COMPREHENSIVE SCHOOL SAFETY PLAN – EXECUTIVE SUMMARY

SCHOOL	Upland Elementary
SCHOOL YEAR	2025-2026
PRINCIPAL	Dr. Leila Dodge

In compliance with State law and Board policy, stakeholders at our school engaged in a systematic planning process for the purpose of reviewing and updating our comprehensive school safety plan. This process included gathering and analyzing crime and safety data in order to develop reasonable safety goals relevant to the needs and resources of our campus. This Executive Summary details the two data-driven safety goals that resulted from our planning process. The entire plan can be viewed by making an appointment with the Principal.

GOAL - 1

Ensuring the safety of students and staff is paramount. Our goal is to create and maintain a secure physical environment. This involves controlled access points, adequate surveillance and regular safety drills to prepare students and staff for emergencies. Additionally, we will collaborate with local law enforcement to conduct security assessments, ensuring that the infrastructure is designed to deter potential threats and respond effectively to various scenarios. Regular maintenance and upgrades to our safety systems, and continued implementation of our emergency response team contributes to our proactive approach in maintaining a safe and secure physical space for everyone within the school community.

GOAL - 2

Promoting a positive and inclusive school culture that emphasizes mental and emotional well-being is also our goal. Continued use of anti-bullying programs, peer support initiatives, and mental health resources helps create a nurturing environment where students feel safe and supported. Educating both students and staff on recognizing signs of distress and providing access to counseling services fosters a community that prioritizes emotional health. In addition, fostering open communication channels between students, teachers, and parents contributes to the early identification and resolution of potential issues, ultimately creating a school environment where everyone feels valued and protected. Integrating these goals into our comprehensive safety plan establishes a holistic approach to school safety.

FOR ADMINISTRATIVE USE ONLY

Procedure for Comprehensive Safe School Plans	See Policy #BP 0450
Plan adopted on	1/29/25

Plan approved on	

SECTION ONE

This section details our systematic planning process, procedures for complying with safety laws, and safety goals for the upcoming school year.

ABOUT THIS TEMPLATE

"Safety" is a Process!"

The Law

California Ed Codes 32280-32289.5, require every school in a district with more than 2501 average daily attendance to develop and maintain plans designed to address campus risks. The law also requires designated stakeholders at each school, along with local law enforcement, fire department, and other first responder agencies, to annually engage in a systematic planning process for the purpose of developing strategies to prevent and respond to potential incidents involving crimes and violence on campus.

> ***Ed Code 32280 A "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus.***

The Template

This template was created by the Campus Safety Group on behalf of the Los Angeles County Office of Education, the California Department of Education, and the California Department of Justice.

Planning Due Dates

There are two mandatory due dates in Education Code:

- March 1 - The School must have "adopted" their school safety plan by March 1, and have forwarded it to the District for "approval."
- October 15 – The District must approve the school's plan by October 15. The District is required to report to CDE any individual schools that do not have approved plans by October 15. Non-compliance must be indicated on that schools' SARC.

Planning Timeline

Schools should create a timeline to ensure compliance with the March 1, adoption date. An example of a compliance timeline:

- September/October
  - Step 1 - Identify Collaborative Comprehensive Safe School Planning Committee.
  - Step 2 - Create a vision of school as a safe place to learn.
  - Step 3 - Gather and assess school related crime and safety data.
- November/December
  - Step 4 – Identify data driven areas for desired change.
  - Step 5 – Select and implement strategies for a safe and orderly environment.
- January/February
  - Step 6 – Share and then adopt the plan. Forward the adopted plan to the District.
- March through June
  - Step 7 – Implement the plan by achieving your data driven safety goals.

School Name	Upland Elementary
Principal	Dr. Leila Dodge
School year Plan is for the upcoming school year	2025-2026

Our school engaged in the systematic planning process recommended in the law:

Step One We Identified our safety committee.

Step Two We created a vision of a school as a safe place to learn.

- Our Mission Statement and existing safety practices.

Step Three We gathered and assessed school related crime and safety data.

- Specific data known to have an impact on campus safety.

Step Four We Identified areas of desired change.

- Data driven analysis towards improvement.

Step Five We developed strategies to maintain a safe and orderly environment.

- Two data driven safety goals that are meaningful to our unique campus circumstances and achievable through existing resources.

Step Six We shared and adopted the plan.

- A public meeting was held with invitations extended to campus and community stakeholders.

Step Seven We will continue to evaluate and revise the plan

- Stakeholders at our school will continue to monitor progress towards achieving our goals and revise strategies as necessary.

Step 1 – Identify the committee

Ed Codes 32280 & 32281 “In cooperation with local law enforcement, fire department, and other first responder agencies.” “The school site council…shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school.”

	Name	Agency
Local Law Enforcement	Officer Christian Jasco	Upland Police Department
Local Fire Department	David Davis	San Bernardino County Fire
American Red Cross contact, (if any)		

School Site Council / Safety Planning Committee Members	
Name	Title
Dr. Leila Dodge	Principal
Kim Bova	Certificated
Roxanne Chacon	Classified
	Parent
	Student (If applicable)
Amber Krohn	Medical Team Leader
Kim Bova	S&R Team Leader
Valerie Caustrita	Reunification Team Leader

Step Two – Our school's vision of a safe place to learn

School Mission Statement

Our mission, in partnership with its children, parents, caregivers, and community is to provide an engaging, rigorous, academic education. All students will have the ability to think critically, articulate thoughts and collaborate with others. We will foster the emotional and social development of our children so that they demonstrate positive attributes such as self-control, tolerance, empathy, integrity, responsibility, and respect. Students at Upland Elementary will feel valued, supported and cared for as they prepare to be productive citizens.

About our school, a safe place to learn

Upland Elementary opened in 1939, making it the oldest school in the Upland Unified School District. This gives it the distinction of being one of the most historical buildings in Upland. Upland Elementary is surrounded by apartments, single-family homes, the city post office as well as Upland Junior High and downtown Upland. We are a TK-6th grade school with 425 students enrolled. We most recently were awarded silver recognition for our work with Positive Behavioral Interventions & Supports (PBIS). Our PBIS framework and practices are founded on the belief that all children can exhibit appropriate behavior. As a site, we focus on best practices to intervene, teach and support targeted behavior expectations.

Upland Elementary is located in the southern part of Upland. It is also home to Upland Unified Support Services program where counseling and additional support is offered to our families. We are next to Upland Junior High. Upland Elementary is the center of a racially and socioeconomically diverse neighborhood. Our students come from single family homes, apartments. We are less than a mile from downtown Upland, a fire department and city post office. Upland Elementary is over years old and the first elementary school in Upland. We have over 20 classrooms and a Wellness Center. We also have a cafeteria and celebrate students in our breathtaking auditorium. Character Trait murals line the halls and additional portables are used to house our students in the after-school Access programs. The rich history of Upland Elementary is preserved in its character and charm. Upland Elementary consists of one main building, a cafeteria, auditorium, library and fourteen portables. The front office houses a foyer, health office and three main administrative offices. The main corridor connects all permanent classrooms and leads to the playground and main exterior corridors. Outside, there is a large blacktop area and one main field for students. There is also a kindergarten playground in the front southwest corner. On the playground, students have access to basketball courts, handball courts, foursquare, and tetherball. Upland Elementary is enclosed by a fence with gates that are kept locked during school hours. During the school day, staff members and administrators provide campus supervision. Identified problem areas receive increased supervision to reduce discipline or other school safety concerns.

The school site's daily needs are maintained by two custodians who are supported by a district facilities team and site administration. Grounds are inspected regularly in order to ensure a building conducive to a productive positive learning environment for both our students and staff.
Upland Elementary is aware of the laws, policies and procedures, which govern the conduct of visitors to the school campus. Upland Elementary uses continuing efforts to minimize the number of campus entrance and exit points used daily. Access to school grounds is limited and supervised on a regular basis by staff members at all times. Campus traffic, both pedestrian and vehicular, flows through areas that can be easily and naturally supervised. Delivery entrances used by vendors are also checked regularly. The campus has perimeter fencing. To ensure the safety of pupils and staff and avoid potential disruptions, all visitors to the campus, except students and staff members, must register immediately upon entering any school building or grounds when school is in session. Upland

Elementary has established a visible means of identification for visitors while on school premises (Raptor system). Furthermore, the Principal or designee may direct an individual to leave school grounds if he/she has a reasonable basis for concluding that the person is committing an act that is likely to interfere with the peaceful conduct of school activities or that the person has entered the campus with the purpose of committing such an act. Law enforcement is immediately contacted for individuals engaging in threatening conduct, including disturbing the peace. For continuing disruptive behavior by a visitor or outsider, Upland Elementary will contact the district office to determine whether to file for a temporary restraining order and injunction. Parents must check in at the front office using our Raptor system in order to visit classrooms. Additionally, parents can only gain access to the interior hallway via the secretary who must unlock the entrance door.

Step Three – Gather & assess school crime and safety data

3.1 - Safety Policies and Procedures

Ed Code 32282 establishes a list of required and recommended safety policies and procedures that must be included in the safety planning process. Check "included" indicating that you have attached a current PDF version of applicable policies and procedures to this plan. Remember, you can include other safety practices in your planning process that may not be mentioned in the law.

