

Comprehensive School Safety Plan

2025-2026 School Year

School: Paramount Park Middle School
CDS Code: 19648730119438
District: Paramount Unified School District
Address: 14608 Paramount Blvd
 Paramount CA 90723-3465
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Approved by:





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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 Paramount Park Middle School Main Office.

Safety Plan Vision

Paramount Park Middle School uses a comprehensive approach to support our students' physical, mental, and emotional well-being. Our vision is to create a safe and welcoming school environment in which all students feel safe to learn and thrive. Paramount Park's Comprehensive School Safety Plan focuses on the use of intervention for students with attendance or discipline concerns, and looks at data from a variety of resources to gain a better understanding of how our students feel and how staff can create plans to support their needs. Paramount Park Middle School's Comprehensive School Safety Plan also focuses on logistical details for a safe school environment including ingress, egress, disaster plans, expectations for behavior, discipline procedures, and policies and procedures to maintain safety at all times.

The Paramount Unified School District 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 Paramount Unified School District 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). The Paramount Park Middle School Comprehensive School Safety Plan is aligned to all board policies that support school safety.

Components of the Comprehensive School Safety Plan (EC 32281)

Paramount Park Middle School Safety Committee

Assessment of School Safety

Students, parents, visitors, and staff at Paramount Park Middle School are safe on campus, while attending off campus school-sponsored events, and when traveling directly to and from school. To ensure safety, Paramount Park Middle School has adopted policies and procedures pertaining to campus safety including: discipline procedures, establishing school climate and culture, campus security and safety, investment in intervention and encouraged participation from educational partners, and the improvement and maintenance of the physical school environment.

Paramount Park Middle School prepares for, practices and performs regularly scheduled evacuation and emergency drills: fire drills, earthquake drills and lockdown drills. Paramount Park Middle School participates in the annual "Great California Shake Out" drill and is constantly seeking feedback to improve earthquake and emergency preparedness. Paramount Park works closely with the Paramount Unified School District Safety and Security Department to strengthen our disaster preparedness through reviewing the safety plan, assessing needs, evaluating supplies, scheduling and performing drills and holding safety meetings to support all efforts.

All school visitors must sign-in and out and must additionally run a government identification card through the district-approved RAPTOR visitor check-in system. All visitors must visibly wear their RAPTOR passes when on campus and all volunteers must meet all requirements spelled out in the Paramount Unified School District volunteer handbook. RAPTOR signs indicating protocols and guidelines are posted in the front office for visitors to access.

Emergency exit routes are posted in all rooms and classrooms are equipped with emergency bags which are updated annually.

Our staff creates and maintains a safe school environment by aligning all policies to board policies. This includes programs and practices to address bullying (Board Policy 5131.2 Bullying Revised September 11, 2024)

The Paramount Unified School District Personnel Services Department maintains record that all employees have completed mandated training courses and annual policy acknowledgement to ensure that all school employees are compliant with training requirements per Education Code, Penal and Government Code, and Board Policies and Administrative Regulations.

The following policies are reviewed and employees acknowledge receipt and understanding of the following:

- Employee Handbook
- Workplace Violence Prevention Policy
- Sexual Harassment
- Child Abuse Prevention and Reporting
- Civility
- Employee Use of Technology
- Dress and Grooming
- Maintaining Appropriate Adult-Student Interactions
- Nondiscrimination in Employment
- Accusations Against Staff – Tips

- Culturally Proficient Professional

In addition, the following eight training courses are annually assigned to all employees via Keenan Vector Solutions.

- Bullying: Recognition & Response- 8 CCR §5193 (57 min.)
- Cyberbullying- 8 CCR §5193 (24 min.)
- Mandated Reporter- Education Code §44691 (51 min.)
- Sexual Harassment Prevention Gov. Code §12950.1 (60 min.)
- Students Experiencing Homelessness 42 USC §11432 (28 min.)
- Title IX Compliance Overview 34 CFR § 106.45 (45 min.)
- Youth Suicide Awareness Ed Code § 215 (37 min.)
- Workplace Violence Prevention Labor Code 6401.7; 8 CCR 3203 (22 min.)

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

Student ID Cards: Every high school student’s ID card includes the National Suicide Prevention Hotline, the Domestic Violence Hotline, and the Crisis Text Line 741741 so students can call or text in for confidential help.

A site Safety Team meets regularly to review quarterly safety review checks and advises on the development of the Comprehensive School Safety Plan that is developed and approved by the site's School Site Council.

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 Paramount Park Middle School:

Students in the SARB Process:
 2024-2025 school year
 2023-2024 school year 2

Paramount Unified School District takes a holistic approach to student mental health and support throughout our TK-12 programs. Our school employs counselors 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-ins and check-outs, individualized incentive programs, school-based counseling, referrals to outside agencies, Social Emotional Learning practices and Safe & Civil Schools strategies.

The Safety & Security Department of Paramount Unified School District holds the responsibility to maintain a safe and secure environment for those on campus at all times. The Safety & Security Department provides service to the school community 24 hours/7 days a week under the direction of the Director of Safety & Security. Safety & Security personnel respond to calls for service to maintain order and discipline, locate missing students, investigate violations of school board policies, detain students violating the law or school board policies on school property at school-sponsored events, and respond to emergencies.

Percentage of Chronically Absent Students:

2024-25 School Year: 20.3% Chronically Absent

2023-24 School Year: 24.6% Chronically Absent

Suspension Percentage:

2024-25 School Year: 5.6% suspended at least one day

2023-24 School Year: 7.6% 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 Paramount Unified School District employees 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. In responding to a suspected opioid incident, the responder will check the individual for responsiveness and signs of an opioid overdose, which may include unconsciousness, slow or absent breathing, pinpoint pupils, bluish skin, a limp body, or snoring and gurgling sounds. Utilizing personal protective equipment (PPE) such as gloves and masks, if available. They will then call emergency services. If naloxone (Narcan) is available, the responder will administer it according to the instructions and monitor the individual's breathing and responsiveness. If there is no response after 2-3 minutes, another dose of naloxone can be given. The responder will remain with the individual until help arrives, keeping them safe and as alert as possible. 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.

Annually, Paramount Park Middle School's district-assigned nurse provides Narcan training for certificated staff members. 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)



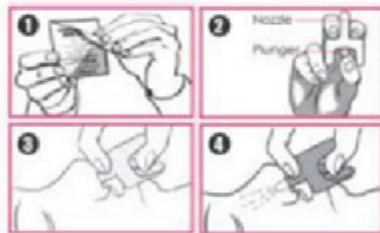
Signs of an Opioid Overdose



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 the types of conduct that may constitute bullying and are prohibited by the 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

Student Instruction

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.

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.

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 of Complaints

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.

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

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.

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

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)

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).

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:

You CAN wear...

Shirts, T-Shirts, or Blouses

Jeans/Pants

Skirts, or Shorts

Sweaters, Jackets, or Sweatshirts

Appropriate closed-toes shoes sneakers, or flat shoes must be worn at all times

Students not adhering to the dress code will be subject to our Paramount Park written warning system. Students may also be asked to call home to have new clothes brought to them

For safety reasons, you CANNOT wear...

Shirts -

No images that include: alcohol, tobacco, drugs, sexual or illegal activity and are size appropriate (not excessively baggy).

