



GUAJOME PARK ACADEMY
2000 North Santa Fe Avenue, Vista, California
92083
Phone (760) 631-8500
Website www.quajome.net

Board of Directors

McAfee, Anna, Chair
Duffy, Debbie, Vice Chair
Harper, Sylvia
Kildoo, Steve
Semrow, Casey

Administration

Humphrey, Kevin
Superintendent

Thompson, Judd
Head of School

Arias, Lindsay
Admin of GPPA

Perkins, Katy
Admin of School Culture
and Climate

Sterner, Mike
Admin of Intervention and
Student Support

Through innovation and excellence, our mission is to inspire and empower all learners to become responsible, critically thinking, compassionate global citizens who approach the future with curiosity, courage and resolve.

BOARD OF DIRECTORS MEETING Agenda October 3, 2023

Board of Directors Meeting
Public Session 4:00 p.m.

Building 1, Student Services Building
Administration Training Center

Student Board Representatives

Gomez, Sam

Agenda	Presenter	Action/ Information
1. PUBLIC SESSION- CALL TO ORDER (4:00 p.m.) Roll call and establishment of quorum: Pledge of Allegiance	Anna McAfee	
2. APPROVAL OF AGENDA Recommended motion: The Board of Directors approve the agenda for the October 3, 2023 Board of Directors Meeting	Anna McAfee	Action
3. PUBLIC COMMENTS ON AGENDA ITEMS The Board welcomes and encourages public comments. Each Individual will be allotted a maximum of three minutes to address the Board. The Board will limit the total agenda time for public input to 20 minutes.	Anna McAfee	
4. PUBLIC COMMENTS ON NON-AGENDA ITEMS The Board welcomes and encourages public comments. Each Individual will be allotted a maximum of three minutes to address the Board. The Board will limit the total agenda time for public input to 20 minutes.	Anna McAfee	
5. HEAD OF SCHOOL REPORT	Judd Thompson	Information
6. CHARTER SCHOOL SUPERINTENDENT REPORT A. General Updates B. Student Recognition	Kevin Humphrey	Information
7. BOARD OF DIRECTORS A. Seat Student Board Representative B. Parent Involvement Policy No. 6020.2	Anna McAfee Kevin Humphrey	Information Information

- | | | | |
|-----|---|---------------------------------|------------------------------------|
| 8. | ASB STUDENT BOARD REPRESENTATIVE REPORT | Sam Gomez | Information |
| 9. | STAFF REPORT
A. English Language Learner Report
B. Student Conduct Data Report | Carol Blackburn
Mike Sterner | Information
Information |
| 10. | EDUCATIONAL SERVICES
A. School Safety Plan | Kevin Humphrey | Action |

The purpose of the consent calendar motion is to expedite action on routine agenda items. All agenda action items that are not held for discussion at the request member of the audience or Board member will be approved as written as part of a single motion Consent Calendar Motion. Action items designated or held for discussion will be acted upon individually.

- | | | | |
|-----|--|-------------|---------------|
| 11. | CONSENT CALENDAR
A. APPROVAL OF MINUTES
1. Board of Directors Minutes September 7, 2023

B. EDUCATIONAL SERVICES
1. Fieldtrip- Key Club | Anna McAfee | Action |
| 12. | COMMUNICATION FROM THE BOARD | Anna McAfee | |
| 13. | PROPOSED AGENDA ITEMS FOR UPCOMING MEETINGS | Anna McAfee | |
| 14. | FUTURE BOARD MEETING DATES

<ul style="list-style-type: none"> • November 2, 2023 • December 7, 2023 • February 1, 2024 • March 7, 2024 • May 2, 2024 • June 13, 2024 | | |

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to the Office of the Charter School Superintendent at (760) 631-8500, Ext. 1222, at least 72 hours before the Board meeting.

TO: Board of Directors
FROM: Superintendent
DATE: October 3, 2023

SUBJECT: Parent Involvement Policy

The Board of Directors ("Board") believes in the involvement of parents in their students' education and the staff at Guajome Park Academy involve parents in an effective home-school partnership in order to provide the best possible education for our students. Parents are equal partners in the education of their children. All parents are expected to participate in the educational process of their children, as identified in the home-school compact. As necessary, accommodations for parents with special needs will be taken into consideration. This includes parents who may have disabilities, may be limited English speakers, or may have limited access to school functions due to their employment/work schedules. Guajome Park Academy provides information regarding the school's programs and information about parent's rights and responsibilities, discipline policy, student progress, school test results, grading practices, school curriculum, and student promotion requirements through regular communication.

FISCAL IMPACT:
None.

RECOMMENDATION:
Information

Prepared by:
Kevin Humphrey

Approved by:
Kevin Humphrey, Superintendent

Guajome Park Academy, Inc.

The Board of Directors (“Board”) believes in the involvement of parents in their students’ education and the staff at Guajome Park Academy involve parents in an effective home-school partnership in order to provide the best possible education for our students. Parents are equal partners in the education of their children. All parents are expected to participate in the educational process of their children, as identified in the home-school compact. As necessary, accommodations for parents with special needs will be taken into consideration. This includes parents who may have disabilities, may be limited English speakers, or may have limited access to school functions due to their employment/work schedules. Guajome Park Academy provides information regarding the school’s programs and information about parent’s rights and responsibilities, discipline policy, student progress, school test results, grading practices, school curriculum, and student promotion requirements through regular communication.

1. Regular Communication with Parents

In order to build consistent, timely and effective communication between the home and the school, multiple communication tools are in place. Regular communication (in both English & Spanish) will include, but not be limited to, the following:

- Monthly parent newsletters
- Attendance letters and positive recognition
- Semester Report Cards/Parent-Teacher Report Card Conferences
- Four progress grade reports annually, in addition to the two semester grade reports
- Additional parent meetings/conferences as necessary
- Information regarding student achievement on state assessments
- Annual Title I parent information meeting
- Home-School Compact
- English Learner Advisory Committee meetings
- School Site Council meetings
- Back to School Night
- Stakeholder’s Day
- Parent University Classes
- Family and Community Engagement Liaison
- School Website
- Teacher Websites
- All-call messages

2. Parent Training/Support

At Guajome Park Academy, our administration and teachers will support parent involvement by providing opportunities to help parents develop skills to use at home that support their children’s academic efforts and social development. Meetings will also provide an explanation of curriculum, assessments and proficiency levels that students are expected to meet. Additionally, the Family and Community Engagement Liaison will coordinate parent trainings to be offered through Guajome’s Parent University based on parent interest. In addition, an on-campus parent/family resource center is available to encourage and support parents in more fully participating the education of their children.

3. Involvement of Parents in Title 1 Program development

At Guajome Park Academy, parents are involved in the development of Title 1 Programs through the implementation of the following:

- The school notifies parents about Title 1 requirements and about the rights of parents to be involved in the development of Title 1 Programs.
- The annual School Site Council meeting schedule is provided to parents at the start of the school year.
- Input on Title 1 Parent Involvement Policy and programming are reviewed annually in School Site Council meetings.
- The school provides parent support to address parent inquiries and concerns in a timely fashion.
- The school offers flexible meeting times, such as meetings before school, after school begins, after school, and at times in the evenings.

Accessibility

Guajome Park Academy provides opportunities for the participation of all parents, including, but not limited to, parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand.

DATE GPA POLICY ADOPTED BY THE BOARD: AUGUST 2, 2018

FIRST REVISION ADOPTED BY THE BOARD: MAY 7, 2020

TO: Board of Directors
FROM: Superintendent
DATE: October 3, 2023

SUBJECT: ELD DEPARTMENT OVERVIEW

The ELD coordinator will present an ELL report containing statistics compiled during the 2023-2024 school year.

The areas presented will be:

1. Data regarding student achievement

- a) Number of Multilingual Learners, Reclassified, and Initial Fluent English Proficient students for this year
- b) Students reclassified since 2022-2023
- c) Students Identified as Experienced Multilingual Learners

2. Challenges

- a) Staffing and Space
- b) Instructional Needs
- c) Meeting the needs of Newcomers

3. Successes for our Multilingual Learner

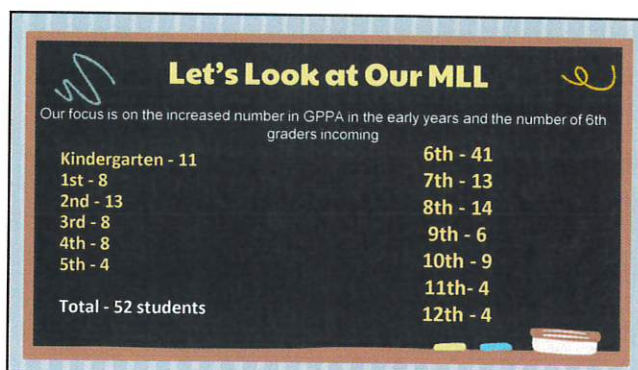
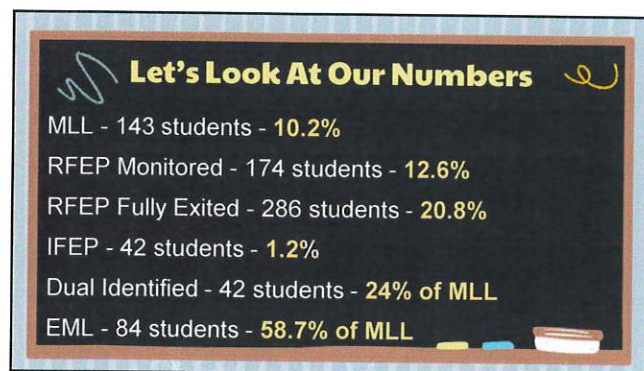
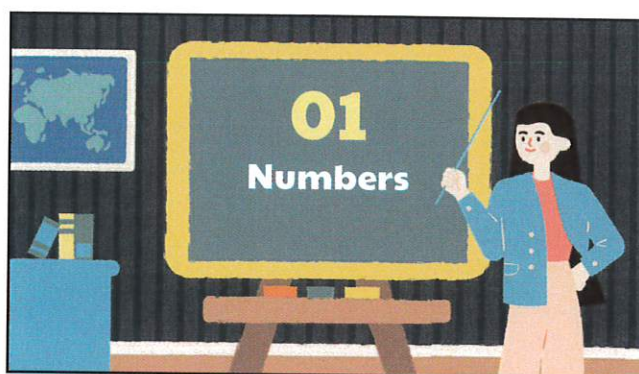
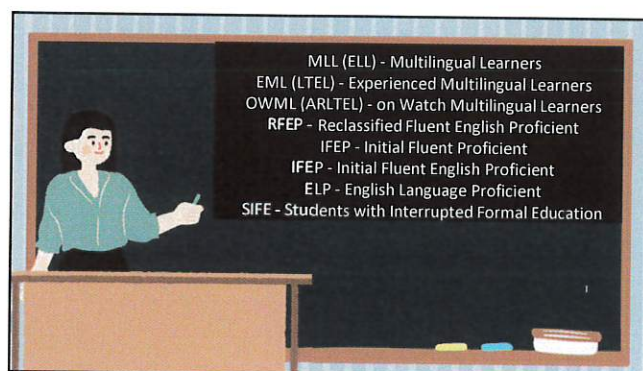
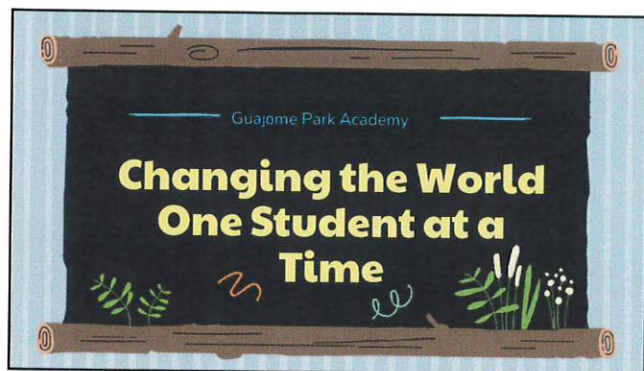
- a) Number of students reclassified
- b) Expanding ELD Support in GPPA
- c) Ellevation platform for strategies, instruction and progress monitoring
- d) Platforms to support language acquisition and literacy
- e) Use of students leaders and peer leaders to mentor ML students
- f) Professional Development

4. Moving Forward

- a) Initiate tutoring
- b) ELAC Meetings
- c) Communication
- d) Interim ELPAC Tests
- e) Project Based Learning in ELD classes

Prepared by:
Carol Blackburn

Approved by:
Kevin Humphrey, Superintendent



Let's Look at Our EML

EML - Total Count - 84

6th - 37 students (32 new incoming students)

7th - 11 students

8th - 14 students

High School - 22 students

02 Our Challenges

Challenges We Face

Increased Experienced Multilingual Learners

- Language proficiency usually takes 4-7 years.
- Students without ELP struggle with apathy towards learning unmotivated to engage in self-learning uncooperative.

