look inside your car, you can refuse to consent to the search. But if police believe your car contains evidence of a crime, your car can be searched without your consent
- Both drivers and passengers have the right to remain silent
- If you are a passenger, you can ask if you are free to leave. If the officer says yes, sit silently or calmly leave. Even if the officer says no, you have the right to remain silent.

IF YOU ARE QUESTIONED ABOUT YOUR IMMIGRATION STATUS

- You have the right to remain silent and do not have to discuss your immigration or citizenship status with police, immigration agents or any other officials
- You do not have to answer questions about where you were born, whether you are a U.S. citizen, or how you entered the country. (Separate rules apply at international borders and airports, and for individuals on certain nonimmigrant visas, including tourists and business travelers.)
- If you are not a U.S. citizen and an immigration agent requests your immigration papers, you must show them if you have them with you.
- If you are over 18, carry your immigration documents with you at all times.
- If you do not have immigration papers, say you want to remain silent.
- Do not lie about your citizenship status or provide fake documents.

IF THE POLICE OR IMMIGRATION AGENTS COME TO YOUR HOME

- If the police or immigration agents come to your home, you do not have to let them in unless they have certain kinds of warrants.
- Ask the officer to slip the warrant under the door or hold it up to the window so you can inspect it.
- A search warrant allows police to enter the address listed on the warrant, but officers can only search the areas and for the items listed.
- An arrest warrant allows police to enter the home of the person listed on the warrant if they believe the person is inside.
- A warrant of removal/deportation (ICE warrant) does not allow officers to enter a home without consent.
- Even if officers have a warrant, you have the right to remain silent.
- If you choose to speak to the officers, step outside and close the door.

IF YOU ARE CONTACTED BY THE FBI

- If an FBI agent comes to your home or workplace, you do not have to answer any questions
- Tell the agent you want to speak to a lawyer first
- If you are asked to meet with FBI agents for an interview, you have the right to say you do not want to be interviewed
- If you agree to an interview, have a lawyer present
- You do not have to answer any questions you feel uncomfortable answering, and can say that you will only answer questions on a specific topic

IF YOU ARE ARRESTED

- Do not resist arrest, even if you believe the arrest is unfair

- Say you wish to remain silent and ask for a lawyer immediately
- Don't give any explanations or excuses
- If you can't pay for a lawyer, you have the right to a free one
- Don't say anything, sign anything or make any decisions without a lawyer
- You have the right to make a local phone call
- The police cannot listen if you call a lawyer
- Prepare yourself and your family in case you are arrested
- Memorize the phone numbers of your family and your lawyer Make emergency plans if you have children or take medication. Special considerations for non-citizens:
 - Ask your lawyer about the effect of a criminal conviction or plea on your immigration status.
 - Don't discuss your immigration status with anyone but your lawyer.

Inglewood Unified School District
Section 13: Emergency Phone Tree
Emergency Phone Tree

The school has created an emergency phone tree. This phone tree includes employees' emergency phone numbers where an employee can be reached in case of an emergency or evacuation. Document is kept with the administration

Inglewood Unified School District
Section 14: Suicide Prevention
Suicide Prevention

Inglewood Unified School District recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, school sites will develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by IUSD, school site administration may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

The school will ensure the following will be conducted:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other school site employees who interact with students in the secondary grades.
2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others
3. Efforts for promoting a positive school climate that enhances students' feelings connectedness with the school and that is characterized by caring staff and harmonious interpersonal relationships among students.

4. The provision of information to parents/guardians regarding which describes risk factors and warning signs of suicide, the severity of the youth suicide, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.
6. Crisis intervention procedures for addressing suicide threats or attempts.
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide.

As appropriate, these measures and strategies will specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth.

Staff Development

Suicide prevention training must be provided to teachers, counselors, and other school site employees who interact with students at the secondary level. Materials for training must include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development includes research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors
3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health.

6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups.
7. County procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide.

Instruction

IUSD health education program promotes the healthy mental, emotional, and social development of students and aligns with the state content standards and curriculum framework. Suicide prevention instruction is embedded into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

Intervention

Students are encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent will be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she will promptly notify the principal or school counselor.

Although any personal information that a student discloses to a school counselor will generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment.

A school employee will act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

When a suicide attempt or threat is reported, the principal or designee will ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary.

2. Notifying law enforcement and/or other emergency assistance PMRT if a suicidal act is being actively threatened.
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

The principal or designee will document the incident through an Incident Report, including the steps that the school took in response to the suicide attempt or threat.

The Principal or designee will follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Principal or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Principal or designee will consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Cardiac Emergency Response Plan**Inglewood Unified School District**

This Cardiac Emergency Response Plan is adopted by Bennett-Kew Leadership Academy effective 1/26/22. This plan was reviewed and approved by Bennett-Kew Leadership Academy on 1/25/22. A cardiac emergency requires immediate action. Cardiac emergencies may arise as a result of a Sudden Cardiac Arrest (SCA) or a heart attack, but can have other causes. SCA occurs when the electrical impulses of the heart malfunction resulting in sudden death.

Signs of Sudden Cardiac Arrest can include one or more of the following:

- Not moving, unresponsive or unconscious, *or*
- Not breathing normally (i.e., may have irregular breathing, gasping or gurgling or may not be breathing at all), *or*
- Seizure or convulsion-like activity.

Note: Those who collapse shortly after being struck in the chest by a firm projectile/direct hit may have SCA from commotio cordis.

The Cardiac Emergency Response Plan of Bennett-Kew Leadership Academy shall be as follows:

1. **Developing a Cardiac Emergency Response Team**

- (a) The Cardiac Emergency Response Team shall be composed of those individuals who have current CPR/AED certification. It will include the school nurse, coaches, and others within the school. It should also include an administrator and office staff who can call 9-1-1 and direct EMS to the location of the SCA.
- (b) Members of the Cardiac Emergency Response Team are identified in the “Cardiac Emergency Response Team” attachment, to be updated yearly and as needed to remain current. One of the members shall be designated as the Cardiac Emergency Response Team Coordinator.
- (c) All members of the Cardiac Emergency Response Team shall receive and maintain nationally recognized training, which includes a certification card with an expiration date of not more than 2 years.
- (d) As many other staff members as reasonably practicable shall receive training.

2. **Activation of Cardiac Emergency Response Team during an identified cardiac emergency**

- (a) The members of the Cardiac Emergency Response Team shall be notified immediately when a cardiac emergency is suspected.
- (b) The Protocol for responding to a cardiac emergency is described in Section 8 (below) and in the “Protocol for Posting” attachment.

3. **Automated external defibrillators (AEDs) – placement and maintenance**

- (a) Minimum recommended number of AEDs for Bennett-Kew Leadership Academy
 - (1) *Inside and outside of the school building* – The number of AEDs shall be sufficient to enable the school staff or another person to retrieve an AED and deliver it to any location

within the school building, ideally within 2 minutes of being notified of a possible cardiac emergency. Main Office, outside Nurse's office

- (2) *Back-up* AEDs – One or more AEDs shall be held in reserve for use as a replacement for any AED which may be out-of-service for maintenance or other issues. The back-up AED(s) should also be available for use by the school's athletic teams or other groups traveling to off-site locations (located at District Office).
- (b) Inglewood Unified School District in conjunction with each school will regularly check and maintain each school-owned AED in accordance with the AED's operating manual and maintain a log of the maintenance activity. The school shall designate a person who will be responsible for verifying equipment readiness and for maintaining maintenance activity.
- (c) Additional Resuscitation Equipment: A resuscitation kit shall be connected to the AED carry case. The kit shall contain latex-free gloves, razor, scissors, towel antiseptic wipes and a CPR barrier mask.
- (d) AEDs shall not be locked in an office or stored in a location that is not easily and quickly accessible at all times.
- (e) AEDs shall be readily accessible for use in responding to a cardiac emergency, during both school-day activities and after-school activities, in accordance with this Plan. Each AED shall have one set of defibrillator electrodes connected to the device and one spare set. All AEDs should have clear AED signage so as to be easily identified. Locations of the AEDs are to be listed in the "Cardiac Emergency Response Team" attachment and in the "Protocol for Posting" attachment.

