

# Memo

Date: February, 27 2025

To: Journey School Council and  
Journey Teachers' Association

From: Gavin Keller

Re: Articles within the Collective Bargained Agreement (CBA) to be  
reopened for negotiation

For negotiation purposes during the 2024-2025 school year, the parties (JTA and JS) are negotiating a successor collective bargaining agreement. As such, Journey School proposes and hereby gives notice to reopen all articles with the aim of making improvements to the collective bargaining agreement that are in alignment with the school's mission and goals."



# Journey School Emergency Plan Quick Parent Reference Guide



Scan this QR code to download on your phone or tablet.  
This PDF is also screen reader accessible.

## Together.

Journey School acknowledges the importance of our community understanding expectations before a crisis or emergency. No school is immune to emergencies that could initiate an evacuation and reunification for our campus. Our predetermined, practiced plan ensures the reunification process will not further complicate an already stressful experience for staff, parents, and students.

## Quick Guide to Journey School's Shelter-in-Place



**CODE RED:**  
There is an immediate threat on

campus. **Do not** come to campus. You will be given instructions for an on-or off-campus Reunification.



**CODE YELLOW:**  
The campus is sheltering in place. **Do not**

come to campus. You will be given instructions for potential Controlled Release or an on-or off-campus Reunification.



**DROP, COVER, HOLD:** The campus is assessing for damage. **Do not**

come to campus. You will be given instructions for potential Controlled Release or an on-or off-campus Reunification.



**WILDFIRE:**  
Threat of wildfire, a warning or mandatory

evacuation order has been issued. You will be given instructions for potential Controlled Release or an on-or off-campus Reunification.

## Get connected now.

**ParentSquare:** Make sure you download the app and have it readily available to anyone authorized.

**Website:** [www.journeyschool.net](http://www.journeyschool.net)

**Contact information:** In some instances, robo calls will be made to the phone numbers listed in the student file. Ensure that the school has your updated information.

### Contact information

27102 Foxborough, Aliso Viejo, CA 92656  
(949) 448-7232

**Social Media:** JourneySchoolOC



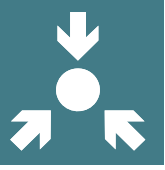
**Design for Emergency Management**  
Design by Claudine Jaenichen

## TERMS TO KNOW

**Daily Release** is the process where students are picked up from school at regular times during the school year. Some walk or bike to school, take public transportation, or are picked up by parents or guardians in the car line.

**Controlled Release** is very similar to the daily release but students are being sent home at an unusual time because campus has to close earlier than expected but not an emergency or traumatic event. Reasons include weather related, power outage, or nearby hazard risk. You will be notified through ParentSquare.

**Reunification** occurs when events at the school or in the neighborhood demand students are physically returned to parents. In the event of criminal activity, injury or death, additional time may be needed for law enforcement interviews or crisis counseling. You will be notified through ParentSquare, email, and automated robo-call.



# Evacuation and Reunification

## What to expect.

The safest and most convenient location for a campus evacuation will be determined by the administration given the information available during an incident. **Reunification may take place on or off campus.** An exact location and pick up/dismissal information will be communicated to families through ParentSquare.

### HOW YOU WILL BE NOTIFIED

**During an emergency:** If we are able to communicate safely during an emergency, we will do so through ParentSquare.

**After an emergency:** We will use ParentSquare and send a mass email as our first line of communication. If there is no internet service, an automated robo-call will be made to phone numbers listed on the student record.

**In the case of lost power:** Last resort, we will have signage at campus with instructions.

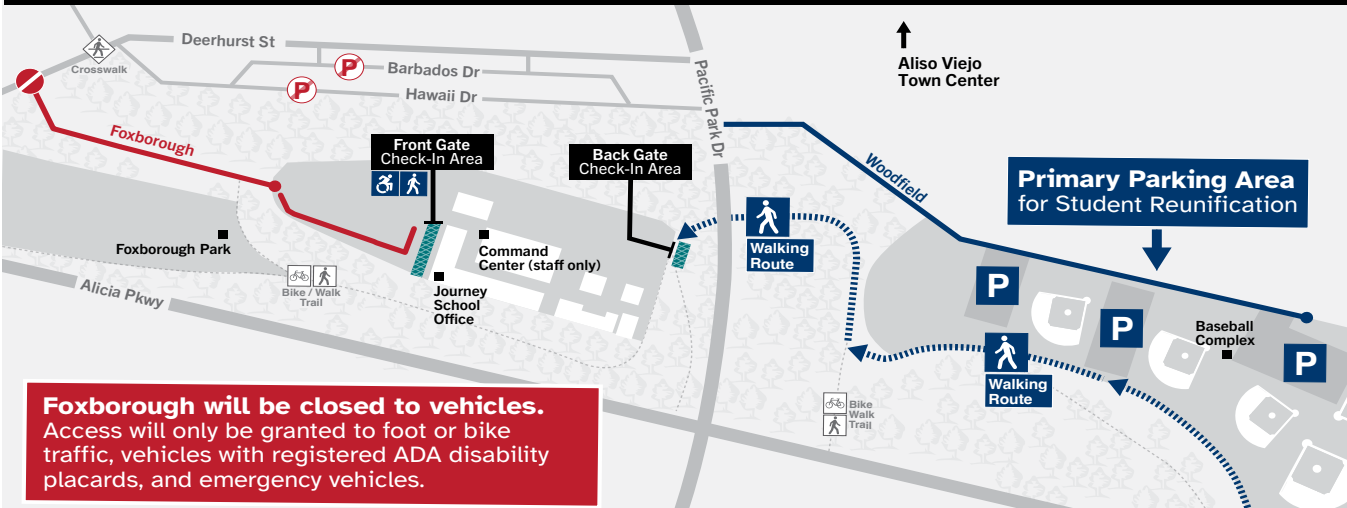


### Reunification process ON-CAMPUS

- 1 PARK**  
Located in the map below as “**Primary Parking Area for Student Pickup**”
- 2 WALK**  
Walk directly to the **teacher’s classroom** for each child OR **designated reunion site** that may be on-or-off campus. No need to sign-in at the office.
- 3 I.D.**  
**Show your I.D.** to the teacher to receive a Release Pass.
- 4 EXIT**  
At either gate, you are required to provide your **Release Pass** before exiting.

**Students will only be released to individuals listed as emergency contacts**

### Familiarize yourself with the reunification process and area



### Evacuation and reunification OFF-CAMPUS

**Off-site evacuation** may be required when students and staff must leave the school and relocate to a pre-designated safe location due to an emergency due to situations like fire, gas leak, flooding or severe weather, hazardous material spills nearby, security threats, or structural damage to buildings on campus. In the case that an off-site evacuation is required, we will notify you through ParentSquare with the location and proceed with the reunification process described above.



# Journey School in Action

## Shelter-in-Place, Reunification, Campus and Off-site Evacuation



Scan this QR code to download on your phone or tablet. This PDF is also screen reader accessible.

### Together.

Journey School acknowledges the importance of our community understanding expectations before a crisis or emergency. No school is immune to emergencies that could initiate an evacuation and reunification for our campus. Our predetermined, practiced plan ensures the reunification process will not further complicate an already stressful experience for staff, parents, and students.

### Get connected now.

**ParentSquare:** Make sure you download the app and have it readily available to anyone authorized.

**Website:** [www.journeyschool.net](http://www.journeyschool.net)

**Contact information:** In some instances, robo calls will be made to the phone numbers listed in the student file. Ensure that the school has your updated information.

**Social Media:** JourneySchoolOC



Design for Emergency Management  
Design by Claudine Jaenichen

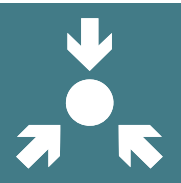
### TERMS TO KNOW

**Daily Release** is the process where students are picked up from school at regular times during the school year. Some walk or bike to school, take public transportation, or are picked up by parents or guardians in the car line.

**Controlled Release** is very similar to the daily release but students are being sent home at an unusual time because campus has to close earlier than expected but not an emergency or traumatic event. Reasons include weather related, power outage, or nearby hazard risk. You will be notified through ParentSqaure.

**Reunification** occurs when events at the school or in the neighborhood demand students are physically returned to parents. In the event of criminal activity, injury or death, additional time may be needed for law enforcement interviews or crisis counseling. You will be notified through ParentSqaure, email, and automated robo-call.

PLEASE KEEP FOR YOUR REFERENCE



# Evacuation and Reunification

## HOW YOU WILL BE NOTIFIED

**During an emergency:** If we are able to communicate safely during an emergency, we will do so through ParentSquare.

**After an emergency:** We will use ParentSquare and send a mass email as our first line of communication. If there is no internet service, an automated robo-call will be made to phone numbers listed on the student's record.

**In the case of lost power:** Last resort, we will have signage at campus with instructions.

## WHAT TO EXPECT.

The safest and most convenient location for a campus evacuation will be determined by administration given the information available during an incident. Unlike Daily or Controlled Release, **Reunification requires that a registered adult provides ID and meets directly with the student's teacher in-person. This may take place on or off campus.** An exact location and pick up/dismissal information will be communicated to families through ParentSquare.

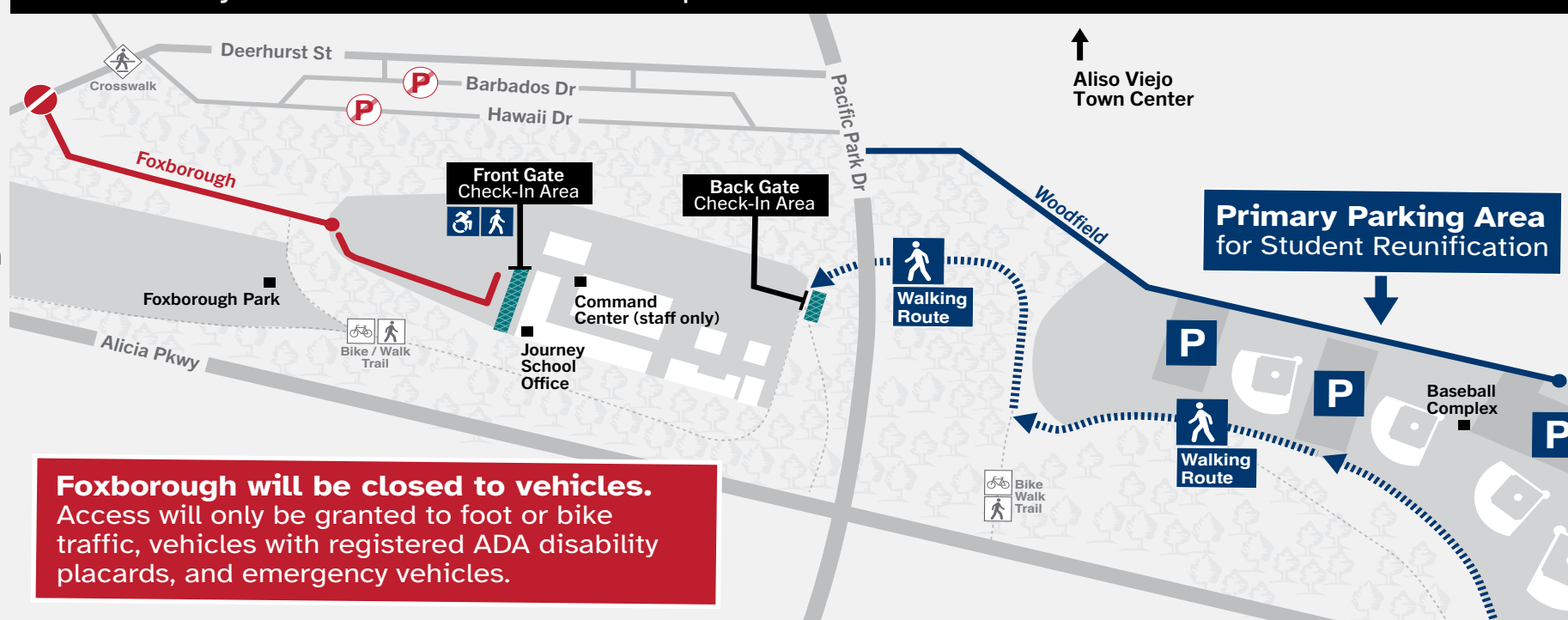
## Reunification process ON-CAMPUS



**Students will only be released to individuals listed as emergency contacts**

### Familiarize yourself with the reunification process and area

- 1 PARK**  
Located in the map below as "Primary Parking Area for Student Pickup"
- 2 WALK**  
Walk directly to the **teacher's classroom** for each child OR **designated reunion site** that may be on-or-off campus. No need to sign-in at the office.
- 3 I.D.**  
**Show your I.D.** to the teacher to receive a Release Pass.
- 4 EXIT**  
At either gate, you are required to provide your **Release Pass** before exiting.



