





Comprehensive School Safety Plan

2025-2026 School Year

School: Major Lynn Mokler School
CDS Code: 19648736021463
District: Paramount Unified
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 Paramount CA 90723-4378
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Comprehensive School Safety Plan Purpose

Effective January 1, 2019, Assembly Bill 1747 (Rodriguez), School Safety Plans, became law. This bill requires that during the writing and development of the comprehensive school safety plan (CSSP), the school site council or safety committee consult with a fire department and other first responder entities in addition to currently required entities. It requires the CSSP and any updates made to the plan to be shared with the law enforcement agency, the fire department, and the other first responder entities.

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

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

The historical requirement of the Comprehensive School Safety Plan was presented in Senate Bill 187, which was approved by the Governor and chaptered in 1997. This legislation contained a sunset clause that stated that this legislation would remain in effect only until January 1, 2000. Senate Bill 334, approved in 1999, perpetuated SB187.

The Comprehensive School Safety Plan contains the following elements:

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

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

A copy of the Comprehensive School Safety Plan is available for review at the school's main office.

Safety Plan Vision

Mokler Elementary School uses a comprehensive approach to support our student's physical, mental, and emotional well-being and create a safe welcoming school environment in which all students feel safe to learn.

Mokler's CSSP focuses on the use of intervention for students with attendance or discipline issues and looks at data from a variety of resources to gain feedback and a better understanding of how our students feel and how staff can support them on campus.

Mokler's CSSP also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, lockdowns and more.

The Governing Board recognizes that students and staff have the right to a safe and secure campus where they are free from physical and psychological harm. The Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Components of the Comprehensive School Safety Plan (EC 32281)

Major Lynn Mokler School Safety Committee

Assessment of School Safety

A review of Mokler Elementary School indicates that the students, parents, and staff of Mokler are safe on campus, off campus at school-sponsored events, and traveling directly to and from school. To ensure this, Mokler has adopted policies and procedures pertaining to campus environment and security, investment in behavioral management and intervention, encouraged participation of community members, and the improvement and maintenance of the physical school environment.

Mokler performs regular practice emergency drills which include: fire drills, drop and cover drills, lockdown, earthquake drills, evacuation drills, active shooter drills, etc. Mokler participates in the annual "Great California Shake Out" and is constantly seeking feedback to improve our earthquake and emergency preparedness. Mokler works closely with the PUSD Safety and Security Department to strengthen our disaster preparedness through supplies, drills, and meetings.

Visitors (when allowed on campus) are required to sign-in/out in the school office and Mokler utilizes the RAPTOR visitor check-in system. Appropriate signs are posted following all necessary protocols and guidelines. Emergency exit routes are posted in all the rooms.

Our school creates a safe school environment. The school implements programs and practices to address bullying that are aligned to Board Policy 5131.2 Bullying (Revised September 11, 2024)

-Employees are required to complete mandated training annually. Training modules include:

- California Mandated Reporter: Child Abuse and Neglect
- Students experiencing Homelessness: Awareness and Understanding
- Workplace Violence: Awareness and Prevention
- Survivor's Violence Right to Leave and Accommodations
- Youth Suicide: Awareness, Prevention and Postvention
- Bullying and Cyber Bullying: Recognition and Response
- Diversity for Employees
- Opioid Overdose Response Awareness
- Sexual Harassment and Discrimination
- Maintaining Appropriate Adult-Student Interactions
- Understanding Boundaries
- Title IX Compliance

Pesticide Use: For specific information, please see Board Administrative Regulation 3514.2 Integrated Pest Management.

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

Alternate means of correction are employed to address discipline infractions prior to suspension for lower-level Education Code violations. As a preventative measure, all TK-12 schools have implemented Safe & Civil Schools Positive Behavior Support program, which focuses on teaching our students about behavioral expectations and providing positive feedback. Restorative practices are being utilized across the district to ensure a comprehensive approach to discipline and behavior interventions.

Paramount Unified School District (PUSD) utilizes Synergy reporting to track our student attendance and monitor concerns with chronic absenteeism. There is a process for sites to follow when there is a concern regarding absenteeism and truancy. All schools have a School Attendance Review Team (SART) to collaborate and consult on how to provide intervention to the students and families with identified attendance issues. The District also holds Student Attendance Review Board (SARB) hearings for cases that are not resolved at the site level and need further intervention. The most current 2024 data is indicated below.

Attendance and Suspension Data for Mokler Elementary School:

Students in the SARB Process:

2024-2025 school year 0

2023-2024 school year 0

PUSD takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs both a counselor and a social worker to assist students in need of intervention and crisis support.

A variety of interventions and means of correction are used as a part of a progressive discipline model including reflective assignments, peer mediation, restorative practices, student check-in check-out, individualized incentive programs, school-based counseling, and more.