Required Safety Policies/Procedures	
Policy/Procedure	**BP / AR**
Child Abuse Reporting	BP / AR
Disaster Response Procedures	BP / AR
Suspension & Expulsion Policies	BP / AR
Procedure to notify teachers of dangerous pupils	BP / AR
Anti-Discrimination/Harassment Policy	BP / AR
Anti-Bullying Policy	BP / AR
School Dress Code re "anti-gang" apparel *	BP / AR
Procedure for safe ingress/egress	BP / AR
Rules for school discipline	BP / AR
Lockdown procedure	BP / AR
Tactical response procedure	BP / AR
Other Safety Policies/Procedures	
Haz-Mat with ¼ mile of campus *	BP / AR
Building evacuation plan	
Campus evacuation plan	
Bomb threat	BP / AR
Visitors on campus	BP / AR
Anti-sex abuse/trafficking procedures *	BP / AR
Guidelines for mental health and law enforcement contacts at school *	BP / AR
Procedures to address the mental health of students who have witnessed a violent act on campus, going to or headed from school, or at any other school related event *.	BP / AR

* Not required but HIGHLY recommended in law

3.2 – Step Three Task Log.

Red numbers indicate the task is for the principal or designee.

Form#	Primary Person Tasked
3.3 Crime assessment	Kim Bova (Assistant Principal)
3.4 Tactical response	Plan Handled at District Level Lock-Down & evacuation procedure are school's responses
3.5 Lockdown procedure	Kim Bova (Assistant Principal)
3.6 Disaster plan, incident commander	Kim Bova (Assistant Principal)
3.7 Disaster plan, general	Kim Bova (Assistant Principal)
3.8 Disaster plan, medical team	Amber Krohn (Health Technician)
3.9 Disaster plan, search & rescue	Derek Neri (Teacher)
3.10 Disaster plan, reunification	Dalvina Henrich (Teacher)
3.11 Anti-Bullying	Kim Bova (Assistant Principal)
3.12 Expulsion/Suspension/Discipline	Leila Dodge (Principal)
3.13 Notify teachers of dangerous pupils	Leila Dodge (Principal)
3.14 Pesticide & harmful materials plan	Gino Zamudio (Custodian)
3.15 Visitors on campus	Roxanne Chacon (Clerk)
3.16 Safe ingress/egress	Roxanne Chacon (Clerk)
3.17 Anti-Harassment procedure	Leila Dodge (Principal)
3.18 Dress code, gang related apparel	Kim Bova (Assistant Principal)
3.19 Child abuse reporting procedures	Leila Dodge (Principal)
3.20 Existing resources	Leila Dodge (Principal)

3.3 – Assessment of Campus Crime

This assessment to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	Date
Kim Bova (Assistant Principal)	11/8/24

The purpose of this assessment is to assure the school is aware of criminal behavior or dangerous trends occurring on campus or at school related functions. Consult with local law enforcement to be certain all relevant information is gathered.

Number of crimes reported on campus or at school related events.
These numbers are from the previous school year and will come from your local law enforcement agency as well as crimes that might not have been reported to the police such as significant vandalism or reported thefts. Internal data sources include work orders and insurance claims.

Type of crime
Avoid using code sections. For example, enter vandalism instead of 594 PC.

Type	Number	Type	Number
CPS REFERRAL	4	TERRORIST THREATS REPT	1
TRANSIENT PROBLEM	1		

What are we doing well? Where can we improve?
A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

Upland Elementary demonstrates strong performance in perception data from families and students. Family surveys reveal high satisfaction across several key areas: 93% hold a favorable overall view of the school; 96% positively perceive teaching and learning; 92% are satisfied with communication; and 89% approve of school leadership.

Student perceptions are also positive, with overall favorability increasing 7% between April and December 2024 (from 74% to 81%). Notably, 89% of students feel academically prepared, 87% feel connected to the school, 81% feel engaged, 79% feel college and career empowered, and 76% feel safe on campus.

Upland Elementary prioritizes campus security through secured gates, alarmed doorways, staff training, and visitor identification (Raptor system).

Where can we improve?

Opportunities for improvement include implementing a more robust key return system for visiting custodians and developing detailed night security protocols for these personnel.

3.4 - Tactical Response Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/8/24

The purpose of this assessment is to assure that the campus has a "Tactical Response Plan" for dangerous criminal incidents occurring on campus, including incidents involving firearms, and that those plans support first responder efforts.

Does your local law enforcement agency have a "tactical response" plan for your school? Most modern first responder agencies do have tactical response plans in place for schools within their jurisdiction. If you do not know, it is your job to make sure.	Yes
Does your school have a plan for responding to dangerous criminal events on campus, including events involving firearms? Generally, such plans involve preparing for, initiating, maintaining, ending, and recovering from a lock-down or rapid evacuation. If you do not have this plan, skip the next question and add "Develop a Tactical Response Plan" as a suggested action plan.	Yes
Is your school plan coordinated with the law enforcement plan? The purpose of this assessment is to facilitate continual communications between the school and local first responder agencies. DON'T accept a District level "we're working with local law enforcement" statement. It's your job to ensure the school's efforts are coordinated with responder efforts.	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

Schools employing the Run/Hide/Fight protocol prioritize rapid response to active threats. This protocol directs individuals to: 1) Run: Evacuate if safe; 2) Hide: Seek secure shelter, locking and barricading if necessary; and 3) Fight: As a last resort, defend oneself if directly confronted and unable to escape or hide. Our school partners with the Upland Police Department to provide annual tactical response training. Teachers deliver age-appropriate instruction to students, and school resource officers provide in-person training to secondary students annually. In accordance with AB 1858 Upland Elementary does not hold armed assailant drills.

All schools utilize a threat assessment process for threats against persons or property, involving consultation with administration, mental health professionals, and law enforcement. At Upland Elementary, the threat assessment team includes Principal Dr. Leila Dodge, Assistant Principal Kim Bova, Office Manager Valerie Caustrita, Office Clerk Roxanne Chacon, and Health Tech Amber Krohn.

Where can we improve?

To further enhance campus safety, we will strengthen collaboration with local first responders and develop proactive plans to mitigate potential threats both during and after school hours.

3.5 – Lockdown Plan

This assessment to be completed by the school principal or designee.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	Date
Kim Bova (Assistant Principal)	11/8/24

The purpose of this assessment is to assure the school is taking all reasonable steps to be prepared for a lock-down scenario.

Does the school have a lockdown procedure? If no, add create procedure as a suggested action plan. If yes, review the procedure and proceed to the next questions.	Yes
Does the procedure include redundant announcements? Redundant announcements refer to multiple ways of signaling a lockdown, such as bells, PA systems, flashing lights and any other means of campus mass communications. If the answer is no, suggest adding redundant announcements as an action plan.	Yes
Does the procedure include documentation and reviews of the drills? Dates/times of drills must be documented. A drill review would include information from staff visitors, and when age-appropriate, from students and include information related on how effective the drill was. If the answer is no, suggest adding an after-drill review.	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

Our robust safety measures include monthly drills, emergency backpacks, comprehensive emergency information, standardized drill roll call sheets, and a centralized emergency information hub. A post-drill review process, supported by a plus/delta feedback document, ensures continuous improvement.

Where can we improve?

To further enhance our preparedness, we will continue to explore ways to leverage technology to gather and refine our practices.

3.6 - Disaster Plan – Incident Commander

This form to be completed by the school principal or designated Incident Commander

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	Date
Kim Bova (Assistant Principal)	11/8/24

The purpose of this assessment is to assure the Campus Incident Commander (IC) has the requisite training and supplies to manage the school during a disaster or other unusual occurrence requiring an Incident Command Post.

Do the IC & alternate IC have NIMS/SEMS training**?** This includes ICS 100 & NIMS 700. You can check training requirements here. If no, add training as a suggested action plan.	Yes
Is there a list of IC forms & supplies? If no, add creating a list as a suggested action plan.	No
Are all required forms & supplies in place and serviceable? If no, add updating forms & supplies to suggested action plans.	No

What are we doing well? Where can we improve?
A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

The IC has completed the ICS training course through REMS.

Where can we improve?

The Incident Commander must undergo training in the National Incident Management System (NIMS) and the State Emergency Management System (SEMS). A comprehensive list of required IC forms and supplies must be developed and maintained, ensuring that all items are readily available and in good working order. Provide instructions and training in how to use the supplies provided in backpacks, such as the “window breaker”.

3.7 - Disaster Plan – General

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/8/24

The purpose of this assessment is to assure the school is taking all reasonable steps to be prepared for a disaster.

Is there an earthquake procedure in compliance with state law? (See Ed Code 32282 B(j)-(IV)(ii)) If no, add create procedures as a suggested action plan.	Yes
Is there a map of the school showing the location of gas and water meters? If no, add create maps as a suggested action plan. If yes, when was it last updated?	Yes
Is there a list of classroom disaster supplies? If no, add "create a list of classroom disaster supplies" as a suggested action plan. If yes, answer the next questions.	Yes
Are classroom supplies in place and serviceable? If no, add updating supplies as a suggested action plan.	Yes
Is there a procedure to routinely check for non-structural dangers? Non-structural dangers include, but are not limited to, heavy objects in high places, untethered bookcases/shelving, and other situations presenting otherwise avoidable injuries.	No

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

Instructional Continuity Plan (link)

What are we doing well?

A map of the school showing the gas and water meters has been generated. This map has been provided to the security and command center teams that are part of the emergency plan. In addition to the production and distribution of the map, a Classroom Disaster Supplies List has been compiled. All classrooms have been equipped with Emergency Classroom Backpacks that contain the needed emergency supplies.