## Evacuation process OFF-CAMPUS



**Off-site evacuation** may be required when students and staff must leave the school and relocate to a pre-designated safe location due to an emergency due to situations like fire, gas leak, flooding or severe weather, hazardous material spills nearby,

security threats, or structural damage to buildings on campus. In the case that an off-site evacuation is required, we will notify you through ParentSquare with the location and proceed with the reunification process described above.



Design for Emergency Management  
Design by Claudine Jaenichen

PLEASE KEEP FOR YOUR REFERENCE



# Code Red: Administration, Teachers, and Parents/Guardians

There is an immediate threat on campus. **Do not** come to campus. You will be given instructions for an on-or off-campus Reunification.

## PARENT / GUARDIAN RESPONSIBILITIES

1. **Do not come to campus** unless instructed to do so.
2. **Check ParentSquare** for further instructions and information.
3. **In the event of an evacuation**, the school will determine if shelter-in-place remains, or a potential campus or off-campus evacuation is required.
4. **Follow** instructions for potential reunification and off-campus location if necessary.
5. **Bring** your ID so teachers may release students following school guidelines.
6. **Ensure** that guardian/parent is listed on school records for release.

**Students will only be released to individuals listed as emergency contacts**

## ADMINISTRATOR RESPONSIBILITIES

1. **Determine** if site evacuation support is necessary and coordinate with district and community resources if necessary.
2. **If site evacuation is not necessary**, they will determine if school will be closed or continue for the duration of the day.
3. **In the event of evacuation**, school will be closed and teachers will dismiss students directly to parents arriving at their classroom—site will be determined and communicated by administration at the time of the incident.
4. **Communicate** with families and media as appropriate.
5. **Assign** duties, tasks and teams as appropriate/needed.
6. **Manage** Command Center.



## TEACHER/STAFF DUTIES

1. **Escort** students to a reunion site/ assembly area or alternate location as indicated by administration and bring emergency supplies—"red backpack."
2. **Take roll** and inform administration of any missing students or injured students.
3. **Remain** with students until parents arrive.
4. **Release** students to parents who arrive—verify I.D. and provide Release Passes.



Design for Emergency Management  
Design by Claudine Jaenichen

PLEASE KEEP FOR YOUR REFERENCE



# Code Yellow: Administration, Teachers, and Parents/Guardians

The campus is sheltering in place. **Do not** come to campus. You will be given instructions for potential Controlled Release or an on-or off-campus Reunification.

## PARENT / GUARDIAN RESPONSIBILITIES

1. **Do not come to campus** unless instructed to do so.
2. **Check ParentSquare** for further instructions and information.
3. **In the event of continued lock down**, wait until you have been notified to come to campus.
4. **In the event of school closure**, prepare to pickup your students directly at their classroom ramps.
5. **Follow** instructions for potential reunification and off-campus location if necessary.
6. **Bring** your ID so teachers may release students following school guidelines.
7. **Ensure** that guardian/parent is listed on school records for release.

*Students will only be released to individuals listed as emergency contacts*

## ADMINISTRATOR RESPONSIBILITIES

1. **Determine** if site evacuation support is necessary and coordinate with district and community resources if necessary.
2. **Communicate** with families and media as appropriate.
3. **In the event of school closure**, ensure that teachers are prepared to provide parent/guardian with Release Pass at their classrooms.
4. **Assign** duties, tasks and teams as appropriate/needed.
5. **Manage** Command Center.
6. **If classes are actively locked down**, direct parents who arrive to pick up to remain off campus and wait until lock down has been released.



## TEACHER/STAFF DUTIES

1. **Escort** students to a reunion site/ assembly area or alternate location as indicated by administration and bring emergency supplies—"red backpack."
2. **Take roll** and inform administration of any missing students or injured students.
3. **Remain** with students until parents arrive.
4. **Release** students to parents who arrive—verify I.D. and provide Release Passes.



Design for Emergency Management  
Design by Claudine Jaenichen

PLEASE KEEP FOR YOUR REFERENCE



# Drop, Cover, Hold: Administration, Teachers, and Parents/Guardians

The campus is assessing for damage. **Do not** come to campus. You will be given instructions for potential Controlled Release or an on-or off-campus Reunification.

## PARENT / GUARDIAN RESPONSIBILITIES

1. **Do not come to campus** unless instructed to do so.
2. **Check ParentSquare** for further instructions and information.
3. **In the event of an evacuation**, the school will determine if shelter-in-place remains, or a potential campus or off-campus evacuation is required.
4. **Follow** instructions for potential reunification and off-campus location if necessary.
5. **Bring** your ID so teachers may release students following school guidelines.
6. **Ensure** that guardian/parent is listed on school records for release.

**Students will only be released to individuals listed as emergency contacts**

## ADMINISTRATOR RESPONSIBILITIES

1. **Determine** if site evacuation support is necessary and coordinate with district and community resources if necessary.
2. **If site evacuation is not necessary**, they will determine if school will be closed or continue for the duration of the day.
3. **In the event of evacuation**, school will be closed and teachers will dismiss students directly to parents arriving at their classroom—site will be determined and communicated by administration at the time of the incident.
4. **Communicate** with families and media as appropriate.
5. **Assign** duties, tasks and teams as appropriate/needed.
6. **Manage** Command Center.



## TEACHER/STAFF DUTIES

1. **Escort** students to a reunion site assembly area or alternate location as indicated by administration and bring emergency supplies/"red backpack."
2. **Take roll** and inform administration of any missing students or injured students.
3. **Remain** with students until parents arrive.
4. **Release** students to registered parents/guardians who show ID and provide Release Pass
5. If assigned a **Search and Rescue** role, assign "neighbor" teacher supervision duties of class sign-out sheets/attendance rosters.



Design for Emergency Management  
Design by Claudine Jaenichen

PLEASE KEEP FOR YOUR REFERENCE





# Wildfire: Administration, Teachers, and Parents/Guardians

**Threat of wildfire, a warning or mandatory evacuation order has been issued. You will be given instructions for potential Controlled Release or an on-or off-campus Reunification.**

## PARENT / GUARDIAN RESPONSIBILITIES

1. **Do not come to campus** unless instructed to do so.
2. **Check ParentSquare** for further instructions and information.
3. **In the event of an evacuation**, the school will determine if a potential campus or off-campus evacuation is required.
4. **Follow** instructions for potential reunification and off-campus location if necessary.
5. **Bring** your ID so teachers may release students following school guidelines.
6. **Ensure** that guardian/parent is listed on school records for release.

**Students will only be released to individuals listed as emergency contacts**

## ADMINISTRATOR RESPONSIBILITIES

1. **Determine** if site evacuation support is necessary and coordinate with district and community resources if necessary.
2. **If site evacuation is not necessary**, they will determine if school will be closed or continue for the duration of the day.
3. **In the event of evacuation**, school will be closed and teachers will dismiss students directly to parents arriving at their classroom—site will be determined and communicated by administration at the time of the incident.
4. **Communicate** with families and media as appropriate.
5. **Assign** duties, tasks and teams as appropriate/needed.
6. **Manage** Command Center.



## TEACHER/STAFF DUTIES

1. **Escort** students to a reunion site assembly area or alternate location as indicated by administration and bring emergency supplies/"red backpack."
2. **Take roll** and inform administration of any missing students or injured students.
3. **Remain** with students until parents arrive.
4. **Release** students to registered parents/guardians who show ID and provide Release Pass
5. If assigned a **Search and Rescue** role, assign "neighbor" teacher supervision duties of class sign-out sheets/attendance rosters.



Design for Emergency Management  
Design by Claudine Jaenichen

PLEASE KEEP FOR YOUR REFERENCE

## Comprehensive School Safety Plan



Approved 2.27.24  
Updates Suggested on 2.27.25 (JUST SUPPLEMENTAL FORMS/PAMPHLETS)

Journey School  
27102 Foxborough  
Aliso Viejo  
CA 92656

(949) 448-7232

## **School Site Mission**

Journey School provides the families of southern California the option of a Waldorf-inspired public school education for their children. The school is dedicated to the optimal development of the intellect, social-emotional well-being, and physical capacities of each student. Journey School will enable each student to read, write, speak, and calculate with clarity and precision. Furthermore, students will have the ability to think imaginatively, creatively and become competent, life-long learners.

## **Table of Contents**

I. Child Abuse Reporting Procedures	3
II. Disaster Response Procedures	9
III. Suspension and Expulsion Procedures	50
IV. Bullying and Harassment Policy	57
V. School-wide Dress Code Prohibiting Gang Attire	61
VI. Teacher Notification of Dangerous Students	62
VII. Procedures for Safe Ingress and Egress of Pupils, Parents and Staff to and From School	63
VIII. Rules and Procedures on School Discipline	64
IX. Dangerous Weapons	65
X. Prevention of Gun Violence	65

## **I. Child Abuse Reporting Procedures**

### **Definitions**

Child abuse or neglect includes the following:

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrators and employees of a licensed day care facility; licensed nurses or health care providers; administrators and counselors.

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

### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, in his/her professional capacity or within the scope of his/her employment, he/she has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect.

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or unto ward aggressive behavior towards self or others, may make a report to the appropriate agency.

Any school employee who reasonably believes that he/she has observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer.

## **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person.

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report.

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report.

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency.

## **Reporting Procedures**

### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to 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 county welfare department.

When the initial telephone report is made, the mandated reporter should 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 knowing or observing the information concerning the incident, the mandated reporter shall then prepare and either send, fax, or electronically submit to the appropriate agency a written follow-up report, which includes a completed Department of Justice form (SS 8572).