No low cut, crop or tube, bare or low back, see through or midriff tops, or spaghetti straps.

Pants torn above the knee, students must wear leggings underneath

Shorts/Skirts may be worn, but must be longer than fingertips of the hand extended to the side

Crocs, slides, slippers, sandals, or open-toed shoes
Head Accessories: Bandanas, Hoods, Head Scarfs, Hats, Beanies, etc.
Sweats, Joggers, yoga pants/leggings (Classified by the material)
Gang Related clothing or oversized shirts or pants
Jewelry must be minimal and safe

*If a student brings any of these items to school, the items will be turned in to the office and can be picked up after school by the student or parent. *

Any Day: Paramount Park Spiritwear: (This includes Mesa, Band, AVID, PLTW and other PPark club shirts)
Wednesdays: We wear College Gear
Game days: Students may wear their PPark team jersey or Cheer uniform on the day of their game only.

Paramount Park Middle 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), and 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. br/>
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 & 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 & 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)

Paramount Park Middle School Disaster Plan and Emergency Procedures provide faculty, staff, parent volunteers, visitors and students with site-specific emergency instructions during an emergency crisis or disaster. The plan delineates responsibilities of all Paramount Park employees and is organized according to the Standardized Emergency Management System (SEMS). Each Paramount Park Middle School staff member is designated to carry out specific emergency responsibilities and are expected to understand the policies, procedures and system. Training and drills are ongoing components of the plan. The plan is reviewed and updated annually by the principal, advisory groups, and district personnel. Copies of the plan, including staff roles, are provided to Paramount Park Middle School employees, the district office, and other entities as appropriate.

Paramount Park will have Automatic External Defibrillator (AED) installed on campus in the 2024-2025 school year. There is always the possibility that an emergency or disaster may occur when classes are not in session or when Paramount Park is being used for extended before or 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.

Paramount Park employees understand that the school's primary role in an emergency is to care for the safety and welfare of all children for the duration of the emergency. Staff members recognize that the school site may be on its own and potentially without outside resources for up to 72 hours. Should an emergency or disaster occur during school hours, Paramount Park Middle School will shelter students who are not picked up by parents/guardians or authorized persons listed on the Emergency Information Card for up to 72 hours. This is district policy.

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

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

Emergency Procedure Adaptations for students with disabilities may include student-specific considerations that the IEP team develops, implements and practices with student(s) in order to maintain safety.

Designated support staff including but not limited to teachers, IEP case carriers, instructional assistants, social worker, counselors, administration and campus safety staff will use easy-to-understand directions by simplifying directions during lockdowns and disaster evacuations. Any students who utilize tools for mobility (cane, crutches, wheelchair, braces) or who utilize communication devices will have a designated support staff maintain any items needed during an emergency or disaster. This can include items to help manage anxiety or overstimulation such as fidgets, noise cancelling headphones, or sunglasses to deter the bright lights that activate during fire alarms. All items should be available in the classroom emergency bags and all needed medications will be maintained by the School Health Office Technician. All medications will be administered as directed by physicians and approved by the student Ed Rights holder annually.

Additionally, all students, including those with mobility challenges, will practice regular emergency drills. These student-specific evacuations and scenarios will be conducted from different areas on campus in order to ensure preparedness. All students with hearing impairments, visual impairments or blindness will be partnered with a one-on-one designated support staff in order for them to receive information clearly and in order to evacuate safely. IEP teams will determine if outside agencies or additional services are needed to prepare students for emergency situations. All visually impaired or blind students will be assigned a one-on-one aide to guide them during an emergency or disaster, and they will also be assigned a back-up support staff in each class as a secondary resource should the need arise.

Sensory considerations will also be made to account for identified students/staff. The site will plan for quiet areas and spaces during emergencies to help students manage stress, anxiety and sensory sensitivities such as loud noises, bright lights or crowded spaces. A crisis response team will be convened should the need arise for any student including those students with an IEP or a 504Plan. A member of the wellness team (counselor or social worker) will be assigned to the First Aid team should any student, including those with disabilities, need ongoing emotional support during an emergency or disaster.

Students with medical conditions will have up-to-date health plans for all staff to follow, and will have any needed medications or supplies (glucose monitoring, glucose tablets/snacks) that are in accordance with their physicians directions and guardian approval.

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

Paramount Park Middle School Emergency Lockdown Plan:

It is important for all personnel to be aware of the school procedures to be followed in the event of a potential threat to students and staff that necessitates a “lockdown” on campus. In the event that a lockdown is needed, the school principal or designee will announce the lockdown and say, “Locks, Lights, out of Sight,” over the school public announcement (PA) system and through clear in-person communication by stating, "THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT!"

At that time, the following sequence of events will occur to assist in securing our campus as quickly as possible.

1. Any students in the yard during passing period, or at break/lunch will be directed by staff to immediately report to the closest open classroom. Staff will walk the area blowing their whistles and informing students of the need to quickly go to the nearest class.
2. If safe to do so, teachers on break or lunch will report to their classrooms immediately. They will direct students on break/lunch or passing period into their safe classroom space. If not safe, teachers on break or lunch will remain in the closest indoor and lockable safe space.
3. All teachers in classrooms must quickly house any students and staff from the hallways, and quickly proceed to lock their classroom doors. Teachers should immediately move students away from the windows and doors, making sure that there is a clear path to all exits. Cover the door and windows with the blackout paper (keep the paper and supplies to post near the door). No outgoing phone calls are to be made unless directed by the principal or designee.
4. Maintain silence. Turn off all lights. Silence all cell phones and electronic devices.
5. Teachers or support staff who are not with students at the time of the event need to find a secure location on campus and lock the door.
6. If safe to do so, custodian and campus security will first ensure that all gates are locked and secure, and then lock all restrooms. Any unusual events should be reported by custodian and campus security immediately to the site administrator.
7. All radio transmissions will be kept to a minimum to expedite communications to and from administrative offices.
8. The office staff will lockdown and secure all doors in administrative offices and record the names of any students who remain in the office once it is secured. Office staff will not be answering phones.
9. Information regarding the emergency situation and further directions will be provided once the campus is secure, via a staff runner, memo, phone call, e-mail, or PA announcement, as appropriate.
10. Attendance should be taken as soon as safe to do so.
11. Police and administrators will have keys to gain access to your room. DO NOT open the doors for anyone.
12. Keep students calm and prepare them to run, hide, evade or defend themselves.

Lockdown Plan During Instructional Time (Class in Session):

Upon the sound of gunfire or the presence of an intruder possessing a gun or weapon, the Administrator in charge will order a lockdown and call 911. The Administrator will then call the Paramount Unified School District Safety & Security Department. The Safety & Security Department personnel will initiate notifications to the Superintendent’s office.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, whistle or an individual staff member that the school is experiencing a Lockdown. The announcer will clearly and concisely state, “THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat, THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL.”
2. Teachers and staff will be instructed to lock their doors, drop to the ground and move away from doors and windows to protect themselves 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. If teachers/staff are in the staff room or secure restroom or office, they are to remain in that location if it is safe to do so. If teachers/staff are off campus they will be locked out of the school.