Increased Amount of Newcomers/SIFE

- In the country less than 3 years or limited education
- Different levels of learning and different assets
- Requires an individualized learning plan
- Currently we have 7

Staffing/Space Opportunities

- Meeting the needs for differentiation is difficult:
- Credential Staff is difficult to find and hire
- Instructional space is at a premium right now

Challenges We Face

Lack of Time
What is new?

- Lack time for collaboration with ELD teachers and Gen Ed teachers (classroom visits etc)
- Limited time for ELD teachers to meet and discuss strategies
- Limited time for additional PD for ELD teachers and Gen Ed teachers to deal with Newcomers
- Limited time in each day

Specific/ Flexible Curriculum for our Newcomers

- Research what is out there and what will meet the needs or our students
- Limitations with some of our programs due to students being in different schools
- Inexperience on how to proceed correctly with all facets of this program

03 Our Successes

So Much to Celebrate

- 01** 50 students reclassified this year
 - 23 of those students were EML (46%)
 - Strong effort by our students and teachers
 - Positive effects of the reclassification changes last year to show ELP in different ways
- 02** 59% of our MLL students last year demonstrated progress towards ELP as opposed to VUSD at 50%
- 03** Addition of our ELD Teacher in GPPA focusing on our K- 3 students

So Much to Celebrate

04 **Elevation Platform**

- Provides information for teachers
- Provides strategies for instruction/learning - PD and differentiation
- Maintains student test scores

05 **Monitoring for MLL**

- IXL for differentiation (K-12)
- Reading Plus and Benchmark Reading (GPPA)
- Scope Magazine (6-12)
- Read 180 - 6th graders and Newcomers
- Kagan Training

06 **STAR/Benchmark for Benchmark and Focus in ELD is on Project Based Learning with an authentic audience**

So Much to Celebrate

07 **Expanding our Student Resources**

- Allowing students to share their learning with younger students at school
- Use Peer Leaders to help guide and

08 **Peer Professional Development**

- Teachers share real experiences about strategies used in the classroom
- Observations in classrooms to help teachers share best practices to help all students
- Consistent use of scaffolding to help students

09 **Addition of Ms. LLamas as our Community Liaison to Connect our Families**

Celebration # 10

- Hard work and passion from our Gen ED teachers to meet the needs of all our students
- Outside the box thinking from our ELD teachers for differentiation.
- Consistent Support from this Board and administrative team

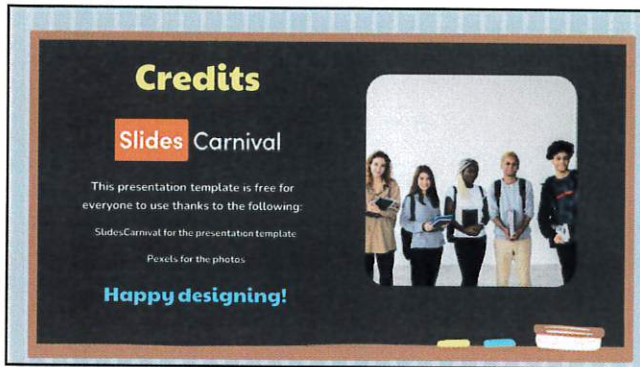
It Takes a Village

Looking Ahead

Quarter 1	Quarter 2	Semester 2
<ul style="list-style-type: none"> • Begin tutoring to continue to support our students • Consistent Routine for our Newcomers to help them excel • Quarterly Newsletter • ELAC Meetings Begin 	<ul style="list-style-type: none"> • Create a common monitoring system for our newcomers • Create a monitoring system for our MLL in GPPA • Administer Interim ELPAC tests • Create a Google Classroom or Shared Drive for Resources for all teachers 	<ul style="list-style-type: none"> • Develop a mentoring program for some of our EML to work with struggling students • Have MLL students present projects to other classes, teachers, or the board

Thank you!

Any Questions?



GUAJOME PARK ACADEMY

AGENDA ITEM 9B

TO: Board of Directors
FROM: Superintendent
DATE: October 3, 2023

SUBJECT: Student Conduct Data

This presentation covers student conduct data. Including suspensions/expulsions and the Guajome response to the infractions.

FISCAL IMPACT:
N/A

RECOMMENDATION:
Approval.

Prepared by:
Mike Sterner, Mayra Estevez

Approved by:
Kevin Humphrey, Superintendent

Student Conduct Data Summary

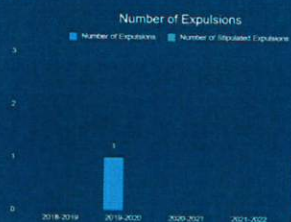
October 3, 2023

Overview

- ▢ Student Assertive Discipline Records
 - 2018-2023 GPA Expulsion Records
 - 2018-2023 GPA Suspension Records
- ▢ Guajome Response

Expulsions

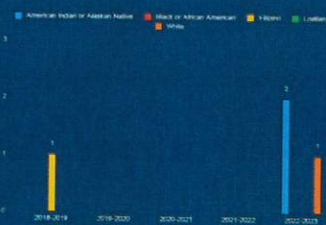
- 2018-2023



Guajome Park Academy

Expulsions by Ethnicity

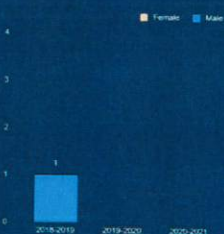
- 2018-2023



Guajome Park Academy

Expulsions by Gender

- 2018-2023



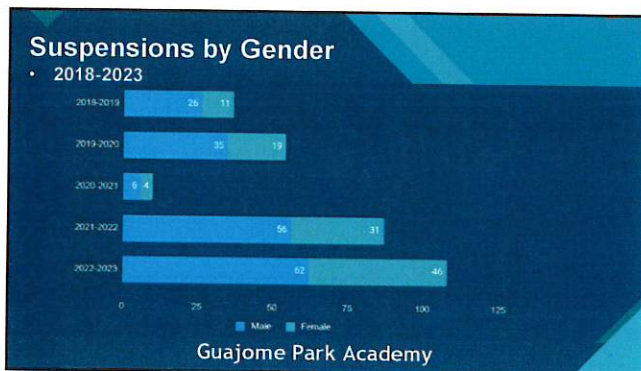
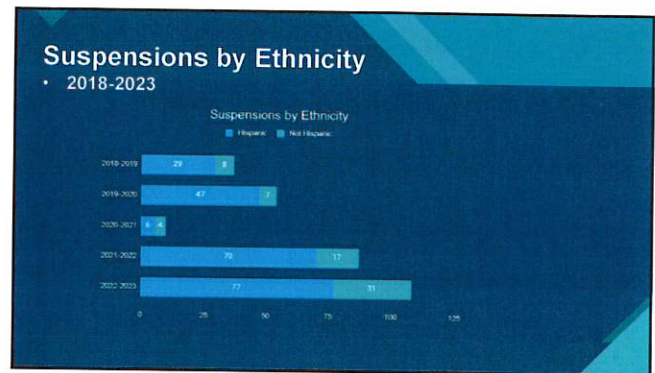
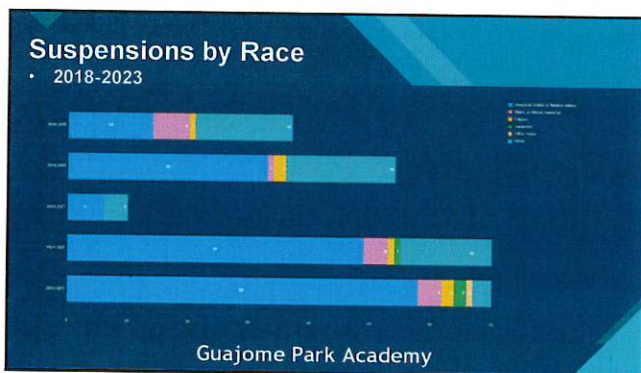
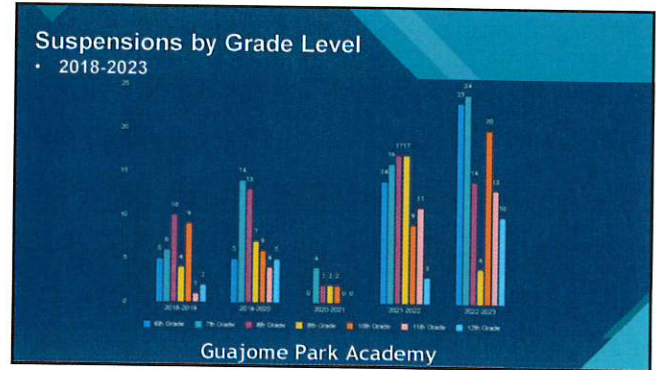
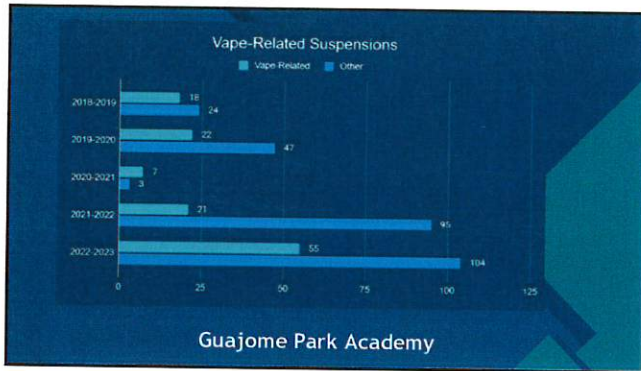
Guajome Park Academy

Suspensions

- 2018-2023



Guajome Park Academy



Guajome Response

- Lifetime school-based therapy program
 - 10+ students received services
- Suicide prevention week
 - All 8th and 10th grade students were screened
 - Students in need will have follow-up
- 1st & 2nd Offense Drug and Vape Intervention Program
 - Counseling through Vista Community Clinic
 - Meet with students to do intervention counseling for 3 weeks
 - Students will be given counseling and coping skills to minimize vape use
- Social Worker support through family contact and intervention counseling
 - Social Worker had 1200+ intervention meetings in 22-23 school year
 - Social Worker in conjunction with the teachers did the Social-Emotional Screener Survey for all of High Middle School to assess students' current levels of mental health
 - Carries a caseload of 35-45 students a month and had 2 sets of 10 week group for students

TO: Board of Directors
FROM: Superintendent
DATE: October 3, 2023

SUBJECT: School Safety Plan

The Guajome Board of Directors is required to approve the school's comprehensive safety plan on a yearly basis. This plan will then be submitted to our Authorizer for approval.