4. Communication of this Plan throughout the school campus

- (a) The Cardiac Emergency Response Protocol shall be *posted* as follows:
 - (1) In the cafeteria, gymnasium, auditorium, faculty break room and in all school offices.
 - (2) Adjacent to each AED.
 - (3) Adjacent to the main office school telephone.
 - (4) In the gym, near the swimming pool, and in all other indoor locations where athletic activities take place.
 - (5) At other strategic school campus locations, including outdoor physical education and athletic areas.
- (b) The Cardiac Emergency Response Protocol shall be *distributed* to:
 - (1) All staff and administrators at the start of each school year, with updates distributed as made.
 - (2) All Health Services staff including the school nurse, health room assistants and self-care assistants.
 - (3) All athletic directors, coaches, and applicable advisors at the start of each school year and as applicable at the start of the season for each activity, with updates distributed as made.

- (c) Results and recommendations from Cardiac Emergency Response Drills performed during the school year shall be communicated to all staff and administrative personnel. See paragraph 5(b) below.
- (d) A copy of this Cardiac Emergency Response Plan shall be provided to any organization using the school. A signed acknowledgment of the receipt of this Plan and the Protocol by any outside organization using the school shall be kept in the school office. School administration and any outside organization using the school shall agree upon a modified Cardiac Emergency Response Plan. The modified Plan shall take into consideration the nature and extent of the use and shall meet the spirit and intent of this Plan which is to ensure that preparations are made to enable a quick and effective response to a cardiac emergency on school property.

4. Training in Cardiopulmonary Resuscitation (CPR) and AED Use

(a) Staff Training:

- (1) In addition to the school nurse, a sufficient number of staff shall be trained in cardiopulmonary resuscitation (CPR) and in the use of an AED to enable Bennett-Kew Leadership Academy to carry out this Plan. (It is recommended that at a minimum, at least 10% of staff, 50% of coaches, and 50% of physical education staff should have current CPR/AED certification.) Training shall be renewed at least every two years. The school shall designate the person responsible for coordinating staff training as well as the medical contact for school based AEDs, if available.
- (2) Training shall be provided by an instructor, who may be a school staff member, currently certified by a nationally-recognized organization to conform to current American Heart Association guidelines for teaching CPR and/or Emergency Cardiac Care (ECC).
- (3) Training may be traditional classroom, on-line or blended instruction but should include cognitive learning, hands-on practice and testing.

(b) Cardiac Emergency Response Drills:

Cardiac Emergency Response Drills are an essential component of this Plan. Bennett-Kew Leadership Academy shall perform Emergency Response Drills each school year with the participation of athletic trainers, athletic training students, team and consulting physicians, school nurses, coaches, campus safety officials and other targeted responders. A successful Cardiac Emergency Response Drill is defined as full and successful completion of the Drill in 5 minutes or less

5. Local Emergency Medical Services (EMS) integration with the school/school district's plan

- (a) **Bennett-Kew Leadership Academy** shall review this Plan to local emergency response and dispatch agencies (e.g., the 9-1-1 response system), which may include local police and fire departments and local Emergency Medical Services (EMS).

- (b) The development and implementation of the Cardiac Emergency Response Plan shall be coordinated with the local EMS Agency, campus safety officials, on-site first responders, administrators, athletic trainers, school nurses and other members of the school and/or community medical team.
- (c) **Bennett-Kew Leadership Academy** shall work with local emergency response agencies to 1) coordinate this Plan with the local emergency response system and 2) to inform local emergency response system of the number and location of on-site AEDs.

6. Annual review and evaluation of the Plan

Bennett-Kew Leadership Academy shall conduct an annual internal review of the school's Plan. The annual review should focus on ways to improve the schools response process, to include:

- (a) A *post-event review* following an event. This includes review of existing school-based documentation for any identified cardiac emergency that occurred on the school campus or at any off-campus school-sanctioned function. The school shall designate the person who will be responsible for establishing the documentation process.

Post-event documentation and action shall include the following:

- (1) A contact list of individuals to be notified in case of a cardiac emergency.
 - (2) Determine the procedures for the release of information regarding the cardiac emergency.
 - (3) Date, time and location of the cardiac emergency and the steps taken to respond to the cardiac emergency.
 - (4) The identification of the person(s) who responded to the emergency.
 - (5) The outcome of the cardiac emergency. This shall include but not be limited to a summary of the presumed medical condition of the person who experienced the cardiac emergency to the extent that the information is publicly available. Personal identifiers should not be collected unless the information is publicly available.
 - (6) An evaluation of whether the Plan was sufficient to enable an appropriate response to the specific cardiac emergency. The review shall include recommendations for improvements in the Plan and in its implementation if the Plan was not optimally suited for the specific incident. The post-event review may include discussions with medical personnel (ideally through the school's medical counsel) to help in the debriefing process and to address any concerns regarding on-site medical management and coordination.
 - (7) An evaluation of the debriefing process for responders and post-event support. This shall include the identification of aftercare services including aftercare services and crisis counselors.
- (b) A review of the documentation for all Cardiac Emergency Response Drills performed during the school year. Consider pre-established Drill report forms to be completed by all responders.
 - (c) A determination, at least annually, as to whether or not additions, changes or modifications to the Plan are needed. Reasons for a change in the Plan may result from a change in established

guidelines, an internal review following an actual cardiac emergency, or from changes in school facilities, equipment, processes, technology, administration, or personnel.

7. Protocol for School Cardiac Emergency Responders

Bennett-Kew Leadership Academy Cardiac Emergency Response Team PROTOCOL

For All Schools

Sudden cardiac arrest events can vary greatly. Faculty, staff and Cardiac Emergency Response Team (CERT) members must be prepared to perform the duties outlined below. Immediate action is crucial in order to successfully respond to a cardiac emergency. Consideration should be given to obtaining on-site ambulance coverage for high-risk athletic events. The school should also identify the closest appropriate medical facility that is equipped in advanced cardiac care.

Follow these steps in responding to a suspected cardiac emergency:

(a) Recognize the following signs of sudden cardiac arrest and take action in the event of one or more of the following:

- The person is not moving, or is unresponsive, or appears to be unconscious.
- The person is not breathing normally (has irregular breaths, gasping or gurgling, or is not breathing at all).
- The person appears to be having a seizure or is experiencing convulsion-like activity. (Cardiac arrest victims commonly appear to be having convulsions).
- *Note:* If the person received a blunt blow to the chest, this can cause cardiac arrest, a condition called commotio cordis. The person may have the signs of cardiac arrest described above and is treated the same.

(b) Facilitate immediate access to professional medical help:

- Call 9-1-1 as soon as you suspect a sudden cardiac arrest. Provide the school address, cross streets, and patient condition. Remain on the phone with 9-1-1. (Bring your mobile phone to the patient's side, if possible.) Give the exact location and provide the recommended route for ambulances to enter and exit. Facilitate access to the victim for arriving Emergency Medical Service (EMS) personnel.
- Immediately contact the members of the Cardiac Emergency Response Team.
 - Give the exact location of the emergency. ("Mr. /Ms. ___ Classroom, Room # ___, gym, football field, cafeteria, etc."). Be sure to let EMS know which door to enter. Assign someone to go to that door to wait for and flag down EMS responders and escort them to the exact location of the patient.
- If you are a CERT member, proceed immediately to the scene of the cardiac emergency.

- The closest team member should retrieve the automated external defibrillator (AED) en route to the scene and leave the AED cabinet door open; the alarm typically signals the AED was taken for use.
- Acquire AED supplies such as scissors, a razor and a towel and consider an extra set of AED pads.

(c) Start CPR:

- Begin continuous chest compressions and have someone retrieve the AED.
- Here's how:
 - Press hard and fast in the center of the chest. Goal is 100 compressions per minute. (Faster than once per second, but slower than twice per second.)
 - Use 2 hands: The heel of one hand and the other hand on top (or one hand for children under 8 years old), pushing to a depth of 2 inches (or 1/3rd the depth of the chest for children under 8 years old).
 - Follow the 9-1-1 dispatcher's instructions, if provided.

(d) Use the nearest AED:

- When the AED is brought to the patient's side, press the power-on button, and attach the pads to the patient as shown in the diagram on the pads. Then follow the AED's audio and visual instructions. If the person needs to be shocked to restore a normal heart rhythm, the AED will deliver one or more shocks.
 - *Note:* The AED will only deliver shocks if needed; if no shock is needed, no shock will be delivered.
- Continue CPR until the patient is responsive or a professional responder arrives and takes over.

(e) Transition care to EMS:

- Transition care to EMS upon arrival so that they can provide advanced life support.