All staff will adhere to the following procedures:

- a. Lock classroom doors.
- 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.
- g. 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.”
- h. DO NOT OPEN YOUR DOOR FOR ANYONE.
- i. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM

- j. 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.
- k. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.
- l. KEEP CALM AND MAINTAIN SILENCE ALL AT TIMES

Lockdown Plan During Non-Instructional Time (Before School, After School, Break, Lunch, Passing Period):

Upon the sound of gunfire or the presence of an intruder possessing a gun or weapon, the Administrator in charge will order a lockdown and call 911. The Administrator will then call the Paramount Unified School District Safety & Security Department. The Safety & Security Department personnel will initiate notifications to the Superintendent's office.

1. An administrator or designee will notify all staff via the intercom system, a bullhorn, whistle or an individual staff member that the school is experiencing a Lockdown. The announcer will clearly and concisely state, "THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL. I repeat, THIS IS A LOCKDOWN. LOCKS, LIGHTS, OUT OF SIGHT! THIS IS NOT A DRILL."
2. Teachers and staff will be instructed to lock their doors, drop to the ground and move away from doors and windows to protect themselves 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. If teachers/staff are in the staff room or secure restroom or office, they are to remain in that location if it is safe to do so. If teachers/staff are off campus they will be locked out of the school.

All staff will adhere to the following procedures:

- a. Any students and staff outside of the classroom will be directed by staff to immediately report to the closest open classroom and will quickly lock classroom doors.
- 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.
- g. 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."
- h. DO NOT OPEN YOUR DOOR FOR ANYONE.
- i. DO NOT RELEASE STUDENTS EVEN IF EVEN INSTRUCTED TO DO SO OVER THE INTERCOM
- j. 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.
- k. WHEN EVACUATED BY LAW ENFORCEMENT, LEAVE EVERYTHING BEHIND AND FOLLOW THEIR INSTRUCTIONS.
- l. KEEP CALM AND MAINTAIN SILENCE ALL AT TIMES

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
	Fire/Paramedics	911	Contact the District Office
	Long Beach Police Department – North Division	(562) 570-9800	Contact the District Office
	Lakewood Sheriff Station	(562) 623-3500	Contact the District Office
	Bellflower Sheriff Sub Station	(562) 925-0124	Contact the District Office
	Gas Company	(562) 570-2140	Contact the District Office
	Electric Company	(800) 655-4555	Contact the District Office
	Long Beach Water Department	(562) 570-2390	Contact the District Office
	Paramount Water Company	(562) 220-2018	Contact the District Office
	City of Paramount	(562) 220-2000	

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 if 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 for ingress and egress:

Paramount Park Middle School is adjacent to a public city park which is closely monitored by the school campus safety team, administration and Paramount city security to maintain a safe ingress and egress. Morning drop off between 7:45-8:15am occurs through the main parking lot gate located at the southwest entrance of the school on Paramount Blvd and students enter the main southwest gate which is carefully monitored by staff on yard duty and a member of the campus safety team. Afternoon pickup at school dismissal occurs at 2:45pm and students can exit at the northeast exit adjacent to Paramount Park or through the southwest and northwest gates located at the front of the school. All exits are closely monitored by a member of the campus safety team.

Paramount Park Middle School students do not have any Durham bus drop offs or pick ups at egress or ingress. Door-to-door transportation provided by taxi cabs line up prior to dismissal in the loading zone at the north end of the school parking lot. District bus drop offs and pick ups occur for field trips only. Students are encouraged to utilize the sidewalks at egress and ingress and refrain from cutting through the parking lot area.

Procedure for Visitor Check In:

All visitors must report to the main office and sign in to the visitor's log. All visitors are required to present a government-issued identification card including a valid photo that is processed through the districtwide RAPTOR accountability system. A visitor's badge is printed and must be worn at all times while on school property. Prior to leaving the school campus, visitors are to return to the main office, return the visitor's badge and sign out on the visitor's log.

Additionally, all staff members and Paramount USD employees must sign in and out of campus upon arrival and exit in order to account for all people on campus at all times. All staff and visitors park in the main parking lot located east of the school.

(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

Current Metrics and Indicators:

In the 2024 - 2025 school year, 20.3% of students at Paramount Park Middle School were considered chronically absent.

Opportunity for Improvement:

Paramount Park Middle School aims to decrease the amount of students considered chronically absent by 5%.

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
School Attendance Task Force to improve our school's average daily attendance rate and to reduce the number of students who are chronically absent.	Hoonuit Attendance Data Ca. Dashboard Data for Chronic Absenteeism SART/SARB Contracts	School-wide goal for ADA of 95% Decrease Chronic Absenteeism by 5%	Student attendance Chronic Absenteeism	Wellness Team Members, School Social Worker, Administration
Monthly Attendance Celebrations for students who achieve 95% ADA for each month.	Synergy attendance data	Increase the number of students who meet the 95% goal for ADA for each month	Student attendance	Principal, Assistant Principal, Attendance Task Force, Climate & Culture Team, Counselors, and School Social Worker
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.	SART/SARB Contracts Student Attendance Logs Tier II/III Resourcing for students/families	School-wide goal for ADA of 95% Decrease Chronic Absenteeism by 5%	Synergy SEL and student information/counseling data	Principal, Assistant Principal, School Social Worker
Parent Education, Attendance and Parent Incentives for maintaining regular attendance and improving student attendance	Synergy attendance data Parent attendance logs SART/SARB Contracts	School-wide goal for ADA of 95% Decrease Chronic Absenteeism by 5%	Chronic Absenteeism Data Parent Communication Logs SART/SARB Contracts	Principal, Assistant Principal, School Social Worker, Counselors

Goal:

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

Current Metrics and Indicators:

In the 2024 - 2025 school year, Paramount Park Middle School had 5.6% of students suspended at least one day.

Opportunity for Improvement:

Paramount Park Middle School will decrease the amount of students suspended at least one day by 2%.

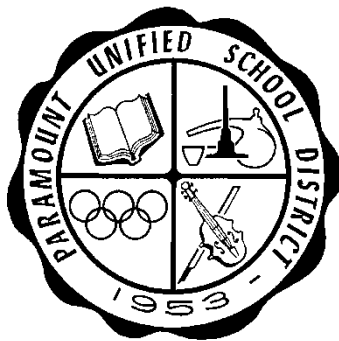
SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
<p>School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.</p>	<p>Classroom Lessons SEL data</p>	<p>Improved student engagement and academic performance.</p> <p>Increased awareness of post-secondary education and career opportunities.</p> <p>Enhanced decision-making, problem-solving, and interpersonal skills.</p> <p>Stronger alignment between students' goals and their educational or vocational pathways.</p>	<p>SEL data (attendance, behavior, etc.) Student grades Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)</p>	<p>School Counselors</p>

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
<p>Restorative Practices training. Focus areas for RP include community building/conflict resolution/suspension diversion training.</p>	<p>Synergy data SWIS data Dashboard Suspension Data</p>	<p>Community Building: Increased sense of trust, respect, and belonging among students and staff as measured by school climate surveys. Regular use of restorative circles and community meetings in classrooms.</p> <p>Conflict Resolution: Staff and students demonstrate the ability to engage in restorative conversations and mediation to address conflicts before escalation. Decrease in peer and classroom conflicts referred for administrative intervention.</p> <p>Suspension Diversion: Reduction in suspensions and office referrals through the use of restorative alternatives (e.g., restorative conferences, reflection circles). Improvement in attendance and engagement among students previously at risk of disciplinary action.</p>	<p>SEL data (attendance, behavior, etc.) Office referrals Log entries into Synergy of students who are sent to timeouts and written Level I/III referrals.</p>	<p>Wellness Team, WEB Coordinators, Climate & Culture Team Members, Administrators</p>