Where can we improve?

Make a procedure to check for non structural dangers. Provide a checklist for specific items for the Search and Rescue team and other roles.

3.8 - Disaster Plan – Medical Team

This form should be completed by the school Medical Unit Leader. If no such position exists, consider the school nurse or other person who would be assigned to the Medical Unit in a disaster.

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Amber Krohn (Health Technician)	11/8/24

The purpose of this assessment is to assure the campus medical team is prepared for a disaster.

Is there a written procedure for the campus medical team? If no, add "prepare written medical team procedure as suggested action plan. If yes, go to the next question.	No
Are there training requirements in the procedure? If no, add training requirements to the suggested action plans. If yes, go to the next question	No
Are medical team members trained in the procedure? If no, add training to suggested action plans.	No
Is there a list of medical team forms and supplies? If no, add create a list of medical team forms and supplies as a suggested action plan. If yes, go to the next question.	Yes
Are all forms and supplies in place and serviceable? If no, add obtaining required forms and supplies as a suggested action plan.	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment:

What are we doing well?

Pursuant to Ed Code 32282 "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose."
UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired.
The following individuals are trained:

- For the district: Campus safety, health techs, administrators as of 2022/2023.
- At Upland Elementary, the following staff members are currently trained to administer Narcan
  - Leila Dodge (Principal)
  - Kim Bova (Assistant Principal)
  - Amber Krohn (Health Tech)
- Naloxone is present on campus at in the health office in the cabinet about the refrigerator.

Where can we improve?

While existing disaster plans provide sufficient general information, incorporating specific, written medical procedures for individuals with disclosed pre-existing conditions would enhance response effectiveness during emergencies.

3.9 – Disaster Plan – Search and Rescue

This form should be completed by the school Search & Rescue Team Leader. If no such position exists, consider a person who would be assigned to the Search & Rescue Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/11/24

The purpose of this assessment is to assure the Campus Search & Rescue Team (S&R) has the requisite training and supplies to manage the school during a disaster.

Are there written procedures for the S&R unit? If no, add, "Create Search & Rescue procedures" as a suggested action plan. If yes, answer the next question.	Yes
Are there training recommendations? If no, add creating training recommendations to the suggested action plans. If yes, answer the next question.	No
Are S&R team members trained? If no, add obtain training to the suggested action plans.	No
Is there a list of S&R forms & supplies? If no, add creating a list to the suggested action plans. If yes, answer the next questions.	No
Are forms and supplies in place and serviceable? If no, add search & rescue supplies to the suggested action plans.	No

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

We do have written procedures for the S&R Unit. Rescue Supplies are serviceable.

Where can we improve?

S&R training needs to take place for team members, forms need to be created. Supplies need to be updated and serviced.

3.10 – Disaster Plan – Reunification Team

This form should be completed by the school Reunification Team Leader. If no such position exists, consider a person who would be assigned to the Reunification Unit in a disaster. Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/12/24

The purpose of this assessment is to assure the Reunification Team has the requisite training and supplies to manage the school during a disaster or other unusual occurrence.

Is there a procedure for reunification? If no, add, "Create reunification procedures" as a suggested action plan. If yes, answer the next question.	Yes
Is there a list of reunification forms & supplies? If no, add creating a list to the suggested action plans. If yes, answer the next question.	Yes
Are all forms & supplies in place and serviceable? If no, add reunification supplies to the suggested action plans.	No

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

A reunification plan, including associated forms and a comprehensive list of required supplies, has been developed.

Where can we improve? We need to ensure reunification supplies are and serviceable.

3.11 – Anti-Bullying Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/12/24

The purpose of this assessment is to assure all staff have met minimum training requirements and to look for trends. Prior to this assessment, review school and school district policy on bullying. Also, when was the last time the school/school district performed a bullying survey? Is it time for a new one?

Is staff sufficiently trained in recognizing/responding to bullying? If "no," suggest training as an action plan.	Yes
Compare the numbers for the previous three years of bullying reports.Compare reports against survey bullying numbers (if any).	Yes
Is there an identified trend in bullying reports? Identify trends and consider action plans designed to promote what is working or where improvements can be made.	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

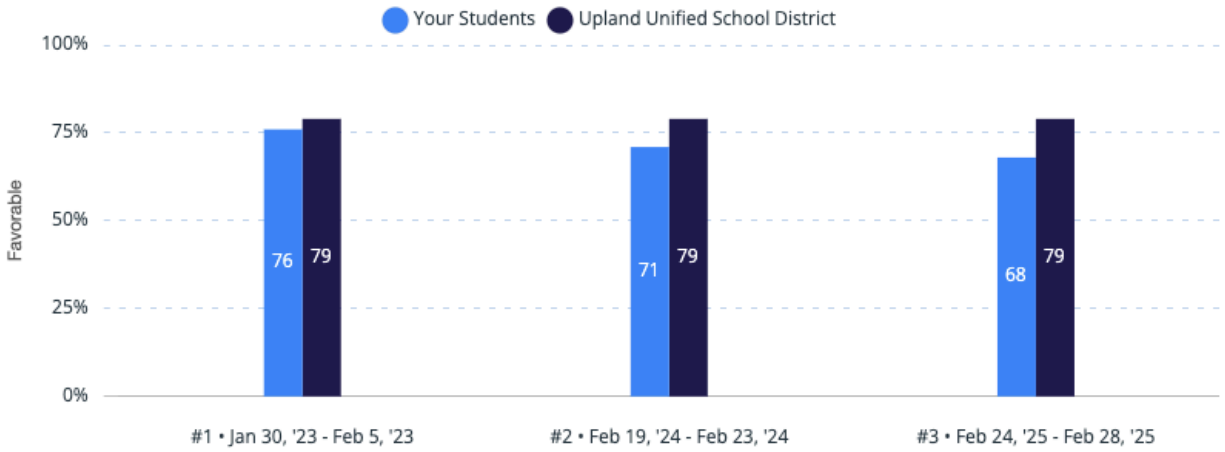
Upland Elementary takes the issue of bullying very seriously. Every school year begins with training staff and students about the definition of bullying, associated with behaviors, how to respond and how to report bullying. Students receive the information in an age appropriate presentation. The aspects of the content of the student presentation is repeated through in class counselor presentations throughout the year. Reminders about appropriate behavior and how to respond to bullying are also included in the morning announcements as needed based on Aeries behavior data and frequency of bullying reports.

Data shows that this year saw an increase in formal bullying complaints. We have received seven formal bullying complaints this year. One formal bullying complaint was received during the 2023-2024 school year. This was a reduction compared to the three complaints received during the 2022-2023 school year.

Current Kelvin data regarding School Safety

School Safety

What is it? –



What are we doing well? Upland Elementary takes the issue of bullying very seriously. Every school year begins with training staff and students about the definition of bullying, associated behaviors, how to respond and how to report bullying. Upland Elementary provides bullying prevention training for staff (via Alludo and at the August back-to-school meeting) and students (via an annual assembly). Students receive the information in an age appropriate presentation. The aspects of the content of the student presentation is repeated through in class counselor presentations throughout the year. Reminders about appropriate behavior and how to respond to bullying are also included in the morning announcements as needed based on Aeries behavior data and frequency of bullying reports.

Bullying and other concerning behaviors can be reported through the STOP IT system or via a complaint form available on the school website.

Where can we improve? Ongoing anti-bullying presentations for students. We can also review Tier II PBIS interventions for effectiveness to address bullying behaviors on our campus.

3.12 – Procedures for Expulsion, Suspension, and School Discipline

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	12/22/24

Review the numbers/reasons for the previous two years of expulsions. 22/23: 0 23/24: 0
Review the numbers/reasons for the previous two years of suspensions. 22/23: 2 23/24: 12
Review the numbers/reasons for the previous two years of disciplinary office referrals.
Do any of these comparisons suggest a trend? If so, assess what you are doing well or what the challenges are and consider an action plan(s) to promote what is working or address the challenges.

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

While Upland Elementary has effectively managed systems to reduce disruptive behaviors, earning Platinum status for the 2023-2024 school year, an increase in suspensions has resulted from incidents of racially motivated speech.

Where can we improve?

We will continue restorative sessions with student groups to promote inclusion and address the impact and harm of racially motivated speech.

3.13 – Procedure to Notify Teachers of Dangerous Students

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/12/24

State law requires teachers of record be notified of students who have been suspended or convicted of any felony and certain misdemeanors. This assessment is to assure you are complying with that law. Review the law here. (Link to law)

Is your school compliant with the law? If these notifications are not happening it is likely that the "fix" needs to come from a level above the school. If you are not making these notifications you should be specific that the District office has been made aware of the matter.	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

Standard Operating Procedure for notifying staff using Aeries with asterisks on roster.

Where can we improve?

3.14 – Procedures for Pesticide or Other Harmful Material Spill

All related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment.	Date
Kim Bova (Assistant Principal)	11/12/24

The purpose of this assessment is to assure the school is aware of, and taking all reasonable steps to be prepared for, a Hazardous Materials (HAZMAT) incident.