Reports of suspected child abuse or neglect shall include, if known:

- 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 name, address, telephone number, and other relevant personal information about the person who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information.

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her.

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05.

### **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 School Director or designee shall not notify the parent/guardian, 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)

### **Parent/Guardian Complaints**

Upon request, the School Director or designee shall provide parents/guardians with a copy of this administrative regulation, which contains procedures for reporting suspected child abuse occurring at a school site to appropriate agencies.

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 about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee also is obligated pursuant to Penal Code 11166 to file a report himself/herself using the procedures described for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 4650.

### **Notifications and Training**

The School Director or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167.

Before beginning employment, any person who will be a mandated reporter by virtue of his/her position shall sign a statement indicating that he/she has knowledge of the

reporting obligations under Penal Code 11166 and will comply with those provisions. The School Director or designee shall retain the signed statement.

All employees will complete a training reviewing child abuse and responsibilities of mandated reporting. The training module will be compliant with AB 1432 and will be provided within the first 6 weeks of each school year or within 6 weeks of that person's employment.

**The School Director or designee also shall 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 and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of his/her professional capacity or outside the scope of his/her employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report with reckless disregard of the truth or falsity of the report.
2. If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she may be guilty of a crime punishable by a fine and/or imprisonment.
3. No employee shall be subject to any sanction by the school for making a report.

# SUSPECTED CHILD ABUSE REPORT

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

CASE NAME: \_\_\_\_\_

PLEASE PRINT OR TYPE

CASE NUMBER: \_\_\_\_\_

<b>A. REPORTING PARTY</b>	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>B. REPORT NOTIFICATION</b>	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY					
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)							
	ADDRESS			Street	City	Zip	DATE/TIME OF PHONE CALL	
OFFICIAL CONTACTED - TITLE					TELEPHONE ( )			
<b>C. VICTIM</b> <small>One report per victim</small>	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		
<b>D. INVOLVED PARTIES</b>	VICTIMS							
	SIBLINGS							
	1. NAME		BIRTHDATE		SEX		ETHNICITY	
	2. _____		_____		_____		_____	
	3. NAME		BIRTHDATE		SEX		ETHNICITY	
	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	
ADDRESS			Street	City	Zip	HOME PHONE ( )	BUSINESS PHONE ( )	
SUSPECT								
SUSPECT'S NAME (LAST, FIRST, MIDDLE)				BIRTHDATE OR APPROX. AGE	SEX	ETHNICITY		
ADDRESS			Street	City	Zip	TELEPHONE ( )		
OTHER RELEVANT INFORMATION								
<b>E. INCIDENT INFORMATION</b>	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)							

**DEFINITIONS AND INSTRUCTIONS ON REVERSE**

SS 8572 (Rev. 12/02)

**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 not determined to be unfounded.

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



## 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.

#### 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

### 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.

## II. Disaster Response Procedures

Journey School's disaster response procedures vary depending on the type, location and the severity of the emergency/disaster.

The following pages detail these disaster response procedures.

In accordance with SB 323, Journey School recognizes that the disaster response procedures must include adaptations for pupils with disabilities in accordance with the federal Individuals with Disabilities Education Act and Section 504 of the federal Rehabilitation Act of 1973. The Journey School campus and evacuation routes specified in this plan are accessible by students and remain in compliance with the Americans with Disabilities Act (ADA). Individualized Safety Plans will be developed for students who are unable to access the response procedures detailed below.

### Definitions/Overview

1. **“Code-Red”/Active Shooter** – Response initiated if an active shooter or immediate threat exists on campus. All campus activities and instruction are temporarily shut down.
2. **“Code Yellow”/Shelter in Place** – Response initiated if there is danger near campus or a situation occurs on campus that does not require the severity and immediacy of “Code Red” procedures. Campus activities and instruction may continue, however outside activity or room to room transit is not permitted.
3. **Drop, Cover & Hold** – Response initiated in the case of an earthquake. All campus activities and instruction are temporarily shut down until shaking stops and damage has been assessed.

**Building Evacuation** – Response initiated by a fire alarm or PA announcement or visible danger (fire, smoke, structural damage, etc.). All classes evacuate to the assembly area and campus activities and instruction are temporarily shut down until damage has been assessed.

**Site Evacuation** – Response initiated by city officials, emergency personnel, or administration. All classes evacuate campus and are relocated in a nearby location that is deemed safe or if necessary transported (in coordination with the school district) to a location deemed safe. Parents will be notified of the relocation via automated phone messages, emails and messages posted on Journey's website.

**Please note that Journey School will communicate and coordinate with offsite agencies (i.e.: Orange County Sheriff Department) if there is a large-scale emergency requiring multi-level coordination in parallel with one of the response options.**

## “Code-Red”/Active Shooter Response

Response initiated if an active shooter or immediate threat exists on campus. All campus activities and instruction are temporarily shut down.

### Step 1: Always Be Aware

- ⇒  Remain vigilant at all times while on campus (be aware of your surroundings)
- ⇒  Do not hesitate to alert the front office/administration/others of anything that might be out of the ordinary

### Step 2: “Code Red” Announcement

- ⇒  An announcement will be made over PA or by phone/text message if appropriate.
- ⇒  Listen for “Code Red” and the location of the threat/active shooter
- ⇒  Call 911

### Step 3: Respond

- ⇒  Respond immediately
- ⇒  Implement an **A.D.D.** mindset:

**AVOID**—do everything to avoid the active shooter.

1. Evacuate campus if you can safely do so
2. Find cover, behind a large item or enter the nearest building. Remain in a building or behind cover **ONLY** if you cannot leave campus
3. If you are off campus – remain off campus

**DENY**—do everything to lockdown the building and do everything to deny access to your location

1. Engage “Lock-Block” (door should already be locked)
2. Lock interior doors and windows
3. Secure/barricade doors if necessary
4. Turn off lights and close curtains (if available)
5. Line class up against wall nearest an exit
6. Remain still and silent and be prepared to exit the room quickly if needed.

**DEFEND**—you have a right to defend yourself, don’t be passive victims.

### Step 4: All Clear

- ⇒  Remain in “Code Red” response until the “All Clear” is announced or emergency personnel provides other directions. An announcement will be made over PA or by phone/text message if appropriate

- ⇒ □ Follow all directions of emergency personnel if present
- ⇒ □ Gather at the assembly area or alternate location if campus evacuation and account for all students and staff members.

## **Step 5: Responsibilities**

### ADMINISTRATION

1. Determine if site evacuation support is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of evacuation, school will be closed and teachers will dismiss students directly to parents arriving at reunion site (Site to be determined by and communicated by administration at the time of the incident)
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center

### TEACHERS

1. Escort students to a reunion site/assembly area or alternate location as indicated by administration and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured students
3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters

### ADMINISTRATIVE SUPPORT STAFF

1. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
2. Report to assigned duty
3. Direct parents to classroom teachers to pick up their children at reunion site
4. Ensure teachers are utilizing student sign out sheets

## **“Code - Yellow”/Shelter-in-Place Response**

Response initiated if there is danger near campus or a situation occurs on campus that does not require the severity and immediacy of “Code Red” procedures. Campus activities and instruction may continue, however outside activity or room to room transit is not permitted.

### **Step 1: Be Aware**

- ⇒  Remain vigilant at all times while on campus (be aware of your surroundings)
- ⇒  Do not hesitate to alert the front office/administration/others of anything that might be out of the ordinary

### **Step 2: “Code Yellow” Announcement**

- ⇒  An announcement will be made over PA or by phone or text message if appropriate
- ⇒  Listen for “Code Yellow” or “Shelter in Place
- ⇒  Call 911

### **Step 3: Respond**

- ⇒  Respond immediately

1. Enter the nearest building or stay put inside your building
2. If you are off campus – remain off campus
3. Engage “Lock-Block” (door should already be locked)
4. Lock interior doors and windows and close curtains (if available)
5. Continue instruction or activity

### **Step 4: All Clear**

- ⇒  Remain in “Code Yellow” response until the “All Clear” is announced or emergency personnel provides other directions. An announcement will be made over PA or by phone/text message if appropriate.
- ⇒  Follow directions of emergency personnel if present.
- ⇒  Gather at assembly area and account for all students and staff members

### **Step 5: Responsibilities**

#### **ADMINISTRATION**

1. Determine if school will be closed or continue for the duration of the day.
2. If classes are actively locked down, direct parents who arrive to pick up to wait until lock down has been released.
3. If school closure ensure that teachers are prepared to dismiss students directly to parents arriving on campus from their classroom ramps
4. Communicate with families and media as appropriate

5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center

#### TEACHERS

1. Escort students to assembly area and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured students
3. Remain with students until parents arrive
4. Release students to parents who arrive at classroom ramp – have parents sign out using student sign out sheets/attendance rosters

#### ADMINISTRATIVE SUPPORT STAFF

1. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
2. Report to assigned duty
3. Direct parents to classroom teachers to pick up their children from the classrooms
4. Ensure teachers are utilizing student sign out sheets

## Earthquake - Drop, Cover and Hold Response

Response initiated in the case of an earthquake. All campus activities and instruction are temporarily shut down until shaking stops and damage has been assessed.

### Step 1: Respond

- ⇒ □ Drop, Cover, and Hold
- ⇒ □ If inside a building – crouch under furniture and cover head and neck with hands. Remain still until shaking stops.
- ⇒ □ If outside – proceed to an open space away from structures, trees, power lines, etc. Crouch and cover head and neck with hands. Remain still until shaking stops.

### Step 2: Evacuate

- ⇒ □ After shaking stops, take note of building condition and injured students or staff
- ⇒ □ Evacuate quickly and calmly (immobile students and staff may need to be left behind)
- ⇒ □ Remain aware during evacuation of falling debris and other hazards
- ⇒ □ Choose an alternate evacuation route if primary route is determined to be unsafe
- ⇒ □ Follow directions of emergency personnel if present
- ⇒ □ Gather at assembly area and account for all students and staff members

### Step 3: Responsibilities

#### ADMINISTRATION

1. Determine if site evacuation is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of school closure, ensure that teachers are prepared to dismiss students directly to parents arriving on campus
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center
7. Initiate a primary Search and Rescue effort

#### TEACHERS

1. Escort students to assembly area and bring emergency supplies/"red backpack"
2. Take roll and inform administration of any missing students or injured

students

3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters
5. If assigned a Search and Rescue role, assign “neighbor” teacher supervision duties of class

#### ADMINISTRATIVE SUPPORT STAFF

8. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
9. Report to assigned duty
10. Direct parents to classroom teachers to pick up their children
11. Ensure teachers are utilizing student sign out sheets



## Evacuation/Site Evacuation Response

**Building Evacuation** – Response initiated by a fire alarm or PA announcement or visible danger (fire, smoke, structural damage, etc.). All classes evacuate to the assembly area and campus activities and instruction are temporarily shut down until damage has been assessed.

**Site Evacuation** – Response initiated by city officials, emergency personnel, or administration. All classes evacuate campus and are relocated in a nearby location that is deemed safe or if necessary transported (in coordination with the school district) to a location deemed safe. Parents will be notified of the relocation via automated phone messages, emails and messages posted on Journey’s website.