Percentage of Chronically Absent Students:

2024-25 School Year: 29.2% Chronically Absent

2023-24 School Year: 45% Chronically Absent

Suspension Percentage:

2024-25 School Year: 0.7% suspended at least one day

2023-24 School Year: 0.8% suspended at least one day

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

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators and directors; licensees, administrators, and employees of a licensed day care facility; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

REPORTABLE OFFENSES

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

“Reasonable suspicion” means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, “reasonable suspicion” does not require certainty that child abuse or neglect has occurred, nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

RESPONSIBILITY FOR REPORTING

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

REPORTING PROCEDURES

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to the Department of Child and Family Services (DCFS) (800) 540-4000.

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

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and electronically transmit a written follow-up report to DCFS: <https://mandreptla.org/cars.web/> (BCI 8572). (Penal Code 11166, 11168)

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

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter.
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians

- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child.
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information. The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency must notify the principal as soon as possible after the initial telephone report to the appropriate agency.

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

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

TRAINING

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee provides training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The training includes identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee obtains and retains proof of each mandated reporter's completion of the training. (Education Code 44691)

VICTIM INTERVIEWS BY SOCIAL SERVICES

Whenever DCFS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

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

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

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

RELEASE OF CHILD TO PEACE OFFICER

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the peace officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

For additional details, refer to Paramount Unified School District Board Policy and Administrative Regulations 5141.4 Child Abuse Prevention and Reporting.

Opioid Prevention and Life-Saving Response Procedures

All PUSD Administrators are required to complete mandated Opioid Overdose Response Awareness training annually.

Narcan administration training is provided annually for district nurses, school health office technicians, campus safety officers, and school staff volunteers.

1. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include:

- Slow or absent breathing
- Pinpoint pupils
- Bluish skin
- A limp body
- Snoring and gurgling sounds.

2. Utilizing personal protective equipment (PPE) such as gloves and masks, if available.

3. They will then call emergency services.

4. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness.

5. If there is no response after 2-3 minutes, another dose of naloxone can be given. T

6. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible.

7. When emergency responders arrive, they will be provided with all relevant information.

California Education Code 49414, protects employees or volunteers acting in good faith to provide emergency.

PUSD's Board Policy and Administrative Regulation 5141 addresses Health Care and Emergencies and Board Policy and Administrative Regulation 5141.21 explains protocols for Administering Medication and Monitoring Health Conditions.

Help Save a Life

What is the Opioid Epidemic?

Opioids are medications that are used to reduce pain but are at high risk for abuse. Opioids can impact the body's ability to breathe, leading to death. The rise in overdoses can be attributed to illicitly manufactured opioids, particularly fentanyl. Per the Drug Enforcement Administration (DEA): "Brightly colored pills, dubbed 'rainbow fentanyl', is a new trend used by drug cartels to sell highly addictive and potentially deadly fentanyl made to look like candy to children and young people. It has been seized in multiple forms, including pills, powder, and blocks that resemble sidewalk chalk." According to the CDC, 107,622 Americans died of drug overdoses in 2021, with 66% of those deaths related to synthetic opioids like fentanyl.

Opioid Reversal - Naloxone (NARCAN)



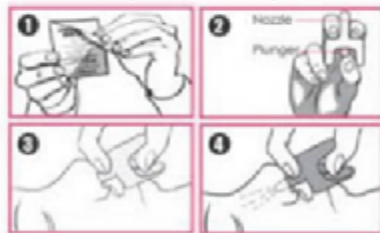
Signs of an Opioid Overdose



What Drugs Does Naloxone (NARCAN) Reverse?

- | | |
|-------------------|---------------------|
| Effective: | Ineffective: |
| -Heroin | -Alcohol |
| -Morphine | -Valium |
| -Dilaudid | -Ativan |
| -Oxycodone | -Xanax |
| -Fentanyl | -Ambien |
| -Codeine | -Antidepressants |
| -Methadone | -Marijuana |
| | -Other medications |

How to Administer Naloxone (NARCAN)



Each nasal spray device is **SINGLE DOSE**. A **SECOND DOSE** can be given in **OPPOSITE** nostril with a **NEW DEVICE**, if no improvement after **2-3 MINUTES**. (2 Doses per Box)

State and District Protections for Responders

Per Ed Code Section 49414, employee volunteers are protected by the District against any and all civil liability from their actions when serving as a volunteer.

Administering Naloxone (NARCAN) will not harm a person who is not having an overdose.

Paramount USD District Plan

Steps of the plan

- Evaluate for signs of overdose
- Administer Naloxone (NARCAN)
- Call 911 & Site Administration
- Support the Person's Breathing (1 breath every 5 seconds)
- Monitor the Person's Response

Responder's Safety

Steps to protect responder's safety

- Wear nitrile gloves
- Use CPR mask if CPR is performed
- Perform hand hygiene
- If suspected exposure, call 911



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

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.
Reporting Process and Complaint Investigation and Resolution

Any student who believes that he/she has been subjected to sexual harassment by another student, an employee, or a third party or who has witnessed sexual harassment is strongly encouraged to report the incident to his/her teacher, the principal, or any other available school employee. Within one school day of receiving such a report, the school employee shall forward the report to the principal or the district's compliance officer identified in AR 1312.3. In addition, any school employee who observes an incident of sexual harassment involving a student shall, within one school day, report his/her observation to the principal or a district compliance officer. The employee shall take these actions, whether or not the alleged victim files a complaint.