(f) Action to be taken by Office / Administrative Staff:

- Confirm the exact location and the condition of the patient.
- Activate the Cardiac Emergency Response Team and give the exact location if not already done.
- Confirm that the Cardiac Emergency Response Team has responded.
- Confirm that 9-1-1 was called. If not, call 9-1-1 immediately.
- Assign a staff member to direct EMS to the scene.
- Perform "Crowd Control" – directing others away from the scene.
- Notify other staff: school nurse, athletic trainer, athletic director, etc.
- Ensure that medical coverage continues to be provided at the athletic event if on-site medical staff accompanies the victim to the hospital.

- Consider delaying class dismissal, recess, or other changes to facilitate CPR and EMS functions.
- Designate people to cover the duties of the CPR responders.
- Copy the patient's emergency information for EMS.
- Notify the patient's emergency contact (parent/guardian, spouse, etc.).
- Notify staff and students when to return to the normal schedule.
- Contact school district administration.

Building Location Information

School Name and Address: Bennett-Kew P-8 Leadership Academy 11710 S. Cherry Ave Inglewood, CA 90303

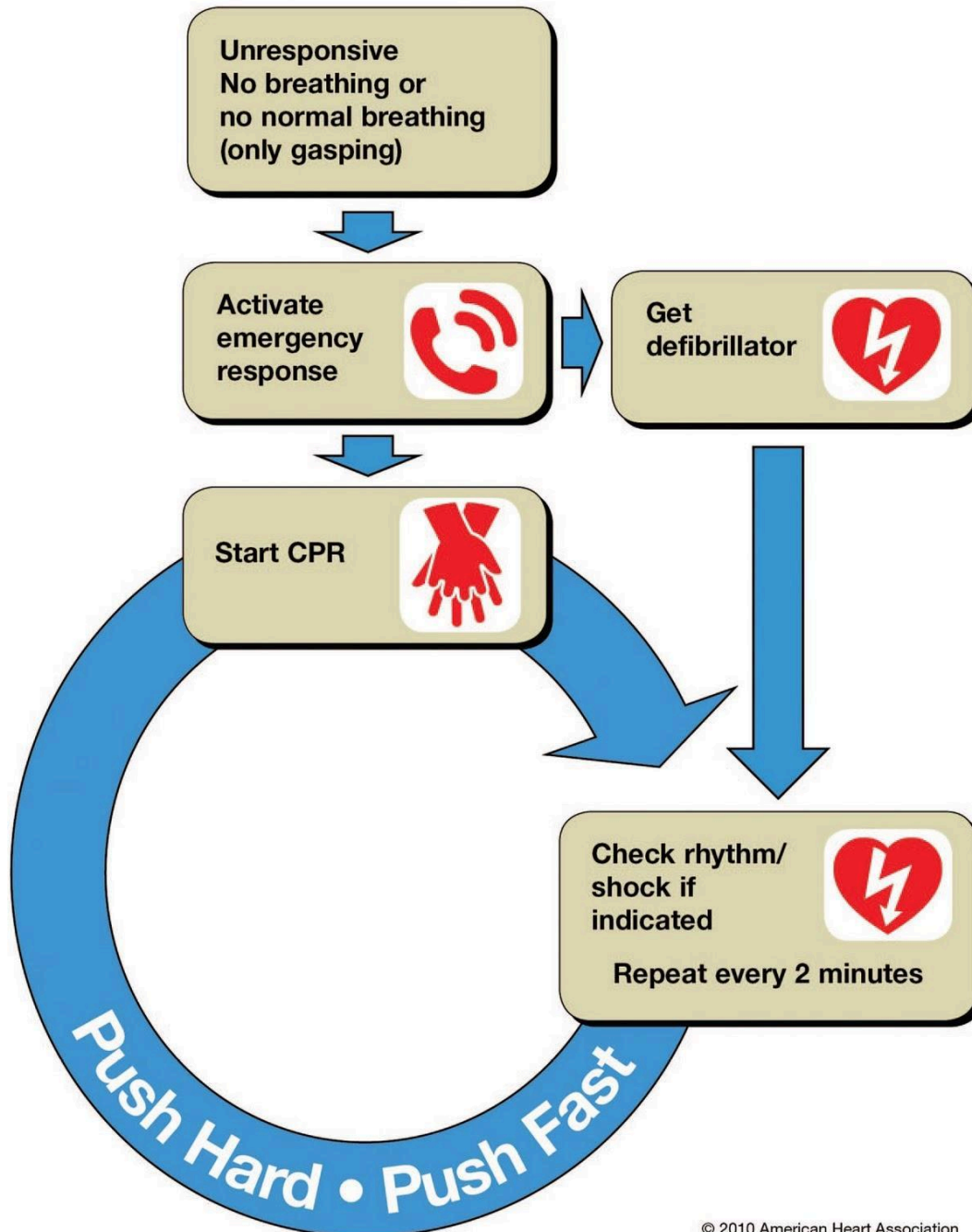
School Emergency Phone #: Deshan Woullard (310)487-2489, Sarah Appleton (208) 880-1597

Cross Streets: W 117th and Dehn Avenue

AED Location: Main Office, wall near nurse's office

CARDIAC EMERGENCY RESPONSE TEAM PROTOCOL

Simplified Adult BLS



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INGLEWOOD UNIFIED SCHOOL DISTRICT

401 S. Inglewood, Avenue, Inglewood, California 90301 phone: (310) 419-2700

PROTOCOL FOR RESPONDING TO STUDENTS AT RISK FOR SUICIDE

The following is a summary checklist of general procedures for the administrator/designee and/or Suicide Prevention Liaison to respond to any reports of students exhibiting suicidal behavior/ideation.

The urgency of the situation will dictate the order and applicability in which the subsequent steps are followed. If at any time the student is in danger of harming himself or others please call 911/Inglewood Police Department can assist in deploying PMRT .

A. RESPOND IMMEDIATELY

- Report concerns to administrator/designee immediately or as soon as practically possible.
- Do not leave the student unsupervised.

B. SECURE THE SAFETY OF THE STUDENT

- Supervise the student at all times.
- Conduct an administrative search for access to means to hurt themselves.
- If appropriate, contact local law enforcement or the Los Angeles County Department of Mental Health

C. ASSESS FOR SUICIDE RISK (see Attachment A, Suicide Risk Assessment Checklist)

IMPORTANT NOTE: For consultation, please contact the IUSD Student Support Services Office at 310-680-5170.

- Administrator/designee gathers essential background information.
- Administrator/designee meets with the student at risk for suicide to determine level of risk.

D. DETERMINE APPROPRIATE ACTION PLAN

- Determine action plan based on level of risk in consultation with the District Social Worker.
- Develop a safety plan.
- Follow student re-entry guidelines.
- Mobilize a support system and provide resources.
- Monitor and manage.

E. COMMUNICATE WITH PARENT/GUARDIAN

- Communicate with parent/guardian, even if it is determined that there is no risk.
- Share concerns & provide recommendations for safety.
- Communicate a plan for re-entry, if student is hospitalized.
- Provide resources (see Attachment B, Suicide Prevention Emergency Resources). For secondary students, provide resources handout.

F. IMPORTANT CONSIDERATIONS

- Certificated Staff Accompany a Student to the Hospital, if PMRT is called and student is hospitalized.

G. DOCUMENT ALL ACTIONS

- Maintain records and complete IUSD Incident Reporting Form.
- Submit the IUSD Incident Reporting Form to the appropriate Director.

Updated 7/28/19

Inglewood Unified School District
SUICIDE RISK ASSESSMENT CHECKLIST

ATTACHMENT A

Student Name/DOB: _____ Location: _____ Date: _____

The administrator/designee will meet with the student to complete a risk assessment. The questions below should not be read to the student, but rather should be used as a guide while assessing the student:

CATEGORY	ASSESSMENT QUESTIONS	YES	NO	*
1. Current Ideation	Is the student thinking of suicide now?			
2. Communication of Intent	Has the student communicated directly or indirectly ideas or intent to harm/kill themselves? (Communication may be verbal, non-verbal, electronic, written)			
3. Plan	Does the student have a plan to harm/kill themselves now?			
4. Means and Access	Does the student have the means/access to kill themselves?			
5. Past Ideation	Has the student ever had thoughts of suicide?			
6. Previous Attempts	Has the student ever tried to kill themselves (e.g., previous attempts, repetitive self-injury)?			
7. Changes in Mood / Behavior	In the past year, has the student ever felt so sad he/she stopped doing regular activities?			
	Has the student demonstrated abrupt changes in behaviors?			
	Has the student demonstrated recent, dramatic changes in mood?			
8. Stressors	Has the student ever lost a loved one by suicide?			
	Has the student had a recent death of a loved one or a significant loss (e.g., death of family member, parent separation/divorce, relationship breakup)?			
	Has the student experienced a traumatic/stressful event (i.e., domestic violence, community violence, natural disaster)?			
	Has the student experienced victimization or been the target of bullying/harassment/discrimination?			
9. Mental Illness	Does the student have a history of mental illness (i.e., depression, conduct or anxiety disorder)?			
10. Substance Use	Does the student have a history of alcohol/substance abuse?			
11. Protective Factors	Does the student have a support system of family or friends at school and/or home?			
	Does the student have a sense of purpose in his/her life?			
	Can the student readily name plans for the future, indicating a reason to live?			