### Step 1: Respond

- ⇒  Pull alarm if smoke or fire is present
- ⇒  Call 911

### Step 2: Evacuate

- ⇒  Take note of building condition and injured students or staff
- ⇒  Evacuate quickly and calmly (immobile students and staff may need to be left behind)
- ⇒  Remain aware during evacuation of fire, falling debris and other hazards
- ⇒  Choose an alternative evacuation route if primary route is determined to be unsafe
- ⇒  Follow directions of emergency personnel if present
- ⇒  Gather at assembly area or alternate location and account for students and staff members

### Step 3: Responsibilities

#### ADMINISTRATION

1. Determine if site evacuation is necessary and coordinate with district and community resources if necessary.
2. If site evacuation is not necessary, determine if school will be closed or continue for the duration of the day
3. In the event of school closure, ensure that teachers are prepared to dismiss students directly to parents arriving on campus
4. Communicate with families and media as appropriate
5. Assign duties and tasks and teams as appropriate/needed.
6. Manage Command Center
7. Initiate a primary Search and Rescue effort

#### TEACHERS

1. Escort students to assembly area and bring emergency supplies/red

backpack”

2. Take roll and inform administration of any missing students or injured students
3. Remain with students until parents arrive
4. Release students to parents who arrive – have parents sign out using student sign out sheets/attendance rosters
5. If assigned a Search and Rescue role, assign “neighbor” teacher supervision duties of class

#### ADMINISTRATIVE SUPPORT STAFF

8. Set up command center and bring emergency binders and supplies and radio sets/walkie talkies.
9. Report to assigned duty
10. Direct parents to classroom teachers to pick up their children
11. Ensure teachers are utilizing student sign out sheets

**CAMPUS MAP – Assembly/Reunion Sites****CAMPUS EVACUATION – Assembly/Reunion Sites**

In the event of a campus evacuation, the safest and most convenient location will be determined by administration given the information available during an incident. An exact location and pick up/dismissal information will be communicated to families. School will be closed in the event of campus evacuation.

## SITUATIONAL COMMUNICATION PLANS

<b>911 Calls</b>	<ul style="list-style-type: none"> <li>• <b>When placing a 911 call: give your name, school name, and school address</b></li> <li>• <b>Give specific location of shooter, intruder, fire, hazardous material or other emergency</b></li> <li>• <b>Indicate location of incident command post</b></li> </ul>
<b>Mass Notification to Parents</b>	<p><b><u>During an emergency (if able to communicate with parents safely):</u></b></p> <p>Dear Parents,</p> <p>There is a situation occurring at Journey School that requires your attention (DETAILS PROVIDED). We understand that your first instinct as a parent is to drive to the school and pick up your child. Please remain calm and await further details prior to coming to campus. We will be in close contact with updates and you will be notified if there is a decision to close campus or evacuate the school site. Details will be provided at that time so that we can dismiss children to your care in a safe and organized manner. Thank you for your patience and understanding.</p> <p>Sincerely,</p> <p>Journey School Administration</p> <hr/> <p><b><u>After an emergency:</u></b></p> <p>Dear Parents,</p> <p>Journey School has been cancelled for the remainder of the day due to the following emergency. (DETAILS PROVIDED) Please report to campus and check in with a staff member at one of our reunion gates. The reunion gates are located at school gates: one by the bell tower and another in the back of campus near the community space. You must remain at the gate until your child is escorted to you. You will be required to sign him/her out. We thank you in advance for your cooperation and patience.</p> <p>If you are unable to pick up your child, please only send individuals listed on your child's emergency card. Children will not be released to carpools, etc. unless those individuals are listed on the child's emergency card.</p> <p>Sincerely ,</p> <p>Journey School Administration</p>

**CONTINGENCY PLANS:  
COMMUNICATION AND ELECTRICAL**

Describe a specific plan to provide for the following in the event of loss of services.

**PLAN FOR LOSS OF COMMUNICATION:**

**If no telephone service:**

-A robo-call can be made from any cell phone.
-The school website will be updated with pertinent information
-A mass email will also be sent

**If no Internet service:**

-A robo-call will be initiated using phone service/cellular service

**If no cellular, internet or telephone service:**

-Written communication and administrative presence will be available at all school entrances

**PLAN FOR LOSS OF ELECTRICITY:**

**List loss of services in event of electrical outage:**

-A robo-call will be initiated using phone service/cellular service

**BUILDING INFORMATION****SCHOOL SITE****DOCUMENT DATE**

<b>JOURNEY SCHOOL</b>	<b>1/22/24</b>
-----------------------	----------------

**EMERGENCY UTILITY SHUT-OFFS**

*Refer to campus map for additional information*

<b>UTILITY</b>		<b>YES</b>	<b>NO</b>	<b>LOCATION</b>
<b>Electrical</b>	<b>Total main electrical shutoff?</b>	<b>x</b>		<b>CAGED area adjacent to front playground</b>
<b>Gas</b>	<b>Total main gas shutoff?</b>		<b>X</b>	<b>N/A no gas on campus</b>
<b>Water</b>	<b>Total main water shutoff?</b>	<b>x</b>		<b>Front of school/Near parking lot entrance</b>

**EMERGENCY SUPPLIES**

<b>TYPE</b>	<b>LOCATION</b>
<b>Emergency Supply Kit</b>	<ul style="list-style-type: none"> <li>✓ <b>Class set in each classroom</b></li> <li>✓ <b>Office set located in Main Office and Development Office</b></li> <li>✓ <b>Medical Supplies in nurse bay</b></li> </ul>

**EMERGENCY PREPARATION****PREPARATION:****School Director, Office Staff, Support Staff**

1. Update Emergency Binders with:
  - a. Emergency evacuation plan
  - b. Evacuation Absence Lists
  - c. Class lists to be updated each semester (including parent contact)
  - d. Copies of Emergency Cards
  - e. Lists of staff members and phone numbers (cell and home)
  - e. Pen/Pencil
2. Plan for students with special needs/special medications stored in office
3. Conduct drills putting emergency teams into full operation.
4. Provide staff training and development
5. Have message tapes prerecorded for use during an emergency.
6. Update Emergency Response Boxes with:
  - a. Student lists with parent phone numbers (each semester)
  - b. Lists of students with special needs
  - c. Lists of staff members and phone numbers (cell and home)
  - d. Emergency supplies and lockdown kits
7. Each year in January, review and update emergency plan as necessary.

## **SECURITY, SEARCH & RESCUE TEAM**

***Fire and police personnel will probably conduct the sweep team process. If site staff is directed by fire personnel to conduct the sweep team process, utilize the following procedures.***

### **PREPARATION:**

1. Know the location of:
  - a. fire extinguishers
  - b. central cut-off for water and electricity
  - c. emergency supply/tool barrels

### **EMERGENCY:**

1. Check in with Command Center for sweep area assignment and master keys.
2. Get a walkie-talkie from Command Center, if available. Take all other supplies needed.
3. Initiate sweep of your designated area
4. If possible, sweep teams will sweep the campus in pairs, checking all rooms including storage areas, bathrooms, hallways, etc.
5. Assigned areas will be explored visually, vocally, and physically.
6. Proceed as quietly as possible in order to hear calls for help.
7. Upon entering an area, call out and wait for an answer. Then proceed with inspection of that area. If safe, actively search through the rubble.
8. Upon discovery of an injured person unable to walk, one member of the team is to remain with the individual while the other summons aid.
9. If possible, maintain communication with Command Center and First-Aid Team in case injuries occur or are discovered and to ensure that rescue aid is provided to those most in need.
10. Clearly mark each door with an X in masking tape (white means everything okay, red means victim is in room) after inspection is completed.
11. Sweep teams should always defer to directions from emergency personnel.
12. When search and rescue is complete, check in at the Command Center for next the assignment.



## **FIRST-AID TEAM**

### **PREPARATION:**

1. Keep all first aid kits updated and complete.
2. Develop triage procedures and forms.
3. Notify and update all team members of location of first aid supplies.

### **EMERGENCY**

Check in with Command Center.

1. Report to the first aid center.
2. Take student "health logs" to the first aid/triage area.
3. Take a walkie-talkie for communication.
4. Activate triage and administer first aid as necessary.
5. Assist emergency services with injured.
6. Maintain complete records of staff and/or students injured; nature or first aid administered; time, reason, destination, and names of all persons removed from site for emergency treatment.
7. Team members shall provide information regarding any first aid administered to accompany and person evacuated for further treatment.
8. Medical Team should always defer to directions given by emergency personnel



## EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of specific emergencies listed below and not referenced by the responses detailed above. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School .....
- Allergic Reaction .....
- Animal Disturbance .....
- Biological Agent Release .....
- Bomb Threat .....
- Chemical Accident (offsite) .....
- Chemical Accident (onsite) .....
- Civil Disobedience .....
- Death of a Student .....
- Death of a Staff Member .....
- Explosion.....
- Flood .....
- Hazardous Materials .....
- Kidnapping .....
- Medical Emergency .....
- Missing Student .....
- Motor Vehicle Crash.....
- Opioid Overdose.....
- Sexual Assault .....
- Storm/Severe Weather .....
- Suicide Attempt .....
- Utility Failure .....

---

**EMERGENCY RESPONSE**

---

---

**ACCIDENT AT SCHOOL**

---

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Incident Report forms are available at the school office.

**STAFF ACTIONS:**

- Report accident to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- For relatively minor events, take students to school office or school nurse for assistance.
- Complete an Incident Report to document what occurred.

**SCHOOL DIRECTOR ACTIONS:**

- Provide appropriate medical attention. Call 911, if needed.
- Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

**EMERGENCY RESPONSE****ALLERGIC REACTION**

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

**STAFF ACTIONS:**

- If imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and medication kit (for known allergies).
- Notify School Director.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

**SCHOOL DIRECTOR ACTIONS:**

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

---

**EMERGENCY RESPONSE**

---

---

**ANIMAL DISTURBANCE**

---

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

**SCHOOL DIRECTOR ACTIONS:**

- Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- If the animal is outside, keep students inside and institute **CODE YELLOW Response**
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- Contact Animal Control for assistance in removing the animal.
- If the animal injures anyone, seek medical assistance from the school nurse.
- Notify parent/guardian and recommended health advisor.

**STAFF/TEACHER ACTIONS:**

- If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- If the animal is inside, **EVACUATE** students to a sheltered area away from the animal.
- Notify the School Director if there are any injuries.

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

**PERSON RECEIVING THREAT BY TELEPHONE:**

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify School Director immediately after completing the call.
- Complete the Bomb Threat Checklist.

**Telephone Bomb Threats**

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

**Call 911****PERSON RECEIVING THREAT BY MAIL:**

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify School Director

**SCHOOL DIRECTOR ACTIONS:**

- Call 911.
- Instruct staff and students to turn off any cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings or shelter in place. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

- If it is necessary to evacuate the entire school, use the fire alarm.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

**STAFF ACTIONS:**

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- Do not return to the building until emergency response officials determine it is safe.