When a report or complaint of sexual harassment involves off-campus conduct, the principal shall assess whether the conduct may create or contribute to the creation of a hostile school environment. If he/she determines that a hostile environment may be created, the complaint shall be investigated and resolved in the same manner as if the prohibited conduct occurred at school.

When a verbal or informal report of sexual harassment is submitted, the principal or compliance officer shall inform the student or parent/guardian of the right to file a formal written complaint in accordance with the district's uniform complaint procedures. Regardless of whether a formal complaint is filed, the principal or compliance officer shall take steps to investigate the allegations and, if sexual harassment is found, shall take prompt action to stop it, prevent recurrence, and address any continuing effects.

In investigating a sexual harassment complaint, evidence of past sexual relationships of the victim shall not be considered, except to the extent that such evidence may relate to the victim's prior relationship with the respondent.

In any case of sexual harassment involving the principal, compliance officer, or any other person to whom the incident would ordinarily be reported or filed, the report may instead be submitted to the Superintendent or designee who shall determine who will investigate the complaint.

Confidentiality

All complaints and allegations of sexual harassment shall be kept confidential except as necessary to carry out the investigation or take other subsequent necessary action. (5 CCR 4964)

Procedures for Preventing Acts of Bullying and Cyber-bullying

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

Any complaint of bullying shall be investigated and, if determined to be discriminatory, resolved in accordance with law and the District's Uniform Complaint procedures specified in AR 1312.3. (BP 5131.2).

EXAMPLES OF PROHIBITED CONDUCT

Bullying is an aggressive behavior that involves a real or perceived imbalance of power between individuals with the intent to cause emotional or physical harm. Bullying can be physical, verbal, or social/relational and may involve a single severe act or repetition or potential repetition of a deliberate act. Bullying includes, but is not limited to, any act described in Education Code 48900(r).

Cyberbullying includes the electronic creation or transmission of harassing communications, direct threats, or other harmful texts, sounds, or images. Cyberbullying also includes breaking into another person's electronic account or assuming that person's online identity to damage that person's reputation.

EXAMPLES OF TYPES OF CONDUCT that may constitute bullying and are prohibited by the Paramount Unified School District include, but are not limited to:

1. Physical bullying: An act that inflicts harm upon a person's body or possessions, such as hitting, kicking, pinching, spitting, tripping, pushing, taking or breaking someone's possessions, or making cruel or rude hand gestures
2. Verbal bullying: An act that includes saying or writing hurtful things, such as teasing, name-calling, inappropriate sexual comments, taunting, or threats to cause harm
3. Social/relational bullying: An act that harms a person's reputation or relationships, such as leaving a person out of an activity on purpose, influencing others not to be friends with someone, spreading rumors, or embarrassing someone in public
4. Cyberbullying: An act such as sending demeaning or hateful text messages or emails, spreading rumors by email, posting on social networking sites, or posting or sharing embarrassing photos, videos, web site, or fake profiles

MEASURES TO PREVENT BULLYING

The Superintendent or designee shall implement measures to prevent bullying in District schools, including the following:

1. Ensuring that each school establishes clear rules for student conduct and implements strategies to promote a positive, collaborative school climate
2. Providing information to students, through student handbooks, district and school web sites, and other age-appropriate means, about district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for engaging in bullying
3. Encouraging students to notify school staff when they are being bullied or when they suspect that another student is being bullied, and providing means by which students may report threats or incidents confidentially and anonymously
4. Conducting an assessment of bullying incidents at each school and, if necessary, increasing supervision and security in areas where bullying most often occurs
5. Annually notifying district employees that, pursuant to Education Code 234.1, any school staff who witnesses an act of bullying against a student has a responsibility to immediately intervene to stop the incident when it is safe to do so

SOCIAL-EMOTIONAL STUDENT INSTRUCTION

1. Students are provided with instruction that promotes social-emotional learning, effective communication and conflict resolution skills, character development, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.
2. Students are educated about the negative impact of bullying, discrimination, intimidation, and harassment based on actual or perceived immigration status, religious beliefs and customs, or any other individual bias or prejudice.
3. To discourage cyberbullying, students are advised to be cautious about sharing passwords, personal data, or private photos online and consider the consequences of making negative comments about others online.

REPORTING AND FILING COMPLAINTS

1. Any student, parent/guardian, or other individual who believes that a student has been subjected to bullying or who has witnessed bullying may report the incident to a teacher, the principal, a compliance officer, or any other available school employee.
2. When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated. When a student uses a social networking site or service to bully or harass another student, the Superintendent or designee may file a request with the networking site or service to suspend the privileges of the student and to have the material removed.

DISCIPLINE/CORRECTIVE ACTIONS

1. Corrective actions for a student who commits an act of bullying of any type may include counseling, behavioral intervention and education, and, if the behavior is severe or pervasive as defined in Education Code 48900, may include suspension or expulsion in accordance with District policies and regulations.
2. When appropriate based on the severity or pervasiveness of the bullying, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators and may contact law enforcement.