SPSA Strategy/Activity on Attendance	Metric/Indicator	Expected Outcome	Progress monitoring	Person(s) responsible
<p>Where Everybody Belongs. Teachers will attend conference WEB conference and become WEB Coordinators who will be responsible for implementing the WEB, student mentorship program on our campus.</p>	<p>Synergy data Student Surveys</p>	<p>Increased Student Belonging: Students will report stronger feelings of inclusion, connection, and safety on campus through survey data and reflection activities.</p> <p>Enhanced Leadership Skills: Student mentors will develop leadership, empathy, and communication skills through their participation in WEB activities.</p> <p>Improved School Climate: Positive peer relationships and a more supportive campus culture will be observed, with a reduction in social isolation among incoming students.</p> <p>Sustained Staff Engagement: Trained WEB Coordinators will demonstrate increased collaboration and commitment to student transition and mentorship initiatives.</p>	<p>Log entries for students who seek the time with the Counselor for SEL support Office referrals Student grades Log entries into Synergy of students who are sent on timeouts and written Level I/II referrals.</p>	<p>WEB Coordinators, Administrators</p>

Paramount Park Middle School

Disaster Preparedness Handbook



Updated 10/13/2025

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Assembly Bill 2786 (the Katz Bill) mandates public and private schools to establish an earthquake emergency system. Specifically called for in this system is: (a) a school building disaster plan to maintain the safety and care of both students and staff, b) a drop and hold procedure to train students and staff to cover in an earthquake, under a table or a desk, dropping to his or her knees with head protected by the arms and the back to the window, c) an outline of the protective measures to be taken before, during, and after an earthquake, and d) an educational program to ensure that the students and staff are aware of and are properly trained to follow the established earthquake emergency procedure system for the school. Also, district policy states that all district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters and events which threaten to result in a disaster.

Legal reference:

E.C. 35295-35297 Earthquake emergency procedures.

E.C. 46390-46392 Emergency average daily attendance in case of a disaster.

Reg. Code Title 5(560)Civil defense and disaster preparedness plans.

Government Code 3100Public employees as disaster service workers.

This handbook will contribute greatly to raising the level of earthquake awareness and preparedness of our students and staff. Such knowledge will encourage appropriate responses during and after an earthquake, therefore helping the students and staff to effectively follow the established earthquake emergency procedure system for our school.

How Can We Prepare for an Earthquake?

Teachers & Staff

1. Create a family/loved ones emergency plan. Review the plan with loved ones frequently. Keep family members and loved ones informed that under Government Code 3100, school employees are Disaster Service Workers, and if the disaster occurs during school hours, we may be required to remain at school and may be responsible for students up to 72 hours after a disaster occurs.
2. Teach lessons from the L. A. County Earthquake Preparedness Curriculum Guide
3. Teach lessons on geology from approved science texts and curriculum.
4. Familiarize yourself and be capable of implementing the school disaster preparedness plan.
5. Train yourself and your students to be responsive and orderly during emergency drills.
6. Have a copy of up-to-date class rosters, emergency forms, teacher emergency kit backpack, and first aid kit in a central location where they can be reached in a hurry.
7. Include all emergency information in your substitute plans

Administration

1. Collaborates with the Leadership team, School Site Council, and Parent Committees to review and modify the Disaster Preparedness plan each year.
2. Issues the “Disaster Preparedness Handbook”
3. Assesses the level of staff preparedness.
4. Checks the condition of emergency supplies, orders necessary emergency supplies and distributes them.

6. Coordinates, manages, and evaluates drills.
7. Reestablishes emergency teams each year.
8. Sets short wave radio in place for easy access and operation.
9. Assists school personnel into emergency teams.
 - a. Emergency Assembly Area Team.
 - b. Emergency Operations Team (Command Post).
 - c. First Aid Team.
 - d. Parent Communication Team.
 - e. Campus Security Team.
 - f. Search and Rescue Teams.
10. Identifies potential hazards in and around the school.

Custodian

1. Updates utility shutoffs.
2. Instructs new staff on shutoffs.
3. Is ready to report to the assigned emergency team.
4. Brings first aid supplies to the emergency center.

School Safety Team

1. Locates and restocks supplies for all first aid boxes in the classrooms.
2. Orders new materials as needed.
3. Is ready to operate an effective first aid center with assigned personnel.

Office Staff

1. Collects, organizes and stores staff and student emergency cards
2. Has a list of emergency services' phone numbers.
3. Is prepared to answer questions.

Other Support Staff

1. Knows emergency procedure plan and his/her role during an emergency.

General Fire and Emergency Evacuation Drill Procedures

Any time a teacher leaves the classroom during an emergency evacuation drill, the emergency backpack with up-to-date information, including all period class roster roll sheets, should be taken. Teachers, staff and students will assemble in the emergency evacuation assembly area on the Paramount Park field (north of Paramount Park Middle School campus). The alternate emergency evacuation assembly area will be the parking lot (west of the Paramount Park Middle School campus) or the basketball courts at Paramount High School West Campus (south of the Paramount Park Middle School campus).

SB323 Accessibility for Emergency Procedures

Paramount Park Middle School's students with disabilities have access to their classroom's designated evacuation area. There are 11 staff members who will assist them with the evacuation process and 11 staff members who will support them during the evacuation timeframe. The students' IEP plans identify their unique needs and any appropriate accommodations which may be needed during these instances. Any educational partner, including students, may bring concerns to the site principal if they believe that an individual's access to appropriate disaster safety procedures is not sufficiently accommodated.

Signal: Fire bell rings a continuous bell sound.

At the signal of the fire drill, the following procedures will be followed:

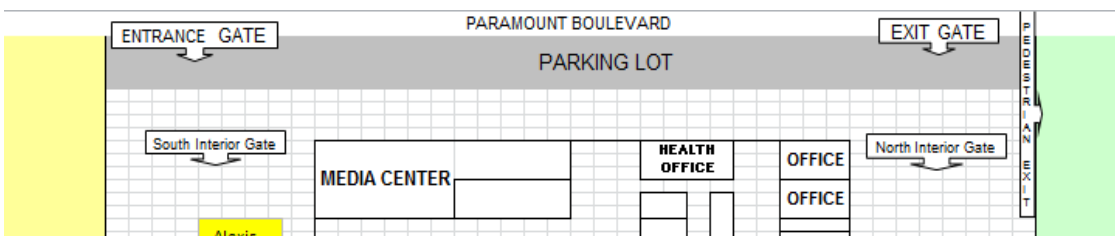
- Students will immediately stop working and will follow directions from the teacher.
- Students and staff will follow the emergency evacuation procedure. If the nearest gate exit is impacted, and another gate exit is free, proceed to that gate. If both routes are blocked, students will use the second egress route (east exit near room 33).
- The teachers will be the last to exit the classroom. The teacher will shut the classroom door, and will leave the door **unlocked**. Students will walk in an orderly manner to the emergency evacuation assembly area.
- The teachers will take the roll sheet and emergency information to the emergency evacuation assembly area.
- Teachers will instruct students to line up flush with other classes and the tree located near the pool (east side of field).
- Teachers will have the first student in line hold the name and classroom number sign for easy identification.
- All teachers will verify student attendance in the emergency evacuation assembly area and will report any missing children by filling out the student accounting form.
- Everyone is to remain quiet while in the emergency evacuation assembly area until the "all clear" sign is displayed.
- Teachers will escort students back to class in an orderly fashion.