FISCAL IMPACT:
None.

RECOMMENDATION:
Action

Prepared by:
School Safety Committee

Approved by:
Kevin Humphrey, Superintendent

Guajome Schools

Guajome Park Primary Academy
Guajome Park Academy
Guajome Learning Centers

Emergency Procedures

GPPA K – 5

Primary School – Building #5100

GPA - 6th – 12th

Middle School: Building #4100, #3200

High School: Lower - Building # 3100/Upper - Building #3200

Wellness Center: Lower – Building # 2100 / Upper - Building # 2200

Student Support: Lower – Building #1100 – Upper – Building #1200

Resource Center: Building #1100

GLC – K-12th

Building #1100

TAKE YOUR ROLL BOOK or HAVE UPDATED ATTENDANCE SHEETS IN YOUR PACKET!

Reunion & Release On and/or Off Campus

- Designated Area will be determined per event.
- 1. Report to assigned area
- 2. All staff members are to take their roll books or have updated attendance sheets in their packet.
- 3. Try to prevent parents from entering the campus, if possible. Students will be escorted to the parents at their cars if possible.
- 4. Health Tech or designee will bring GS Sign Out sheet to reunite and release area. Parent, guardian, or authorized person shall sign the student out along with the time the student was picked up.

Campus Control & Security

1. Campus security personnel will immediately cover the entry points of the campus and establish an Information and Press Area (first floor Administration building foyer). No one is to leave campus unless it is staff/faculty, administrative personnel, or emergency vehicles. A log will be maintained listing all personnel who leave campus.
2. The Incident Command Center will be set up in the Business Services department, second floor Administration building (Bldg. A). If Bldg. A is compromised, the Command Center will be set up in room 4103 (east side of Building D) or 4122/23 (west side of Building D).
3. Faculty on their prep period will assist campus security in monitoring campus control. Report to the Command Center.
4. After all students are safely in the assembly area, security personnel are to wait to be relieved by other faculty to cover their respective assignments.

Hostile Acts / Intruder / Sniper Fire

The following announcement will be made and repeated 3 TIMES over the intercom:
LOCK DOWN IS IN EFFECT

The all clear is **LOCK DOWN IS OVER** will be announced over the intercom.

ADMINISTRATION WILL COMMUNICATE TO STAFF THROUGH PARENT SQUARE

1. The Superintendent/Site Administrator or Designee (person who witnessed the threat) will immediately notify **911 to let them know the situation, tell them you will be putting them on hold while you contact the** Charter School Superintendent/Administrative Office.
2. When this announcement is heard, immediately lock your outside door(s), close any window blinds, cell phones should be turned to silence, and turn off any lights. If no window covering, have your students duck under tables or desks and turn off any room lights.
Remember if you have the opportunity or are able to, you can also:
 - **RUN:** If you know the exact location for the intruder and you can visualize a safe route to get you and your students away from danger, do so immediately.
 - **HIDE:** Get your students and yourself into the most secure location available and LOCKDOWN. Lock the doors, close and lock windows and close blinds or cover windows. Turn off lights. Barricade the doors with heavy furniture, be sure your barricade covers any glass in or near the door.
 - **FIGHT:** If you are confronted by an intruder and you have no safer option, take immediate action to disrupt or incapacitate the intruder – throw objects – fire extinguishers, staplers, books, backpacks, etc.
3. **DO NOT LET ANYONE IN THE CLASSROOM** (even your own students, because they may have a gun pointed at them, forcing them to try and get into your classroom). Do not open your windows or doors to anyone who knocks or requests to get in. Remain silent and do not answer a knock on the door.
4. The **bell system will be turned off** to prevent students from leaving the classroom. Ignore passing bells and keep your students in your room.
5. If an intruder/sniper is detected on campus shortly before the dismissal bell, keep students in class and follow the procedures described above.
6. If you are on your collaboration period, stay in your room and lock the door. Do not enter the hall, exit the building or go to the office. An armed police or SWAT team may mistake you for the intruder.

IF SOMETHING HAPPENS DURING....

If we have an intruder/sniper or other non-fire-earthquake emergency happens ***before school, during passing periods, during the lunch period, other long break when students are outside or after school***, **LOCK DOWN IS IN EFFECT** will be announced and repeated three (3) times over the school intercom. Staff and students must enter into the closest securable building/classroom (i.e. the gymnasium, Middle School building, etc.) The intent is to get students and staff out of hallways and outdoor/open areas. **The all clear is LOCK DOWN IS OVER will be announced over the intercom.**

While in the Open Floor

- If students are on the open floor, take them as a whole to the nearest Science classroom or LAB.
- **CLOSE AND LOCK DOORS - TURN OFF LIGHTS – SILENCE CELL PHONES.**
- If there is no way to close and lock doors, barricade doors with tables, chairs, etc.
- Stay away from windows and doors. Get under tables and have students stay quiet until all clear is heard.

The all clear is LOCK DOWN IS OVER will be announced over the intercom.

Shelter-In Place

The following announcement will be made and repeated 3 TIMES over the intercom:
Shelter-In Place

The all clear is "Shelter in Place is over" will be announced over the intercom.

A Shelter-In-Place provides refuge for students, staff, and the public within the school buildings during an emergency such as fire, explosion, toxic gas, chemical or biological release outside the school building.

- When this announcement is heard, immediately lock your outside door. All staff/students outside should immediately move into the building. If you are in your classroom, before locking the doors, make sure no students are still outside.
- Take attendance
- Do not allow anyone to leave the classroom or open the door for anyone until instructed.
- If needed, seal gaps under doors and windows. Have students stay away from doors and windows.
- If needed, turn off any ventilation leading outdoors, pilot lights, air conditioners and exhaust fans.
- Cover up food not in containers, or put it away in a refrigerator.
- If advised, cover the mouth and nose with a handkerchief, cloth, paper towels or tissues.
- The bell system will be turned off to prevent students from leaving the classroom. Ignore passing bells and keep your students in your room.

Bomb Threat

The following announcement will be made and repeated 3 TIMES over the intercom: **IF WE DO NOT KNOW WHERE THE BOMB IS YOU WILL HEAR A MESSAGE STATING: EVERYONE PLEASE EVACUATE ALL THE BUILDINGS AND DO NOT TAKE ANYTHING WITH YOU.**

IF WE KNOW WHICH BUILDING THE BOMB IS IN: YOU WILL HEAR THE MESSAGE: EVERYONE IN BUILDING (STATE THE NUMBER AND LOCATION OF THE BUILDING) PLEASE EVACUATE AND DO NOT TAKE ANYTHING WITH YOU.

When CODE is heard, no radio contact will be made, DO NOT USE YOUR RADIOS, or let students use CELL PHONES until the ALL CLEAR is spoken over the loudspeaker.

1. When notified over the intercom system, **scan your room** for unusual objects that shouldn't be in your classroom.
2. **If you find an unusual object DO NOT TOUCH IT.** Immediately call ext. 1000 (Front Desk) or 1110 (Site Manager) or 1025 (Plant Manager)
3. Unless specifically notified, keep your students in your classroom. If you have to evacuate, leave all belongings in the classroom. Do not take anything with you.
4. If you receive a threat over the phone, divert to the Superintendent/Site Administrator. If unable to divert, try to get answers to the questions listed on the "Phone Bomb Threat" form in the next section of this handbook.

Phone Bomb Threat

1. If you receive a phone call that a bomb or other explosive device has been placed on campus stay calm and courteous, ask the caller:
 - a. When is the bomb going to explode? _____
 - b. Where is the bomb located? _____
 - c. What kind of bomb is it? _____
 - d. What does it look like? _____
 - e. Why did you place the bomb? _____
2. Keep talking to the caller as long as possible and record the following:
 - a. Time of call _____
 - b. Age and gender of caller _____
 - c. Speech pattern/accent _____
 - d. Emotional state _____
 - e. Background noises _____
3. Immediately notify the office.
4. If the bomb threat is received by mail, do not handle the letter, envelope, or package.
DO NOT TOUCH THE OBJECT
5. Evacuate the area at once and notify the Administration.
6. Administration will activate the evacuation alarm if warranted.
7. **FOLLOW EVACUATION MAP TO STAGING AREA – TAKE ROLL BOOK.**
8. Line class in one single file column close together. Take roll. Send one student to the Attendance Reporting Area. Use the Absence Report Form for absent students.
9. Remain with students at all times.

STAFF ON PREP OR IN CONFERENCE AT BREAK OR LUNCH REPORT TO THE COMMAND POST FOR DUTIES:

If students are on break or at lunch:

1. Everyone must go to the staging areas for the class they were just released from.
2. Assist by guiding students to the proper locations on campus.
3. Take charge of any unsupervised students while in route to the staging areas.
4. Check in with the Charter School Superintendent or Designee.

DO NOT RETURN TO A BUILDING UNTIL TOLD TO DO SO OR UNTIL THE ALL CLEAR SIGNAL HAS SOUNDED WHICH WILL BE ONE LONG BELL OR ONE LONG BLAST FROM THE AIR HORN.

Fire

THE FIRE ALARM WILL SOUND THE WARNING.

The all clear is ONE LONG BLAST from the air horn or one LONG BELL.

The evacuation plan map should be posted next to the door. Remind students the number of the classroom.

BUILDING ON FIRE:

In the event a fire is detected within the school, the following actions will be taken:

1. Sound the fire alarm. Staff and students will evacuate the buildings in a quick and orderly manner **to:**
 - Building 4100, 2100 and 2200 **report the dirt lot outside the front gate.**
 - Building 3100 and 3200 **report to dirt lot** (GPA drop off circle)
 - Building 5100 reports **to the dirt lot.** (GPA drop off circle)
 - Building 1100 and 1200 report to **west side of parking lot** (Visitors Parking Lot by the black fence)

Keep clear of the school - stand away as possible from the school.

You do not have to lock your doors. Make sure you place the Green or Red sign on your door as you exit your classroom. **During a drill, security or assigned staff will sweep the classrooms to make sure that there is no staff or students in classrooms. If there is a fire, the fire department will sweep and make sure there is no one in classrooms and check for injured students/staff. All security and assigned staff will report to command.**

2. Maintain control of students at a safe distance from the fire and fire fighting equipment.
3. Render first aid as necessary.
4. Keep access roads open for emergency vehicles.
5. Take Roll and put up the green or red card to let Security know about missing or extra students.
6. The Superintendent/Site Administrator or designee will determine whether students and staff should be sent home or any further action should be implemented.
7. Students and staff should not return to the buildings until Fire Department officials declare the area safe.
8. ***Fire Marshall will determine if we have to leave campus and let us know where we should go.***

FIRE NEAR SCHOOL:

In the event of a fire near the school, the **Fire Marshall** shall:

1. Determine whether the students and staff should leave the premises.
2. Contact the Administration office if danger to staff and students exists.
3. **Determine whether students and staff will need to be transported to another site. If so, notify the Administration and have students/staff walk in an orderly manner to the replace with location the Fire Marshall tells us. Staff members will take roll to make sure all students are present when we reach the location. Once we reach the location, have students fine their 1st period teacher.**
4. **NOTE:** Students and staff should not return to school until fire department officials declare the area safe.