SUPPORT SERVICES

1. The Superintendent, principal, or principal's designee may refer a victim, witness, perpetrator, or other student affected by an act of bullying to a school counselor, school psychologist, social worker, child welfare attendance personnel, school nurse, or other school support service personnel for case management, counseling, and/or participation in another program as appropriate. (EC 48900.9)
2. If any student involved in bullying exhibits warning signs of suicidal thought or intention or of intent to harm another person, Superintendent or designee, the site principal or principal's designee shall, as appropriate, implement District intervention protocols which may include, but are not limited to, referral to District or community mental health services, other health professionals, and/or law enforcement. (AR 5131.2).
3. Employees are required to complete mandated training regarding Recognition and Response of Bullying and Cyberbullying annually.

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

The Governing Board believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to wear clothing that is suitable for the school activities in which they participate. Students shall not wear clothing that presents a health or safety hazard or causes a substantial disruption to the educational program.

The principal or designee is authorized to enforce this policy and shall inform any student who does not reasonably conform to the dress code. The dress code shall not be enforced in a manner that discriminates against a particular viewpoint or results in a disproportionate application of the dress code based on students' gender, sexual orientation, race, ethnicity, household income, or body type or size.

The principal, staff, and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a proposed dress code shall be presented to the Board, which shall approve the plan upon determining that it is necessary to protect the health and safety of the school environment. The dress code policy may be included in the school's comprehensive safety plan. (Education Code 35183)

When determining specific items of clothing that may be defined as gang apparel, the school shall ensure that the determination is free from bias based on race, ethnicity, national origin, immigration status, or other protected characteristics.

Board Policy 5132.1 requires students at K-5 schools to wear a specific uniform, as follows:

Boys

Girls

White shirt, long or short sleeves, with a collar

White blouse, long or short sleeves, with a collar

Navy blue pants or shorts

Navy blue jumper, skirt, skort, shorts, culottes, or pants

Appropriate shoes

Appropriate shoes

Navy blue sweater, sweatshirt, or jacket - a uniform shirt must be worn underneath

Navy blue sweater, sweatshirt, or jacket - a uniform blouse must be worn underneath

Major Lynn Mokler School

The Governing Board is fully committed to maximizing school safety and to creating a positive learning environment that includes strategies for violence prevention and high expectations for student conduct, responsible behavior, and respect for others. (BP 0450).

Schools throughout Paramount Unified School District have positive and proactive schoolwide discipline plans. Data is used to inform decisions on developing and implementing effective behavior management and positive behavior support of all students (Safe & Civil Schools).

Student Referrals are made for incidents that require immediate attention or administrative support.

Means of correction will be implemented upon failure to comply with behavior expectations including, but not limited to, conflict resolution, restorative practices, counseling, parent conference, detention, suspension, expulsion recommendation (EC 48900 & 48915, BP 5144.1, AR 5144.1, AR 5144.2).

(C) School Suspension, Expulsion and Mandatory Expulsion Guidelines

H. Policies Regarding Suspension and/or Expulsion

In accordance with Board Policy 5144.1 and Administrative Regulations 5144.1 & 5144.2, suspension shall be imposed only when other means of correction fail to bring about proper conduct. However, a student, including a student with previously identified exceptional needs, may be suspended from school for not more than five consecutive school days for any of the reasons in the Education Code Section 48900, upon first offense, if the principal determines the student has committed any of the acts enumerated in Education Code Section 48900 (a-q) or that the student's presence causes a danger to persons or property or threatens to disrupt the instructional process (Education Code 48900.5)

Prior to suspending a student, a school conference is held with the student and an administrator to discuss the student's offense except in cases when the student is not available. Parents are notified of the offense and the suspension in a timely manner after the decision is made to suspend the student.

OFFENSES THAT RESULT IN MANDATORY SUSPENSION AND REFERRAL FOR EXPULSION, with the principal HAVING THE ABILITY to make an exception if appropriate include:

1. Caused serious physical injury to another person, except in self-defense.
2. Possessed any knife, explosive, or other dangerous object of no reasonable use to the student.
3. Unlawful possession of any controlled substance listed in Chapter 2 (Section 11053) of Division 10 of the Health and Safety Code, except for the first offense for the sale of not more than one avoirdupois ounce of marijuana other than concentrated cannabis.
4. Robbery or extortion
5. Assault or battery, as defined by Sections 240 and 242 of the Penal Code, on any school employee.

OFFENSES THAT RESULT IN MANDATORY SUSPENSION AND REFERRAL FOR EXPULSION, with the principal having NO ABILITY to make an exception include:

1. Possession/selling/furnishing a firearm at school or at a school activity.
2. Brandishing a knife at another person.
3. Unlawfully selling a controlled substance listed in Chapter 2 (Section 11053 of Division 10 of the Health and Safety Code.)
4. Committing/attempting to commit a sexual assault/battery as defined in Education Code 48900 (n).

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

To fulfill the requirements made by Education Code 49079 and Welfare and Institutions Code 827 that state teachers must be notified of each student who has engaged in suspendable acts pursuant to Education Code 48900 (except subdivision h), 48900.2, 48900.3, 48900.4 or 48900.7.