Is there a potential pesticide or harmful material concern within ¼ mile of the school? This information should be provided by the local fire department. Response procedures generally follow evacuation plans or shelter in place plans.	No
Does the school have a shelter in place procedure? Shelter-in-place is similar to, but different to a lockdown. You can read about shelter in place here. If you do not have a shelter-in-place procedure, include creating one as a suggested action plan item. If you do have a procedure, answer the following questions.	Yes
Are staff aware of shelter in place and evacuation plans? This requires a simple survey of staff asking if they are aware of the plan?	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

We maintain preparedness for hazmat incidents through regular shelter-in-place drills for students and staff.

Where can we improve?

We will clarify the distinctions between "shelter-in-place" and "lockdown" procedures for staff and students.

3.15 – Procedures for Visitors on Campus

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	**Date**
Kim Bova (Assistant Principal), Roxanne Chacon (Office Clerk)	11/8/24

Are there written guidelines for visitors on campus? If no, add "prepare written guidelines for visitors on campus" to action plans.	Yes
Is there sufficient signage guiding visitors? Best practice is to have multilingual signs directing visitors to check in location(s). Additionally, signage should be clear that failing to check in could result in law enforcement being called.	Yes
Are staff and students (age appropriate) trained how to report unidentified visitors on campus? Best practice is to establish a "culture of compliance" related to visitors. Staff and students should instinctively know how to direct or report unidentified visitors	Yes
Conduct a survey Pick a random week and survey the campus to determine if any visitors are on campus that did not follow the procedure. You can use other safety committee members to assist you.	

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

Visitor management employs the Raptor system for check-in, with controlled ingress and egress points. Visitors are kept separate from students until positively identified via Raptor. Staff members wear visible identification badges.

Where can we improve?

We can improve by reviewing the procedures for reporting unidentified visitors on campus periodically throughout the year. Improved camera visibility is needed.

3.16 – Plan for Safe Ingress and Egress

Related procedures must contain specific accommodations for staff, students, or visitors with access and functional needs.

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	**Date**
Kim Bova (Assistant Principal)	11/8/24

An ingress/egress plan is generally a map of the school, created in cooperation with law enforcement, fire department, and neighbors, designating "routine" arrival and departure points as well as emergency departure paths (showing both building evacuation paths, campus evacuation paths, as well as assembly areas.) Although it is not always possible, the ideal arrival plan limits points of access to only those areas that can be monitored by staff and/or cameras that are monitored by staff. An emergency egress plan must take into consideration how locked gates might be opened during an emergency.

Does the school have a written ingress/egress plan? If no, add "Create ingress/egress plan" to the suggested action plans.	Yes
Does the school have a plan to assure exterior gates and doors are locked during school hours? The plan should go beyond requiring gates doors to be locked to include some sort of daily check.	Yes
Is there a plan to assure designated gates can be unlocked to facilitate emergency egress? Check for redundancy in opening locked gates. What if the primary "key holder" was not available?	Yes
Is there sufficient signage directing visitors? If no, add "consider exterior/interior signage" to suggested action plans.	Yes

What are we doing well? Where can we improve?
A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

SB 323 (ii) The evaluation of a comprehensive school safety plan… shall include ensuring that the plan includes appropriate adaptations for pupils with disabilities, so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan

Where can we improve?

To improve emergency evacuation for individuals with special needs from the auditorium, the School Site Council recommended including gate keys for accessibility in the emergency backpack. We will also designate an alternate gathering location and reinforce the existing radio communication protocol.

3.17 Anti-Harassment Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/8/24

Are all staff members trained as required in policy? A “no” answer requires a suggested action plan that all staff meet training requirements.	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

Training module provided through Alludo (Connect U). In addition to the asynchronous training, Upland Elementary staff also received training during the August Beginning of the Year staff meeting.

Where can we improve?

We will enhance harassment prevention by periodically reviewing relevant training and policies.

3.18 – Dress Code – "Gang Related Apparel"

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/8/24

Review the current policy, specific to "gang related apparel." If the policy does not address gang related apparel, disregard this assessment. If it does, continue.
Conduct a survey Pick random times during a week and walk the campus specifically looking for violations of this policy. You can ask other safety team members to assist you with this survey.

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

We are doing well in the area of dress code compliance in general and as related to gang related apparel. The dress code expectation is thoroughly shared with students and parents.

Where can we improve?

We can improve by periodically reminding staff of the school's dress code expectations.

3.19 – Child Abuse Reporting Procedure

This form to be completed by the school principal or designee.

Assessment performed by The listed name must be the person who does the assessment.	**Date**
Kim Bova (Assistant Principal)	11/8/24

Review your policy, specific to mandatory training.

Are all staff members are current in required training? This information should be available through Human Resources. If “no” add an action plan to have all staff current on this training.	Yes

What are we doing well? Where can we improve?

A brief statement to highlight assets and/or area(s) of desired change regarding this assessment

What are we doing well?

Training is provided through Alludo (Connect U)

Where can we improve?

Improvement can be made by periodically reviewing the procedure.

3.20 – Existing Resources

Assessment performed by The listed name must be the person who does the assessment. This can be a group project.	**Date**
Kim Bova (Assistant Principal)	11/8/24

The law requires safety goals that are specific to the "needs and resources" of that school. This form helps stakeholders accomplish this expectation by establishing a realistic understanding of resources before goals are developed.

Keep in mind "resources" include, but are not limited to funding, volunteerism, and technical support. One of your goals may be to ask parent groups and other partners to set aside funds to accomplish goals. Another goal might be to establish a list of volunteers, including volunteers with specific skill sets, and partners that might be able to furnish the supplies or non-monetary resources. Use a second or third form if needed.

In the "Type" column, "funding" means the group can provide money. "Time" means the group/person can provide time that might be needed for safety projects/programs. An example of "Time" would be parent or other volunteers who agree to walk the exterior of the school from time to time to ensure gates and exterior doors are shut and locked.

RESOURCE	TYPE	DESCRIPTION
School Safety Budget	FUNDING	EST $ 500
Parent Group(s)	FUNDING	EST $ 1000
Other funding sources	FUNDING	EST $ 1000 PBIS Incentives

What are we doing well?

We are budgeting an appropriate amount of money to ensure the safety needs of the site are met.

Where can we improve?

Review the budgeting needs on a yearly basis to ensure the budget is sufficient to meet the site's safety needs.

Step Four – Assets/Suggested Action Plans

3.3 Crime On Campus **Physical** **Social**	**What are we doing well?:** Upland Elementary demonstrates strong performance in perception data from families and students. Family surveys reveal high satisfaction across several key areas: 93% hold a favorable overall view of the school; 96% positively perceive teaching and learning; 92% are satisfied with communication; and 89% approve of school leadership. Student perceptions are also positive, with overall favorability increasing 7% between April and December 2024 (from 74% to 81%). Notably, 89% of students feel academically prepared, 87% feel connected to the school, 81% feel engaged, 79% feel college and career empowered, and 76% feel safe on campus. Upland Elementary prioritizes campus security through secured gates, alarmed doorways, staff training, and visitor identification (Raptor system). **What can we improve?:** Opportunities for improvement include implementing a more robust key return system for visiting custodians and developing detailed night security protocols for these personnel.
3.4 Tactical Response **Physical**	**What are we doing well?:** Schools employing the Run/Hide/Fight protocol prioritize rapid response to active threats. This protocol directs individuals to: 1) Run: Evacuate if safe; 2) Hide: Seek secure shelter, locking and barricading if necessary; and 3) Fight: As a last resort, defend oneself if directly confronted and unable to escape or hide. Our school partners with the Upland Police Department to provide annual tactical response training. Teachers deliver age-appropriate instruction to students, and school resource officers provide in-person training to secondary students annually. All schools utilize a threat assessment process for threats against persons or property, involving consultation with administration, mental health professionals, and law enforcement. At Upland Elementary, the threat assessment team includes Principal Dr. Leila Dodge, Assistant Principal Kim Bova, Office Manager Valerie Caustrita, Office Clerk Roxanne Chacon, and Health Tech Amber Krohn. **What can we improve?**: To further enhance campus safety, we will strengthen collaboration with local first responders and develop proactive plans to mitigate potential threats both during and after school hours.

3.5 Lockdown **Physical**	**What are we doing well?** Our robust safety measures include monthly drills, emergency backpacks, comprehensive emergency information, standardized drill roll call sheets, and a centralized emergency information hub. A post-drill review process, supported by a plus/delta feedback document, ensures continuous improvement. **Where can we improve?** To further enhance our preparedness, we will continue to explore ways to leverage technology to gather and refine our practices.
3.6 Disaster Incident Commander **Physical**	**What are we doing well?** The IC has completed the ICS training course through REMS. **What can we improve?** A comprehensive list of required IC forms and supplies must be developed and maintained, ensuring that all items are readily available and in good working order.
3.7 Disaster General **Physical**	**What are we doing well?** A map (see appendix) identifying gas and water meter locations has been provided to emergency plan security and command center teams. Additionally, a Classroom Disaster Supplies List has been compiled, and all classrooms are equipped with Emergency Classroom Backpacks containing necessary supplies. **What can we improve?** Make a procedure to check for non structural dangers
3.8 Disaster Medical **Physical**	**What are we doing well?:** Pursuant to Ed Code 32282 "a comprehensive school safety plan, and the school safety plan of a charter school, for a school serving pupils in any of grades 7 to 12, inclusive, to include the development of a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose." UUSD Board Policy states any trained District staff member shall make naloxone hydrochloride or another opioid antagonist available for emergency medical aid to any person suffering, or reasonably believed to be suffering, from an opioid overdose. (Education Code 49414.3) Superintendent or designee shall train and distribute Narcan Kits to District staff and replace them if used or expired. The following individuals are trained: ●For the district: Campus safety, health techs, administrators as of 2022/2023. ●Indicate specific staff for your site: ●Naloxone is present on campus at (state location and quantity).