IF ALARM GOES OFF DURING PASSING TIME

In the event the fire alarm goes off during the passing period, students are to evacuate the premises as soon as possible and check in with their **1st period teacher.**

Person on fire

If a person's clothing is on fire, follow these procedures:

1. **Do not allow him/her to run!** Running will only make the fire burn more intensely.
2. Smother the fire:
 - a. **If a blanket is available, wrap the victim and roll them on the ground.** A coat, rug, curtain, or other heavy fabric material will work as well.
 - b. **If the wrapping material is not available, drop them to the ground and attempt to smother the fire by rolling the victim on the ground.**
3. After the fire is out, treat the victim for shock (lying down, feet raised, neck supported) and **cover the burned area with soaking wet cloth, sheet, or blanket, etc.**
4. Call an ambulance or victim's physician as appropriate.

POWER FAILURE (BLACKOUT)

In the event of a power failure (Blackout) the school will attempt to operate as normal. Office will contact either the Superintendent/Site Administrator, or Plant Manager to see what the situation is and what is to be notified to the teachers. All Walkies need to be on Guajome Chanel D1 Zone 1.

1. Teachers need to explain to students that there is a blackout condition, but that there is no danger to them and that class will continue as normal.
2. Office will notify the teachers and staff via runners that we are in a blackout situation with directions for the continuance of class activities.
3. Students will remain under teacher supervision, they will not be sent home early unless directed to do so by the Superintendent/Site Administrator.
4. Teachers should open blinds and doors to provide ventilation and light to see and continue teaching.
5. Turn off electrical equipment to avoid a power surge when the power comes back on.
6. Cafeteria services may be interrupted. Teachers will be notified when to send their classes for lunch.
7. Students will be released as normal at the end of the day.

POWER FAILURE (BLACKOUT) AFTER SCHOOL

In the event of a power failure (Blackout) after school, either the Superintendent/Site Administrator, or Plant Manager will assess the situation. Information to the teachers, students and parents will be transferred via the ParentSquare.

Procedures for Overdose Response

Use NARCAN Nasal Spray (naloxone hydrochloride) for known or suspected opioid overdose in adults and children. Do not remove or test the Narcan Nasal Spray until ready to use.

1 - Identify Opioid Overdose and Check for Response:

- **Ask** person if he or she is okay and shout name
- **Shake** shoulders and firmly rub the middle of their chest.
- **Check** for signs of opioid overdose:
 1. Will not wake up or respond to your voice or touch
 2. Breathing is very slow, irregular, or has stopped
 3. Center part of their eye is very small, sometimes called "pinpoint pupils"

Lay the person on their back to receive a dose of NARCAN Nasal Spray.

2 - Give Narcan Nasal Spray:

- **Remove** Narcan Nasal Spray from the box. Peel back the tab with the circle to open the Narcan Nasal Spray.
- **Hold** the Narcan nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.
- **Gently insert the tip** of the nozzle into either nostril. Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose.
- **Press the plunger firmly** to give the dose of Narcan Nasal Spray. Remove the Narcan Nasal spray from the nostril after giving the dose.

3 - Call for emergency medical help, evaluate, and Support:

- **Get emergency medical help right away.**
- **Move the person on their side (recovery position)** after giving Narcan Nasal Spray.
- **Watch the person closely**
- **If the person does not respond** by waking up, to voice or touch or breathing normally another dose may be given. **Narcan Nasal Spray may be dosed every 2 to 3 minutes**, if available.
- **Repeat Step 2 using a new Narcan Nasal Spray** to give another dose in the other nostril. If additional Narcan Nasal Spray are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.

Bees on Campus

One or Two Bees

1. Do not swat the bee or bees. Calmly walk away from them and the area. Rapid motions may cause bees to sting.
2. If a bee lands on you, brush it away gently rather than hit it.
3. **If a student gets stung, go to the Nurse's Office/Health Tech.**
4. Health Tech will assess the condition of the student. Check Emergency card to make sure the student is not allergic to bees. If needed, call 911. Contact parent. Apprise the Superintendent/Site Administrator of status and condition.
5. If emergency help is not necessary, Health Tech will provide care and contact parents.

A Swarm of Bees

1. If a swarm of bees is on campus, walk quickly away from the area, avoid running. **Do not PANIC.** Avoid screaming or running, this will cause the bees to attack. Cover your face and head with your clothing.
2. Go quickly to the nearest room, if needed. Close doors, and pull blinds immediately. If students are outside, calmly bring them to the nearest rooms.
3. **If a student gets stung, go to the Nurse's Office/Health Tech.**
4. Health Tech will assess the condition of the student. Check Emergency card to make sure the student is not allergic to bees. If needed, call 911. Contact parent. Apprise the superintendent of status and condition.
5. If emergency help is not necessary, Health Tech will provide care and contact parents.

Snakes/Rattlesnakes on Campus

1. If you hear or see a snake/rattlesnake, do not go near the snake/rattlesnake. Calmly walk away from the snake and the area. Rapid motions may cause the rattle snake to strike.
2. Students – tell your teachers where you saw the rattlesnake immediately. Staff, call the front desk and notify them of the location of the snake.
3. Front office will notify security or the Plant Manager of the location of the snake to remove the snake from the area. Security or the Plant Manager will dispose of the snake.

If a snake bite occurs:

1. Call 911
2. Keep the victim calm and still.
3. Keep the bite area below the heart.

Signs and Symptoms:

- Fang marks (2 small puncture wounds)
 - Burning pain
 - Rapid swelling
 - Nausea, vomiting
 - Weakness, sweating
-
- **DO NOT PICK UP OR PLAY WITH THE SNAKE**
 - **DO NOT APPLY ICE**
 - **DO NOT APPLY A TOURNIQUET**
 - **DO NOT APPROACH A DEAD OR DYING SNAKE**

Assisting the Disabled

Assisting a Hearing Impaired person in an Emergency:

1. Flash classroom lights ON and OFF, wave or tap the shoulder of the deaf or hard of hearing person to alert him/her to an emergency.
2. **Face a deaf person directly and speak clearly and naturally**, even if an interpreter is present. He/she may be trying to read your lips. He/she will also know to whom you are speaking.
3. Have a pad and pencil available so that both of you understand the same message; this is especially necessary if you can not understand his/her speech. Write clearly and let the deaf person read as you write.
4. If a Sign Language interpreter is needed: **Interpreter – Non-medical/Non-police emergency (619) 398-2441** – To facilitate communication for the deaf at Deaf Communication Service Network of Interpreter Services call (800) 284-1043 (voice/TDD).

Assisting a Blind Person in an Emergency

Assign a "buddy" to assist in evacuation according to the **regular procedures**. Let blind person **TAKE** your elbow, then lead them to safety. Remove objects that may be blocking their path.

Assisting a Person with Limited Mobility in an Emergency:

1. Wheelchairs – assist students. If the wheelchair is electrical and not working, release hand brakes (one on each side). Chairs may be heavy to push but should move freely if brakes have been properly disengaged.
2. Limited Mobility – assign a "buddy" to assist in evacuation according to the regular procedures. Let students **TAKE** your elbow, then lead them to safety. Remove objects that may be blocking their path.

IMPORTANT:

Use a calm voice, and reassure the student of his/her safety. Stay with students until an appropriate staff member or emergency personnel assists you.

IF A STUDENT GETS INJURED – During School

Make sure the student is safe and not able to make their injury worse. Notify the Health Tech for her to assess the situation. Dial 911 if needed. Get a copy of the student's Emergency Card for paramedics. Notify parents. Health Tech will go with a student if the parent is not here.

Before or After School

Make sure the student is safe and not able to make their injury worse. Notify the Health Tech if still on campus to assess the situation. If the Health Tech is not on campus you will need to assess the situation. If needed dial 911. Get a copy of students' Emergency card for paramedics. Notify parents. Staff member will go with the student if the parent is not here.

Earthquake

1. When shaking starts, duck and drop to the floor. Do not go to an exit; avoid windows and/or anything that might fall such as bookshelves or heavy objects.
2. Take cover under a sturdy desk or table near an interior wall. Grasp the leg of the table with **both hands and elbows on the floor and face between arms.**
3. **If outside, go to the nearest open space;** avoid buildings, trees, and power lines.

Tornado Procedures

In the event of a tornado warning, which means a tornado has been sighted and there is a possibility of it touching down in the area and there is time to seek cover, the following procedures will occur:

Notification of the tornado warning will be made over the all-school intercom or in-house radio system.

No Windows: If you are in a room/area without windows, stay there until the tornado warning is cancelled. It is not advisable to leave the building.

Windows: If you are in a room/area with windows, take shelter in an inside room or in an area without windows or in the first floor of the building. After taking shelter, it is not advisable to leave the building.

Outside: If you are outside, take shelter in the closest building (preferably the first floor of the building). Avoid windows and exterior walls. It is not advisable to leave the building, unless existing conditions deem it advisable.

The all clear is either one long bell, an announcement over the all-school intercom, or personal notification from GPA staff.

Lightning Procedures

In the event of lightning which means lightning has been sighted and there is a possibility of it touching down in the area the following procedure will occur:

Notification of the lightning warning will be made over the all-school intercom: **Everyone moves inside buildings.**

1. Teachers need to explain to students that there is lightning, but that there is no danger to them and that class will continue as normal.
2. Teachers are to keep students inside the classrooms and away from windows and doors.
3. Turn off computers and any other electrical devices ONLY if they are plugged into the wall. We want to avoid short circuiting if there is a power surge due to lightning strike.
4. If you are outside and are not able to get inside, look for an area with shorter trees, but keep some distance. "If you're with a group, spread out. Avoid being near the tallest object in your immediate area.
5. If lightning is occurring during lunch, cafeteria services may be interrupted. Teachers will be notified when to send their classes for lunch.
6. Students will be released as normal at the end of the day if the lighting storm has safely passed.
7. The bell system will be turned off to prevent students from leaving the classroom. Ignore passing bells and keep your students in your room.

The all clear is either one long bell, an announcement over the all-school intercom or personal notification from administration or designee.

Before School: Students are to go to the building of their 1st period class of the day.

After School: Students are to find the nearest shelter indoors.

Tip

After seeing the lightning, start counting until you hear a rumble of thunder. If that time is 30 seconds or less, the thunderstorm is close enough to be dangerous. Lightning can strike as far as 10 miles from the area where it is raining during a storm.

Staff Assignments

All teachers with students are first assigned to supervise students. Teachers are responsible for staying with students until in the assembly area, if classrooms are evacuated. Once in the assembly area, teachers assigned to a response team (i.e. search and rescue, first aid/triage, facilities, resource, family reunion, or shelter) must find a buddy teacher to stay with students.

Teachers who are in preparation period or in conference during an emergency, should report to the command center (Building "A" Student Support Services/Administration) for an assignment. You may be assigned to a team or to supervise for another staff member who needs to report for another assignment.

Classroom Classified staff members should assist with the supervision of students.

All Custodial staff members are assigned to the Facilities Team with the possibility of also being assigned the Resources/Support Team once the initial emergency is handled. Custodial staff should report to the command center to assist the Search and Rescue Team in securing the buildings after the alarm sounds.