* = Need Additional Information

For support and consultation, contact:

IUSD Student Support Services Office
 (310) 680-5170

Inglewood Unified District Office
 (310) 419-2700

In case of an emergency, call 911. For law enforcement call 911 and/or after hours response, contact the Los Angeles Department of Mental Health Psychiatric Mobile Response Team (800) 854-7771.

Updated 7/30/19

Inglewood Unified School District
STUDENT SUPPORT SERVICES

ATTACHMENT B

SUICIDE PREVENTION EMERGENCY RESOURCES

This list includes selected offices and community resources that can be helpful before, during and after a crisis. Remember that your first call in a life-threatening emergency should be to 911.

EMERGENCY SERVICES

LA County Department of Mental Health ACCESS/PMRT (Psychiatric Mobile Response Team) – 24/7 collaborates with School Mental Health Crisis Counseling & Intervention Services for the administration and coordination of all mental health and law enforcement mobile response services in the event of a critical incident, including Psychiatric Mobile Response Teams (PMRT), Homeless Outreach Teams and School Threat Assessment Response Teams (START). These teams respond to schools, offices and homes.

Child Abuse Hotline (800) 540-4000

Elder/Dependent Abuse Hotline (800) 992-1660

Alzheimer's Association Hotline (800) 660-1993

Inglewood Police Department – for law enforcement immediate response 911
(310) 412-5210

CRISIS LINES

National Suicide Prevention Lifeline (24-hour hotline) – a crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends. (800) 273-8255 or (800) 273-TALK
(800) 784-2433 or (800) SUICIDE

Didi Hirsch Suicide Prevention Center (24-hour hotline) - a 24-hour crisis line for individuals who are contemplating, threatening, or attempting suicide, including their family and friends. (877) 727-4747

California Youth Crisis Line (24-hours hotline, bilingual) (800) 843-5200

Trevor Project – Trevor Lifeline (24-hour hotline) - provides crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. (866) 4-U-TREVOR
(866) 488-7386

DISTRICT RESOURCES

Inglewood Unified School District Office (310) 419-2700
(310) 680-5170- *Student Support Services*

Postvention

In the event that a student dies by suicide, the County Superintendent or designee will communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the County Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

School administration will provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries will be handled (and/or referred) by/to the county -designated spokesperson.

After any suicide or attempted suicide by a student, the County Superintendent or designee will provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

Comprehensive School Safety Plan

Section 15

APPENDICES

Appendix A: Education Code Sections 35294 – 35294.9 Text

35294.10. (a) It is the intent of the Legislature that all public schools with any combination of instructional settings from kindergarten to grade 7, inclusive, have access to supplemental resources to establish programs and strategies that promote school safety and emphasize violence prevention among children and youth in the public school. It is further the intent of the Legislature to fund and coordinate the programs and activities carried out pursuant to the Interagency School Safety Demonstration Act of 1985 (Chapter 2.5 (commencing with Section 32260)), relating to safe school model programs; Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19, relating to the development of school safety plans; and Article 6 (commencing with Section 32296) of Chapter 2.5 of Part 19, relating to school community policing, in a cooperative and interactive effort to promote school safety and violence prevention in the public schools.

(b) It is further the intent of the Legislature that the County Administrator of Public Instruction and the Attorney General shall utilize available resources to make every effort to coordinate activities and the distribution of resources to maximize their effective and efficient use in establishing and maintaining safe schools.

35294.11. (a) The School Safety and Violence Prevention Strategy Program is hereby established to be administered by the County Administrator of Public Instruction for the purpose of promoting school safety and violence prevention programs among children and youth in the public schools.

(b) The County Administrator of Public Instruction, in conjunction with the Attorney General, shall develop standards and guidelines for evaluating proposals, and shall award grants on a competitive basis, as authorized by this article, to schools and school districts serving any combination of instructional settings from kindergarten to grade 7, inclusive, that meet the following conditions:

(1) The school has developed a school safety plan as required by Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 21

(2) The school demonstrates its ability to carry out a collaborative and coordinated approach for implementing a comprehensive school safety and violence prevention strategy.

(3) After initial eligibility has been determined, a process of random selection for grants awarded pursuant to this article shall be used that ensure that, at a minimum, all of the following criteria are met:

(A) Schools are selected from the northern, central, and southern areas

of the state.

(B) Schools selected represent large, medium, and small sized numbers in their pupil populations.

(C) Schools are selected from urban, suburban, and rural areas.

35294.12. A school or school district that applies for funding pursuant to this article shall submit an application that includes but is not limited to, all of the following:

(a) A school safety plan required by Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19.

(b) A school violence prevention strategy for improving and marshaling the resources set forth in the school safety plan to promote school safety and violence prevention programs among children and youth.

35294.13. The County Administrator of Public Instruction shall award grants under this article for one or more of the following purposes:

(a) Providing schools with personnel, including, but not limited to, school counselors, school social workers, school nurses, and school psychologists, who are specially trained in identifying and supporting at-risk children and youth where the applicant demonstrates that appropriate support activities are necessary and would be desirable in addressing identified problems, issues, and needs, including, but not limited to, classes pertaining to anger management and conflict resolution.

(b) Providing effective and accessible on campus communication devices, where the applicant demonstrates that the use of these devices, beyond every day, routine matters, is part of the school safety plan developed pursuant to Article 5 (commencing with Section 32280) of Chapter 2.5 of Part 19.

(c) Establishing an in-service training program for all school staff, designed to assist school staff in identifying at-risk children and youth, communicating effectively with those pupils, and appropriately referring those pupils for counseling.

(d) Establishing cooperative arrangements with local law enforcement agencies for appropriate school-community relationships.

(e) Proposals that allow school districts to respond to existing or subsequent research that establishes structural changes in the operation of schools, such as smaller schools or "schools within schools."

(f) Any other proposal that the applicant school or school district designs that demonstrates that the proposal would materially contribute to meeting the goals and objectives of current law in providing for safe schools and preventing violence among children and youth.

35294.14. The County Administrator of Public Instruction and the Attorney General shall cooperatively design an evaluation process for the programs and activities established pursuant to this article and shall report to the Legislature by January 1 of each year, commencing in 2001, any recommendations for modifications to existing law relative to school safety and violence prevention among children and youth.

35294.15. Unless otherwise required by law, the County Administrator of Public Instruction shall establish the rules and regulations for the application process to be utilized by schools and school districts to obtain

funds made available by this or any other provision of law or by the annual Budget Act to promote school safety and violence prevention among children and youth. To perform the duties of this article or any of the activities in subdivision (a) of Section 35294.10, up to 5 percent of the total funds appropriated for purposes of this article may be utilized by the County Administrator of Public Instruction for administrative costs.

Appendix B: SB 187 Texts

SB 187 – Comprehensive School Safety Plans

This bill:

1. Revises, and makes mandatory, provisions of existing law relating to comprehensive safety plans for school sites.
2. Requires each school site, by September 1, 1998, to develop a school safety plan, as specified, to be evaluated annually and amended, if needed. The bill provides that these plans be written and established by the School Site Council and shall include, but not be limited to, a number of specified components; current law only authorizes that safety plans include these components. The bill requires school sites to submit their completed plans to their districts or COE, and for the district or COE to notify the State Department of Education by October 15, 1998 of any school sites, which have not complied.
3. Requires the school site council to consult with local law enforcement in developing the plan.
4. Allows schools to submit existing safety plans to comply with this requirement, so long as the plans are in existence by December 31, 1997 and contain the required information.
5. Requires schools to hold a public meeting to solicit public opinion on their school safety plans before approving them.
6. Establishes that nothing in the bill shall restrict the authority of school boards as established by the Education Code.
7. Authorizes the School Site Council to delegate its responsibility to develop a site safety plan to a school safety planning committee. The school safety committee would, at a minimum have to include the following members: the principal (or designee), a teacher who is a representative of the recognized certificated employee organization, a classified employee who is a representative of the recognized classified employee organization, a parent whose child attends the school, and others as desired. If there is no school site council, then the school safety planning committee, composed of the specified members, would be required to develop the school safety plan required by this bill.
8. Provides for a fine of up to \$500 for the willful failure to establish a school safety plan as required by this bill.
9. Specifies that with regard to small school districts, they have the option of developing district-wide comprehensive school safety plans applicable to each school-site.
10. Provides a sunset of January 1, 2000; however, the comprehensive safety plan would continue to be evaluated and amended by the school-site council. Schools must maintain an updated file of safety-related plans and materials for public viewing.