# EMERGENCY RESPONSE

# BOMB THREAT CHECKLIST

The following checklist can be obtained in PDF form from FEMA at:

[http://emilms.fema.gov/is906/assets/ocso-bomb\\_threat\\_samepage-brochure.pdf](http://emilms.fema.gov/is906/assets/ocso-bomb_threat_samepage-brochure.pdf)

Copies should be available at all stations where incoming calls are received. The checklist should be completed by the person taking the call.

## BOMB THREAT CALL PROCEDURES

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

### If a bomb threat is received by phone:

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

### If a bomb threat is received by handwritten note:

- Call \_\_\_\_\_
- Handle note as minimally as possible.

### If a bomb threat is received by email:

- Call \_\_\_\_\_
- Do not delete the message.

### Signs of a suspicious package:

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

### DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb.
- Evacuate the building until police arrive and evaluate the threat.
- Activate the fire alarm.
- Touch or move a suspicious package.

## WHO TO CONTACT (select one)

- Follow your local guidelines
- Federal Protective Service (FPS) Police  
1-877-4-FPS-411 (1-877-437-7411)
- 911

## BOMB THREAT CHECKLIST

Date:  Time:

Time Caller Hung Up:  Phone Number Where Call Received:

### Ask Caller:

- Where is the bomb located?  
(Building, Floor, Room, etc.) \_\_\_\_\_
- When will it go off? \_\_\_\_\_
- What does it look like? \_\_\_\_\_
- What kind of bomb is it? \_\_\_\_\_
- What will make it explode? \_\_\_\_\_
- Did you place the bomb? Yes No \_\_\_\_\_
- Why? \_\_\_\_\_
- What is your name? \_\_\_\_\_

### Exact Words of Threat:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Information About Caller:

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

<b>Caller's Voice</b>	<b>Background Sounds:</b>	<b>Threat Language:</b>
-----------------------	---------------------------	-------------------------

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

**Other Information:**

\_\_\_\_\_  
\_\_\_\_\_



**Homeland Security**

---

---

## **EMERGENCY RESPONSE    CHEMICAL ACCIDENT (offsite)**

---

---

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

### **SCHOOL DIRECTOR ACTIONS:**

- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site.

### **STAFF ACTIONS:**

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify School Director of any missing students.

---

---

## **EMERGENCY RESPONSE      CHEMICAL ACCIDENT (onsite)**

---

---

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

### **PERSON DISCOVERING SPILL:**

- Alert others in immediate area to leave the area.
- Close windows and doors and restrict access to affected area.
- Notify School Director.

### **SCHOOL DIRECTOR ACTIONS:**

- Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **STAFF ACTIONS:**

- If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take attendance. Notify School Director of any missing students.
- Upon arrival at evacuation site, take roll and report attendance to School Director immediately. Notify emergency response personnel of any missing students.
- Do not return to the building until emergency response personnel have determined it is safe.

---



---

## **EMERGENCY RESPONSE      CIVIL DISTURBANCE/DEMONSTRATION**

---



---

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

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

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

### **Inside School**

#### **STAFF ACTIONS:**

- Report disruptive circumstances to School Director.
- Avoid arguing with participant(s).
- Have all students and employees leave the immediate area of disturbance.
- Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- Stay away from windows and exterior doors.

#### **SCHOOL DIRECTOR ACTIONS:**

- If the students are engaging in civil disobedience, keep the students confined to one room/one area of the school
- Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

### **Outside of School**

#### **SCHOOL DIRECTOR ACTIONS:**

- Call 911.
- Move any students who are outside into a school building and initiate **CODE YELLOW – SHELTER IN PLACE**
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.

#### **STAFF ACTIONS:**

- ❑ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- ❑ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

---

**EMERGENCY RESPONSE**
**DEATH of a STUDENT**


---

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

**SCHOOL DIRECTOR ACTIONS:**

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Determine whether additional resources are needed and make appropriate requests.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students.
- Make arrangements with the family to remove the student's personal belongings from the school.
- Evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

**STAFF ACTIONS:**

- Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

---

---

## **EMERGENCY RESPONSE      DEATH of a STAFF MEMBER**

---

---

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

### **SCHOOL DIRECTOR ACTIONS:**

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- Thank all those who assisted.
- Continue to monitor staff and students for additional supportive needs.

---

**EMERGENCY RESPONSE**
**EXPLOSION**


---

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

**SCHOOL DIRECTOR:**

- Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building.
- Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Notify emergency response personnel of any missing students.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

- Initiate **DROP, COVER AND HOLD ON**.
- If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- Render first aid as necessary.
- Do not return to the building until the emergency response personnel determine it is safe to do so.
- If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.



---

**EMERGENCY RESPONSE**

---

---

**FLOOD**

---

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

**SCHOOL DIRECTOR ACTIONS:**

- Determine if evacuation is required.
- Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Communicate with families as appropriate
- Post a notice on the office door stating where the school has relocated
- Do not allow staff and students to return to the school until proper authorities have determined that it is safe to do so.

**STAFF ACTIONS:**

- If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- Do not return to school building until it has been inspected and determined safe by property authorities.

---

**EMERGENCY RESPONSE**

---

---

**KIDNAPPING**

---

**SCHOOL DIRECTOR ACTIONS:**

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- When the child is found, contact all appropriate parties as soon as possible.

**STAFF ACTIONS:**

- Notify School Director, providing essential details:
- Move students away from the area of abduction.

**EMERGENCY RESPONSE****MEDICAL EMERGENCY**

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the School Director.

**STAFF ACTIONS:**

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number
 Do not hang up until advised to do so by dispatcher.
- Monitor medical status of victim
- Do not give the individual anything to eat or drink.
- Notify School Director.
- Stay calm. Keep individual warm with a coat or blanket.

**Universal Precautions when Treating a Medical Emergency**

- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

**SCHOOL DIRECTOR ACTIONS:**

- Assemble emergency care and contact information of victim
- Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- Advise staff of situation (when appropriate). Follow-up with parents.

---

**EMERGENCY RESPONSE**
**MISSING STUDENT**


---

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Conduct an immediate search of the school campus including PA announcements
- Call family to see if child was picked up or accounted for otherwise
- Call 911 and explain the situation. Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see student.
- Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that student attended school that day.

- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

---

---

**EMERGENCY RESPONSE****MOTOR VEHICLE CRASH**

---

---

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

**SCHOOL DIRECTOR ACTIONS:**

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION**, or **OFF-SITE EVACUATION**
- Arrange for first aid treatment
- Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- Ensure that students and staff remain at a safe distance from the crash.

**STAFF ACTIONS:**

- Notify School Director
- Move students away from immediate vicinity of the crash.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.

---

**EMERGENCY RESPONSE**

---

---

**OPIOID OVERDOSE**

---

In case of a suspected opioid overdose, the school nurse or other trained staff shall follow the protocols outlined in the CSSP, which are listed below:

**SCHOOL DIRECTOR ACTIONS:**

- Ensure emergency personnel is in route (call 911).
- Notify family members.
- After administration of naloxone, the school nurse or designee will follow the CDPH reporting protocols.
- Provide substance abuse prevention resources to the overdose victim and family, as appropriate

**STAFF ACTIONS :**

- Call 911
- Assess situation for personal safety (do not touch any medicines or powders that may be near victim)
- Move students away from immediate vicinity of the victim
- Notify School Director and School Nurse
- Administer rescue breathing (if necessary)
- Prepare and administer the Narcan or Naxolone
- Continue rescue breathing
- Give another dose of naloxone in 3 minutes if no response or minimal breathing or responsiveness
- Attach a label to the person's clothing indicating name of medicine, dosage and time administered
- Assess situation and help student or adult to be comfortable.
- Try to keep the person awake and breathing
- Lay the person on their side to prevent choking

---

**EMERGENCY RESPONSE**

---

---

**SEXUAL ASSAULT**

---

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

**SCHOOL DIRECTOR ACTIONS:**

- Call 911
- Close off the area to everyone.
- Assign a counselor/staff member to remain with the victim.
- Review possible need for a **Lockdown** or **Secure Campus** until circumstances surrounding the incident are known.
- Notify victim's family.
- If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

**STAFF ACTIONS:**

- Isolate the victim from activity related to the incident.
- Avoid asking any questions except to obtain a description of the perpetrator.



---

**EMERGENCY RESPONSE**

---

---

**Severe Weather**

---

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

**Severe Storm**

**SCHOOL DIRECTOR ACTIONS:**

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations..
- Determine whether school will be closed or remain open.
- Communicate with families and staff as necessary
- Post school status on school website.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

---

**EMERGENCY RESPONSE**
**SUICIDE ATTEMPT**


---

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

**SCHOOL DIRECTOR ACTIONS:**

- Call 911
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- Isolate the student away from other children
- Arrange for medical or counseling resources that may provide assistance.

**STAFF ACTIONS:**

- Inform the School Director of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- Isolate the student away from other children

**Steps for Suicide Intervention**

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

---

**EMERGENCY RESPONSE**

---

---

**UTILITY FAILURE**

---

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

**SCHOOL DIRECTOR:**

- Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- Determine length of time service will be interrupted.
- Determine desired action, which may include relocation of students and staff, notification of parents, etc.
- If disruption in service will severely hamper school operation, consider closing campus and notify students and staff by appropriate means.

### **III. Suspension & Expulsion Policies**

The school had adopted Pupil Suspension and Expulsion Policies in order to promote learning and protect the safety and well being of students and staff members at Journey School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The school administration and Council have reviewed the suspension and expulsion policies of Capistrano Unified School District and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. The policy and procedures have also been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The Policy and its Procedures clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

A student identified as an individual with disabilities (or for whom the charter school has a basis of knowledge of a suspected disability) pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to regular education students, except when federal and state law mandates procedural safeguards and/or additional procedures, such as a manifestation determination.

#### **A. Grounds for Suspension and Expulsion of Students**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, occurring at any time, including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

#### **B. Suspension Offenses**

##### **1. Discretionary Suspension Offenses:**

Students may be suspended for any of the following acts when it is determined that the student:

- a) Willfully caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Willfully caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by a pupil in accordance with school policy.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.

- q) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 8, inclusive.
- u) 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 of the Education Code, directed specifically toward a pupil or school personnel.
- v) 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 (1).

## **2. Non- Discretionary Suspension Offenses:**

Students must be suspended and may be recommended for expulsion by school administration if found to have committed any of the following acts:

- (A) Causing serious physical injury to another person, except in self-defense.
- (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
- (C) Unlawful possession of any controlled substance except for first offense of possession of not more than one ounce of marijuana, or possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.

(D) Robbery or extortion.

(E) Assault or battery upon any school employee.

### **C. Suspension Procedures**

Suspensions shall be initiated in accordance with the procedures in the school's Suspension and Expulsion Policy as detailed below:

1. A conference with the student and administration, which will also include the parent and other school staff as possible. This step may be omitted in case of an emergency situation.
2. Written notice to Parents/Guardians will be given at the time of suspension. The notice will include the offense and the date of return of the student.
3. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

If recommendation for Expulsion has been made, a conference will be held to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

### **D. Expellable Offenses**

1. **Discretionary Expellable Offenses:** Students may be expelled if found to have committed any of the offenses listed above under Sections B (1) and (2).
2. **Non -Discretionary Expellable Offenses:** Students **must be expelled** if found to have committed any of the following acts, regardless of the recommendation of the School Director:
  - (a) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the student had obtained prior written permission to possess the firearm from the Director or designee.
  - (b) Brandishing a knife at another person.
  - (c) Unlawfully selling a controlled substance.
  - (d) Committing or attempting to commit a sexual assault or sexual battery.
  - (e) Possession of an explosive.