	What can we improve? While existing disaster plans provide sufficient general information, incorporating specific, written medical procedures for individuals with disclosed pre-existing conditions would enhance response effectiveness during emergencies.
3.9 Disaster S&R **Physical**	**What are we doing well?** We do have written procedures for the S&R Unit. Rescue Supplies are serviceable. **What can we improve?** S&R training needs to take place for team members, forms and supplies need to be updated and serviced.
3.10 Disaster Reunify **Physical**	**What are we doing well?** A reunification plan, including associated forms and a comprehensive list of required supplies, has been developed. **What can we improve?** We need to create a comprehensive reunification procedure, develop forms, have supplies in place and ensure that they are serviceable.
3.11 Anti Bullying **Social**	**What are we doing well?** Upland Elementary provides bullying prevention training for staff (via Alludo and at the August back-to-school meeting) and students (via an annual assembly). Bullying and other concerning behaviors can be reported through the STOP IT system or via a complaint form available on the school website. **What can we improve?** Ongoing anti-bullying presentations for students
3.12 Expulsion Susp Discipline **Social**	**What are we doing well?** While Upland Elementary has effectively managed systems to reduce disruptive behaviors, earning Platinum status for the 2023-2024 school year, an increase in suspensions has resulted from incidents of racially motivated speech. **What can we improve?** We will continue restorative sessions with student groups to promote inclusion and address the impact and harm of racially motivated speech.

3.13 Notify of Dangerous Pupils **Social**	**What are we doing well?** Standard Operating Procedure for notifying staff using Aeries (asterisks on roster) **What can we improve?**
3.14 Pesticide Harmful Material **Physical**	**What are we doing well?** We maintain preparedness for hazmat incidents through regular shelter-in-place drills for students and staff. **What can we improve?** We will clarify the distinctions between "shelter-in-place" and "lockdown" procedures for staff and students.
3.15 Visitors on Campus **Social**	**What are we doing well?** Visitor management employs the Raptor system for check-in, with controlled ingress and egress points. Visitors are kept separate from students until positively identified via Raptor. Staff members wear visible identification badges. **What can we improve?** We can improve by reviewing the procedures for reporting unidentified visitors on campus periodically throughout the year. Improved camera visibility is needed.
3.16 Safe Ingress Egress **Physical**	**What are we doing well?** *SB 323 (ii) The evaluation of a comprehensive school safety plan… shall include ensuring that the plan includes appropriate adaptations for pupils with disabilities, so that all students have the ability to access disaster safety procedures described in the comprehensive school safety plan* **What can we improve?** To improve emergency evacuation for individuals with special needs from the auditorium, the School Site Council recommended including gate keys for accessibility in the emergency backpack. We will also designate an alternate gathering location and reinforce the existing radio communication protocol. We will hold yearly discussions of any adaptations for pupils with disabilities in the review of the plan with the School Site Council and Planning Committee.

3.17 Anti Harassment **Social**	**What are we doing well?** Training module provided through Alludo (Connect U). In addition to the asynchronous training, Upland Elementary staff also received training during the August Beginning of the Year staff meeting. **What can we improve?** We will enhance harassment prevention by periodically reviewing relevant training and policies.
3.18 Gang Apparel **Social**	**What are we doing well?** We are doing well in the area of dress code compliance in general and as related to gang related apparel. The dress code expectation is thoroughly shared with students and parents. **What can we improve?** We can improve by periodically reminding staff of the school's dress code expectations.
3.19 Child Abuse Reporting **Social**	**What are we doing well?** Training provided through Allude (Connect U) **What can we improve?** Improvement can be made by periodically reviewing the procedure.
3.20 Existing Resources **Physical** **Social**	**What are we doing well?** We are budgeting an appropriate amount of money to ensure the safety needs of the site are met. **What can we improve?** Review the budgeting needs on a yearly basis to ensure the budget is sufficient to meet the site's safety needs.

Step Five - Select and implement strategies for a safe and orderly environment.

Prioritizing the information gathered in Step Four, our team has developed the following goals designed to enhance our efforts at maintaining a safe and orderly environment

5.1 - Component 1 Goal - "People." The social climate, people and programs.

Ed Code 32281(b)(1) "Relevant to the needs and resources of that particular school."

- **Search & Rescue (S&R):** Conduct S&R training for team members, update and service forms and supplies.
- **Reunification:** Ensure reunification supplies are in place and serviceable.
- **Emergency Information for Pre-existing Conditions:** Incorporate specific, written medical procedures for individuals with disclosed pre-existing conditions into disaster plans.
- **Adaptations for Students with Disabilities:** Hold yearly discussions of adaptations for pupils with disabilities in the review of the safety plan with the School Site Council and Planning Committee.
- **Incident Command (IC):** Develop and maintain a comprehensive list of required IC forms and supplies, ensuring availability and functionality.

This goal pertains to the school's social climate, considering assets and challenges. Based on our assessment, achieving this goal should assist in improving the overall safety of students, staff, and visitors on our campus.

Section 5.1.1 - Action Plans for "People" Goal

Task	Person	Due Date
Conduct S&R training for team members, update and service forms and supplies.	Kim Bova (Assistant Principal)	3/1/25
Ensure reunification supplies are in place and serviceable.	Kim Bova (Assistant Principal)	3/1/25
Incorporate specific, written medical procedures for individuals with disclosed pre-existing conditions into disaster plans.	Amber Krohn (Health Tech)	3/1/25
Hold yearly discussions of adaptations for pupils with disabilities in the review of the safety plan with the School Site Council and Planning Committee.	Kim Bova (Assistant Principal)	3/1/25
Develop and maintain a comprehensive list of required IC forms and supplies, ensuring availability and functionality.	Kim Bova (Assistant Principal)	3/1/25

5.2 - Component 2 Goal - "Place." The physical environment.

Ed Code 32281(b)(1) "Relevant to the needs and resources of that particular school."

- **Non-Structural Dangers:** Develop a procedure to check for non-structural dangers within the building.

This goal pertains to the physical school grounds, considering assets and challenges. Based on our assessment, achieving this goal should assist in improving the overall safety of students, staff, and visitors on our campus.

Section 5.2.1 Action Plans for "Place" Goal

Task	Person	Due Date
Develop a procedure to check for non-structural dangers within the building.	Gino Zamudio (Custodian)	3/1/25

Step Six – Share & adopt the plan

Section 6.1 - Public Meeting

Ed Code 32288 (2) (b) (1) - Before adopting its comprehensive school safety plan, the schoolsite council or school safety planning committee shall hold a public meeting at the schoolsite in order to allow members of the public the opportunity to express an opinion about the school safety plan.

On the indicated date, we shared our plan at a public meeting. The notice of the meeting as well as a list of required invitees is attached to this plan.	Date
	1/29/25

6.2 - Adoption of School Safety Plan

Ed Code 32286(a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter.

On the indicated date our Committee met and voted to adopt our school safety plan. The minutes from this meeting are attached to this plan. The plan was then forwarded to the District Officer for approval.	Date
	1/29/25

Step Seven – Revise and evaluate

This plan represents a continual safety process. Stakeholders at our school will continue to evaluate the progress and impact of the listed goals while, at the same time, starting the systematic planning process over again at the beginning of the next school year.

Safety is a process!!

SECTION TWO

Supporting Documents

Instructional Continuity Plan

Appendix

A: School Site Council Minutes

3.5 - Emergency Information Hub Document

3.5 - Emergency Drill Roll Call Sheet

3.5 - Emergency Drill Plus/Delta

3.6 - ICS Training for the IC

3.7 - Earthquake Procedure

3.7 - Classroom Emergency Supplies List

3.7 - Campus Map with Emergency Utility Shut Off Locations

3.10 - Reunification Plan

- 3.10 - Reunification Supply List
- 3.10 - Injury/Missing Person Report Form
- 3.10 - Family Reunification Form
- 3.10 - Family Reunification Form (Spanish)
- 3.10 - Reunification Site Map

Appendix A: School Site Council Agenda

Upland Elementary - School Site Council (SSC)
AGENDA
MEETING 3 OF 6
January 29, 2025
2:30 pm
UE Staff Lounge

SSC Members Roll Call/Attendance			DFAC Representative:		
x	Principal: Leila Dodge		Other Staff: Martha Contreras		Parent 4: Victoria Lemos
x	Teacher: Stephanie Masterson		Parent 1: Christopher Flores	x	Parent 5: Serena Ontiveros
x	Teacher: Jennifer Yang	x	Parent 2: Kerry Gracia		Guest: Kim Bova
x	Teacher: Kristina Webb	x	Parent 3: Gazelle Chahine		Guests:

Purpose of District School Site Council (SSC):
The SSC shall develop the content of the SPSA (EC Section 64001[g][1]). The SPSA shall be reviewed annually and updated, including proposed expenditure of funds allocated to the school through the ConApp and the local control and accountability plan (LCAP) by the SSC (EC Section 64001[i]).