All CNS staff will assist in the preparation and serving of food if students are to remain on campus during a disaster/emergency. Food services staff may be assigned to assist on other teams as needed.

Office classified staff will assist at the command post with the coordination of student accounting, damage assessment, monitoring of radio communications, monitoring incoming phone calls, and maintaining the safety of school records.

Campus Security will control the perimeter of the site and assist as needed when directed by the Incident Commander. In most cases, campus security will monitor the entrances and exits of school to contain students and direct traffic of authorized personnel. Campus supervisors will be assigned to the Search and Rescue Team to provide radio support between the team and the command post.

Attendance/Health Tech Classified staff members are to assist the Family Reunion Team.

The emergency situation historian will complete the required reports and maintain the records generated by the emergency.

Guajome Schools

**Guajome Park Primary School
Guajome Park Academy
Guajome Learning Centers**

Emergency Procedures For Before and After School

Reviewed yearly and Updated as Needed

Reunion & Release On and/or off Campus

➤ Designated Area will be determined per event.

1. Report to assigned area
2. Staff members will bring the list of students **or attendance sheet**
3. Try to prevent parents from entering the campus, if possible. Students will be escorted to their parents' cars.

Campus Control & Security

The Incident Command Center will be set up in the **lower wellness center if needed.**

Hostile Acts/Intruder/Sniper

If a hostile person, intruder or sniper enters the campus after school, the following procedures will occur:

1. Immediately notify **911** and the Administrator. Admin will communicate to staff through **Parent Square**.
2. Immediately lock the outside door(s), turn cell phones to vibrate, and turn off any lights.
3. Have students stand away from the doors and have them keep low. Students need to hide beneath the bleachers, stage or anywhere where it is safe.
4. Once the threat is over, if police is not on campus, please let administration know the students you have in your classroom so when parents arrive to pick up their students, we will know where they are at.

Remember if you have the opportunity or are able to, you can also:

RUN: If you know the exact location for the intruder and you can visualize a safe route to get you and your students away from danger, do so immediately.

HIDE: Get your students and yourself into the most secure location available and LOCKDOWN. Lock the doors, close and lock windows and close blinds or cover windows. Turn off lights. Barricade the doors with heavy furniture, be sure your barricade covers any glass in or near the door.

FIGHT: If you are confronted by an intruder and you have no safer option, take immediate action to disrupt or incapacitate the intruder – throw objects – fire extinguishers, staplers, books, backpacks, etc.

BUILDING ON FIRE:

In the event a fire is detected within the school, the following actions will be taken:

1. Sound the fire alarm if it has not already activated. Staff and students will evacuate the building in a quick and orderly manner to the east side parking lot.
2. Maintain control of students at a safe distance from the fire and firefighting equipment.
3. Render first aid as necessary.
4. Keep access roads open for emergency vehicles.
5. Students and staff should not return to the buildings until Fire Department officials declare the area safe.

FIRE NEAR SCHOOL:

In the event of a fire near the school, the Fire Department will let you know if you need to go off site.

Students and staff should not return to the school until fire department officials declare the area safe.

Person on fire

If a person's clothing is on fire, follow these procedures:

1. **Do not allow him/her to run!** Running will only make the fire burn more intensely.
2. Smother the fire:
 - a. **If a blanket is available, wrap the victim and roll them on the ground.** A coat, rug, curtain, or other heavy fabric material will work as well.
 - b. **If wrapping material is not available, drop them to the ground and attempt to smother the fire by rolling the victim on the ground.**
3. After the fire is out, treat the victim for shock (lying down, feet raised, neck supported) and **cover the burned area with soaking wet cloth, sheet, or blanket, etc.**
4. Call **911**

Procedures for Overdose Response

Use NARCAN Nasal Spray (naloxone hydrochloride) for known or suspected opioid overdose in adults and children. Do not remove or test the Narcan Nasal Spray until ready to use.

1 - Identify Opioid Overdose and Check for Response:

- **Ask** person if he or she is okay and shout name
- **Shake** shoulders and firmly rub the middle of their chest.
- **Check** for signs of opioid overdose:
 1. Will not wake up or respond to your voice or touch
 2. Breathing is very slow, irregular, or has stopped
 3. Center part of their eye is very small, sometimes called "pinpoint pupils"

Lay the person on their back to receive a dose of NARCAN Nasal Spray.

2 - Give Narcan Nasal Spray:

- **Remove** Narcan Nasal Spray from the box. Peel back the tab with the circle to open the Narcan Nasal Spray.
- **Hold** the Narcan nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.
- **Gently insert the tip** of the nozzle into either nostril. Tilt the person's head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person's nose.
- **Press the plunger firmly** to give the dose of Narcan Nasal Spray. Remove the Narcan Nasal spray from the nostril after giving the dose.

3 - Call for emergency medical help, evaluate, and Support:

- **Get emergency medical help right away.**
- **Move the person on their side (recovery position)** after giving Narcan Nasal Spray.
- **Watch the person closely**
- **If the person does not respond** by waking up, to voice or touch or breathing normally another dose may be given. **Narcan Nasal Spray may be dosed every 2 to 3 minutes**, if available.
- **Repeat SStep 2 using a new Narcan Nasal Spray** to give another dose in the other nostril. If additional Narcan Nasal Spray are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.

POWER FAILURE (BLACKOUT) AFTER SCHOOL

In the event of a power failure (Blackout) after school, either the Superintendent/Site Administrator or **Plant Manager** will assess the situation. Information to the teachers, students and parents will be transferred via the **Parent Square**.

LIGHTING PROCEDURES

In the event of lightning which means lightning has been sighted and there is a possibility of it touching down in the area the following procedure will occur:

Teachers need to explain to students that there is lightning, but that there is no danger to them and the event will continue but students must stay indoors.

Turn off computers and any other electrical devices **ONLY** if they are plugged into the wall. We want to avoid short circuiting if there is a power surge due to lightning strike.

If you are outside and are not able to get inside, look for an area with shorter trees, but keep some distance. "If you're with a group, spread out. Avoid being near the tallest object in your immediate area.

Tip

After seeing the lightning, start counting until you hear a rumble of thunder. If that time is 30 seconds or less, the thunderstorm is close enough to be dangerous. Lightning can strike as far as 10 miles from the area where it is raining during a storm.

EARTHQUAKE

1. When shaking starts, duck and drop to the floor. Do not go to an exit; avoid windows and/or anything that might fall such as bookshelves or heavy objects.
2. Take cover under a sturdy desk or table near an interior wall. Grasp the leg of the table with **both hands and elbows on the floor and face between arms**.
3. **If outside, go to an open space;** avoid buildings, trees, and power lines.

ASSISTING HANDICAPPED

Assisting a Hearing Impaired person in an Emergency:

1. Flash classroom lights ON and OFF, wave or tap the shoulder of the deaf or hard of hearing person to alert him/her to an emergency.
2. **Face a deaf person directly and speak clearly and naturally**, even if an interpreter is present. He/she may be trying to read your lips. He/she will also know to whom you are speaking.
3. Have a pad and pencil available so that both of you understand the same message; this is especially necessary if you cannot understand his/her speech. Write clearly and let the deaf person read as you write.
4. If a Sign Language interpreter is needed: **Interpreter – Non-medical/Non-police emergency (619) 398-2441** – To facilitate communication for the deaf at Deaf Communication Service Network of Interpreter Services call (800) 284-1043 (voice/TDD).

Assisting a Blind Person in an Emergency

1. Assign a “buddy” to assist in evacuation according to the **regular procedures**. Let blind person TAKE your elbow, then lead them to safety. Remove objects that may be blocking their path.

Assisting a Person with Limited Mobility in an Emergency:

1. Wheelchairs – assist students. If the wheelchair is electrical and not working release hand brakes (one on each side). Chairs may be heavy to push but should move freely if brakes have been properly disengaged.
2. Limited Mobility – assign a “buddy” to assist in evacuation according to the regular procedures. Let students TAKE your elbow, then lead them to safety. Remove objects that may be blocking their path.

IMPORTANT:

Use a calm voice, and reassure students of his/her safety. Stay with students until an appropriate staff member or emergency personnel assists you.

Bomb Threat

1. **If you find an unusual object DO NOT TOUCH IT.** Immediately call 911 and notify the Superintendent/Site Administrator. **EVACUATE THE BUILDING.**
2. **DO NOT USE, TURN ON or OFF** any walkie-talkies, electrical devices, or cell phones.
3. **Unless specifically notified, keep the students in the gym or classroom.**
4. If you receive a threat over the phone, divert to Superintendent/Site Administrator. If unable to divert, try to get answers to the questions.

ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. DO NOT try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. **ASK.....**
 - **WHEN** will the device explode?
 - **WHERE** is the device?
 - **WHAT** kind of device is it?
 - **WHAT** does it look like?
 - **WHY** did you place the device?
 - **WHO** are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
 - Time of call
 - Exact words of caller
 - Male or female sounding voice
 - Is there a detectable accent
 - Voice tone, pitch, meter
 - Speech skills, inflections
 - Is the voice familiar
 - Background noise
 - Time the call is terminated
6. CALL 911 immediately. Answer all questions asked of you. Follow any instructions given by the 911 operator.
 - **DO NOT TOUCH SUSPICIOUS OBJECTS.**
 - **DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.**
 - **DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS**
7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.

DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

For Those Individuals Aware Of the Bomb Threat:

DO NOT PANIC. Wait for direction. You may hear the fire alarm sound. It is common to initiate a fire drill in these situations to encourage an orderly exit. The goal is to avoid panic. Mass panic has the potential to result in disaster, including serious injury and /or death.

Staff Assignments

All teachers with students are first assigned to supervise students.

Campus Security – if they are on duty: will control the perimeter of the site and assist as needed when directed by the Incident Commander. In most cases, campus security will monitor the entrances and exits of school to contain students and direct traffic of authorized personnel. Campus supervisors will be assigned to the Search and Rescue Team to provide radio support between the team and the command post.

Emergency Numbers

<u>Superintendent:</u>	Kevin Humphrey – Cell #: 440-225-3500
<u>Administrator:</u>	Judd Thompson - Cell #: 760-815-4137
<u>Plant Manager:</u>	Luis Llamas – Cell #: 760-207-7220
<u>Site Manager:</u>	Sylvia Harper – Cell #: 760-583-0763

Guajome Schools

Guajome Park Academy
Guajome Learning Centers

Emergency Procedures For Athletics

Reviewed yearly and updated as needed 9/23

PLANNING TO AVOID VIOLENCE AND DISRUPTIVE INCIDENTS AT ATHLETIC EVENTS

GENERAL CONSIDERATIONS: Often the hostility of a crowd is the reflection of hostility between coaches or as a result of coaches' actions. In addition, a crowd, or individuals within the crowd, faced with disorganized, confused events, are more prone to become hostile. The following recommendations have the primary goal to prevent or decrease hostility between schools and guide schools to more efficiently conduct events.

A. RESPONSIBILITIES OF HOME TEAM: The coaching staff and administrators of both teams have significant responsibilities and opportunities to reduce the risk of violence and unsafe conditions at athletic events. However, the Home team staff have more responsibilities because they have more control and knowledge about conditions at their sporting facility. The implementation of the Guidelines listed below will depend on a range of factors, including the history of competition between the schools, the layout and location of the athletic facility, the time of the event and the anticipated number of spectators.

1. Pre-Event Planning: Develop an operational plan for each event. Contact the visiting school as early as possible to discuss the game, including prior and existing school/community problems. Under appropriate conditions, schedule a pre-game meeting to address these issues. Provide the visiting team with directions and instructions regarding the safest routes, parking, seating, dismissal from bleachers and the loading, and unloading of buses and automobiles.