Special Circumstances:

If an actual earthquake or fire takes place during a recess break, passing period or lunch, students, staff and teachers are to move to the emergency evacuation assembly area in the park. Students will find and line up with

their 1st period teacher. If students are in the MPR, library, computer lab, restroom, or elsewhere the same procedures for emergency evacuation drills are to be implemented.

**NO ONE IS TO LEAVE THE EMERGENCY EVACUATION ASSEMBLY AREA
UNLESS AUTHORIZED TO DO SO.**



Earthquake/Gas/Gunfire/Air Quality/Bomb Threat

During an Earthquake Including After Shocks

- Remain calm. Remain where you are. If separated from class, rejoin students as soon as feasible.
- Indoors, “Drop and Hold” take cover under a heavy desk/table or door frame and safely drop to knees. Protect head and neck with the arms with backs to windows.
- If students are in transit from one room to another or are using the restroom, they should move to the first available classroom to safely drop and take cover. If not possible, students should be instructed to quickly move to an open area away from windows, glass etc.
- If students are outside, they should be instructed to move away from buildings, go to an open area, and safely “drop and hold”
- Staff should continue to look around their environment to be aware of any dangers that may demand movement to a safer location.

After an Earthquake

Classroom Teachers:

- Takes backpack emergency kit including emergency supplies, up-to-date class lists, and their teacher name and classroom number sign
- Will safely guide students to the designated disaster assembly area (Paramount Park field)
- If it is not safe to guide students to the 1st designated disaster assembly area (Paramount Park field), staff will use the alternate emergency evacuation assembly areas (school parking lot or West Campus basketball courts)
- Identify serious injuries. Provide first aid and comfort students.
- Account for all students, complete the student accounting slip, and send completed form to the command post.

Support Staff:

- Guide any pull-out students back to their assigned teacher in the emergency evacuation assembly area to make sure that they are accounted for.
- Be vigilant for any lost students and guide them back to their assigned teacher in the emergency evacuation assembly area to make sure that they are accounted for.
- Report to their assigned team at the designated meeting place.

Gas Procedures

- Ensure gas is shut off.
- Administrator will contact authorities and district office.
- All staff and students will calmly move to the emergency evacuation assembly area.
- Teachers will take emergency backpack.
- Teachers will line up students by classroom number in the emergency evacuation assembly area.
- Teachers will take roll, complete the student accountability slip and take/send it to the command post.
- Teachers will monitor students and help them to remain calm.
- Students will be released to approved emergency list adults and checked out by designated staff if dismissal is required

Gunfire on Campus – Campus Lockdown Upon the sound of gunfire or presence of an intruder possessing a gun, the administration in charge and/or Campus Security will notify the Sheriff’s office immediately and will notify the Superintendent’s office. If classes are in session, teachers are to lock their doors and keep their students in

the classroom at all times until the danger has passed and instructed otherwise. If students and staff are on the grounds and a gun is being fired, staff and students are to lay down on the ground. Students and staff should remain quiet and should move away from doors and windows. School personnel needs to use good judgment at all times in order to keep themselves and students as safe as possible until help arrives. Campus Security will maintain a post in the MPR or where instructed by administration.

Air Quality/Smog Alert/Local Fires

- **STAGE I** Cancel all strenuous outdoor physical activities. Students who have respiratory difficulties will be allowed to remain indoors. If you have student with asthma or other respiratory conditions, be aware of their potential physical needs.

- **STAGE II** Students will remain indoors except for passing to the next class. All outdoor activities will be curtailed. Meetings that require traveling between facilities will be canceled.

- **STAGE III** All activities will be canceled, except for the closing of school. Students will eat inside.

Bomb Threat

1. DO NOT announce the bomb threat to the class.
2. Keep all students in your classroom until further notice. Do not release students for any reason!!!
3. The teacher will do a “visual search” for unusual looking objects, packages, or backpacks in the room. DO NOT TOUCH OR MOVE THE OBJECT.
4. If an object is found, notify the front office immediately. Do not use a cell phone.
5. Stay off of the phone lines in case the office needs to contact you.

BOMB THREAT INFORMATION FORM

Be Calm! Be Courteous! Listen Carefully! Do Not Interrupt!

Write out the exact words of the original threat. _____

Try to keep the caller talking – ask questions, see below:

When will the bomb explode? _____ Time remaining? _____

Where is the bomb now? _____ What area? _____

What kind of bomb is it? _____ What does it look like? _____

What will cause it to explode? _____

Why did you place the bomb? _____

Do you realize innocent people could be hurt? _____

Where are you calling from? _____ What is your name? _____

Description of

Callers Voice:

Speech:

Manner:

_____ Male	_____ Loud	_____ Distinct	_____ Calm
_____ Female	_____ Soft	_____ Distorted	_____ Angry
_____ Adult	_____ Fast	_____ Slurred	_____ Rational
_____ Child	_____ Slow	_____ Nasal	_____ Irrational
_____ Familiar	_____ Lisp	_____ Pleasant	_____ Coherent
_____ Disguised	_____ Stutter	_____ High Pitch	_____ Incoherent
_____ Muffled	_____ Raspy	_____ Deep	_____ Emotional
_____ Intoxicated			_____ Laughing
_____ Accent			
_____ Other			

Background Noises:

_____ Quiet	_____ Trains	_____ Children	_____ Street Traffic
_____ Tara Thomas	_____ Airplanes	_____ Animals	_____ Mixed Noises
_____ Voices	_____ Party	_____ Machinery	_____ Office Machines
_____ Other			

Exact time of call: _____ Date: _____

Telephone call received at: Site: _____ Ext: _____

Time caller hung up: _____ Name of person taking the call: _____

Reported call immediately to: _____

Crisis Intervention Plan

1. Immediate staff meeting will be held (time depending on when information comes forth).
2. Principal will contact Student Services to inform them of the situation and request a crisis team.
3. All administrators, campus security, counselors, and resource teachers will meet in the Principal's office or otherwise communicated location.
4. District Crisis Team will work in the following locations:
 - Room 3
 - Library
 - Conference Room
 - MPR
 - Staff Lounge
5. If appropriate, an announcement to the school will be made (via public announcement or memo delivered for teachers to read aloud).
6. Teachers will provide additional and appropriate facts as needed for students.
7. Plan A: Whole class activity – drawing, journals, letter writing.
8. Plan B: Individual students – Refer to office, accompanied by a responsible student or adult.
9. If any staff members are in need of support, a note will be sent to the office and staff members will respond immediately.

IN AN EMERGENCY TAKE ACTION



HOLD! In your room or area. Clear the halls.

STUDENTS

Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS

Close and lock the door
Account for students and adults
Do business as usual



SECURE! Get inside. Lock outside doors.

STUDENTS

Return to inside of building
Do business as usual

ADULTS

Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual



LOCKDOWN! Locks, lights, out of sight.