### **E. Authority to Expel**

A student who has committed an expellable offense may be expelled by an Administrative Panel to be assigned by the School Director. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil, School Director, or a Council member of the School's governing board.

## **F. Expulsion Procedures**

Students recommended for expulsion are entitled to a hearing before an Administrative Panel to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the School Director or designee determines that the Pupil has committed an expellable offense.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil.

## **G. Students with Disabilities**

A pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. The following is a summary of the current procedures to be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Notification of SELPA
2. Services During Suspension/11<sup>th</sup> day services

Students suspended for more than ten (10) school days for behaviors deemed substantially similar, and within a given school year, shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability (including 11<sup>th</sup> day services) because of a violation of a code of student conduct, all relevant information will be reviewed to reach a determination whether the conduct was a manifestation of the child's disability. Depending on the outcome of this determination, additional steps are taken. Detailed information about how this procedure occurs and what additional steps are taken is found in the complete Suspension and Expulsion Policy.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter school, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the



forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

#### 5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

#### 6. Interim Alternative Educational Setting

The student's IEP team shall determine the student's interim alternative educational setting.

### **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 Charter School had knowledge that the student was or may be disabled before the behavior occurred. Details about how to determine if the charter school had such knowledge can be found in the complete Suspension and Expulsion Policy.

#### **H. Record of Hearing**

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

#### **I. Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs.

The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Administrative Panel is final.

If the Administrative Panel decides not to expel a pupil, the pupil shall immediately be returned to his/her educational program.

#### **J. Written Notice to Expel**

The Director or designee following a decision by the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian.

The Director or designee shall send a copy of the written notice of the decision to expel to the sponsoring district and the County.

#### **K. Disciplinary Records**

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available to oversight agencies upon request.

#### **L. Expelled Pupils/Alternative Education**

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

#### **M. Rehabilitation Plans**

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel, in consultation with School Director, at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

#### **N. Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Council following a meeting with the School Director and the pupil and guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The School Director shall make a recommendation to the Council following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission.

## IV. Bullying & Harassment Policy

Journey School is committed to providing a safe, positive, productive, and nurturing educational environment for all of its students, and encourages the promotion of positive interpersonal relations among members of the school community.

Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse; and violence within a dating relationship. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of whether or not the target of the prohibited behavior are members of a legally protected group, such as, but not limited to, sex, sexual orientation, race, color, national origin, religion, gender, marital status, or disability.

The following definitions are intended to provide guidance in assessing whether a particular behavior is a prohibited behavior. They are not exhaustive in their scope and are not intended to replace the intuition of the individual. When in doubt as to whether or not a particular suspected behavior is a prohibited behavior, you are urged to rule on the side of caution and report your concerns to the appropriate authority, as provided for in this policy.

*Harassment* - any intentional behavior or course of conduct (whether written, verbal, graphic, or physical) directed at a specific person or group of persons that causes substantial physical and/or emotional distress or harm and is sufficiently severe, persistent, and/or pervasive that it creates an intimidating, threatening, and/or abusive educational environment for the other person(s) and serves no legitimate purpose.

*Bullying* – a course of abusive treatment (whether written, verbal, graphic, or physical) that typically involves the use of force or coercion to affect others, particularly when habitual and involving an imbalance of power. It may involve verbal, written or cyber harassment, physical assault or coercion and may be directed persistently towards particular victims.

*Cyber-bullying* – the use of information and communication technologies, such as, but not limited to, cell phone, email, instant messaging, social media websites, Twitter, etc., to support deliberate and hostile behavior by an individual or group, that (i) is intended to harm others or (ii) that an objectively reasonable person would expect to cause harm to others. Cyber-bullying includes the posting or other transmission of text, video, or images that are embarrassing, demeaning, or threatening in nature, regardless of whether the subject of such text, video, or images directed, consented to or otherwise acquiesced in the at issue posting or other transmission.

*Hazing* – the use of ritual and other activities involving harassment, bullying, cyber-bullying, intimidation, abuse or humiliation for the purpose of initiating a person or persons into a group, regardless of whether such person(s) consented to or otherwise acquiesced in the at issue behavior(s) and action(s).

*Intimidation* – a course of behavior that instills fear or a sense of inadequacy.

*Violence within a dating relationship* - any behavior by a student exhibited towards that student's dating partner that is an attempt to gain and/or maintain power and/or control over a dating partner through violence, threats of violence, and/or physical, verbal, psychological, and/or mental abuse.

*Sexting* - knowingly using a computer, or any other device capable of electronic data transmission or distribution, to transmit or distribute to another person any photograph or video which depicts nudity and/or text message that is sexually explicit and/or is harmful to minors. Knowingly possessing a photograph or video that was transmitted or distributed by another person as described above.

**Prohibited behaviors include all of the above.**

The school Administration and School Council will not tolerate any gestures, comments, threats, or actions which (i) cause, threaten to cause, or an objective and reasoned third-party would find was intended to cause, bodily harm or personal degradation, or (ii) creates, or an objective and reasoned third-party would determine was intended to create, an intimidating, threatening, or abusive environment for any student, staff member, member of the administration, parent or guardian, or other third-party.

This policy applies to all school-related activities and/or engagements, including, but not limited to classroom activities, recess or lunch activities, participation in clubs and activities, email messages, text messages, discussions, telephonic communications, or online forums related to school activities, field trips, open houses, school performances, school athletic competitions, and any other in-person school-related activities on school property. This policy also applies to those activities or engagements which occur off school property if the student or employee is at any school-sponsored, school-approved, or school-related activity or function, such as field trips or events where students are under the school's control, in a school vehicle, where an employee is engaged in school business, or where the prohibited behavior is facilitated through the use of any school property or resources.

Any student or student's Parent/Guardian/Caretaker, who believes that student, any other student, or other third-party, has been or is the recipient of any of the above-described prohibited behaviors should immediately report the situation to the School Administration. The student may also report concerns to teachers and other school staff who will be responsible for notifying the appropriate school administrator or Board official. Complaints about prohibited behavior against the school administrator(s) should be first brought to the attention of the School Administration, as mentioned above, for investigation and remedy as described below. If this is not sufficient, further complaints may be filed in accordance with the School's Uniform Complaint Policy.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be prohibited behavior. Reports may be made to those identified above. If a student or other individual believes there has been prohibited behavior, s/he should report it and allow the administration to determine the appropriate course of action. Any teacher, school administrator, or school staff member who does not make a timely written report of an incident of prohibited behavior shall be subject to appropriate disciplinary action in accordance with the school's disciplinary process (found in the School Handbook).

All complaints about prohibited behavior shall be kept confidential to the greatest extent possible and will be promptly investigated. The school Executive Director or designee shall prepare a written report of the investigation upon completion. Such report shall include findings of fact, a determination of whether any prohibited behavior(s) were verified, and, when prohibited acts are verified, a

recommendation for intervention, including disciplinary action. Where appropriate, written witness statements shall be attached to the report. When the target of the prohibited behavior is a student, the school shall provide that student with a written copy of the rights, protections, and support services available to him/her. If there is any evidence that the student has experienced physical harm as a result of the prohibited behavior, the school shall promptly communicate that information to the appropriate personnel, including, but not limited to, emergency personnel and /or law enforcement.

If the investigation finds an instance of harassment, intimidation, bullying, dating violence, or any other prohibited behavior has occurred, it will result in prompt and appropriate remedial and/or disciplinary action in accordance with the school's disciplinary process. This may include expulsion for students, discharge for employees, exclusion for parents, guests, volunteers, and contractors, and removal from any official position and/or a request for a Board member(s) to resign. Individuals may also be referred to law enforcement officials. Remedial and/or disciplinary action for employees will follow the procedures outlined in the Employee Handbook. Remedial and/or disciplinary action for students will follow the procedures outlined in the School Handbook.

When appropriate, the target(s) of the prohibited behavior (and/or such target(s)' Parent/Guardian/Caretaker(s)) shall be notified of the findings of the investigation, and, when appropriate, that action has been taken. In providing such notification, care shall be taken to respect the statutory privacy rights of the accused perpetrator of such harassment, intimidation, bullying, and/or dating violence.

If after investigation the act(s) of prohibited behavior by a specific student is/are verified, the school Executive Director or designee shall notify in writing the Parent/Guardian/Caretaker of the perpetrator of that finding. If disciplinary consequences are imposed against such student, a description of such discipline shall be included in the notification.

Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry concerning allegations of harassment, intimidation, bullying, dating violence, or any other prohibited behavior will not be tolerated, independent of whether a complaint is substantiated. Such retaliation shall be considered a serious violation of school policy, and suspected retaliation should be reported in the same manner as prohibited behavior. Making intentionally false reports about prohibited behavior will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

This policy shall not be interpreted as infringing upon the First Amendment rights of students or parents (i.e., to prohibit a reasoned and civil exchange of opinions, or debate, that is conducted at appropriate times and places during the school day and is protected by State or Federal law and by the School's Free Speech Policy).

### **Formal Complaints**

Students and/or their Caretakers may file written reports regarding any suspected prohibited behavior by completing the forms found in the Uniform Complaint Policy and sending this to the school. Such reports should be reasonably specific including person(s) involved, number of times and places of the alleged conduct, the target of the suspected prohibited behavior(s), and the names of any potential student or staff witnesses.

Students and/or their Parent/Guardian/Caretakers may make informal complaints of conduct that they consider to be prohibited behavior(s) by verbal report to a teacher, school administrator, or other school personnel. Such informal complaints should be reasonably specific, including person(s)

involved, number of times and places of the alleged conduct, the target of suspected prohibited behavior, and the names of any potential student or staff witnesses. A school staff member or administrator who receives an informal complaint shall promptly document the complaint in writing by completing the appropriate forms. This written report shall be promptly forwarded by the school staff member and/or administrator to the Executive Director or designee for review, investigation, and appropriate action.

**Privacy/Confidentiality**

The School will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school's legal obligations to investigate, to take appropriate action, and to conform to any discovery or disclosure obligations. All records generated under this policy and its related administrative guidelines shall be maintained as confidential to the extent permitted by law.