Chairperson: Kerry Gracia **Co-Chair:** Christopher Flores **Secretary**: Stephanie Masterson

I. **Call to Order**: Welcome/ Attendance
II. **Review Agenda**
III. **Approve minutes**
   - 11.13.24
IV. **Public Comment**
V. **Unfinished Business**
   - *Review only unfinished business from previous meeting*
VI. **DFAC Report**
VII. **New Business**
   - Review and Approve School Safety Plan
VIII. **Open Discussion**
IX. **Future Meeting Dates**:
   - 2/19/25
   - 3/19/25
   - 4/23/25
X. **Meeting Adjournment**

Appendix B: School Site Council Minutes

Upland Elementary - School Site Council (SSC)
SSC Minutes
January 29, 2024
2:30
UE Staff Lounge

I. **Call to Order and Welcome:** The meeting was called to order by at.
II. **Roll Call**

x	Principal: Leila Dodge		Other Staff: Martha Contreras		Parent 4: Victoria Lemos
x	Teacher: Stephanie Masterson		Parent 1: Christopher Flores	x	Parent 5: Serena Ontiveros
x	Teacher: Jennifer Yang	x	Parent 2: Kerry Gracia	x	Guest: Kim Bova
x	Teacher: Kristina Webb	x	Parent 3: Gezzelle Chahine		Guests: Lori Thompson here to support Kim Bova

III. **Quorum Met:** [*Yes*] (8 out of 10 members present)
IV. **Review Agenda**: All members and guests were provided with a copy of the agenda. Time was given to review the agenda. Leila Dodge at 2:44
V. **Reading and Approval of Minutes from** November 13, 2024 Minutes were approved. Motion was made by Jennifer Yang and seconded by Kerry Gracia .
VI. **Public Comment:**
   A. No public comments at this time.
   B. Dr. Dodge will contact District to share the DFAC meeting information
VII. **Unfinished Business:**
VIII. **New Business:**
   - School Safety Plan motion to approve by Jennifer Yang and seconded by Stephanie Masterson. all members were in favor.
     i. Parent Square will be the main source of informing parents, direct calls will follow
     ii. Fire Extinguishers
     iii. Quick Clot
     iv. AED
     v. Audit for Red Backpacks and rosters
     vi. Red Backpack with gate key housed in the auditorium

IX. **Open Discussion**:
   - ICE: If they step foot on campus they will be directed to the District Office
   - Poetry Night
X. **Future Meeting Dates:**
   - 2/19/25
   - 3/19/25
   - 4/23/25
XI. **Meeting Adjournment:** Sernea Ontiveros motioned to adjourn the meeting. Stephanie Masterson seconded the motion. The meeting was adjourned at 3:26 pm

3.5 Emergency Information Hub Document

(Underlined text is hyperlinked in document shared with staff. Click here for link to live document.)

UPLAND ELEMENTARY

EMERGENCY PLAN HUB

Click on a role below to view a detailed description of responsibilities.

STAFF ASSIGNMENTS

Card Collection
- Henrich

Command Post
- Caustrita
- Dodge
- Bova
- Chacon

Fatality
- Neri

Food Services
- Rosenberg

Medical
- Health tech: Krohn
- Library: Stallings
- Kitchen: Rosenburg

Search and Rescue
- Vasquez/Roldan
- Delaney/Kawasaki
- Ortiz/Yang
- Tanori/Contreras
- Bova/Dodge

Security
- Bachman

Student Supervision
- Solorzano
- Kunzelman(Delaney)
- Hepler
- Weiland
- Webb
- Sandoval (Yang)
- Lemoine (Ortiz)
- Masterson(Kawasaki)
- Castillo (Roldan)
- Avalos (Vasquez)
- Bal (Neri)

Student Release
- Chacon
- Henrich

3.5 Emergency Drill Roll Call Sheet

Date:	Type of Drill: Fire Earthquake Disaster	
Office Staff	**Third**	**Specialized Staff**
☐ Dr. Leila Dodge ☐ Kim Bova ☐ Valerie Caustrita ☐ Roxanne Chacon ☐ Amber Krohn	☐ Vicki Kawasaki ☐ Stephanie Masterson	☐ Band: Alyson Esbenshade ☐ Parent Liaison: Martha Contreras ☐ Custodian: Dave Bachman ☐ Custodian: Gino Zamudio ☐ Counselor: Kristin Kennebrew ☐ Food Corp: Jamaul Montgomery ☐ Intervention Room: Juanita Tanori ☐ I.T.: Jose Velasquez ☐ Library: Rebecca Stallings ☐ Psych: Erika Aranda ☐ RSP: Dalvina Henrich ☐ RSP: Aracely Melendez ☐ Speech: Lindsey White ☐ Wellness Center: Dina Shehan or Kristin Kennebrew ☐ Math Intervention: Brenden O'Hara ☐ Cafeteria: Darlene Rosenberg
SDC	**Fourth**	
☐ Kristina Webb ☐ Sharon Parr ☐ Deanna Sherry ☐ Priscilla Martinez ☐ Paula Weiland ☐ Janica Jacques ☐ Julie Oleas ☐ Jazz Hepler ☐ Norma Nevarez ☐ Mayra Torrez	☐ Cristina Castillo ☐ Gabrielle Roldan	
TK	**Fifth**	
☐ Lori Solorzano ☐ Hollie Knights	☐ Annette Avalos ☐ Benjamin Vazquez	
Kinder	**Sixth**	
☐ Connie Delaney ☐ Darlene Rodriguez ☐ Tiffany Kunzelman ☐ Evelyn Guido	☐ Derek Neri ☐ Savita Bal ☐ Brooke Waldo	
First		
☐ Noemi Sandoval ☐ Jennifer Yang		
Second		
☐ Karen Lemoine ☐ Luz Ortiz		

3.5 Emergency Drill Plus/Delta (Click here for link to form)

Drills Plus/Delta

Please complete the form below to provide feedback on the emergency drill. Your feedback will be used to refine our practices in preparation for emergencies.

kim_bova@upland.k12.ca.us Switch account

* Indicates required question

Email *

☐ Record **kim_bova@upland.k12.ca.us** as the email to be included with my response

Type of Drill *

- ○ Fire
- ○ Earthquake
- ○ Disaster
- ○ Active Shooter

Date of the Drill *

Date

mm/dd/yyyy

3.6 ICS Training for the IC

READINESS AND EMERGENCY MANAGEMENT FOR SCHOOLS
REMS
TECHNICAL ASSISTANCE CENTER

Certificate of Completion

Kimberly Bova

has completed the online course

Implementing The Incident Command System (ICS) For Schools

Saturday, December 21, 2024

Readiness and Emergency Management for Schools Technical Assistance Center
This certificate does not confer continuing education unit credit.

3.7 Earthquake Procedure (click here for all procedures)

Earthquake Evacuation/Recovery Sequence:		
1	When an Earthquake occurs or the one minute drill bell rings, take cover under desks. Once the Earthquake has ended, evacuate the room and building.	Earthquake leave doors CLOSED
2	Walk out to the grass area and line up.	Take roll Report attendance to command center Hold up color coded sign
3	Search and rescue: Pair up, begin to search assigned rooms.	Clear: Close door Injured/Deceased: X of tape on door. Leave the door open. User walkie-talkie to report location to command center. Report ALL CLEAR once the area has been checked and cleared. Go to the command center and wait for further instructions.
4	Student Release	Once campus is secure and safe.
5	Release Roster (Staff)	Once student numbers are stable, refer to Release Roster.

3.7 Classroom Emergency Supplies List

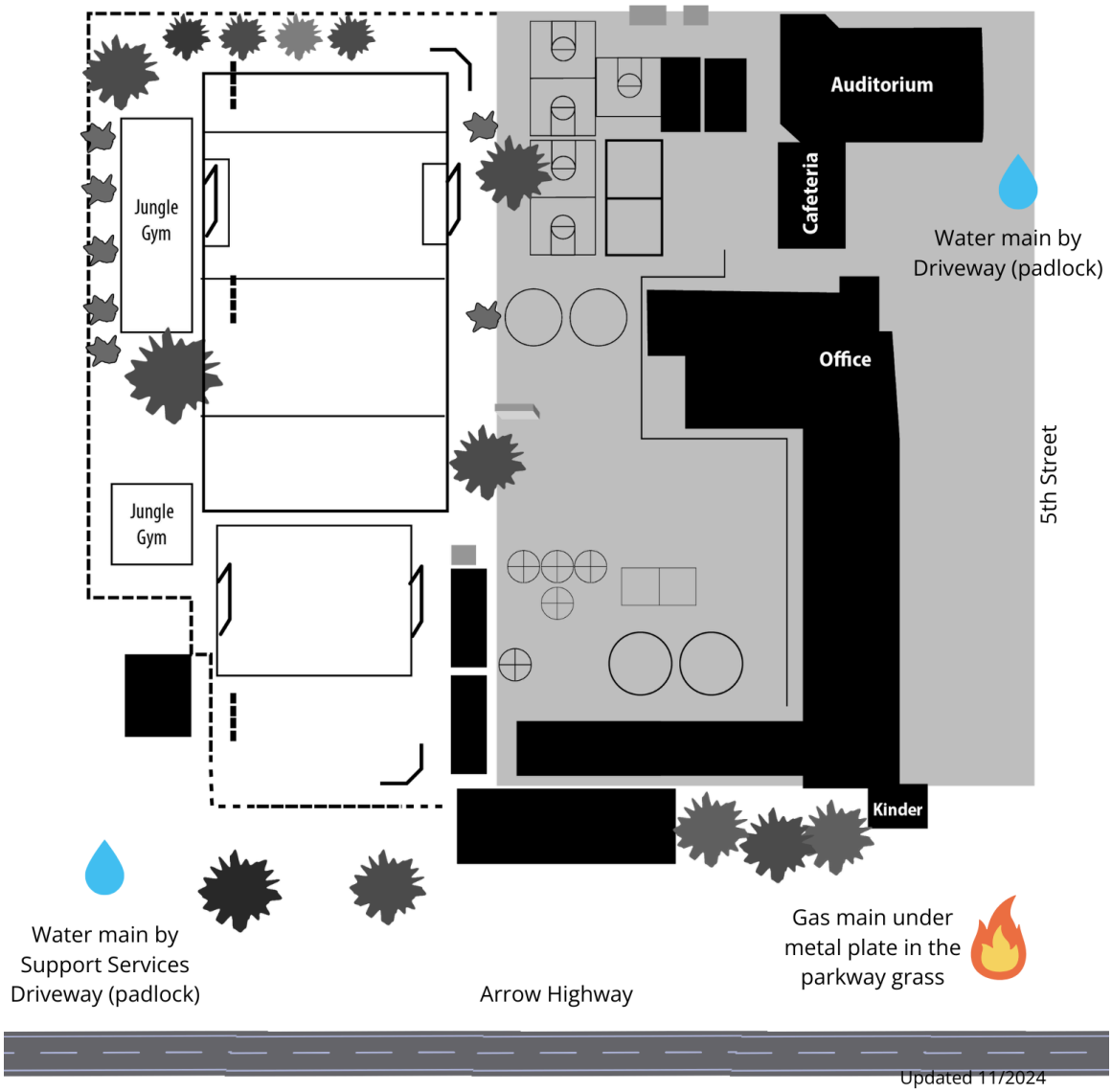
The following items are needed or suggested to have in each classroom's emergency backpack. Please contact the Health Tech or Office Manager if your classroom's emergency backpack is missing any of the needed items.