Appendix C: SB 334 Text

SB 334 – Youthful Offenders: Education

This bill establishes the School Safety and Violence Prevention Strategy Program for the purpose of promoting school safety and violence prevention among students in the public schools.

This bill extends the operative date of those provisions indefinitely and would instead require each school to adopt its comprehensive school safety plan by March 1, 2000, and to review and update the plan by March 1 every year thereafter.

The bill also requires each school district or county office of education to notify the State Department of Education annually of any schools that have not complied with the requirement of developing a comprehensive school safety plan. The bill requires, commencing on July 1, 2000, and every July thereafter, each school to report on the status of its school safety plan, including a description of its key elements in the school accountability report card otherwise required by law.

This bill establishes the School Safety and Violence Prevention Strategy Program, to be administered by the State County Administrator of Public Instruction for the purpose of promoting school safety and violence prevention programs among children and youth in the public schools. The bill requires the State County Administrator of Public Instruction, in conjunction with the Attorney General, to develop guidelines and standards for evaluating grant applications, and to award grants on a competitive basis to schools that develop school safety plans and demonstrate a collaborative and coordinated approach for implementing a comprehensive school safety and violence prevention strategy to be used for certain purposes, including, but not limited to, providing counselors who are specially trained in identifying and supporting at-risk children and youth. The bill requires the State County Administrator of Public Instruction and the Attorney General to cooperatively design an evaluation process for the program and activities established under the School Safety and Violence Prevention Strategy, and to report to the Legislature by January 1 of each year on those programs. The bill also requires a school principal to disseminate information regarding a minor who has been found to have committed any specified felony or misdemeanor to a teacher or administrator, as specified.

This bill enacts numerous changes to juvenile court procedures. Addresses school safety and youth violence prevention programs and policy. Specifically, this bill:

1. Allocates \$11.3 million from the General Fund for violence prevention and school safety.
2. Appropriates \$3 million to San Diego County for residential placement, mental health treatment and education and skills training for dependent children.
3. Appropriates \$1.8 million to the City and County of San Francisco for acquiring and installing surveillance cameras on public transit vehicles.
4. Distributes \$5 million to the County Administrator of Public Instruction. Requires the County Administrator in consultation with the Attorney General (AG) to develop and implement a schedule for using the appropriation to promote school safety and violence prevention.
5. Allocates \$1.5 million to the Board of Corrections (BOC) for funding the At-Risk Youth Early Intervention

Program currently administered by the BOC.

6. Provides that K-7 schools must develop ongoing comprehensive school safety plans. The plans concern school-based crime, crime prevention, emergency services, sexual harassment, notification regarding dangerous pupils, and child abuse reporting.

7. Creates the "School Safety and Violence Prevention Strategy Program."

The County Administrator of Public Education and the AG evaluate and award grants to projects that provide counseling to at-risk youth, technical assistance, in-service training, and cooperation with local law enforcement.

8. Deletes sunset clauses and makes technical changes to various provisions concerning school safety plans. Requires notification within seven days of a petition alleging the commission of a violent felony to school County Administrators.

9. Declares legislative intent to have the County Administrator of Public Instruction and the AG coordinate efforts funding and implementing violence prevention and school safety programs. Makes changes to procedures regarding At-Risk Youth Early Intervention Programs.

10. Provides that a minor 16 years of age or older shall be prosecuted in adult criminal court under the following circumstances:

A. Accused of committing murder in the first degree, attempted premeditated murder, an aggravated sex offense, aggravated kidnapping, or any specified felony where a firearm was used and discharged; or,

B. Previously adjudicated as a ward of the court by committing any felony when 14 years of age or older.

11. Provides that a minor directly charged as an adult has the right to a preliminary hearing. The case shall proceed in criminal court unless the defendant minor prevails in a motion to dismiss.

12. Provides that a minor who was prosecuted directly in adult court and convicted shall be sentenced as an adult convicted of the same offense subject to the specified provision Youth Authority (CYA).

13. Enacts a reverse remand provision authorizing the court to impose a juvenile disposition for a minor convicted after a direct file prosecution if the minor satisfies specified criteria.

Appendix D: Sequential Discipline Standards

ELEMENTARY & SECONDARY

Appendix E: AB1156 Text

AB – 1156 Pupils: Bullying

Summary: Makes several proposals related to bullying, including requiring training in the prevention of bullying, giving priority for inter-district transfers to victims of bullying, and revising the definition of bullying, beginning on July 1, 2012.

Specifically, this bill:

- 1) Makes declarations and findings regarding the impact of bullying, including that bullying causes physical, psychological and emotional harm to pupils; interferes with pupils' ability to learn and participate in school activities; and, that bullying has been linked to other forms of antisocial behavior, such as vandalism, shoplifting, truancy and dropping out of school, fighting, using drugs and alcohol, sexual harassment and sexual violence.
- 2) Adds training in the prevention of bullying as a component in the workshops provided by the Department of Justice and the California Department of Education (CDE) to school districts, county offices of education, and school site personnel to assist them in the development of school safety and crisis response plans.
- 3) Specifies that as comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include policies and procedures aimed at the prevention of bullying.
- 4) Gives priority for inter-district attendance under any existing interdistrict attendance agreement, or, in the absence of an agreement, be given additional consideration for the creation of an interdistrict attendance agreement, to a pupil who has been determined by personnel of either the district of residence or the district of proposed enrollment to have been the victim of an act of bullying committed by a pupil of the district of residence, at the request of the person having legal custody of the pupil.
- 5 Specifies that "bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils engaging in sexual harassment, hate violence, harassment, threats, or intimidation directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property;

- b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health;
 - c) Causing a reasonable pupil to experience substantial interference with his or her academic performance; or,
 - d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- 6) Expands the definition of "electronic act" to include a post on a social network Internet Web site.
- 7) Relocates the definitions of "bullying" and "electronic act" from Education Code (EC) Section 32261 (Interagency School Safety Demonstration Act of 1985) to Section 48900 (expulsions and suspensions).
- 8) Defines "reasonable pupil" as a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.
- 9) Strikes an obsolete provision in the suspension and expulsion provisions of the Education Code.

The Senate amendments expand the definition of "electronic act" to include a post on a social Internet Web site, strike the provision regarding residency requirements and instead give a pupil determined to have been a victim of an act of bullying priority for an inter-district transfer, revise the definition of "reasonable pupil" to include exceptional needs pupils, and add co-authors.