## V. School Wide Dress Code Prohibiting Gang Attire

*The Dress Code is established to support students' outward expression as well as establish courtesy and respect that all members of the school community have for one another. Our intention is to minimize distractions in an effort to ensure students remain focused on their education, rather than commercial, media and popular fashion. Please hold these thoughts in your consciousness and review these **guidelines** as you and your child are making wardrobe selections. Gang attire or attire determined by staff to be gang related is not permitted*

### **CLOTHING (TOPS/DRESSES/BOTTOMS) and HATS**

- Journey logo shirts and sweatshirts are recommended
- Alternatively, clothing with inspirational, positive, and non-violent images/phrases are permissible
- Clothing with media advertisements and logos are not encouraged and may be disallowed if they are determined to be a distraction for the student or classmates
- Middle School students (grades 6-8) may wear t-shirts and jackets with band/artists name and related imagery – if inspirational, positive, and non-violent
- Clothes must cover undergarments
- Clothes should be weather appropriate

### **SHOES**

- Footwear must be flat (No heels, wedges, wheels.)
- Sandals must have a heel strap
- Students must wear athletic or sneaker shoes for games classes

### **ACCESSORIES/MAKE-UP/JEWELRY**

- Stud earrings are allowed in all grades
- Light make-up and hair dye are allowed in grade 6 and up
- Jewelry should be kept at a minimum and is often a cause for student distraction

Decisions regarding the appropriateness of clothing and accessories are at the discretion of the Journey School Faculty and Administration. In case your child arrives at the school dressed inappropriately, we will give you a courtesy call so that you may bring replacement clothes or the staff may loan the student appropriate attire to wear for the day. If persistent violations of the dress code occur, the Faculty and or the Administrator may take further action including, but not limited to, meeting with the parent(s) to discuss and review Dress Code Policy. We thank you for your support in protecting a safe, wholesome, and age-appropriate educational setting for our children.

## **VI. Teacher Notification of Dangerous Students**

The School Director or designee, in accordance with law, shall ensure teachers and all applicable staff shall be notified of student who may pose a danger in the classroom. All information regarding suspension and expulsion is CONFIDENTIAL and shall not be shared with any unauthorized parties.

Journey School shall define a potentially dangerous student as a pupil who has: (1) during the previous three school years, engaged in an act willfully harmed, attempted to harm or threatened to harm another student or staff member for which he/she was suspended OR (2) committed a crime reported to Journey School by a family member, local law enforcement, court services, probation department or social services.

In the event Journey School is provided information from a previous school or agency or becomes aware of such behavior during the course of the student's enrollment at Journey School, this information shall be used to develop awareness, assign appropriate discipline consequences, assist in allocating resources, and may be a factor in determining which services are provided to the student or recommence to the parent/guardian.

Teachers are notified of dangerous student via the following process:

- Any student meeting the above criteria will be flagged in our student information system
- Upon receipt of incoming cumulative files, data is reviewed by administrative staff and flagged for dangerous students
- If a student is flagged, a notice will be distributed to the students' teachers and applicable staff.
- Time will be made to review and questions or concerns that staff may have and to establish support strategies as appropriate.



## **VII. Procedures for Safe Ingress and Egress of Pupils, Parents and Staff to and From School**

The Journey School Parent Handbook defines the procedures for safe ingress and egress of students as well as details regarding the nature and hours of campus supervision. Parents are informed of procedures for student drop-off and pick-up as well. In addition, a weekly newsletter provides frequent reminders about traffic and campus safety.

At the beginning of each school year, administration trains staff on safety procedures including safe ingress and egress of students and related campus supervision efforts before and after school hours.

Staff members are vigilant about visitors on campus and during school hours, all school guests are asked to sign in at the office and display a visitor's badge for the purposes of identification. If a person's presence on campus is questioned as administrator is contacted immediately.

## VIII. Rules and Procedures on School Discipline

Journey School staff is committed to creating a safe and nurturing environment for every child. We are equally committed to maintaining a respectful environment conducive to learning.

Through this Student Behavior Policy and within our day-to-day practice, our intention is to discourage misbehavior, guide children towards positive choice making and develop positive contributors within our school community. Our approach emphasizes *compassion, consistency, and responsibility*.

To that end, Journey School students are expected to adhere to the values, which form our behavior motto - *RESPECT* (**R**espect, **E**mpathy, **S**ervice, **P**articipation, **E**ffort, **C**ourage, **T**rustworthiness) and the following behavior guidelines:

### Behavior Guidelines

1. **Student will support a good learning environment.** Children are expected to do their best and cooperate with teachers and classmates. This includes, but is not limited to, quietly focusing their attention on the teacher when asked to do so, completing class assignments, observing class starting and ending times, completing classroom chores, and lining up promptly and quietly when requested to do so. Student defiance and disruption to the learning environment will not be permitted.
2. **Students will treat all adults and children with respect.** Respectful, courteous language is expected towards teachers, children and parents. Inappropriate behavior such as rudeness, teasing, mimicking, unkind or inappropriate words, swearing and lying are not permitted. Students are expected to comply whenever an adult or peer asks for the inappropriate behavior to stop.
3. **Students will treat all personal and school property with respect.** Lost, stolen, defaced or destroyed property will be repaired or replaced by the parents of those responsible in accordance with applicable law.
4. **Students will follow all classroom and playground rules.** Teachers will help their students understand and integrate the school-wide behavior policy into their daily activities. Additionally, individual teachers may have unique expectations, which they will communicate to their classes.
5. **Students will contribute to supporting a safe, positive, productive and nurturing educational environment.** Harassment, intimidation, bullying, cyber-bullying, and/or hazing toward any member of the school community, whether by or against any student, staff, or other third parties, is strictly prohibited and will not be tolerated. Examples of such prohibited behavior include, but are not limited to, stalking, bullying/cyber bullying, intimidating, menacing, coercion, taunting, making threats, and hazing. This prohibition includes aggressive behavior; physical, verbal, and psychological abuse. *A full copy of the Journey School Bullying and*

*Harassment Policy can be found on the school website and on page 29 of the School Handbook.*

6. **An expectation for “Gentle Hands” is in place.** Rough housing, fighting, shoving, spitting, pushing, hitting, kicking, or biting is cause for immediate intervention.
7. **An expectation that “All are Welcome” is in place.** Conversations, activities and games that exclude peers from participating are not permitted.

### **Consequences for Misbehavior**

Classroom management techniques, positive behavior intervention strategies (PBIS) and Tier I disciplinary interventions will be employed by school staff as a primary measure to correct behavior. Tier I disciplinary interventions may include but are not limited to advising and counseling students, conferring with parents/guardians, utilization of short breaks to reflect on behavior (either a “pause” within the class or a “moment” in another class/hearth space), etc. Staff shall enforce disciplinary rules and procedures fairly and consistently among all students.

If Tier I supports are not sufficient in our attempts to correct disruptive/disrespectful behavior OR a pattern of misbehavior emerges OR the severity of an incident/infraction is significant, one or more of the following actions will be taken as determined appropriate by the school’s educational team (administration and/or teachers involved).

1. **Office Referral:** An office referral that involves parent/guardian contact. In this scenario, a student is spoken to by administrative staff and sent back into class when they are ready to contribute to a respectful learning environment.
2. **Incident Report:** A document describing the specifics of an incident or infraction written by those school staff directly involved. This report is placed within the student’s cumulative school record *and* a copy will be sent home to the student’s parents for review. The class teacher and/or administration will notify the student’s parents about the incident or infraction. The class teacher, administrator and possibly the student, will determine the corrective course of action.
3. **Student Support Plan/Behavior Contract:** Developed when a child habitually fails to follow the school or classroom behavior guidelines or a pattern of behavior develops that undermines a healthy learning environment, endangers others, oneself or property. The plan will be drafted at a parent conference with administration and teacher. The plan will describe the behavior(s), the antecedent/setting event for those behaviors, the intervention/support methods employed by Journey School moving forward, and an articulation of the specific escalation of discipline should the behavior continue, which may include removal from Journey School.
4. **Suspension:** A mandatory leave may be assigned to a student in response to an isolated incident/infraction or a pattern of misconduct. The student shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension. The period of suspension for an infraction will be determined by administration and will not exceed five (5) consecutive school days. A suspension notice will be filed within the student’s

cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found in the School Handbook.*

- 5. Expulsion:** Should the interventions detailed above fail to correct a student's pattern of behavior or a student commits an expellable offense; expulsion from Journey School may be recommended at the discretion of administration. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days and the student will be considered suspended from Journey school until that hearing takes place. A recommendation for expulsion notice will be filed within the student's cumulative school record *and* a copy will be sent home to the student's parents. *A full copy of the Journey School Expulsion/Suspension/Exclusion and Due Process Policy can be found on in the School Handbook.*

## **Disciplinary Escalation**

Below is a summary of the disciplinary measures that Journey School *may* employ in a given school year *prior* to an administrative recommendation for expulsion from Journey School\*:

1. Parents/guardians are contacted to inform them of a pattern of unacceptable student conduct ("office referrals and incident reports"). Solutions and strategies are implemented in the school and at home as a primary measure of support and correction.
2. If the behaviors do not improve and the pattern of unacceptable student conduct continues, the behavioral support team will convene with parents/guardians to develop a formal behavior support plan and contract.
3. If this plan and contract does not shift student conduct and student continues to violate school policy, the following disciplinary measures may be utilized.
  1. First suspension and parent conference with administration.
  2. Second suspension and parent conference with behavioral support team and administration.
  3. Third suspension and possible recommendation for expulsion\*.

\*The escalation/steps detailed above is intended to serve as a guideline for the typical steps of a disciplinary pathway and related supports. These steps are not intended to limit administration's discretion to suspend or expel a child based on the circumstances of an isolated incident or serve as a "3 strikes and you're out" process and each disciplinary event will be reviewed independently. Please see school handbook for safeguards and due process in place for students with disabilities

## **Dangerous, Violent or Unlawful Activity**

Journey School has adopted the following procedures to assess and respond to reports of dangerous, violent and/or unlawful activity conducted or threatened to be conducted at school. Below is a summary of this procedure:

1. If there is an immediate threat to life and/or property, school administration will call 911.

2. If it is determined that there is not an immediate threat to life and/or property, administration will gather information and facts to guide next steps which may include school discipline procedures detailed above.
3. In gathering information and facts, administration may determine that activities were unlawful or potentially unlawful and will engage law enforcement as appropriate. One of the following agencies established by the Orange County Sheriff's Department will be contacted depending on the nature of the activity/activities being investigated:
  - a.) School Resource Officer (SRO) assigned to Journey School  
The School Resource Officer (SRO) Program places uniformed officers within educational institutions to meet a variety of needs. Although the SRO's are predominantly assigned to Middle or High Schools that are located in the Sheriff's jurisdiction of Orange County, they also respond to elementary and institutions within their areas.
  - b.) Orange County School Mobile Assessment and Resource Team (SMART)  
The School Mobile Assessment and Resource Team is utilized in school situations and incidents related to violence, threats, possession and/or use of weapons, unstable behaviors, and suicidal actions or tendencies.

## IX. Dangerous Weapons

Weapons are prohibited on school grounds. Students who bring weapons will be disciplined according to the school suspension and expulsion policy. Additionally, California Penal Code § 626.10 PC makes it a crime to bring dangerous weapons onto school grounds, including K-12 schools and any private or public university or college. The offense can be charged as a misdemeanor or a felony.