Needed Items	
Band Aides	Safety Pins
Paper Notepad	Emergency Cards
Gauze	Antiseptic Wipes
Latex Gloves	Band Aide Tape
Scissors	Ace Bandage
Pen / Pencils	Tongue Depressors
Ice Pack	Sling
Solar Blanket	Butterfly Bandages
Eye Wash and Eye Pads	Facial Tissue (Kleenex)
Microshield Mouthpiece for CPR	Sanitary Pads
Burn Towel	
Suggested Items	
Flashlight	Radio
Toys, Cards, Books	Sun Block
10x12 Tarp	Ammonia
Clipboards	Paper and Pencils

3.7 Campus Map with Utility Shut Off Locations

Upland Elementary

Water and Gas Emergency Shut Off Locations



Updated 11/2024

3.10 Reunification Plan

This plan outlines the procedures for reuniting students with their authorized guardians in the event of a school emergency requiring evacuation or dismissal to an alternate location.

I. Objectives:

- Ensure the safe and orderly reunification of students with authorized guardians.
- Maintain accurate student accountability throughout the reunification process.
- Minimize disruption and anxiety for students, families, and staff.
- Provide clear communication to all stakeholders.

II. Activation:

This plan will be activated by the Incident Commander (IC) or designee when:

- The school building is deemed unsafe for continued occupancy.
- A district-wide or community emergency necessitates evacuation.
- Directed by local authorities.

III. Reunification Site:

The primary reunification site will be Upland Junior High School. A secondary site will be Upland Unified School District Office in case the primary site is unavailable. The location will be communicated to families via Parent Square.

IV. Procedures:

A. Student Accountability:

- **During Evacuation:** Teachers will maintain accurate class rosters and account for all students.
- **At Reunification Site:** Upon arrival, students will be escorted to a designated holding area and checked in by staff using pre-printed student accountability forms
- **Missing Students:** Any missing students will be immediately reported to the IC and search efforts initiated.

B. Parent/Guardian Arrival:

- **Designated Entry Point:** Parents/guardians will enter the reunification site through the North Staff Parking Lot of Upland Junior High. If the secondary site is activated, parents/guardians will park in the city parking lot on 1st Avenue across the street from the Upland Unified School District Office.
- **Verification:** Parents/guardians must present valid photo identification and be listed as an authorized contact on the student's emergency contact form.
- **Reunification Station:** Parents/guardians will proceed to the reunification station, where staff will verify their identity and locate their child.
- **Release:** Once verification is complete, the student will be released to the authorized guardian. The Family Reunification Form will be signed by both an authorized staff member and the guardian.

C. Communication:

- **Initial Notification:** Families will be notified of the emergency and reunification procedures via Parent Square. Emergency card file will be used to call families that are not responsive to the Parent Square message.
- **Updates:** Regular updates will be provided to families regarding the situation and reunification progress via Parent Square.
- **On-site Communication:** Staff will be available at the reunification site to answer questions and provide assistance.

D. Staff Roles and Responsibilities:

- **Incident Commander (IC):** Oversees the entire reunification process.
- **Reunification Team Leader:** Manages the reunification site and staff.
- **Student Accountability Team:** Checks in students upon arrival and maintains accurate records.
- **Parent/Guardian Verification Team:** Verifies parent/guardian identification and authorization.
- **Student Release Team:** Escorts students to their authorized guardians and obtains signatures.
- **Communication Team:** Disseminates information to families and stakeholders.
- **Support Staff:** Provides assistance with logistics, crowd control, and other tasks.

E. Special Considerations:

- **Students with Disabilities:** Individualized plans will be implemented for students with disabilities to ensure their safe and efficient reunification.
- **Unaccompanied Students:** Students whose parents/guardians cannot be reached will be cared for by designated staff at the reunification site until contact is made.
- **Language Barriers:** Staff who speak multiple languages will be available to assist families.

V. Supplies:

Radios (4)
First Aid Supplies
Pens or pencils (20)
Notepads (20)
Reunification Site Maps (20)
Extension Cords (5)
Area Signage: • Parent Check In • Parent Waiting Area • Student Waiting Area • Student Pick Up Area • Exit
Staplers (3)
Student Reunification Forms (1 per student)
Missing Student Reporting Forms (1 per teacher)
Family Assistance Information Sheet
Staff Assignment Information Sheets and Safety Plan
Reunification Log Sheets
Scissors
Clipboards
Power Bars (3)
Thumb Tacks
Blue Painter's Tape
Cell Phone Charging Station
Pop-up Traffic Cones
Caution Tape

VI. Training and Drills:

- Staff will receive annual training on the reunification plan.
- Periodic drills will be conducted to practice the procedures and identify areas for improvement.

VII. Post-Incident Review:

After each activation of the reunification plan, a post-incident review will be conducted to evaluate its effectiveness and make necessary revisions.

VIII. Appendix:

- Reunification Supply List
- Injured/ Missing Status Report Form - By Room
- Family Reunification Form
- Reunification Log
- Reunification Site Map

This plan is a working document and will be reviewed and updated annually or as needed.

3.10 Reunification Supply List

Items	Onhand and Serviceable
Radios (4)	
Pens or pencils (20)	
Notepads (20)	
Reunification Site Maps (20)	
Extension Cords (5)	
Area Signage: • Parent Check In • Parent Waiting Area • Student Waiting Area • Student Pick Up Area • Exit	
Staplers (3)	
Student Reunification Forms (1 per student)	
Missing Student Reporting Forms (1 per teacher)	
Family Assistance Information Sheet	
Staff Assignment Information Sheets and Safety Plan	
Reunification Log Sheets	
Scissors	
Clipboards	
Power Bars (3)	
Thumb Tacks	
Blue Painter's Tape	
Scotch Tape	
Cell Phone Charging Station	
Pop-up Traffic Cones	
Caution Tape	

3.10 - Injury / Missing Status Report Form - By Room

INJURED / MISSING STATUS REPORT FORM - BY ROOM
Return this form to Student Waiting Area Team Leader

All Persons Present and Accounted for: (circle one) Yes No

Teacher's Name:_____ Room _____

Teaching Assistant's Name:_____

Date: _____Time:_____AM PM (circle one)

Missing or Unaccounted for:

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Minor injuries requiring first aid:

1.	4.
2.	5.
3.	6.

Absent:

1.	4.
2.	5.
3.	6.

Others not present(e.g. students who left early, sent elsewhere)

1.	3.
2.	4.

Additional students PRESENT and accounted for – NOT normally with you: Name Normal Location (Teacher name or assigned room number)

1.	4.
2.	5.
3.	6.

3.10 Family Reunification Form

Upland Elementary Reunification Form

Thank you for your patience during this reunification process. Every effort is being made to reunite you with your child as quickly as possible. We share your goal of protecting your child and ensure that their health and safety are our highest priority.

1. Please complete the information below
2. Be prepared to provide a photo ID. If you do not have a photo ID, it may take longer to complete the reunification process as we verify your identity.
3. After check-in, you will be directed to the parent waiting area and a staff person will be sent to recover your child. Keep in mind, your child may still be in transit from the school. Your patience is greatly appreciated.
4. If your child is injured, you may be directed to meet with a counselor. Every effort is being made to obtain information regarding your child as quickly as possible.
5. Please be patient with the reunification staff as we work to reunite you with your child. Your child's safety is our top priority.

Please complete all sections except where indicated as "**For Official Use Only**". Be prepared to show a photo ID.