2. Staff Planning: Provide specific instructions to teachers, staff members and volunteers supervising the game. Staff should be readily identifiable. Prevention, not apprehension after trouble commences, should be emphasized.

3. Visiting Team Arrival: Have parking areas well-lighted. Arrange, where possible, on-site parking of visitors' automobiles and buses. Supervise the area and path between the visitors' team bus and the facility entrance. The route of the visiting team to the locker room or their section of the field should not be directly in front of the Home team section.

4. Referees: Referees and umpires should emphasize the importance of keeping the game under control. Give payment to officials before the game. Provide them with an escort both entering the field and exiting the field

5. Scoreboard: Have properly trained adult scorers and timers for officials at games.

6. Game Announcer: The game should be reported without showing overt favoritism to teams or players. Proper language should be used at all times. Announcers can show enthusiasm without losing control. Under no circumstances should the officials' decisions be criticized, directly or indirectly.

7. Concession Stands: Where appropriate, separate concession stands should be employed, one for visitors and one for the home crowd. This rule should also apply to restrooms.

8. Conduct of Game: Provide for supervision of spectators during halftime. Efforts should be made to direct the crowd, keep spectators off the field, and keep the under-the stand area clear.

9. Disruptive Individuals: If a disruptive individual will not take direction, that person should be promptly removed. Noisemakers and drunkenness should not be permitted and, if found, addressed quickly.

10. Area outside of Venue: Areas immediately outside of the venue should be kept clear of unassociated persons.

11. Exiting the Venue: Arrange for supervision to continue until students have left the area, including the team bus.

B. GUIDELINES FOR VISITING TEAMS

1. Contact the administrators of the Home Team to establish routes, parking information, entering and exit gates.
2. Have adequate faculty and administrative presence at the game.
3. Provide students information about parking, entrance, seating and exiting.
4. Check on the amount of time allotted for halftime activities and strictly adhere to those time limits.

C. GUIDELINES FOR BOTH TEAMS

1. Players should refrain from showing surprise or irritation at a call by an official.
2. "Playing to the crowd" can cause trouble- particularly in basketball, where the players' facial expressions are clearly visible to the bench and stands. Players should not communicate with spectators.
3. Players on the bench should not heckle the opposing team.
4. Unsportsmanlike gesturing or the harassment of individual players should be avoided.

Injuries and Medical Emergencies:

Call 911. If you are alone, call 911 first and then return to the victim. Stay on the line until the 911 operator gives you permission to hang up the phone. Tell the operator exactly which entrance to use to your facility/site and exactly where you are located in the facility/site.

1. Lend any assistance to the victim that you are able and qualified to do. Do not move the victim if there is a chance of back or neck injury.
2. Make sure that someone is at the entrance to meet the emergency vehicle and escort the rescue personnel to the victim.
3. Contact your immediate supervisor.
4. Provide as much information to the rescue personnel that you can regarding the onset of the illness or injury.
5. If the medical emergency is caused by accidental injury, interview witnesses and get as much information as possible.
6. Contact the parents/guardians immediately.
7. Complete the incident report form and forward it to your immediate supervisor.

Hostile Acts/Intruder/Sniper

If an intruder enters the campus, while students and parents are in the gym, the following procedures will occur:

1. Immediately notify **911**. Contact the Athletic Director and Superintendent.
2. Immediately lock the outside door(s), turn off cell phones, and turn off any lights.
3. Have students and parents stand away from the doors and have them keep low. Students need to hide beneath the bleachers, stage or anywhere where it is safe.

Remember if you have the opportunity or are able to, you can also:

RUN: If you know the exact location for the intruder and you can visualize a safe route to get you and your students away from danger, do so immediately.

HIDE: Get your students and yourself into the most secure location available and LOCKDOWN. Lock the doors, close and lock windows and close blinds or cover windows. Turn off lights. Barricade the doors with heavy furniture, be sure your barricade covers any glass in or near the door.

FIGHT: If you are confronted by an intruder and you have no safer option, take immediate action to disrupt or incapacitate the intruder – throw objects – fire extinguishers, staplers, books, backpacks, etc.

Fire

BUILDING ON FIRE:

In the event a fire is detected within the school, the following actions will be taken:

1. Sound the fire alarm. Students, parents and coaches will evacuate the building in a quick and orderly manner.
2. Dial 911 or the Fire Department at (760) 726-2144. Inform the Charter School Superintendent.
3. Maintain control of students at a safe distance from the fire and firefighting equipment.
4. Render first aid as necessary.
5. Use fire extinguishers if you have been trained. (DO NOT ENDANGER LIVES.)
6. Keep access roads open for emergency vehicles.
7. The Superintendent/Site Administrator or designee will determine whether students, parents and coaches should be sent home or any further action should be implemented.
8. No One should return to the buildings until Fire Department officials declare the area safe.

FIRE NEAR SCHOOL:

In the event of a fire near the school, the **Fire Marshall** shall:

1. Determine whether the students and staff should leave the premises.
2. Contact the Administration office if danger to staff and students exists.
3. **Determine whether students and staff will need to be transported to another site. If so, notify the Administration and have students/staff walk in an orderly matter to replace the location the Fire Marshall tells us. Staff members will take roll to make sure all students are present when we reach the location.**
4. **NOTE:** Students and staff should not return to school until fire department officials declare the area safe.

Person on fire

If a person's clothing is on fire, follow these procedures:

1. Do not allow him/her to run! Running will only make the fire burn more intensely.
2. Smother the fire:
 - a. **If a blanket is available, wrap the victim and roll them on the ground.** A coat, rug, curtain, or other heavy fabric material will work as well.
 - b. **If wrapping material is not available, drop them to the ground and attempt to smother the fire by rolling the victim on the ground.**
3. After the fire is out, treat the victim for shock (lying down, feet raised, neck supported) and cover **the burned area with soaking wet cloth, sheet, or blanket, etc.**
4. Call an ambulance or victim's physician as appropriate.

POWER FAILURE (BLACKOUT) AFTER SCHOOL

In the event of a power failure (Blackout) after school, either the Superintendent/Site Administrator or Tech Support will assess the situation. Information to the teachers, students and parents will be transferred via the Auto Dialer.

Lightning Procedures

In the event of lightning which means lightning has been sighted and there is a possibility of it touching down in the area the following procedure will occur:

1. Coaches need to explain to students and parents that there is lightning, but that there is no danger to them.
2. Coaches are to keep students inside and away from windows and doors.
3. Turn off computers and any other electrical devices ONLY if they are plugged into the wall. We want to avoid short circuiting if there is a power surge due to lightning strike.
4. If you are outside and are not able to get inside, look for an area with shorter trees, but keep some distance. "If you're with a group, spread out. Avoid being near the tallest object in your immediate area.
5. The Athletic Director will let you know when it's safe to go outside.

Tip

After seeing the lightning, start counting until you hear a rumble of thunder. If that time is 30 seconds or less, the thunderstorm is close enough to be dangerous. Lightning can strike as far as 10 miles from the area where it is raining during a storm.

Earthquake

1. When shaking starts, duck and drop to the floor. Do not go to an exit; avoid windows and/or anything that might fall such as bookshelves or heavy objects.
2. Take cover under something sturdy if possible. Grasp on to something sturdy with **both hand and elbows on the floor and face between arms.**
3. **If outside, go to an open space;** avoid buildings, trees, and power lines.

Traveling to a School Event: STOP SAFELY

1. Pull the Bus or vehicle to the side of the road and stop, unless the conditions found in 2 below apply.
2. If the bus or vehicle is on a bridge, overpass, or under power lines, continue until these dangers are cleared.
3. Wait until the ground movement stops, then check for injuries. Be aware of aftershocks, downed wires or roads blocked by debris. Check radio for emergency broadcast. Even if road is apparently safe, proceed slowly.

Assisting Handicapped

Assisting a Hearing Impaired person in an Emergency:

1. Flash classroom lights ON and OFF, wave or tap the shoulder of the deaf or hard of hearing person to alert him/her to an emergency.
2. **Face a deaf person directly and speak clearly and naturally**, even if an interpreter is present. He/she may be trying to read your lips. He/she will also know to whom you are speaking.
3. Have a pad and pencil available so that both of you understand the same message; this is especially necessary if you cannot understand his/her speech. Write clearly and let the deaf person read as you write.
4. If a Sign Language interpreter is needed: **Interpreter – Non-medical/Non-police emergency (619) 398-2441** – To facilitate communication for the deaf at Deaf Communication Service Network of Interpreter Services call (800) 284-1043 (voice/TDD).

Assisting a Blind Person in an Emergency

Assign a "buddy" to assist in evacuation according to the **regular procedures**. Let blind person **TAKE** your elbow, then lead them to safety. Remove objects that may be blocking their path.

Assisting a Person with Limited Mobility in an Emergency:

1. Wheelchairs – assist students. If the wheelchair is electrical and not working release hand brakes (one on each side). Chairs may be heavy to push but should move freely if brakes have been properly disengaged.
2. Limited Mobility – assign a "buddy" to assist in evacuation according to the regular procedures. Let students **TAKE** your elbow, then lead them to safety. Remove objects that may be blocking their path.

IMPORTANT:

Use a calm voice, and reassure the student of his/her safety. Stay with students until an appropriate staff member or emergency personnel assists you.

Bomb Threat

If you find an unusual object DO NOT TOUCH IT. Immediately call 911 and notify the Superintendent/Site Administrator. **EVACUATE THE BUILDING.**

1. **DO NOT USE, TURN ON or OFF** any walkie-talkies, electrical devices, or cell phones.
2. **Unless specifically notified, keep the students in the gym or classroom.**
3. If you receive a threat over the phone, divert to the Superintendent/Site Administrator. If unable to divert, try to get answers to the questions.

4. ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. **DO NOT** try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information.

ASK...

- **WHEN** will the device explode?
- **WHERE** is the device?
- **WHAT** kind of device is it?
- **WHAT** does it look like?
- **WHY** did you place the device?
- **WHO** are you?

5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....

- Time of call
- Exact words of caller
- Male or female sounding voice
- Is there a detectable accent
- Voice tone, pitch, meter
- Speech skills, inflections
- Is the voice familiar
- Background noise
- Time the call is terminated

6. CALL 911 immediately. Answer all questions asked of you. Follow any instructions give by the 911 operator.

- **DO NOT TOUCH SUSPICIOUS OBJECTS.**
- **DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.**
- **DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS**

7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.

DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

For Those Individuals Aware Of the Bomb Threat:

DO NOT PANIC. Wait for direction. You may hear the fire alarm sound. It is common to initiate a fire drill in these situations to encourage an orderly exit. The goal is to avoid panic. Mass panic has the potential to result in disaster, including serious injury and /or death.

MISSING CHILD

1. Remain calm.
2. Inform your immediate supervisor and all staff members that the child is missing and direct staff and participants to meet in an assigned area or room. (Predetermined procedures should be in place for the remainder of the program hours.)
3. Previously designated staff should stay with participants while the remaining staff search the building. Check all inside spaces of the building and conduct a thorough search of the grounds.
4. Notify the police at 911.
5. Notify the parent/guardian. Ask questions of the parent such as:
 - Does s/he know how to ride the bus?
 - Does s/he have any money?
 - Are there any places in the area that the child is familiar with such as a playground or picnic area?
 - Are there any relatives or friends in the area where the child would be likely to go?
6. Gather all vitals – Picture or description, registrations/applications and clothes child was wearing. The police will need this information to assist in finding the child as quickly as possible.
7. If you or your staff assists in the search, ask neighbors for help. Many people are able and willing to do whatever it takes to help find a missing child.
8. Complete the incident report form and forward it to your immediate supervisor.