Appendix F: Disaster Procedures



EMERGENCY RESPONSE TEAM

School: Bennett-Kew Leadership

Academy 21-22

**Incident Commander**

Principal

Oversight of the whole learning community

Manages Group Supervisors

- Search and Rescue
- Medical Operations
- Utility Security
- Assembly Team
- Re-Unification
- *This is where all directions come from*

Search and Rescue

- Responsible for searching for and rescuing trapped victims inside building (s)
- Proceeds in an orderly and pre-established sweep pattern, checking each classroom, storage room, cafeteria visually, vocally and physically
- Reports the location of all injured children and staff to the Medical Operations Team

Must know:

- Proper methods for removal of trapped and untrapped victims using various lifts and carries
- Trained in Light Urban Search & Rescue

Supplies

- Stretchers, Rescue Cribbing, and Safety Gear

Medical Operations

- Responsible for Triage Team and First Aid Team
- Administers first aid and records information on extent of injury and First Aid administered
- Determines need for medical assistance
- Ensures that the following are readily available
 - First Aid Supplies
 - Emergency Forms
 - Health Cards

INDIVIDUAL TEACHER RESPONSIBILITIES:

- Ascertain the extent of the injuries and capabilities for class evacuation
- Determines the need of assistance for neighboring teachers
- Evacuates classrooms using predetermined routes to specific stations
- Take roll and reports class status to Emergency Operation Center (EOC)
- Supervises and reassures children throughout the duration of the emergency

TRIAGE TEAM:

- Quick evaluation and sorting patients to give priority care to those who need it most
- Triage is NOT first aid but a quick evaluation to place them into the appropriate category in the first aid area
- Each evaluation should take 5-10 seconds

Must know:

- How to quickly evaluate victims who are having life-threatening problems that includes Breathing, Bleeding, and Shock

Supplies:

- Triage Tarps with 4 Colors & Triage Tags

FIRST AID TEAM:

- Application of proper treatment to the victim

Must Know:

- Life-saving skills and proper first-aid treatment

Supplies:

- See complete list of first aid supplies in the Supply Section

Utility Team

- Locks all external gates doors and secures school
- Team member stationed at main gate to refer parents
- Routes fire and rescue ambulance and police to find area of need
- Ensures that all gates and entrances are open to public rescue teams
- Assists in the evacuation of classes to their specific stations

Must know:

- How to shutdown utilities and lock gates to the campus to control the flow of parents and kids trying to leave

Assembly Team

- Responsible for monitoring student welfare
- Checks utilities and takes appropriate action to minimize damage to the school site
- Determines resources that are available for immediate school use including water, food, power, radio, telephones and sanitary conditions
- Surveys and reports to EOC the extent of damage to the school site

Supplies:

- Drinking water, food, and sanitation

Reunification Team

- Immediately begins the process of reuniting children with their parents or guardians by referring to:
 - Emergency Information Forms
 - California ID / State Driver's Licenses
 - Class Rosters
- Ensures that students are released to an authorized person/guardian

- Must have a master file of students' emergency contact person

REUNION GATE

- Children are released to parents, guardians or other individuals who are authorized to pick up the child
- All children must be signed out with full signature of adult picking up child/children
- Staff must log all children leaving the campus

Standardized Emergency Management System

Please refer to the **Emergency Operations Procedures** in order to become familiar with the following locations/situations: Site Information, Site Map, Evacuation Routes, Communication System, Emergency Response and Resources.

Helpful Hints/Important Information

- ▶ Avoid creating a panic by remaining calm and referring to the checklist of all the Emergency Crisis Handouts
- ▶ The Incident Commander will contact the Emergency Operations Center (EOC), which will give directions for initiating District Action. The EOC will continue to be contacted on an as needed basis for instructions and updates
- ▶ The following Group Supervisors should immediately report to the Incident Commander:
 - Search and Rescue
 - Medical Operations
 - Utility Security
 - Assembly Team
 - Re-Unification
- ▶ The Incident Commander will make immediate decisions based on the facts of the Emergency Crisis Checklists
- ▶ The Incident Commander will have available the telephone numbers and addresses of the parents in case the EOC decides to close the school
- ▶ The Office Manager and/or designees will gather needed resources that the school may use depending on the situation

Emergency Bells

- 1 Fire Drill
 - Series of short bells.
- 2 Earthquake
 - Teacher calls a drop signal and waits for a long bell with short breaks in between.
- 3 Lock-Down
 - One long 1-2 minute bell and a second bell will ring when everything is clear
 - The office staff will call the classrooms during a lockdown. Please see Lockdown procedures

Staff must train the students to go to the assigned classrooms, if they hear a lockdown bell while they are out on the yard during lunch or recess.

Appendix G: Suspected Child Abuse Report Form

Print

SUSPECTED CHILD ABUSE REPORT

Reset Form

To Be Completed by **Mandated Child Abuse Reporters**
Pursuant to Penal Code Section 11166

CASE NAME: _____

PLEASE PRINT OR TYPE

CASE NUMBER: _____

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

SS 8572 (Rev. 12/02)

DEFINITIONS AND INSTRUCTIONS ON REVERSE**DO NOT** submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code Section 11169 to submit to DOJ a Child Abuse Investigation Report Form SS 8583 if (1) an active investigation was conducted and (2) the incident was determined not to be unfounded.

WHITE COPY-Police or Sheriff's Department; BLUE COPY-County Welfare or Probation Department; GREEN COPY-District Attorney's Office; YELLOW COPY-Reporting Party

Appendix H: Employee Acknowledgement of Child Abuse Reporting Requirements

Child Abuse/Dependent Adult Abuse

California Penal Code **Section 11166** (child) and California Welfare and Institutions Code **Section 15630** (Dependent Adult) requires Inglewood Unified School District to provide all “dependent adult care” and “child care” custodians practitioners (any person working as an employee at a public or private school, day camp or child care institution including teachers, administrators, psychologists, or licensed nurses) who commence employment on or after January 1, 1985 with the following information and to obtain a signature as a prerequisite for employment.

Section 11166.5 of the Penal Code requires any child care custodian, medical or non-medical practitioner or employee of a child protective agency who has knowledge of or observes a child or dependent adult in his or her professional capacity, or within the scope of his or her employment who he or she knows or reasonably suspects has been the victim of child abuse, **to report immediately or as soon as practically possible by telephone and to prepare and send a written report within 36 hours of receiving information concerning the incident.**

Section 15630 of the Welfare and Institution Code requires care custodians, health practitioners, employees of an adult protective services agency or law enforcement agency who has knowledge of, or observes, a dependent adult who has been victim of physical abuse, or who has injuries that are consistent with abuse, or where a statement by the dependent adult has been reported, to ***notify by telephone immediately or as soon as practicably possible, and by written report sent within two working days.***

**Los Angeles County Child Abuse Registry
(800) 540-4000**



Inglewood Unified School District

401 S. INGLEWOOD AVE., INGLEWOOD CALIFORNIA • 90301 PHONE: (310) 419-2700 (310) 680-5133 FAX

EMPLOYEE ANNUAL NOTIFICATIONS

Acknowledgement of Receipt

I have read and understand the information provided to me regarding the Annual Employee Notification(s) 2019-2020 (distributed via my new hire packet with copies available in each site/department office). Further, I understand that this document will be placed in my personnel file as acknowledgement of receipt.

ADA Requirements for Service Animals	US Department of Justice
Annual Notification of the Uniform Complaint Procedures (UCP)	
Bullying	BP 5131.2
Child Abuse Reporting	AR 5141.4
Code of Ethics	E 4119.21/4219.21/4319.21
Drug and Alcohol Free Workplace	BP 4020
Employee Acceptable Use Agreement	E 4040
Employee Assistance Program	BP 4159/4259/4359
Employee Complaint Process	BP 4144/4244/4344
Employee Notifications	BP 4112.9/4212.9/4312.9
Employees with Infectious Disease	AR 4119.41/4219.41/4319.41
Environmental Safety	AR 3514
Exposure Control Plan for Blood borne Pathogens	AR 4119.42/4219.42/4319.43
Hazardous Substances	AR 3514.1
Injury & Illness Prevention Plan	
Integrated Pest Management Plan	AR 3514.2
Nondiscrimination	BP 4030
Non-school Employment	AR 4136
Reasonable Accommodation	AR 4032
Safety	BP 0450/4157/5030/5141/5142.2/AR 5142.2
Sexual Harassment	AR 4119.11/4219.11/4319.11
Tobacco-Free Schools	BP 3513.3/AR 3513.3
Unauthorized Release of Confidential/Privileged Information	BP 4119.23/4219.23/4319.23
Uniform Complaint Procedure	AR 1312.3
Universal Precautions	AR 4119.43/4219.43/4319.43
Use of Seclusion and Restraint	AR 5131.41
Work Related Injuries	BP 4157.1/4257.1/4357.1
Youth Suicide Prevention	BP 5142.52

Name (Please Print)

Site / Department

Signature

Date

RETURN TO: The Human Resources for placement into your personnel file. The document must be completed prior to your employment start date or no later than _____ for current employees.