Student Name:	
Student Grade:	Student Cell Phone Number:
Name of person picking up student:	Relationship to student:
Phone number of person picking up student:	
For Official Use Only	
Photo ID Confirmed? Yes No	Authorized:
Cut here. Give bottom slip to pick up person as they wait in the waiting area.	
Family Sign Off	
Student Name:	**For Official Use Only**
Print Name:	Pick Up Time:
Signature:	Initials:
Staple the signed Family Sign Off Slip to the Reunification Form	

3.10 Family Reunification Form (Spanish)

Upland Elementary Reunification Form

Gracias por su paciencia durante este proceso de reunificación. Se está haciendo todo lo posible para reunirlo con su hijo lo más rápido posible. Compartimos su objetivo de proteger a su hijo y garantizar que su salud y seguridad sean nuestra máxima prioridad.

1. Por favor complete la información a continuación.
2. Esté preparado para proporcionar una identificación con fotografía. Si no tiene una identificación con fotografía, es posible que lleve más tiempo completar el proceso de reunificación a medida que identificamos su identidad.
3. Después del check-in, lo dirigirán a la sala de espera para padres y se enviará a un miembro del personal para recuperar a su hijo. Tenga en cuenta que es posible que su hijo todavía esté en tránsito desde la escuela. Su paciencia es muy apreciada.
4. Si su hijo se lesiona, es posible que le indiquen que se reúna con un consejero. Se está haciendo todo lo posible para obtener información sobre su hijo lo más rápido posible.
5. Tenga paciencia con el personal de reunificación mientras trabajamos para reunirlo con su hijo.

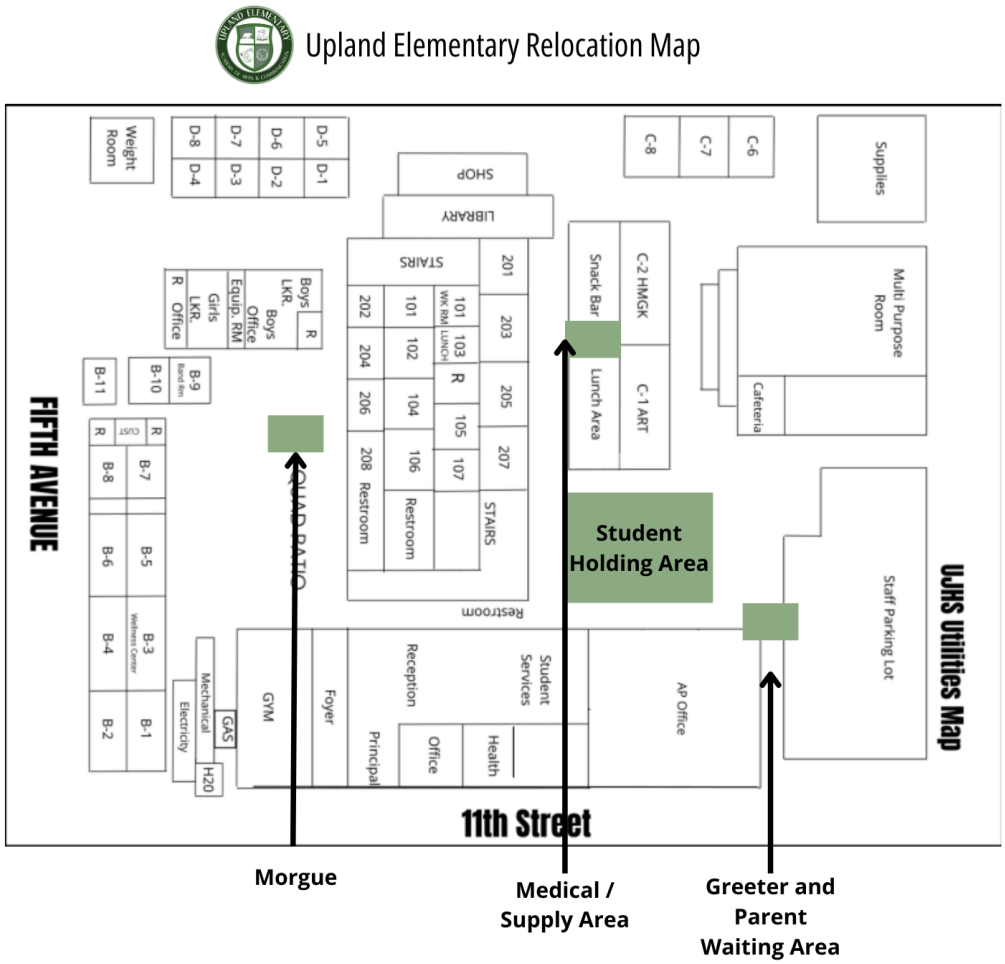
Complete todas las secciones excepto donde se indique "Solo para uso oficial". Esté preparado para mostrar una identificación con fotografía.

Nombre del estudiante:	
Grado del estudiante:	Número de teléfono celular del estudiante:
Nombre de la persona recogiendo estudiante:	Relación con la/el estudiante:
Número de teléfono de la persona que recoge al estudiante:	
Sólo para uso oficial	
Photo ID Confirmed? Yes No	Authorized:
Cut here. Give bottom slip to pick up person as they wait in the waiting area.	
Family Sign Off	
Nombre del estudiante:	**Sólo para uso oficial**
Nombre del estudiante:	Pick Up Time:
Firma:	Initials:
Staple the signed Family Sign Off Slip to the Reunification Form	

3.10 Reunification Site Map

Reunification Site:

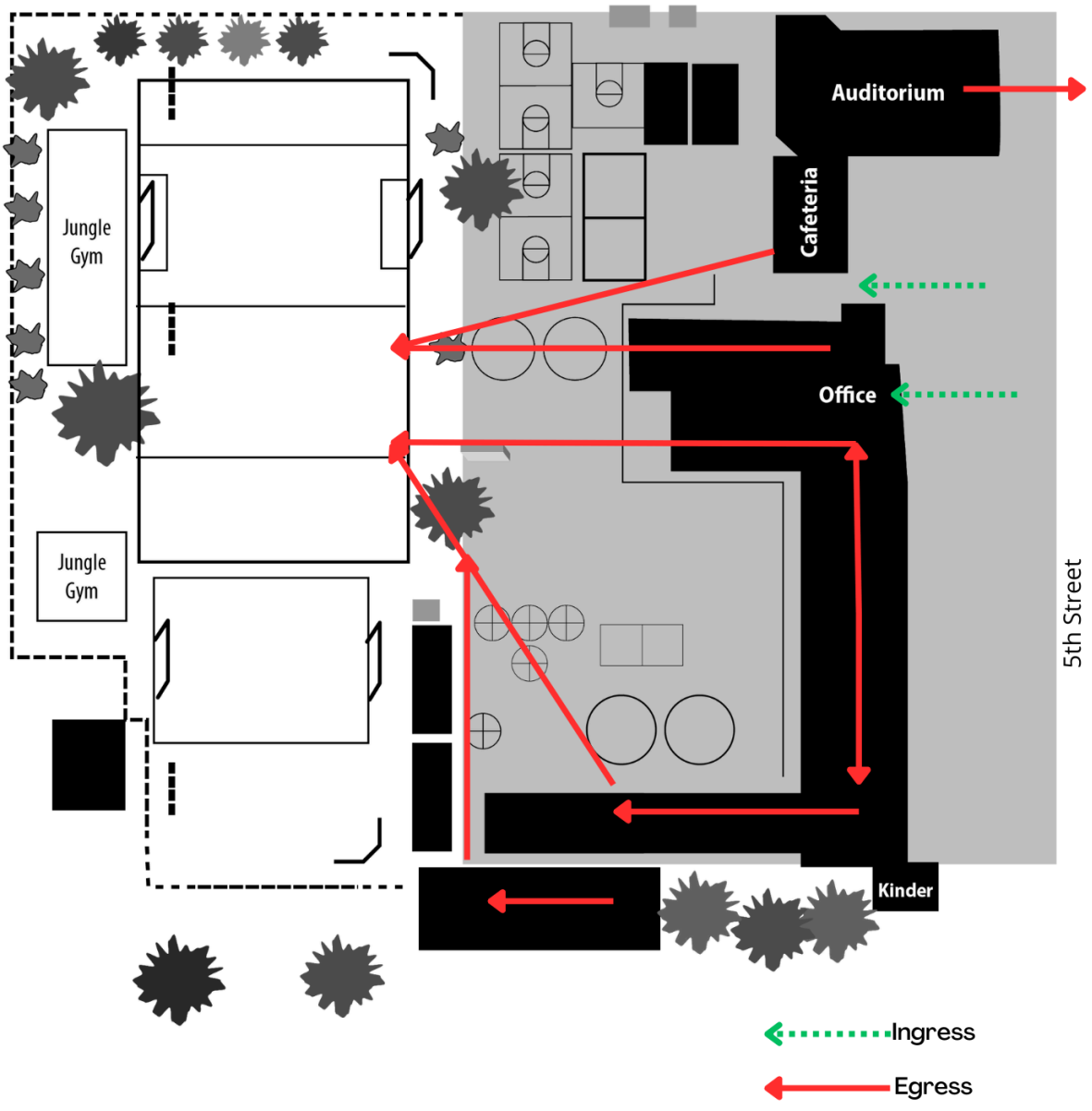
- Upland Junior High School, 444 East 11th Street, Upland, CA 91786



3.16 Ingress and Egress Plan

Upland Elementary

Ingress and Egress Plan



Arrow Highway

Updated 11/2024