ABDUCTION

1. **Remain Calm**
2. Call 911.
3. Report abduction, or attempted abduction to your immediate supervisor.
4. Note the person's appearance and any other information about him or her (voice, clothing, vehicle type, license plate number, etc.) that might be helpful to police.
5. If the person is seen taking the child into an automobile, note the color and make of automobile and attempt to memorize the license plate or at least a portion of it. Note the direction or street the automobile is traveling.
6. Treat custody dispute problems as a possible child abduction.

Procedures for Overdose Response

Use NARCAN **Nasal Spray** (naloxone hydrochloride) for known or suspected opioid overdose in adults and children. Do not remove or test the Narcan Nasal Spray until ready to use.

1 - Identify Opioid Overdose and Check for Response:

- **Ask** person if he or she is okay and shout name
- **Shake** shoulders and firmly rub the middle of their chest.
- **Check** for signs of opioid overdose:
 1. Will not wake up or respond to your voice or touch
 2. Breathing is very slow, irregular, or has stopped
 3. Center part of their eye is very small, sometimes called “pinpoint pupils”

Lay the person on their back to receive a dose of NARCAN Nasal Spray.

2 - Give Narcan Nasal Spray:

- **Remove** Narcan Nasal Spray from the box. Peel back the tab with the circle to open the Narcan Nasal Spray.
- **Hold** the Narcan nasal spray with your thumb on the bottom of the plunger and your first and middle fingers on either side of the nozzle.
- **Gently insert the tip** of the nozzle into either nostril. Tilt the person’s head back and provide support under the neck with your hand. Gently insert the tip of the nozzle into one nostril, until your fingers on either side of the nozzle are against the bottom of the person’s nose.
- **Press the plunger firmly** to give the dose of Narcan Nasal Spray. Remove the Narcan Nasal spray from the nostril after giving the dose.

3 - Call for emergency medical help, evaluate, and Support:

- **Get emergency medical help right away.**
- **Move the person on their side (recovery position)** after giving Narcan Nasal Spray.
- **Watch the person closely**
- **If the person does not respond** by waking up, to voice or touch or breathing normally another dose may be given. **Narcan Nasal Spray may be dosed every 2 to 3 minutes**, if available.
- **Repeat Step 2 using a new Narcan Nasal Spray** to give another dose in the other nostril. If additional Narcan Nasal Spray are available, repeat step 2 every 2 to 3 minutes until the person responds or emergency medical help is received.

Emergency Numbers

<u>Athletic Director:</u>	Adam Tenney	Cell #: 760-889-3154
<u>Administrator:</u>	Judd Thompson	Cell # - 760-815-4137
<u>Superintendent:</u>	Kevin Humphrey	Cell #: 440-225-3500
<u>Plant Manager:</u>	Luis Llamas	Cell #: 760-207-7220
<u>Site Manager:</u>	Sylvia Harper	Cell #: 760-583-0763

Guajome Schools

**Guajome Park Primary School
Guajome Park Academy
Guajome Learning Centers**

ELOP/GESS Emergency Procedures For Before and After School

Reviewed yearly and Updated as Needed - 9/23

Reunion & Release On and/or off Campus

➤ Designated Area will be determined per event.

1. Report to assigned area
2. Staff members will bring the list of students **or attendance sheet**
3. Try to prevent parents from entering the campus, if possible. Students will be escorted to their parents' cars.

Campus Control & Security

The Incident Command Center will be set up in the **lower wellness center if needed.**

Hostile Acts/Intruder/Sniper

If a hostile person, intruder or sniper enters the campus after school, the following procedures will occur:

1. Immediately notify **911** and the Administrator. Admin will communicate to staff through **Parent Square**.
2. Immediately lock the outside door(s), turn cell phones to vibrate, and turn off any lights.
3. Have students stand away from the doors and have them keep low. Students need to hide beneath the bleachers, stage or anywhere where it is safe.
4. Once the threat is over, if police is not on campus, please let administration know the students you have in your classroom so when parents arrive to pick up their students, we will know where they are at.

Remember if you have the opportunity or are able to, you can also:

RUN: If you know the exact location for the intruder and you can visualize a safe route to get you and your students away from danger, do so immediately.

HIDE: Get your students and yourself into the most secure location available and LOCKDOWN. Lock the doors, close and lock windows and close blinds or cover windows. Turn off lights. Barricade the doors with heavy furniture, be sure your barricade covers any glass in or near the door.

FIGHT: If you are confronted by an intruder and you have no safer option, take immediate action to disrupt or incapacitate the intruder – throw objects – fire extinguishers, staplers, books, backpacks, etc.

BUILDING ON FIRE:

In the event a fire is detected within the school, the following actions will be taken:

1. Sound the fire alarm if it has not already activated. Staff and students will evacuate the building in a quick and orderly manner to the east side parking lot.
2. Maintain control of students at a safe distance from the fire and firefighting equipment.
3. Render first aid as necessary.
4. Keep access roads open for emergency vehicles.
5. Students and staff should not return to the buildings until Fire Department officials declare the area safe.

FIRE NEAR SCHOOL:

In the event of a fire near the school, the Fire Department will let you know if you need to go off site.

Students and staff should not return to the school until fire department officials declare the area safe.

Person on fire

If a person's clothing is on fire, follow these procedures:

1. **Do not allow him/her to run!** Running will only make the fire burn more intensely.
2. Smother the fire:
 - a. **If a blanket is available, wrap the victim and roll them on the ground.** A coat, rug, curtain, or other heavy fabric material will work as well.
 - b. **If wrapping material is not available, drop them to the ground and attempt to smother the fire by rolling the victim on the ground.**
3. After the fire is out, treat the victim for shock (lying down, feet raised, neck supported) and **cover the burned area with soaking wet cloth, sheet, or blanket, etc.**
4. Call **911**

Procedures for Overdose Response

Use NARCAN **Nasal Spray** (naloxone hydrochloride) for known or suspected opioid overdose in adults and children. Do not remove or test the Narcan Nasal Spray until ready to use.

1 - Identify Opioid Overdose and Check for Response:

- **Ask** person if he or she is okay and shout name
- **Shake** shoulders and firmly rub the middle of their chest.
- **Check** for signs of opioid overdose:
 1. Will not wake up or respond to your voice or touch
 2. Breathing is very slow, irregular, or has stopped
 3. Center part of their eye is very small, sometimes called "pinpoint pupils"

Lay the person on their back to receive a dose of NARCAN Nasal Spray.

2 - Give Narcan Nasal Spray:

- **Remove** Narcan Nasal Spray from the box. Peel back the tab with the circle to open the Narcan Nasal Spray.
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POWER FAILURE (BLACKOUT) AFTER SCHOOL

In the event of a power failure (Blackout) after school, either the Superintendent/Site Administrator or **Plant Manager** will assess the situation. Information to the teachers, students and parents will be transferred via the **Parent Square**.

LIGHTNING PROCEDURES

In the event of lightning which means lightning has been sighted and there is a possibility of it touching down in the area the following procedure will occur:

Teachers need to explain to students that there is lightning, but that there is no danger to them and the event will continue but students must stay indoors.

Turn off computers and any other electrical devices **ONLY** if they are plugged into the wall. We want to avoid short circuiting if there is a power surge due to lightning strike.

If you are outside and are not able to get inside, look for an area with shorter trees, but keep some distance. "If you're with a group, spread out. Avoid being near the tallest object in your immediate area.

Tip

After seeing the lightning, start counting until you hear a rumble of thunder. If that time is 30 seconds or less, the thunderstorm is close enough to be dangerous. Lightning can strike as far as 10 miles from the area where it is raining during a storm.

EARTHQUAKE

1. When shaking starts, duck and drop to the floor. Do not go to an exit; avoid windows and/or anything that might fall such as bookshelves or heavy objects.
2. Take cover under a sturdy desk or table near an interior wall. Grasp the leg of the table with **both hands and elbows on the floor and face between arms**.
3. **If outside, go to an open space**; avoid buildings, trees, and power lines.

ASSISTING HANDICAPPED

Assisting a Hearing Impaired person in an Emergency:

1. Flash classroom lights ON and OFF, wave or tap the shoulder of the deaf or hard of hearing person to alert him/her to an emergency.
2. **Face a deaf person directly and speak clearly and naturally**, even if an interpreter is present. He/she may be trying to read your lips. He/she will also know to whom you are speaking.
3. Have a pad and pencil available so that both of you understand the same message; this is especially necessary if you cannot understand his/her speech. Write clearly and let the deaf person read as you write.
4. If a Sign Language interpreter is needed: **Interpreter – Non-medical/Non-police emergency (619) 398-2441** – To facilitate communication for the deaf at Deaf Communication Service Network of Interpreter Services call (800) 284-1043 (voice/TDD).

Assisting a Blind Person in an Emergency

1. Assign a “buddy” to assist in evacuation according to the **regular procedures**. Let blind person TAKE your elbow, then lead them to safety. Remove objects that may be blocking their path.

Assisting a Person with Limited Mobility in an Emergency:

1. Wheelchairs – assist students. If the wheelchair is electrical and not working release hand brakes (one on each side). Chairs may be heavy to push but should move freely if brakes have been properly disengaged.
2. Limited Mobility – assign a “buddy” to assist in evacuation according to the regular procedures. Let students TAKE your elbow, then lead them to safety. Remove objects that may be blocking their path.

IMPORTANT:

Use a calm voice, and reassure students of his/her safety. Stay with students until an appropriate staff member or emergency personnel assists you.

Bomb Threat

1. **If you find an unusual object DO NOT TOUCH IT.** Immediately call 911 and notify the Superintendent/Site Administrator. **EVACUATE THE BUILDING.**
2. **DO NOT USE, TURN ON or OFF** any walkie-talkies, electrical devices, or cell phones.
3. **Unless specifically notified, keep the students in the gym or classroom.**
4. If you receive a threat over the phone, divert to Superintendent/Site Administrator. If unable to divert, try to get answers to the questions.

ALL BOMB THREATS MUST BE TAKEN SERIOUSLY

1. Remain calm. Keep your voice steady. Do not alarm the caller.
2. DO NOT try to transfer the call. Don't risk losing the call.
3. Record call if possible.
4. Treat the call like any normal order of business. You need to act quickly to get information. **ASK.....**
 - **WHEN** will the device explode?
 - **WHERE** is the device?
 - **WHAT** kind of device is it?
 - **WHAT** does it look like?
 - **WHY** did you place the device?
 - **WHO** are you?
5. Try to keep the caller on the line as long as possible. Take notes while you are talking. Attempt to note.....
 - Time of call
 - Exact words of caller
 - Male or female sounding voice
 - Is there a detectable accent
 - Voice tone, pitch, meter
 - Speech skills, inflections
 - Is the voice familiar
 - Background noise
 - Time the call is terminated
6. CALL 911 immediately. Answer all questions asked of you. Follow any instructions given by the 911 operator.
 - **DO NOT TOUCH SUSPICIOUS OBJECTS.**
 - **DO NOT USE TWO –WAY RADIOS, CORDLESS PHONES, OR ANYTHING ELSE.**
 - **DO NOT TURN ANYTHING ON OR OFF – ESPECIALLY LIGHTS**

7. Contact your immediate supervisor
8. Complete an incident report form and forward it to your immediate supervisor.

DO NOT tell anyone about the Bomb Threat. Trained law enforcement officials will provide instructions.