The language of the statute reads:

*626.10. (a) (1) Any person, except a duly appointed peace officer as defined in Chapter 4.5 (commencing with Section 830) of Title 3 of Part 2, a full-time paid peace officer of another state or the federal government who is carrying out official duties while in this state, a person summoned by any officer to assist in making arrests or preserving the peace while the person is actually engaged in assisting any officer, or a member of the military forces of this state or the United States who is engaged in the performance of his or her duties, who brings or possesses any dirk, dagger, ice pick, knife having a blade longer than 2½ inches, folding knife with a blade that locks into place, razor with an unguarded blade, taser, or stun gun, as defined in subdivision (a) of [Penal Code] 244.5, any instrument that expels a metallic projectile, such as a BB or a pellet, through the force of air pressure, CO2 pressure, or spring action, or any spot marker gun, upon the grounds of, or within, any public or private school providing instruction in kindergarten or any of grades 1 to 12, inclusive, is guilty of a public offense, punishable by imprisonment in a county jail not exceeding one year, or by imprisonment pursuant to subdivision (h) of Section 1170.*

Due to the nature of Journey School's programming, it should be noted that Games/PE classes practice archery and javelin under close supervision of a staff member and with safety precautions in place. Additionally, there are tools and knives that are used in farming, woodwork and cooking classes. These tools and items are stored securely and are used solely for instructional purposes. Staff/students are exempt from Penal Code 625.10 so long as the tools and items described above are used in accordance with law and in a manner consistent with instructional purposes.

## X. Prevention of Gun Violence

To further student and staff safety, Journey School strives to help prevent gun violence at school campuses by distributing materials to the community with an aim to educate and raise awareness about how to securely store guns—and why it matters. Distribution and education efforts would occur on an annual basis.

# Journey School Council Regular Meeting Schedule

Approved 6.25.24

Revised 8.22.24

Revised 9.26.24

Revised 12.12.24

## 2024-25 School Year

Day	Date	Year	Notes	Insp. Psg.	Faculty Rep.
	July	2024	No regular meeting		
Thursday	August 22	2024	*	Margaret	
Thursday	September 26	2024	*	Jeannie	
Thursday	October 24	2024	*	Mike	
Wednesday	November 20	2024	Board Retreat 2pm start		
Thursday	December 12	2024	^	Shelley	
Thursday	January 22	2025	^ 5:00 p.m. start	Jeannie	
Thursday	February 27	2025	*	Renalani	
Thursday	March 27	2025	*	Gavin	
Thursday	May 1	2025	^	Shelley	
Thursday	May 29	2025	^	Amy	
Thursday	June 16	2025	^ Annual Meeting	Mike	

\*4<sup>th</sup> Thursday of the month    ^ Exception due to holiday or other scheduling issue

# Special Meeting

All regular meetings normally start at 6:00 pm, but time is subject to change if needed for Council members' schedules and is different for any retreats. Meetings may be held in-person and/or virtually via Zoom based on public health considerations. Check each agenda for the meeting location.

# Journey School Council Regular Meeting Schedule

**Approved 6.25.24**

**Revised 8.22.24**

**Revised 9.26.24**

**Revised 12.12.24**

## 2024-25 School Year

Day	Date	Year	Notes	Insp. Psg.	Faculty Rep.
	July	2024	No regular meeting		
Thursday	August 22	2024	*	Margaret	
Thursday	September 26	2024	*	Jeannie	
Thursday	October 24	2024	*	Mike	
Wednesday	November 20	2024	Board Retreat 2pm start		
Thursday	December 12	2024	^	Shelley	
Thursday	January 22	2025	^ 5:00 p.m. start	Jeannie	
Thursday	February 27	2025	*	Renalani	
Thursday	March 27	2025	*	Gavin	
Thursday	May 1	2025	^	Shelley	
Thursday	May 29	2025	^	Amy	
Thursday	June 16	2025	^ Annual Meeting	Mike	

\*4<sup>th</sup> Thursday of the month    ^ Exception due to holiday or other scheduling issue

# Special Meeting

All regular meetings normally start at 6:00 pm, but time is subject to change if needed for Council members' schedules and is different for any retreats. Meetings may be held in-person and/or virtually via Zoom based on public health considerations. Check each agenda for the meeting location.



## **FACULTY SWOT and PRIORITIZATION**

In early February, staff ranked the previously gathered Strengths, Weaknesses, Opportunities and Threats. In other words, staff individually ranked/highlighted a top item from each SWOT category within each of the following areas: Facilities, Assessment - Data - Curriculum, Staff Sustainability, School Funds, and Specialty Programming. A summary of the trends of the highest ranked items are included below...

### **Facilities**

The majority of staff felt that our facilities are a significant weakness and top priority in addressing. Also an opportunity was notable to increase uniformity regarding classroom furniture across classrooms. No strengths and threats were ranked consistently high regarding facilities.

### **Assessment, Data, Curriculum**

Most staff recognize that there is a deep commitment to Waldorf education on campus, which is a notable strength. The following weaknesses were top priorities to address: 1.) Establishing a baseline for Journey students in what various performance levels look like at each grade level 2.) Establishing methods to assess performance against those baselines. 3.) Creating uniformity across the classes as it relates to curriculum, lessons, activities. In terms of threats and opportunities - staff did not consistently rank items in this area.

### **Staff Sustainability**

Staff feels the power of our community and remain connected with one another and collaborates well. They appreciate the freedom to differentiate instruction and administrative stability. Again, notable strengths within our community. One opportunity that was valued highly by staff members is a reenvisioning of our looping model to allow staff to become experts in specific grade level curriculum and developmental needs - this opportunity may also help address weaknesses noted above in assessment, data and curriculum. Additionally, staff recognized that our special education numbers are skyrocketing and classified this as one of the top threats for teacher sustainability given the wide variety of behaviors and varying academic levels they must plan for and teach to in a general education classroom. The top weakness/threat, as highlighted by staff as it relates to sustainability, was teacher compensation.

### **Funding/Finances**

Staff highlighted the following threats to funding/finances, again related to special education numbers and the high cost of procuring/providing specialized services for so

many students. Should trends continue, it will require cuts to general programming in the near future to free up funds to support special education costs. The following funding/financial opportunities were notable as rated by staff: (1) Hosting summer Art of Teaching professional development classes/Foundation classes for the public, also highlighted as a strength of our current program and (2) Creating Waldorf assessment that we can capitalize on.

### **Specialty Programming**

Staff highlighted the importance of speciality programming and recognized that the specialty curriculum is beautifully interconnected with main class curriculum and block study. Nevertheless, students and parents tend to view speciality programming/staff as secondary to the main class teachers and core curriculum. More collaboration between main class and specialty teachers was highlighted as an opportunity.

### **Other**

There were a couple outlier strengths, weaknesses, opportunities and threats that received high ratings by staff and didn't quite fit one of the larger areas/buckets listed above. Those are included below...

Strengths: Three Care Streams of Support, Community School/parents feel involved

Weaknesses: Trash on campus and school nutrition

Opportunities: Increase social media presence to spotlight teachers efforts more

Threats: Transitional Kindergarten and the challenges this creates for early/young 1st grade matriculation, combination kindergarten classrooms, and managing TK behavior.

### **SWOT - Faculty Meeting (1/15) and Specialty Teachers' Meeting (1/14)**

#### **Strengths**

1. Staff retention
2. Collaboration amongst colleagues and admin
3. Relationships with students and families - and each other

4. Freedom to differentiate instruction
5. Integration of arts, nature, music
6. Commitment to Waldorf Education
7. Admin stability - words aligned with actions
8. Community
9. Mentorship between colleagues
10. Each teacher is creative - and it is amazing to walk down the corridor and hear the music and joy bursting from each classroom
11. Gardens - being Earth keepers and stewards of the land
12. Three Care Streams of Support
13. Willingness to share lessons, supplies and ideas
14. Tristen - our mascot 😊
15. Recess and time to play for our middle school students

16. Faculty morning verse
17. Buddies
18. Summer Professional Development
19. Creating/bringing our own Special Ed Team
20. Always thinking outside of the box
21. Specialty Teachers are flexible and adaptable
22. Specialty curriculum intermingles with Main Class

Teacher curriculum

#### **Weaknesses**

1. Unified curriculum
2. Baseline for Journey Kids - especially in grades K-2
3. Aligning the curriculum - lots of resources that say  
different things
4. Waldorf curriculum includes Specialty classes - they  
are not just electives

5. Head, heart and hands relationship between Main Class Teachers + Specialities
6. Gap between MCTs and Specialty Teachers
7. Standard for the the report card
8. Understanding how to make the Waldorf curriculum rigorous
9. Incomplete curriculum - Investigations
10. When taking over a class, it's hard when you don't know where the students are academically.
11. Need to share more what each grade learns so we know where the students are going
12. Facilities
13. Students leaving in the middle of the year - especially in EC this year
14. Messaging to new teachers and parents that it takes years to be a master teacher

15. Lots of special education kiddos coming into the program
16. More structure for pull outs (Learning Lab, SPED, counseling)
17. All outside areas are where classes are held - need to check before wanting to use a space
18. Lots of trash on campus

#### **Opportunities**

1. Specialties and Sped Ed come to faculty meetings (at least once a month)
2. Summer training to bring in money
3. Summer training for Specialty Teachers
4. Parents interested in Foundations - some Specialty Teachers too

5. Create Waldorf assessments that we can sell.
6. Curriculum sharing
7. Increase social media presence - spotlight teachers  
here and toot our horn more
8. See and hear our students who are questioning their  
gender
9. Hone our looping model - 1-2 - (idea)

#### **Threats**

1. Special Education numbers
2. Legal system
3. Parents understanding
4. Budget with Special Education
5. Teacher Pay - double pay gap
6. Lack of parent trust

7. Project 2025 and what it means for education
8. Anti-charter movement
9. Testing
10. Lower ages in Kindy
11. Student and teacher mental health
12. School lunches are not healthy
13. Food waste/ trash

## **Goals**

1. Educate parent body
2. Site search while the district is closing schools
3. Increase attendance at summer training
4. All teachers to get professional ed credits for summer - accreditation of program
5. High school (One can dream)
6. Assessment + baseline for Journey kiddos
7. Google classrooms with all the resources available for teachers
8. Scanned Main Lesson Books
9. Teacher sustainability: need more money and easier curriculum
10. Remarketing Journey to share how rigorous we are
11. More connection and bonding between ALL staff- MCT and Specialty gap
12. Specialty class sessions at the beginning of August Retreat





## Memo

Date: August 22, 2024

To: Journey School Council

From: Gavin Keller

Re: Professional Goals – Self Evaluation

**GOAL #1:** Ensure stakeholders at Journey understand the key benchmarks for each grade level, while supporting a framework and process for staff to assess student performance and progress towards these benchmarks.

Tasks:

- Define benchmarks
- Develop assessments
- Provide support and professional development for teachers
- Communicate benchmarks and assessment results to stakeholders
- Capture successes and achievements (including alumni data) and share out

**GOAL #2:** Focus on middle school improvement to include a well-defined structure and systems to ensure a consistent educational experience and clear communication with families.

Tasks:

- Define core curriculum pathways
- Hone student supports and programs to meet the various needs of middle schoolers (behavior, academic, social emotional, etc.) to include student leadership opportunities, service projects, etc.
- Provide support and professional development for teachers
- Communicate pathways, programs and supports
- Maintain high rates of middle school enrollment

**GOAL #3:** Develop an innovative and compliant special education program that aligns with Journey's mission and charter outcomes.

Tasks:

- Develop all aspects of a special education program
- Ensure high quality, innovative and compliant IEPs
- Provide support and professional development for teachers
- Ensure high levels of collaboration between general education team and special education team
- Improve upon MTSS process for general education students.