The information provided shall be from the previous three years. Paramount Unified School District has incorporated this notification into the student profile screen in the Synergy Student Information system. Teachers who would like additional information about the suspensions may review the student's discipline file in the school office. All information regarding suspension and expulsion is confidential and is not to be shared with any student(s) or parent(s). Teachers are asked to secure the list so students and others may not view it.

Response Procedures for Dangerous, Violent, or Unlawful Activity

For specific details, refer to:

- Paramount Unified School District Board Policy and Administrative Regulation 3515 Campus Security (Revised May 9, 2023)
- BP/AR 3515.2 Disruptions (Revised September 14, 2020)
- BP/AR 3516 Emergencies and Disaster Preparedness Plan (Revised September 14, 2020)
- AR 3516.2 Bomb Threats (Revised September 14, 2020)
- BP/AR 5131.7 Weapons And Dangerous Instruments (Revised September 14, 2020).

(I) Hate Crime Reporting Procedures and Policies

The Governing Board recognizes the harmful effects of bullying on student well-being, student learning, and school attendance and desires to provide a safe school environment that protects students from physical and emotional harm. No individual or group shall, through physical, written, verbal, visual, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any student or school personnel, or retaliate against them for filing a complaint or participating in the complaint resolution process.

The following measures are implemented to prevent discrimination, harassment, intimidation, and bullying of students at District schools or in school activities and to ensure equal access of all students to the educational program :

1. Provide to employees, volunteers, and parents/guardians information regarding the District's nondiscrimination policy; what constitutes prohibited discrimination, harassment, or bullying; how and to whom a report of an incident should be made; and how to guard against segregating or stereotyping students when providing instruction, guidance, supervision, or other services to them. Such training and information includes guidelines for addressing issues related to transgender and gender-nonconforming students.
2. Provide to students a handbook that contains age-appropriate information that clearly describes the District's nondiscrimination policy, procedures for filing a complaint, and resources available to students who feel that they have been the victim of any such behavior.
3. Annually notify all students and parents/guardians of the district's nondiscrimination policy and of the opportunity to inform the school principal whenever a student's participation in a sex-segregated school program or activity together with another student of the opposite biological sex would be against the student's religious beliefs and/or practices or a violation of his/her right to privacy. In such a case, the principal shall meet with the student and/or parent/guardian to determine how best to accommodate the student.
4. Publicize the District's nondiscrimination policy and related complaint procedures to students, parents/guardians, employees, volunteers, and the general public and post them on the district's web site.
5. At the beginning of each school year, inform school employees that any employee who witnesses any act of discrimination, harassment, intimidation, or bullying against a student is required to intervene if it is safe to do so.

PROCESS FOR INITIATING AND RESPONDING TO COMPLAINTS

-Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the principal whether or not the victim files a complaint.

-Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying or to whom such an incident is reported shall immediately report the incident to the principal whether or not the victim files a complaint.

-Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the principal shall immediately investigate the complaint in accordance with the District's uniform complaint procedures specified in AR 1312.3 - Uniform Complaint Procedures. (BP 5145.3).

Safety Plan Review, Evaluation and Amendment Procedures

The Comprehensive School Safety Plan was reviewed and approved by the School Site Council in a public meeting. Input was elicited regarding, but not limited to, school data, the school disaster & emergency plan, ingress and egress, and discipline policies. (BP 0450).

Incident Command Team Responsibilities

Standardized Emergency Response Management System Overview

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

INCIDENT COMMAND TEAM RESPONSIBILITIES

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

MANAGEMENT

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

PLANNING AND INTELLIGENCE

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

OPERATIONS

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students.

LOGISTICS

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders.

FINANCE AND ADMINISTRATION

Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

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

Disaster Plan (See Appendix C-F)

Mokler Elementary School (Mokler) Emergency Plan provides faculty, staff, parent volunteers and students with site-specific emergency instructions during an emergency crisis or disaster.

THE PLAN

The Plan delineates responsibilities of all Mokler employees and is organized according to the Standardized Emergency Management System (SEMS). Mokler personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Training and exercises are ongoing components of the Plan.

The Plan is reviewed and updated annually by the principal, staff, and district personnel. Drills and exercises are conducted annually. Copies of the Plan and staff roles are distributed to Mokler employees, the district office, and other entities as appropriate.

There is always the possibility that an emergency or disaster may occur when classes are not in session or when Mokler is being used for extended before/after school activities. While the structure of the plan remains the same, the management system may expand or contract depending on the emergency and availability of personnel.

EMPLOYEES

Mokler employees understand that the school's primary role in an emergency is to care for the safety and welfare of children for the duration of the emergency. Staff recognizes that the school site may be on its own (without outside resources) for up to 72 hours. Should an emergency/disaster occur during school hours, Mokler will shelter students who are not picked up by parents or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy. There is also the possibility that the American Red Cross may use MOKLER as a community shelter. Mokler will keep students in the safest location on the school campus until they can be safely reunited with their families. The Principal will relocate students to an alternate site when required by law enforcement or when it is unsafe to remain on campus.

SUPPLIES

A disaster container with some emergency food, water, supplies, and equipment are located on campus. Contents are inventoried and replenished as necessary by the Safety and Security Department.