STUDENTS

Move away from sight
Maintain silence
Do not open the door

ADULTS

Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend



EVACUATE! (A location may be specified)

STUDENTS

Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS

Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults



SHELTER! Hazard and safety strategy.

STUDENTS

Use appropriate safety strategy for the hazard

Hazard

Tornado
Hazmat
Earthquake
Tsunami

Safety Strategy

Evacuate to shelter area
Seal the room
Drop, cover and hold
Get to high ground

ADULTS

Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults



It is important for all personnel to be aware of the school procedures to be followed in the event of a potential threat to students and staff that necessitates a “lockdown” on campus. In the event that a lockdown is needed, the school principal or designee will announce the lockdown and say, “**Locks, Lights, out of Sight,**” over the school public announcement (PA) system. At that time, the following sequence of events will occur to assist in securing our campus as quickly as possible.

1. Any students in the yard during passing period, or at break/lunch will be directed by staff to immediately report to the closest open classroom. Staff will walk the area blowing their whistles and informing students of the need to quickly go to the nearest class.
2. If safe to do so, teachers on break or lunch will report to their classrooms immediately. They will direct students on break/lunch or passing period into their safe classroom space. If not safe, teachers on break or lunch will remain in the closest indoor and lockable safe space.
3. All teachers in classrooms must quickly house any students and staff from the hallways, and quickly proceed to lock their classroom doors. Teachers should immediately move students away from the windows and doors, making sure that there is a clear path to all exits. Cover the door and windows with the blackout paper (keep the paper and supplies to post near the door). No outgoing phone calls are to be made unless directed by the principal or designee.
4. Maintain silence. Turn off all lights. Silence all cell phones and electronic devices.
5. Teachers or aides who are not seeing students at the time of the event (RSP, speech, literacy coach, math coach, counselors and instructional aides) need to find a secure location on campus and lock the door.
6. If safe to do so, custodian and campus security will first ensure that all gates are locked and secure, and then lock all restrooms. Any unusual events should be reported by custodian and campus security immediately to the site administrator.
7. All radio transmissions will be kept to a minimum to expedite communications to and from administrative offices.
8. The office staff will lockdown and secure all doors in administrative offices and record the names of any students who remain in the office once it is secured. Office staff will not be answering phones.
9. Information regarding the emergency situation and further directions will be provided once the campus is secure, via a staff runner, memo, phone call, e-mail, or PA announcement, as appropriate.
10. Attendance should be taken as soon as safe to do so.
11. Police and administrators will have keys to gain access to your room. **DO NOT** open the doors for anyone.
12. Prepare students to evade or defend themselves.

Emergency “Hold” Plan and Emergency “Secure” Plan

It is important for all personnel to be aware of the school procedure to be followed in the event of a campus potential threat to students that necessitates a “hold” or “secure” standard response protocol. In the event that a “hold” or “secure” plan is needed, the school principal or designee will announce the procedures and say, *“Please secure the campus. Our campus is going into hold and/or secure until further notice,”* over the school PA system. At that time, the following sequence of events will occur to assist in securing our campus as quickly as possible.

	HOLD! In your room or area. Clear the halls.		
	<table border="0"> <tr> <td data-bbox="509 600 885 688">STUDENTS Clear the hallways and remain in room or area until the “All Clear” is announced Do business as usual</td> <td data-bbox="919 600 1214 688">ADULTS Close and lock the door Account for students and adults Do business as usual</td> </tr> </table>	STUDENTS Clear the hallways and remain in room or area until the “All Clear” is announced Do business as usual	ADULTS Close and lock the door Account for students and adults Do business as usual
STUDENTS Clear the hallways and remain in room or area until the “All Clear” is announced Do business as usual	ADULTS Close and lock the door Account for students and adults Do business as usual		
	SECURE! Get inside. Lock outside doors.		
	<table border="0"> <tr> <td data-bbox="509 751 755 814">STUDENTS Return to inside of building Do business as usual</td> <td data-bbox="919 751 1214 877">ADULTS Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual</td> </tr> </table>	STUDENTS Return to inside of building Do business as usual	ADULTS Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual
STUDENTS Return to inside of building Do business as usual	ADULTS Bring everyone indoors Lock outside doors Increase situational awareness Account for students and adults Do business as usual		

1. Custodian and campus security will first ensure that all gates are locked and secure. Any unusual events should be reported immediately to the site administrator.
2. Office staff will lock and secure the front office door and post a sign designating that our campus is holding and securing.
3. Campus security will make sure that all PE classes are safely escorted back on campus and aware of the situation (if safe to do so).
4. Break and lunch activities will remain on campus and indoors. No park access will be allowed.
5. If restricted entry to staff only is allowed, it will be conducted through the south gate. Security will post at the south gate to facilitate the approved staff-only entry.
6. Activities on campus continue indoors and there will be no access to the park and back field.
7. Students will follow their regular class schedules. Teachers will make concerted efforts to minimize student use of the restrooms during instructional blocks. Additional foot traffic should be kept to a minimum.
8. Dismissal will occur only if safe to do so. Informational updates will be provided as needed regarding dismissal procedures.
9. Information regarding the emergency situation and further directions will be provided once the campus is secure, via a runner, memo, phone call, e-mail or PA announcement, as appropriate.

EMERGENCY ASSEMBLY AREA TEAM RESPONSIBILITIES

Team Members:

All teachers

Support staff (working with students)

Duties:

1. Must remain calm and keep students calm, quiet and together during the emergency.
2. Account for all students and locate students for the student release team.

Materials:

Location:

Person to Retrieve:

Attendance Roll Sheets	Classroom Backpack	Classroom Teacher
Student Accountability Sheet	Classroom Backpack	Take to the Command Post
Confidential Health List	Office	Alicia Calderon
Student Medications	Office	Alicia Calderon
Mini First-Aid Kit	Classroom Backpack	Classroom Teacher
Copy of Emergency Plan	Classroom Backpack	Classroom Teacher
Green/Red Classroom signs	Classroom Backpack	Classroom Teacher

Procedures:

1. Ascertain the extent of injuries and capabilities for class evacuation.
2. Determine the need for assistance by neighboring teachers (Buddy System).
3. Evacuate the classroom using the safest and most direct route to the emergency assembly area, leaving doors unlocked if possible.
4. Post classroom number signs to indicate the class meeting location. Classes should line up sequentially in ascending order from the street to the pool in the assembly area.
5. Take roll in the evacuation assembly area, complete the student accountability slip and turn in completed slip into the Command Post. Last known whereabouts of absent or missing students should be noted on the student accountability slip.
6. Take over supervision of students in classes whose teachers have other assignments.
7. Locate and help students get to the Student Dismissal reunion location.
8. Update roll as students leave the evacuation assembly area via the reunion gate.
9. Keep students in class groups in the Emergency Assembly Area.
10. Take care of minor first-aid needs.
11. Do not release students to parents. They must be dismissed from the student dismissal reunion location.

EMERGENCY TEAM RESPONSIBILITIES

Emergency Assembly Area

Meet in the park, account for students and display red or green sign. All teachers and staff are responsible to stay with their students, keep them calm, quiet and together during an emergency. If a teacher is assigned an alternate team duty, leave students under the supervision of a teacher that will remain in the emergency assembly area.