Appendix I: Disciplinary & Suspension Forms



Inglewood Unified School District

Bullying Report Form

Date: _____ School: _____

I. General Information

1. Name of student/parent/staff reporting bullying: _____

Are you also the victim (circle one)? No Yes

Do you wish to remain anonymous (circle one)? No Yes

2. Alleged Name(s) of Aggressor

(bully/ies): _____

3. When did the last incident(s) occur (please circle)?

Mon Tue Wed Th Fri Sat Sun

4. How many times has the alleged bullying occurred (check only one)?

- ☐ One Time
- ☐ 2-5 times
- ☐ More than 5 times

5. When did the alleged bullying start?

- ☐ One week ago
- ☐ 2 weeks ago
- ☐ 1 month ago
- ☐ More than a month: About how long ago: _____

6. What time of day does the alleged bullying usually occur (check all that apply)?

- ☐ Before School
- ☐ Before Noon (12pm)
- ☐ Afternoon (after 12pm)
- ☒ After School

7. Where does the alleged bullying usually occur (check all that apply)?

- ☐ Classroom
- ☐ Hallway
- ☐ Restroom
- ☐ Playground
- ☐ Lunch Line/Benches
- ☐ On-Line
- ☐ Off Campus
- ☐ Other: _____

II. General Information About Misconduct

8. How did the alleged bullying occur (check appropriate box(es))?

- ☐ Face-to-face
- ☐ Cyber-Bullying



Inglewood Unified School District

Bullying, Harassment, and/or Discrimination Report Form

8. cont'd

☐ Through Others

☐ Others: _____

9. What type(s) of alleged bullying occurred (check appropriate box(es))?

☐ Discrimination

☐ Threats

☐ Name calling/Insults

☐ Physical Contact

☐ Stealing/Vandalizing

☐ Stalking

☐ Intimidation

☐ Trolling (baiting)

☐ Spreading Rumors

10. Write a description of the most recent incident (who, what, where, and how)?

11. List Witnesses or Bystanders?

12. Are there any other victims?

13. Please check any evidence you may have regarding

☐ Pictures

☐ Video

☐ Written Comments/Messages/Threats

☐ Witness Statements

What ideas or contributions do you have to reduce bullying, harassment, or discrimination at our school?



INGLEWOOD UNIFIED SCHOOL DISTRICT

401 S. Inglewood, Avenue, Inglewood, California 90301 phone: 310/419-2700

Notice of Pupil Suspension

Student: _____	DOB: _____	Grade: _____	School: _____	Date: _____
Gender: M <input type="checkbox"/> F <input type="checkbox"/> Non Binary <input type="checkbox"/> Program Services 504 <input type="checkbox"/> IEP <input type="checkbox"/> ELL <input type="checkbox"/> Student ID: _____ SSID #: _____				
Parent/Guardian: _____		Address: _____		Phone: _____
SUSPENSION: Number of Days: _____ From _____ Through _____ Return: _____ Accumulated Days: _____				

GROUND'S FOR SUSPENSION OR EXPULSION (EC §48900) *A pupil shall not be suspended or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act pursuant to any of subdivisions (a) to (t) or sections 48900.2, 48900.3, 48900.4, 48900.7, inclusive.*

- ☐ (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- ☐ (a)(2) Willfully used force or violence upon the person of another, except in self-defense.
- ☐ (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- ☐ (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance, alcoholic beverage, or an intoxicant.
- ☐ (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance, alcoholic beverage, or an intoxicant or representation of such.
- ☐ (e) Committed or attempted to commit robbery or extortion.
- ☐ (f) Caused or attempted to cause damage to school property or private property. (Per EC 48900 (u), School property includes, but is not limited to, electronic files and databases.)
- ☐ (g) Stole or attempted to steal school property or private property. (Per EC 48900 (u), School property includes, but is not limited to, electronic files and databases.)
- ☐ (h) Possessed or used tobacco, or products containing tobacco or nicotine products. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- ☐ (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- ☐ (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- ☐ (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties. (Grades 4-12)
- ☐ (l) Knowingly received stolen school property or private property.
- ☐ (m) Possessed an imitation firearm.
- ☐ (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- ☐ (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- ☐ (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- ☐ (q) Engaged in, or attempted to engage in, hazing.
- ☐ (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- ☐ (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- ☐ (.2) Committed sexual harassment as defined in §212.5. (Grades 4-12)
- ☐ (.3) Caused, attempted to cause, threatened to cause or participated in an act of hate violence as defined in §233(e). (Grades 4-12)
- ☐ (.4) Intentionally engaged in harassment, threats or intimidation directed against any staff, pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of any staff, pupil or group of pupils by creating an intimidating or hostile educational environment. (Grades 4-12)
- ☐ (.7) Made terroristic threats, written or oral, against school officials or school property, or both.

Education Code 48915 (c) (Abridged):**Action Taken Regarding Student:**

- ☐ (c)(1) Possessing, selling or otherwise furnishing a firearm.
- ☐ (c)(2) Brandishing a knife at another person.
- ☐ (c)(3) Unlawfully selling a controlled substance.
- ☐ (c)(4) Committing or attempting to commit sexual assault.
- ☐ (c)(5) Possession of an explosive.

- ☐ A conference has been held with the student present and the reasons, including other means of correction attempted, for the disciplinary action were explained. The student was given the opportunity to explain their version of the incident/s and present evidence in their defense.
- ☐ This is an emergency suspension because continued presence of the student on campus was determined to be a danger to the lives, safety, or health of pupils or school personnel. The student is requested to attend a suspension conference on _____ at _____.

FACTUAL EXPLANATION OF INCIDENT/S (if addition space is required, attach report/documentation): **Police Report #** _____

Other Means of Correction Previously Used (check all that apply):**Date/s of Alternative Measures:**

- ☐ A conference between school personnel, the pupil's parent/guardian and the pupil.
- ☐ Referrals to the school counselor, psychologist, social worker, child welfare attendance personnel, or other school support service personnel for case management and counseling.
- ☐ Study teams, guidance teams, resource panel teams, or other intervention-related teams that assess the behavior, and develop and implement individualized plans to address the behavior in partnership with the pupil and their parent/guardian.
- ☐ Referral for a comprehensive psychosocial or psychoeducational assessment, including for purpose of creating an individualized education program or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)).
- ☐ Enrollment in a program for teaching pro-social behavior or anger management.
- ☐ Participation in restorative practices.
- ☐ A positive behavior support approach with tiered interventions that occur during the school day on campus.
- ☐ After-school programs that address specific behavioral issues or expose pupils to positive activities and behaviors, including but not limited to, those operated in collaboration with local parent and community groups.
- ☐ Performance of community service on school grounds or, with written permission of the parent/guardian of the pupil, off school grounds, during the pupil's non-school hours. Community service may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs.
- ☐ Other (specify): _____

STATEMENT TO PARENT/GUARDIAN REGARDING RESPONSIBILITY (Law requires a parent/guardian conference with school officials.)

- ☐ A conference has been arranged with you and school officials for _____ to discuss your student's behavior.
- ☐ A conference needs to be arranged with you and school officials regarding your student's behavior. We have not been able to reach you by phone. Please call upon receipt of this notice to schedule a time to meeting. State law requires a parent/guardian to respond to such a request without delay.

Please call _____ to arrange a conference.

Interpreter needed? ☐ No ☐ Yes **Language?** _____ **Conference held:** ☐ In person ☐ By Phone
Date: _____ **Time:** _____

You have a right to appeal the suspension with the school principal if you feel this violation did not occur or inappropriate disciplinary action was taken. A suspended student is expected to make up homework missed during the suspension when it is assigned; however, teachers are not required to provide assignments during the period of suspension. You have the right to access your student's records as provided in California Education Code 49069.

PLEASE NOTE: During the period of this suspension, your student must not be on or near any school campus, and may not attend, as a participant or spectator, any school activity. The student must remain at home unless under the direct supervision of the parent/guardian. Supervision is the responsibility of the parent/guardian.

SIGNATURES: Student _____ **Date** _____ **Principal/Designee** _____ **Date** _____

DISTRIBUTION: Copy 1 – Parent/Guardian Copy 2 – Student Copy 3 – Student Support Services Copy 4 – Cum Folder

IUSD NP- 1/2020



INGLEWOOD UNIFIED SCHOOL DISTRICT

401 S. Inglewood, Avenue, Inglewood, California 90301 phone: 310/419-2700

To the Parents or Guardian of:

Name: _____

Address: _____

City/State/Zip: _____

RE: _____

D.O.B.: _____

School: _____

Dear Mr. and Mrs. Doe:

This letter is to inform you of our decision to recommend to the Superintendent the expulsion of _____ from the Inglewood Unified School District. This action is taken in compliance with *California Education Code Section 48915* and the Inglewood Board of Education Rules and regulation. While this action is regrettable, the recommendation is necessary because:

In this space the specific charge(s) should be written, with appropriate ED. Code Citation.

The Superintendent can accept or reject this recommendation for expulsion. If it is accepted, you will receive a written request to attend a hearing with the Administrative Hearing Panel. Should the recommendation for expulsion be rejected, you will be notified promptly so that an educational placement can be arranged for your child.