COMMUNITY INFORMATION

The principal and faculty will inform students about emergency procedures. All employees will make every effort to use appropriate procedures while providing students with direction and guidance, which emphasize their physical and psychological well-being. Parents will be informed of the Mokler Emergency Plan annually. A copy of the Plan will remain in the administrative offices.

PLAN APPLICATION

The principal or designee will activate the Plan in an emergency or when a threat exists that may impact the safety and well-being of students, employees, and the community. When the Plan is activated, employees will follow an Incident Command System (ICS) to ensure centralized direction and coordination. Under ICS, one person (the Incident Commander, ICO) is in charge at the school site. The principal or designee will serve as Incident Commander. Depending on the nature and scope of emergency, the Incident Commander may appoint section chiefs to oversee other functions (Planning, Operations, Logistics and Finance and Administration). If the situation warrants, the ICO can perform any or all five functions. The principal or designee will also be responsible for deactivating the plan.

DISTRICT AND OTHER AGENCIES

Mokler will communicate with the district by phone, email, short-wave radio, or runner. Emergency information, status reports, and resource requests will go directly to the Paramount Unified School District (PUSD) Assistant Superintendent of Business Services. Mokler may also contact the City of Paramount.

Mokler Internal Communications Protocol:

Mokler will utilize a variety of communication sources, including student messengers, walkie-talkies, landlines, cell phones, and the ParentSquare web-based communication system.

All district faculty and staff have received active shooter training called Run- Hide-Fight.

All District school sites have implemented a Visitor Management System called Raptor, to increase safety and security measures on campus. The Raptor Visitor Management school security system screens for sex offenders, alerts staff of custody violations, and provides districtwide reporting for all visitors.

All District school sites have a tactical response plan in place. Special consideration has been given to emergency procedures with regard to students with disabilities.

The District works collaboratively with local fire, police, sheriff, EMS and the City of Paramount to ensure the safety of staff and students. All fire alarm systems undergo a full system test annually.

For specific details, refer to Paramount Unified School District Board Policy and Administrative Regulations 3516 Emergencies and Disaster Preparedness Plan.

Earthquake Emergency Procedures

In compliance with California Education Code Sections 32282 and 35297, Paramount Unified School District has established a comprehensive earthquake emergency procedure system to ensure the safety and care of all students and staff. This system includes the following components:

1. School Building Disaster Plan

Each school site maintains a disaster plan that is ready for immediate implementation. This plan outlines procedures for maintaining the safety and care of students and staff during and after an earthquake. It includes coordination with local emergency services and provisions for shelter, communication, and reunification.

2. Drop Procedure

All students and staff are trained in the standardized drop procedure, which involves:

- Taking cover under a table or desk,
- Dropping to their knees,
- Protecting the head with their arms,
- Facing away from windows.

Practice drills are required to be conducted:

- Quarterly in elementary schools,
- Semiannually in secondary schools.

3. Protective Measures

The district has identified and implemented protective measures to be taken:

- Before an earthquake: Securing heavy furniture, conducting regular safety inspections, and educating staff and students.
- During an earthquake: Following the drop procedure, avoiding hazardous areas, and maintaining calm.
- After an earthquake: Conducting building assessments, accounting for all individuals, administering first aid, and initiating reunification protocols.

4. Training and Awareness

- Site specific earthquake procedures will be reviewed annually with staff to ensure that they are trained and aware of the proper safety procedures in the event of an earthquake.

Adaptations for Students with Disabilities

In the event of an emergency, all special education students in a Special Day Class, will remain with their case carrier and instructional aides with pre-identified adults assigned to each student in the classroom until family members arrive. Students in the Resource Specialist Program and Speech will remain with their general classroom teacher and have a peer-buddy pre-assigned to them when needed. Students with any mobility issues will be escorted by an adult.

Public Agency Use of School Buildings for Emergency Shelters

In accordance with Education Code 32282, the District shall allow public agencies, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The school district or county office of education shall cooperate with the public agency in furnishing and maintaining the services as the school district or county office of education may deem necessary to meet the needs of the community.

(J) Procedures to Prepare for Active Shooters

DURING INSTRUCTIONAL TIME

Upon the sound of gunfire or the presence of an intruder possessing a gun, the Administrator in charge will order a lockdown and call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat..."

If classes are in session, teachers will be instructed to lock their doors and drop to the ground to be protected from the gunfire. Students will be kept in the classrooms until the danger has passed. School personnel will use good judgment at all times in order to keep themselves and students as safe as possible until help arrives.

2. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
3. Teachers, Supervisors, CSP's, Admin are to adhere to the following procedures:
 - a. Lock classroom doors using push lock.
 - b. Keep all students inside and away from doors and windows.
 - c. Duck and cover and turn off the lights
 - d. No student may be permitted to leave the classroom. This includes bathroom breaks.
 - e. Make sure internal and secondary doors are operable.
 - f. Keep the phone lines clear unless there is an emergency.
4. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "all clear."
5. DO NOT OPEN YOUR DOOR FOR ANYONE.
6. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
7. DO NOT EXIT THE CLASSROOM IF A FIRE DRILL IS PULLED, UNLESS THERE IS A FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

DURING NON-INSTRUCTIONAL TIME

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, or an individual staff member that the school is experiencing a Lock Down. "WE ARE GOING ON LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat Noon Duty Aides, CSP's, and Administration move all students to classrooms or nearest building.
2. The Administrator in charge will call 911 from a campus phone. The Administrator will then call the Security Department. The Security Department will initiate notifications to the Superintendent's Office and Student Services.
3. Teachers, Noon Duty Aides, CSP's, and Administration are to adhere to the following procedures:
 - a. Lock classroom doors using push lock.
 - b. Keep all students inside and away from doors and windows.
 - c. Duck, cover, and turn off the lights
 - d. No student may be permitted to leave the classroom. This includes bathroom breaks.
 - e. Make sure internal and secondary doors are operable.
 - f. Keep the phone lines clear unless there is an emergency.
4. If teachers are in staff room, they are to remain in the staff room. If teachers are off campus they will be locked out of the school.
5. There will NOT be an all-clear announcement. Law Enforcement will be given keys to the school and they will be giving the individual class the "All Clear."
6. DO NOT OPEN YOUR DOOR FOR ANYONE.
7. DO NOT RELEASE STUDENTS UNLESS INSTRUCTED TO DO SO BY LAW ENFORCEMENT
8. DO NOT EXIT THE CLASSROOM IF A FIREDRILL ALARM IS PULLED, UNLESS THERE IS AN ACTIVE FIRE IN YOUR OWN CLASSROOM, THEN EVACUATE TO THE CLOSEST CLASSROOM.
9. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.

Privacy and Safety Laws related to Immigration Enforcement

In accordance with Senate Bill 98 (SB 98) and Assembly Bill 49 (AB 49), Paramount Unified School District is committed to maintaining a safe, secure, and inclusive learning environment for all students, regardless of immigration status.

1. Notification Procedures (SB 98):
 - Schools must issue immediate campus-wide alerts when immigration enforcement is confirmed on school grounds.
 - Alerts will include the date, time, specific location, and a link to resources provided by the California Attorney General, and will exclude any personally identifiable information.
2. Restricted Access and Documentation Requirements (AB 49):
 - Immigration enforcement officers may not enter nonpublic areas of any school site without presenting:

- Valid identification
- A written statement of purpose
- A judicial warrant, subpoena, or court order
- Entry must be approved by the Superintendent or designee, and access will be limited to areas where students are not present.
- School personnel are prohibited from disclosing student records or personal information to immigration authorities without proper legal documentation or written parental consent.

Emergency Contact Numbers

Utilities, Responders and Communication Resources

Type	Vendor	Number	Comments
Law Enforcement/Fire/Paramedic	Fire/Paramedics	911	Contact the District Office x6025 Business Services When Initiated
Law Enforcement/Fire/Paramedic	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office x6025 Business Services When Initiated
Law Enforcement/Fire/Paramedic	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office x6025 Business Services When Initiated
Public Utilities	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office x6025 Business Services When Initiated
Public Utilities	Gas Company	(562) 570-2140	Contact the District Office x6025 Business Services When Initiated
Public Utilities	Electric Company	(800) 655-4555	Contact the District Office x6025 Business Services When Initiated
City Services	Long Beach Water Department	(562) 570-2390	Contact the District Office x6025 Business Services When Initiated
School District	Paramount Water Company	(562) 220-2018	Contact the District Office x6025 Business Services When Initiated
School District	City of Paramount	(562) 220-2000	Contact the District Office x6025 Business Services When Initiated

Instructional Continuity Plan

Senate Bill 153 is an instructional continuity plan to establish communication with students and their families and provide instruction to pupils when in-person instruction is disrupted due to an emergency pursuant to Section 41422 or subdivision (a) of Section 46392. The plan shall include:

(i) Procedures for pupil engagement, as soon as practicable. Communication will be sent from each school principal to students and their families no later than five calendar days following the emergency via ParentSquare. ParentSquare is a two-way communication tool with students and their families. This communication will include how students will access academic, social-emotional and mental health support.

(ii) Access to in-person instruction or remote instruction no later than 10 instructional days following the emergency, as practicable. The plan may include support to students and families to enroll in or be temporarily reassigned to another school district, county office of education, or charter school. For purposes of this paragraph, "temporarily reassigned" means temporarily reassigned to another local educational agency outside of the school district in which the pupil's parent or guardian resides. Notwithstanding Section 48200 or any other law, a pupil who is temporarily reassigned shall be deemed to have complied with the residency requirements for attendance in the local educational agency that is temporarily serving the pupil pursuant to this section.

(ii) Notwithstanding Section 48200 or any other law, a school district, county office of education, or charter school may continue to enroll a pupil who is temporarily reassigned to another school district, county office of education, or charter school pursuant to this section in order to facilitate the timely reentry of the pupil i their prior school after the emergency event has ended.