Emergency Operations Team:

Meet at the park and set up the command post. Account for the presence of all students and staff through the use of the student accountability slip. Implement and coordinate emergency operations. Control internal and external operations. Report to the District Emergency Command Center.

First Aid Team:

Report to the Command Post before beginning to set up at your designated area at the softball diamond. Retrieve needed items from the earthquake bin. Evaluate and sort out injuries. Provide emergency first aid. Document first aid treatment.

Parental Communication Team:

Report to the Command Post before beginning to set up at your designated area. Identify adults who are legally able to pick-up released students. Record all student releases.

Campus Security Team:

Meet at Command Post. Check all utilities, lock and secure gates and doors as needed. Assist in directing parents and emergency vehicles to appropriate areas.

Search & Rescue Team:

Meet at Command Post. Search all facilities for injured or trapped personnel/students. Perform lifesaving first aid, fire suppression and light rescue.

EMERGENCY TEAM ASSIGNMENTS

Emergency Operations Team:

Pete Loaiza (will have extra radio to communicate with district emergency channel)
Amber Allen(Coordinates Search and Rescue Team)
Guadalupe Miranda
Wendy Hunt

First Aid Team:

1. Alicia Calderon
2. Mary Denise Trejo
3. Sonia Campos Rojas, Alondra Saldvar

Search and Rescue Team members assist with first aid after completing the search

Parental Communication Team:

Parent Check-in

1. Kristal Belello Sir
2. Abigail Cuthbert
3. Ebelia Maldonado
4. Wendy Hunt

Student Release

1. Jacqueline Huerta
2. Mary Denise Trejo
3. Norma Lopez Esquivel

Campus Security Team:

- | | | |
|-----------------|--------------------|--------------------|
| 1. Jose Ordaz | 4. Melissa Jimenez | 7. Ana Covarrubias |
| 2. Ronnie Bass | 5. Maria Zepeda | 8. Jasmine Llamas |
| 3. John Gatling | 6. Atllexa Ponce | |

Search & Rescue Teams:

Green Team: Search Rooms 1-8 & Office

1. Dolcey Johnson
2. Gabriel Garcia
3. Josue Zamora

Yellow Team: Search Rooms 9-20 & MPR

1. Rene Rodriguez
2. Serena Cowser
3. Danielle Culhane

Red Team: Rooms 21-33

1. David Balstad
2. Joe Hamilton
3. Ricardo Villegas

EMERGENCY EVACUATION LINE-UP AREA RESPONSIBILITIES

After all teachers of record take attendance and complete the student accounting slip, teachers with a team assignment will collect completed student accounting slips from their partner teacher(s) and report to the Command Post. The Search and Rescue team will leave their class in the care of an assigned supervising teacher. * Alternates also stay at the emergency evacuation line-up area unless needed.

Rooms 6 (Garcia), 7, 8

Supervising Teachers/Staff:

1. Karina Lopez
2. Henry Springer
3. SDC Instructional Aides

Rooms 10, 11 & 12

Supervising Teachers:

1. Sandra Cabrera
2. Leola Gravely
3. Priscilla Oviedo-Johnson

Rooms 17, 18, 19 (Rodriguez), 20

Supervising Teachers:

1. Sarah Castro
2. Celia Gonzalez
3. Jesus Gonzalez

Rooms 25/26 (Culhane), 27, 28, 33

Supervising Teachers:

1. Denelle Zimmerman
2. Monica Ruiz-Ridgers

Rooms 4 (Zamora), 5, 9 (PE)

Supervising Teachers/Staff:

1. Locker Room Assistants
2. Ronica Prepuk
3. Laura Cobabe

Rooms 13, 14 (Cowser), 15 & 16

Supervising Teachers:

1. Leilani Coco
2. Pamela Fernandez
3. Felicia Akuamoah

Rooms 21, 22, 23, 24 (Balstad)

Supervising Teachers:

1. Maria Childress
2. Graciela Viramontes
3. Natalie Torres

Rooms 29 (Johnson), 30(Hamilton), 31, 32(Villegas)

Supervising Teachers:

1. Christan Reynaga
2. Darek Sanchez

***All teachers stay with their classes unless they are needed as an alternate or are assigned to an emergency team. RSP Instructional Aides stay with current classes unless field leads relocate them to cover and support areas as needed.**

COMMAND POST

Emergency Operations Team:

Pete Loaiza, Amber Allen, Academic Coaches (if on campus)

- Manage all Emergency Teams

Guadalupe Miranda, Wendy Hunt

Collect all Accounting Slips

Duties:

1. Coordinate all personnel operations.
2. Assign all emergency personnel or reassign as injuries or absences dictate.
3. Act as a liaison with all off-campus organizations including: press, Red Cross, police and fire personnel that may come on scene.
4. Communicate situation status to the district on a regular basis as stated in procedures.
5. Maintain a log of actions during an emergency.

Materials:

PA system/bull horn

Portable Radio

Cell Phone

List of Emergency Phone #

List of Emergency Teams

Emergency Procedures Guide

Map of Emergency Assembly Area

Location:

Office

Office

Office

Emergency Backpack

Emergency Backpack

Emergency Backpack

Emergency Backpack

Person to Retrieve:

Pete Loaiza

Pete Loaiza

Pete Loaiza

Guadalupe Miranda

Guadalupe Miranda

Guadalupe Miranda

Guadalupe Miranda

Emergency Procedures:

1. Assess type and scope of emergency.
2. Determine threat to personnel and structures.
3. Determine the need for evacuation and take appropriate action.
4. Determine which emergency teams need to be activated.

5. Notify Superintendent by 2-Way Radio or cell phone of emergency and keep updating on a regular basis including:
 - a. Number of students injured and extent of injuries.
 - b. Type and extent of damage to buildings and grounds (i.e., utilities, roofs, ceilings, etc.).
 - c. Actions being taken by emergency teams and outside agencies.
 - d. List of actions being performed by outside agencies on campus.
 - e. Assistance requested from the district.
 - f. Establish the time of the next update.
6. Make periodic reports of confirmed information to students and staff.
7. Refer request for assistance to appropriate emergency teams, including lists and last known locations of missing personnel/students to search teams.
8. Authorize the Parent Communication Team to begin releasing students.
9. All non-classroom personnel should report to the Command Post to determine who is accounted for.
10. Document all actions taken with a timeline.
11. Monitor radio for current information.

FIRST AID TEAM

1. Mary Denise Trejo
2. Alicia Calderon
3. Sonia Campos, School Psychologist (if on campus)
4. Search and Rescue Team (once they conduct search and rescue)

Duties:

1. Establish a first aid treatment area.
2. Triage (evaluates and sorts all victims suffering of injuries).
3. Provide emergency first aid and document all first aid treatment administered.

<u>Materials:</u>	<u>Location:</u>	<u>Person to Retrieve:</u>
First aid kit	Office/Earthquake Bin	Alicia Calderon
Stretchers/backboards, wheelchairs	Office/Earthquake Bin	Alicia Calderon
Flashlight	Earthquake Bin	First Aid Team
Triage tags	Earthquake Bin	First Aid Team
Confidential list of student health problems	Office	Alicia Calderon
Emergency Cards (students/staff)	Office	Jacqueline Huerta/

Guadalupe Miranda

Emergency Procedures:

1. After taking roll report missing persons and last known locations to Command Post, then report to the First Aid Team.
2. Establish a first aid treatment area.
3. In conjunction with Command Post, determine availability of outside emergency medical services. “Is someone coming here, do we take them there, how do we take them?”
4. Using triage tags, sort patients as to immediate, delayed, ambulatory, or deceased.
5. Record keeper follows and fills out student injury forms as to major injuries, if transported and where, etc. These are updated throughout the emergency.
6. Treat immediate category patients and prepare for transport.