If you have any questions or concerns regarding this matter, please contact our office at (310) 630-5122.

Sincerely,

Principal _____

Any School _____

CC: Pupil Personnel Services

Attachment: Summary of Student Expulsion Procedures

Appendix J: Request for Exemption from Uniform Program

Parent(s) or guardian(s) may request an exemption from the School Uniform Policy by submitting to the principal the School Uniform Policy Exemption Form. Exemptions may be granted for religious reasons, medical reasons, or other justifiable reasons.

School Uniform Policy Exemption Form

TO: _____
(Principal)

FROM: _____
(Parent/Guardian)

I am requesting that _____
(Student)

Be granted exemption from the School Uniform Policy for the following reasons:

Parent/Guardian Signature

Date

The Review committee shall meet with the parent/guardian to discuss the School Uniform Policy and this request for exemption. The parent/guardian shall be notified in writing of the outcome of the meeting. If the Review committee does not grant the exemption, the parent/guardian may appeal the decision to the appropriate Director.

Appendix K: Behavior Contract

**INGLEWOOD UNIFIED SCHOOL DISTRICT**

401 S. Inglewood, Avenue, Inglewood, California 90301 phone: 310/419-2700

STUDENT BEHAVIOR AGREEMENT**Date:****Student Name:****School:****Grade:****Reason for Agreement:**

Student(s) must adhere to the following expectations while being enrolled in an Inglewood Unified School District School:

Academic Expectations:

1. Attend school daily. Written verification must be submitted if a full day absence occurs.
2. Attend all classes on time once on campus. If a tardy occurs, the student must follow the school's tardy policies and procedures.
3. Complete all classwork and homework assignments for all classes.
4. Attend afterschool office hours with teachers if further assistance is required for a specific class.
5. Complete all subject matter assessments.
6. Bring all materials required by the teacher to school ((backpack, paper, notebook, pens, and pencils)
7. Follow all classroom expectations and procedures communicated by the teacher.

Behavior Expectations:

1. Adhere to the communicated school wide behavior expectations.
2. Earn no more than 2 referrals per month for minor behavior infractions in any class.
3. Refrain from receiving any behavior referrals identified as major behavior infractions.
4. Refrain from verbal or non-verbal confrontations with any student for any reason.
5. Refrain from any physical altercation with any student for any reason.
6. Comply with all laws of the State of California, and with all disciplinary standards and rules of under the jurisdiction of SCHOOL NAME and the Inglewood Unified School District.

Interventions:

1. Student will meet with academic counselor monthly to discuss any challenges or issues should they arise on a needed basis.
2. Participate in any personal counseling with school counselor or outside agency contracted by the Inglewood Unified School District if deemed necessary.
3. Participate in a restorative mediation and dialogue with other students if deemed necessary facilitated by school administrators or counselors.
4. Utilize a behavior daily sheet if deemed necessary by a school administrator.
5. Student's parent(s) will meet with administration at the benchmark date outline below to discuss progress toward meeting expectations of this behavior agreement.

Benchmarks:

This signature below acknowledges that I agree and understand the expectations outlined above.

Parent's Signature

Date

Student's Signature

Date

Administrator's Signature

Date

Mission Statement

The mission of the Inglewood Unified School District is to ensure that all our students are taught rigorous standards based curriculum supported by highly qualified staff in an exemplary educational system characterized by high student achievement, social development, safe schools, and effective partnerships with all segments of the community.

Appendix L: Education Code 49380 Text

- (a) A school district is encouraged to collaborate with outside consultants, including law enforcement, with expertise in sexual abuse and sex trafficking prevention education in order to create a school safety plan to address the threat of sexual abuse and sex trafficking.
- (b) A school district is encouraged to collaborate with law enforcement on a referral protocol for high-risk pupils and minors.
- (c) In-service training may be conducted periodically to enable school district personnel to learn about new developments in the understanding of sexual abuse and sex trafficking, and to receive instruction on current prevention efforts and methods. A school district is encouraged to include training on early identification of sexual abuse and sex trafficking of pupils and minors.

Appendix M: AB549 / Education Code 32282.1 and AB1271 Text

AB549

32282.1. As comprehensive school safety plans are reviewed and updated, the Legislature encourages all plans, to the extent that resources are available, to include clear guidelines for the roles and responsibilities of mental health professionals, community intervention professionals, school counselors, school resource officers, and police officers on school campuses, if the school district uses these people.

AB1271

(b) The guidelines developed pursuant to subdivision (a) are encouraged to include both of the following:
(1) Primary strategies to create and maintain a positive school climate, promote school safety, and increase pupil achievement, and prioritize mental health and intervention services, restorative and transformative justice programs, and positive behavior interventions at Bennett-Kew Leadership Academy

d support.

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

(A) While on school grounds.

(B) While going to or coming from school.

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

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

SSC, Agenda, Minutes and Sign-in sheet

Agenda posted on 72hrs. Before
INGLEWOOD UNIFIED SCHOOL DISTRICT
Bennett Kew SSC School Site Council
 01/25/2022

This SSC Meeting will be held virtually. Public wishing to participate must register via the SSC
 -Registration link on the Bennett-Kew TK-8 Website, TXT, Email or just by Clicking on the link provide to
 all parents

Registration must be completed before 11:00 am on 01/25/2022

Council Members will sign-in by typing their names in the table below

Principal Ippongi	Principal Appleton	Chair Hernandez	Vice Chair Larrache
Member Tyman	Staff Sanchez	Fernandez	Felix
Johnson	Lovos	Cherry	Johnson
Chief Sissac	Sandra Naranjo		

Agenda

Committee Members	In Attendance	Committee Members	In Attendance
Parent1: Christina Hernandez	2 parents	Teacher1: Felix	
Parent2: Larrache	3 Teachers	Teacher2: Johnson	
Parent3:	1 community	Teacher3: Hernandez	
Parent4:	Principal	Staff: Mario	
Parent5:		Principal: Appleton/Ippongi	

1	Opening: by New Chairperson	Mrs. Hernandez
	Call to Order _____	Mrs. Hernandez
	Introductions	Mrs. Hernandez
	Roll Call/Sign In (Sign in will be completed by each SSC member typing their name into a shared Google Document).	Mr. Mario Sanchez
	<u>Approval of Minutes: 1-12-2022</u> <ul style="list-style-type: none"> Compact Parent Involvement Policy Moved Ippongi	Mr. Mario Sanchez

Agenda posted on 72hrs. Before
 INGLEWOOD UNIFIED SCHOOL DISTRICT
 Bennett Kew SSC School Site Council
 01/25/2022

	Second Chair Ms. Hernandez	
	New Business Approval of School Safety Plan Review Approval of School Safety Plan, contingent on edits discussed.	Review by Mrs. Appleton. All Reviews and Edits are at the Meeting Video
	Moved By:	Tyman SSC Member
	Seconded By:	Christina Hernandez Chair
	New Business	Ms Appleton
	Single Plan of Student Achievement Updates	Next meeting
	Announcements:	Mrs. Hernandez
II	Questions:	Mrs. Hernandez
III	Adjournment: Time: 3:45 pm	Mrs. Hernandez

Agenda posted on 72hrs. Before
 INGLEWOOD UNIFIED SCHOOL DISTRICT
 Bennett Kew SSC School Site Council
 01/25/2022

IV	Public Input		
V	Announcements		
	Next meeting:		2/8/22
	SPSA Plan approval		
VI	Closing		
	Approval of Adjournment		
	Moved by: J. Twyman		
	Seconded by: C. Hernandez		
	That the meeting adjourned at:4:00		



INGLEWOOD UNIFIED SCHOOL DISTRICT

401 S. Inglewood, Avenue, Inglewood, California 90301 phone: 310/419-2700

The Inglewood Unified School District will nurture, educate, and graduate students who are self-responsible and self-disciplined; who are critical and creative thinkers; who master the core academic disciplines; and who are advocates for equity and social justice for self and their community.

In accordance to SB 187, SB 334 & AB 1747 compliance, the Inglewood Unified School District School Comprehensive School Safety Plans were reviewed by local law and fire department.

Inglewood Police Representative _____

A blue ink signature of the Inglewood Police Representative, written over a horizontal line.

Inglewood Fire Department Representative _____

A blue ink signature of the Inglewood Fire Department Representative, written over a horizontal line.
CAPTAIN, FS171C