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

Safety routes (ingress and egress):

Major Lynn Mokler Elementary School provides multiple access points for campus entry. Morning INGRESS drop-off takes place at the arrival gate on Flower Street, adjacent to the Mokler Administration Building. Specialized entrance for special education Transitional Kindergarten and Kindergarten students, adjacent to room 4, was implemented for student safety and convenience to classroom entrance.

School EGRESS dismissal is managed through FOUR gates, all located on Flower Street:

Taxi Riders: dismiss at the operations parking lot gate located next to room 1

TK/K: dismiss at the kindergarten gate located next to room 4

1st-5th Drive Path Pick-up: dismiss at the side of the Administration Building

1st-5th Walking Students: dismiss at the Walk Gate located at the entrance of the school next to the Administrative Offices front door.

While no PUSD buses serve this school, a taxi drop-off area is available inside the PUSD Maintenance and Operations parking lot, also located on Flower Street. This area is designated for Special Education students. All arrival and dismissal gates are designed to allow students to enter and exit the campus safely and efficiently.

Visitor Check-In Procedure:

Signs on campus direct all visitors to report to the main office. During school hours, visitors (when permitted) are required to check in at the main office and obtain a visitor’s badge through the RAPTOR check-in system.

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

Goal:

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - School Discipline

Current Metrics and Indicators:

Suspension Rate - 0.7% in green status on California Dashboard - 2024-25 School Year

Opportunity for Improvement:

Decrease suspension rate to 0.2%

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
<p>CSAs position(s): provide effective supervision of students before school after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans.</p> <p>Collaborate with Principal and site staff to implement School Site Safety</p> <p>Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.</p>	<p>Synergy Student Behavior and Suspension Data</p>	<p>Maintain the current "green" status of CA school dashboard for the 25-26 school year</p>	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	<p>Principal/Assistant Principal</p>
<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	<p>SEL data (attendance, behavior, etc.)</p> <p>Student grades</p> <p>Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>	<p>Maintain the current "green" status of CA school dashboard for the 25-26 school year</p>	<p>SEL data (attendance, behavior, etc.)</p> <p>Student grades</p> <p>Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>	<p>Counselor & Social Worker</p>

<p>Incentives and accolades for positive behavior and attendance that can include a variety of rewards such as awards, resources, supplemental materials, or tangible items that symbolize making good choices and demonstrating improvement. Additionally, these incentives may extend to extracurricular activities or assemblies with a social-emotional focus, where students who have shown growth and progress are recognized and celebrated.</p>	<p>Synergy Student Behavior and Suspension Data</p>	<p>Maintain the current "green" status of CA school dashboard for the 25-26 school year</p>	<p>Counselor and Social Worker Data</p> <p>Administrative Observation</p> <p>Lists showing students being celebrated for improvement and good behavior</p> <p>Award and Incentive Assemblies and Activities</p>	<p>Principal/Asst. Principal, Counselor, Social Worker</p>
<p>CSAs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure student compliance with school and District rules and procedures.</p>	<p>Synergy Student Behavior and Suspension Data</p>	<p>Maintain the current "green" status of CA school dashboard for the 25-26 school year</p>	<p>Synergy Student Behavior and Suspension Data</p>	<p>Principal/Assistant Principal</p>
<p>Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.</p>	<p>Synergy Student Behavior and Suspension Data</p>	<p>Maintain the current "green" status of CA school dashboard for the 25-26 school year</p>	<p>Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals</p> <p>Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health.</p> <p>Participation/leading parent meetings with staff to support their child IEP.</p>	<p>Counselor/School Psychologist</p>

<p>Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.</p>	<p>Synergy Student Behavior and Suspension Data</p>	<p>Maintain the current "green" status of CA school dashboard for the 25-26 school year</p>	<p>Synergy SEL data and communication logs.</p>	<p>Social Worker</p>
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Goal:

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety - Attendance Improvement

Current Metrics and Indicators:

Chronic Attendance - 29.2% chronically absent in yellow status per California Dashboard - 2024-25 School Year

Opportunity for Improvement:

Decrease chronic absenteeism by 10%

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
<p>Incentives and accolades for positive behavior and attendance that can include a variety of rewards such as awards, resources, supplemental materials, or tangible items that symbolize making good choices and demonstrating improvement.</p> <p>Additionally, these incentives may extend to extracurricular activities or assemblies with a social-emotional focus, where students who have shown growth and progress are recognized and celebrated.</p>	Attendance data from Synergy	Decrease chronic absenteeism by 10%	<p>Counselor and Social Worker Data</p> <p>Administrative Observation</p> <p>Lists showing students being celebrated for positive attendance.</p> <p>Award and Incentive Assemblies and Activities</p>	Principal/Asst. Principal/Counselor/Social Worker
<p>Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.</p>	Attendance data from Synergy	Decrease chronic absenteeism by 10%	Synergy SEL and student information/counseling data	Social Worker
<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	Attendance data from Synergy	Decrease chronic absenteeism by 10%	<p>SEL data (attendance, behavior, etc.)</p> <p>Student grades</p> <p>Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>	Counselor
<p>Regular principal communication, focusing on positive attendance improvement efforts and communicating school/district attendance goals.</p>	Parent Square messages	Decrease chronic absenteeism by 10%	Review of Parent Square messages	Principal