For Those Individuals Aware Of the Bomb Threat:

DO NOT PANIC. Wait for direction. You may hear the fire alarm sound. It is common to initiate a fire drill in these situations to encourage an orderly exit. The goal is to avoid panic. Mass panic has the potential to result in disaster, including serious injury and /or death.

Staff Assignments

All teachers with students are first assigned to supervise students.

Campus Security – if they are on duty: will control the perimeter of the site and assist as needed when directed by the Incident Commander. In most cases, campus security will monitor the entrances and exits of school to contain students and direct traffic of authorized personnel. Campus supervisors will be assigned to the Search and Rescue Team to provide radio support between the team and the command post.

Emergency Numbers

<u>Superintendent:</u>	Kevin Humphrey – Cell #: 440-225-3500
<u>Administrator:</u>	Lindsay Arias - Cell #: 951-212-9963
<u>GESS Manager</u>	Carolina Trejo - Cell #: 760-672-3457
<u>Plant Manager:</u>	Luis Llamas – Cell #: 760-207-7220
<u>Site Manager:</u>	Sylvia Harper – Cell #: 760-583-0763

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Guajome Park Academy

2000 North Santa Fe Avenue, Vista, CA 92083
Phone: 760-631-8500 Website: www.guajome.net

Board of Directors
REGULAR MEETING
UNADOPTED MINUTES
September 7, 2023

- 1. Public Session - Call to Order**

Anna McAfee called the meeting to order in public session at 4:04 p.m. in Building 1, Student Services Building, Administrative Training Center.

Roll Call and Establishment of Quorum:

Members Present: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow, Steve Kildoo (arrived at 4:14 pm)

Absent: None
- 2. Approval of Agenda**

Moved by Sylvia Harper; second by Debbie Duffy; the Board unanimously approved the agenda with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Casey Semrow
No: 0
Absent: Steve Kildoo,
- 3. Public Comments on Agenda Items**

None
- 4. Public Comments on Non-Agenda Items**

None
- 5. Head of School Report**

Judd Thompson reported updates about current and upcoming events at Guajome Park Academy.
- 6. Charter School Superintendent Report**

A. General Update
Kevin Humphrey reported on general updates at Guajome Park Academy.
- 7. Public Hearing**

The public is given an opportunity to provide testimony on the Education Protection Account. No public testimony was given.
- 8. Fiscal Services**

A. Education Protection Account
Stephanie Whitehouse with Charterwise presented the details of how the EPA funds were spent during the 2022/23 school year.

Moved by Steve Kildoo, seconded by Sylvia Harper; the Board unanimously approved the Education Protection Account Spending Report with the following vote:

Yes: Anna McAfee, Debbie Duffy, Steve Kildoo, Sylvia Harper, Casey Semrow
No: 0
Absent: None

B. Unaudited Actuals 2022/23
Stephanie Whitehouse with Charterwise presented the Unaudited Actuals report which details the final financial position of Guajome Park Academy as of June 30, 2023. Detail is provided for all expenditures, revenues, assets, and fund balance.

C. Special Education Allocation Plan

Kevin Humphrey presented for Board approval, the Special Education Allocation Plan that provides Guajome Park Academy with authority to fully manage the Special Education funds received on behalf of Guajome Learning Centers, specifically granting GPA permission to reallocate funds between entities in the event that one school does not utilize 100% of its funds while the other may be in need of those funds.

Moved by Debbie Duffy, seconded by Casey Semrow, the Board unanimously approved the Special Education Allocation Plan with the following vote:

Yes: Anna McAfee, Debbie Duffy, Steve Kildoo, Sylvia Harper, Casey Semrow

No: 0

Absent: None

D. Job Description - GESS Student Worker

Kevin Humphrey presented for Board approval, the job description for the new GESS Student Worker position.

Moved by Steve Kildoo, seconded by Debbie Duffy; the Board unanimously approved the GESS student worker job description with the following vote:

Yes: Anna McAfee, Debbie Duffy, Steve Kildoo, Sylvia Harper, Casey Semrow

No: 0

Absent: None

E. GPA and GLC MOU Agreement Update

Kevin Humphrey reviewed updates to the MOU agreement between GPA and GLC for Board approval. Updates include a change in dates to reflect the current length of the charter and calculations regarding facility use based on the percentage of square footage used by GLC as opposed to calculations based on ADA.

Fiscal Impact: Annual Revenue to GPA approx. \$125,000 - \$150,000 per year.

Moved by Sylvia Harper, seconded by Steve Kildoo; the Board unanimously approved the updates to the GPA and GLC MOU Agreement with the following vote:

Yes: Anna McAfee, Debbie Duffy, Steve Kildoo, Sylvia Harper, Casey Semrow

No: 0

Absent: None

Sylvia Harper and Casey Semrow recused themselves from item 8F.

F. Stipend Schedule Update

Kevin Humphrey reviewed the updates made to the Stipend schedule for Board approval. A one-time stipend of \$10,000 will be provided to the one current TOSA to reflect the increase in job responsibilities compared to their previous job responsibilities.

Moved by Steve Kildoo, seconded by Debbie Duffy; the Board unanimously approved the stipend schedule update with the following vote:

Yes: Anna McAfee, Debbie Duffy, Steve Kildoo

No: 0

Absent: None

Recusal: Casey Semrow, Sylvia Harper

Sylvia Harper and Casey Semrow rejoined the meeting.

Anna McAfee recused herself for item 8G.

G. Non-Public Agency Master Contract and MOU

Karen Whitworth, GPA's Special Education Coordinator, presented for Board approval the list of non-public agencies deemed appropriate to provide services to Special Education students at GPA.

Moved by Steve Kildoo, seconded by Casey Semrow; the Board unanimously approved the non-public agency master contract and MOU with the following vote:

Yes: Debbie Duffy, Steve Kildoo, Sylvia Harper, Casey Semrow
No: 0
Absent: None
Recusal: Anna McAfee

Anna McAfee rejoined the meeting.

9. Consent Calendar

The purpose of the consent calendar motion is to expedite action on routine agenda items. All agenda action items that are not held for discussion at the request of a member of the audience or Board member will be approved as written as part of a single motion Consent Calendar Motion. No action items were held for discussion.

Moved by Casey Semrow; second by Steve Kildoo; the Board unanimously approved the Consent Calendar with the following vote:

Yes: Anna McAfee, Debbie Duffy, Sylvia Harper, Steve Kildoo, Casey Semrow
No: 0
Absent: None

Consent Calendar

- A. APPROVAL OF MINUTES
 - 1. Board of Directors Minutes, August 3, 2023
- B. EDUCATIONAL SERVICES
 - 1. Science Camp - 5th Grade

10. Communication from the Board

Anna McAfee reminded the Board of the Strategic Planning Workshop scheduled for October 13 and 14.

11. Proposed Agenda Items for Future Meetings

None

12. Future Board Meeting Dates

~~October 5, 2023~~ - changed to October 3, 2023
November 2, 2023
December 7, 2023

13. Adjournment of Public Session

Anna McAfee adjourned the Public Session meeting at 4:40 p.m.

GPA TRIP AUTHORIZATION/TRANSPORTATION REQUEST

SCHOOL/DEPARTMENT USE ONLY

INSTRUCTIONS FOR ORIGINATOR:

1. Refer to GPA Administrative Procedures (A.P.) 6102.
2. Use separate form for each trip requested.
3. Submit request to site administrator at least twenty (20) working days prior to date of in-county trips and thirty-five (35) days for out of county or overnight trips, as these require Board approval. In the case of the latter, site administrator presents form to the Board.
4. Obtain parent permission for each student. (GPA Form F200.)

VEHICLE REQUIREMENTS

NUMBER OF INDIVIDUALS ON TRIP

33

Students: (Grade Level(s)) 9-12

Names of Teachers/Staff: (please print)

Address/City

Becky Hutchins and one other chaperone

Parents & Other Adults

Adult/Student ☐ No ☒ Yes

Yes

No

MODE OF TRANSPORTATION

☐ Public

☒ Private

Type School bus

Quantity 1

CONTACT PERSON AT DESTINATION

Name Tim Cuning

Title District Director SLP

Telephone Number (909) 736-1705

Guided Tour

☐ Yes

☒ No

Additional Instructions

DESTINATION

Place of Visit Six Flags

List any High Risk Activity:

Overnight Trip ☐

Yes ☐

No ☒

If an overnight trip, has fingerprinting requirement for adult(s) been addressed?

☐ Yes

No

Out-of-County Trip

☐ Yes

☐ No

Planned Stops

Yes

☐ #

No

☒

If planned stops, list location(s)

Date of Arrival at Destination

Time of Arrival _____ A.M. _____ P.M.

Date of Departure

Time of Departure _____ A.M. _____ P.M.

FEES/COSTS

Total Cost of Trip \$3,300

Trip financed from the following:

School Budget ☐

Fundraising ☐

Donations ☒

GPA Foundation ☐

Grant ☐

(Name)

Other ☐

PURPOSE/SELECTION/NOTIFICATION OF TRIP

Instructional Purpose of Trip Key Club Rally to raise funds and awareness for PTP (Pediatric Trauma Program)

How were students selected for this trip? Volunteers

When and how were students and parents notified? At meetings

(Attach all existing flyers and notices to this request)

Name of Originator Kristin Carlson

School Site Guajome

Telephone Number

Signature of Originator [Signature]

Position Teacher

Date Signed 9/27/23

SITE ADMINISTRATOR USE ONLY

☒ Approved ☐ Disapproved - Reason

Signature of Site Administrator [Signature]

Date Signed 9-27-23

OUT-OF-COUNTY/OVERNIGHT:

Board Approval

☐

Not required

☐

Required

CENTRAL ADMINISTRATION OFFICE USE ONLY

☐ Approved ☐ Disapproved - Reason

Signature of Charter School Superintendent or Designee

Date Signed

Key Club Fall Rally South 2023

What: California-Nevada-Hawaii District Key Club Spirit Rally

Who: Key Club Members

Benefits: Pediatric Trauma Program

Where: Six Flags Magic Mountain

Date: Saturday, November 11, 2023

Rally: Required to attend the 1- hour rally

(Must arrive at the Golden Bear Theater early to enter with the Division.)

Time: Approximately 5:30 a.m. – 9:00 p.m. (Includes travel time.)

Ticket Price: Prepaid \$55.00

Transportation: Chartered Bus - \$45.00 per person, \$80.17 including meal.

If students do not purchase the catered meal, they need to bring money for food.

REQUIREMENTS TO ATTEND:

1. Paid Key Club Membership Dues for 2023-2024
2. Completed membership forms (5 forms)
3. At least 5 hours of Key Club Service
4. Attend spirit sessions

DEADLINES:

- Dues must be paid and membership paperwork submitted by Wednesday, October 4, 2023.
- Commitment to attend by Wednesday, October 11.
- Tickets must be paid for by Wednesday, October 18. Cash or check payable to Guajome Park Academy.
- Bus money must be paid for by Wednesday, October 18. Cash or check payable to KYDS Club of North San Diego.

These deadlines are firm because we need to make payment for the bus to reserve the seats and purchase the tickets for Fall Rally from Six Flags Magic Mountain.