7. When outside emergency responders arrive, they must be fully briefed as to injury status. Send a triage tag with them to the hospital.
8. Notify Reunion Gate that the student has been sent to the hospital. Send emergency card with a student to the hospital with a triage tag.
9. Establish a morgue area if needed.
 - a. Major concerns are identification and preservation of the body and documentation as to the cause of death.
 - b. If an emergency is short term, bodies should be covered and undisturbed.
 - c. If emergency is long term, bodies should be covered and located in a cool area away from the surviving victims.

PARENTAL COMMUNICATION TEAM

A-L Release

1. Kristal Belemo Sir
2. Abigail Cuthbert
4. Ebelia Maldonado

M-Z Release

1. Jacqueline Huerta
2. Norma Lopez Esquivel

Location:

Student Check-out Reunion Area

Duties:

1. Document and release students to responsible guardians or designated adults.

Materials:

Student emergency cards

Program cards

Class rosters and computer printouts

Location:

Health Office

Health Office

Health Office

Person to Retrieve:

Alicia Calderon

Alicia Calderon

Alicia Calderon

Signs:

“Emergency Information”

“Student Release Point”

Tables, pens, paper, pencils.

Search and Rescue map

Yellow vest (Optional)

Admin. Backpack

Admin. Backpack

Admin. Backpack

Admin. Backpack

Jacqueline Huerta

Jacqueline Huerta

Jacqueline Huerta

Jacqueline Huerta

Procedures:

1. After completing the student accountability sheet, teachers report to the Command Post indicating those students who are missing along with each student's last known whereabouts.
2. Once the Emergency Operations Team at the Command Center confirms that all class rosters are accounted for, the Parent Communication Team will take all materials to their command post to begin the Parental Communication Team work.
3. Put up signs at the main gate ("Emergency Information") and reunion gate ("Student Release Point").
4. Team establishes a procedure for recording which students have been released to approved adults.
5. When a parent/friend requests to take a student at the main gate:
 - a. Locate on list where the student is located in the Emergency Assembly Area.
 - b. Send a student runner for the student.
 - c. The summoned student reports to the "Release Point."
6. At the "Release Point":
 - a. Have parent/guardian or approved adult show photo identification and sign, date and time on the emergency card that he/she has taken the student. File in a new file.
 - b. If the adult is not the student's parent/guardian--ask the student:
 - "Do you know this person?"
 - "Do you want to go with this person?"
 - "Would it be OK with your parents if you went with this person?"If the answer is "yes" to all three questions, have the adult sign on the student's emergency card, release the student, and re-file the card in another file. If the answer is "no" to any one of the three questions, send the student back to the Emergency Assembly Area to wait for someone else to pick him/her up.
7. Send the emergency card with any student going to the hospital. Make a note that the student has left campus to go to the hospital, state the nature of the injuries on another card and re-file.

CAMPUS SECURITY TEAM

- | | |
|--------------------|--------------------|
| 1. Jose Ordaz | 5. Ana Covarrubias |
| 2. Ross Bas | 6. Maria Zepeda |
| 3. John Gatling | 7. Atllexa Ponce |
| 4. Melissa Jimenez | 8. Jasmine Llamas |
| | 9. Connie Barrios |

Duties:

1. Check all utilities to prevent fires, explosions, injury or damage.
2. Secure campus gates and entry points to prevent unauthorized entrances/exits from school.
3. Assist in directing parents to the Parent Communication Team command post and district administration and emergency vehicles to the appropriate areas.
4. All noon-duty aides will assist the team as needed and then will report to the field to support all teachers and students.

Materials:

Location:

Person to Retrieve:

Tools to shut off utilities	Earthquake Bin	Jose Ordaz
Large signs indicating location of student release point	Earthquake Bin	Jose Ordaz
Supplies to mount large signs	Earthquake Bin	Jose Ordaz
Chains & locks to secure gates	Earthquake Bin	Jose Ordaz
2-Way Radio	Earthquake Bin	Jose Ordaz

Emergency Procedures:

1. If assigned to a class, after taking roll, proceed to the Command Post to report missing persons and last known locations, then form the security teams.
2. If needed: a. Shut off gas main b. Shut off the electricity c. Shut off the water
3. If needed, check the location of the student release point with the emergency information area.
4. Lock or secure, with personnel, all outside access gates or doors.
5. Station personnel as needed to refer people to student release points.
6. Mount signs at campus access point directing parents to student release point.

7. Assess damage to the MPR and its usability during an emergency.
8. Report to Command Post for reassignment after items 1-7 are completed

SEARCH & RESCUE TEAMS

Search & Rescue Teams:

Green Team: Rooms 1-8 & Office

1. Dolcey Johnson
2. Gabriel Garcia
3. Josue Zamora

Alternate:

Yellow Team: Rooms 9-20 & MPR

1. Rene Rodriguez
2. Serena Cowser
3. Danielle Culhane

Red Team: Rooms 21-33

1. David Balstad
2. Joe Hamilton
3. Ricardo Villegas

Duties:

1. Search all facilities for injured or trapped personnel/students to ensure complete evacuation.
2. Perform fire suppression and lifesaving first aid when needed.

Materials:

Fire extinguisher

Blankets

Master Key

2-Way Radio/Flashlight

Search & Rescue Signs

Location:

Earthquake Bin

Earthquake Bin

Command Post

Earthquake Bin

Earthquake Bin

Person to Retrieve:

Team Leaders

Team Leaders

Team Leaders

Team Leaders

Team Leaders

Emergency Procedures:

1. Report to Command Post those students/ personnel missing with last known location.
2. Inspect all classrooms per assigned route. Check visually, vocally and physically.
3. Perform light rescue, fire suppression and lifesaving first aid techniques as needed.
Summon First Aid Team and additional help as needed.
4. Note general damage to structures. Upon completion of search, report to Command Post where damage was observed.
5. NOTE: The Search & Rescue Teams should not be delayed by any particular victim or problem but should have other personnel take charge as soon as possible so that they can continue their search of the entire grounds.

**AFTER COMPLETING SEARCH AND RESCUE DUTIES, TURN
ACCOUNTING SLIP NOTES INTO COMMAND POST**

White: Command Post Yellow: Search & Rescue Pink: Teacher

Paramount Park Middle School

Earthquake/Disaster/Student Accounting Slip

Teacher _____	Room _____	Grade _____
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Students Absent Today: _____

Students Elsewhere on Campus: (RSP) (Counselor) (Health Office) (Other)

Of Students Left in Room: _____ **# Of Students Present Now:** _____

Students on campus needing more First Aid than you can handle:

Student Name	Location	Problem
_____	_____	_____
_____	_____	_____
_____	_____	_____

Additional Comments: (Report Fire, Gas/Water Leaks, Blocked Exits, etc...)

Location	Problem
_____	_____
_____	_____
_____	_____

Teacher Signature

Date

